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‘Language Education for Refugees and Migrants’

Postgraduate Dissertation

**The Effect of Motivation and Attitude on Language Learning for
Adult Refugee and Migrant Learners of Greek in Non-Formal Education:
A comparative case study**

Sofia Kolovou

513196

Supervisors:

Dr. Achilleas Kostoulas & Dr. Nikos Roumpis

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Περίληψη

Η παρούσα έρευνα εξετάζει τους παράγοντες των κινήτρων και των στάσεων στη γλωσσική εκμάθηση της νέας ελληνικής ως δεύτερης γλώσσας στη μη-τυπική εκπαίδευση. Τα φαινόμενα αυτά ερμηνεύονται μέσα από μια οπτική *εκούσιου γίνεσθαι*. Ειδικότερα, τόσο οι συμπεριφορές που σχετίζονται με τη μάθηση, όσο και τα κίνητρα και οι στάσεις που τις τροφοδοτούν, θεωρούνται ως αναδυόμενα φαινόμενα με ενδοψυχική και κοινωνική διάσταση που σχηματοποιούνται στις ειδικές συνθήκες του διδακτικού / μαθησιακού περιβάλλοντος. Για τη μελέτη των φαινομένων αυτών και του τρόπου ανάδυσής τους, πραγματοποιήθηκε μια πολλαπλή μελέτη περίπτωσης, σε δύο κοινότητες μάθησης με διαφορετικά χαρακτηριστικά. Η πρώτη από τις δύο τις κοινότητες (Περίπτωση Α) περιλάμβανε μία καθηγήτρια και δύο ενήλικες προσφύγισσες μαθήτριες από την Ουκρανία, ενώ η δεύτερη (περίπτωση Β) περιλάμβανε έναν καθηγητή και μία ενήλικη μαθήτρια της νέας ελληνικής ως δεύτερης γλώσσα από την Ισπανία. Ερευνητικά δεδομένα συλλέχθηκαν με ημιδομημένες συνεντεύξεις των καθηγητών και εργασίες των μαθητριών, ενώ επιχειρήθηκε σύγκρισή τους. Διαπιστώθηκε πως, και στις δύο περιπτώσεις, μη ενδεδειγμένες διδακτικές επιλογές και εθνοκεντρικές στάσεις των διδασκόντων είχαν αντίκτυπο στην μαθησιακή διαδικασία, ενώ οι διδασκόμενες υιοθετούσαν τις ιδεολογικές θέσεις στις οποίες είχαν εκτεθεί. Με άλλα λόγια, οι μαθήτριες αναγκάζονταν να υιοθετούν - στα πλαίσια ενός *εκούσιου γίνεσθαι*- στοιχεία μιας αλλότριας ταυτότητας που θεωρούνταν ως προϋπόθεση για την εκμάθηση της νέας ελληνικής.

Λέξεις – κλειδιά: κίνητρα, στάσεις, ενήλικες μαθητές, νέα ελληνική γλώσσα, μη-τυπική εκπαίδευση

Abstract

The present research examines the effect of motivation and attitudes in language learning for adult refugees and students of Modern Greek as a second language in non-formal education. These are examined through the lens of *intentional becoming*, a process of development that is driven by individual, social, and sociocultural pressures in the language learning context. To study the situated emergence of these phenomena, a multiple case study was conducted in two learning communities. The first one (Case A) comprised a teacher and two adult refugee learners from Ukraine. The second community (Case B) was made up of one teacher and an adult learner from Spain, who was learning Modern Greek as a second language. Semi-structured interviews were carried out with the teachers, and workpieces of the students were used as data, and subjected to qualitative analysis. In both cases, the learning experience was driven by questionable teaching choices and ethnocentric views by the teachers, whereas the learners aligned to the ideological content to which they were exposed. In other words, their intentional becoming was oriented towards an alienating identity, which was constructed by the teachers as a requisite for successfully learning Modern Greek.

Key Words: motivation, attitudes, adult learners, Modern Greek, non-formal education

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Chapter 1: Introduction

Much like other societies (Boccagni, 2015), the Greek society is becoming increasingly diverse. However, the increase in diversity, which is decoupled from similar shifts in attitudes and institutions, can lead to societal injustice (Piller, 2016). In the case of the Greek society, one of the ways in which social injustice is manifested is in the dominant monolingualism, which makes it necessary for people from other countries to invest time, effort and funds in order to learn Modern Greek (Bagavos et al., 2019). Whereas language learning, particularly in the form of multicultural education, can ameliorate such epistemic injustice (Banks, 2004), What this study aspires to show is that even the process of learning Greek can, in fact, be an instrument of epistemic injustice. As will be seen later in this dissertation, this is due to the fact that the learners' cultural and linguistic capital are casually devalued, and learners are encouraged to develop identities that conform to 'acceptable' images of foreigners.

To do this, the study builds on the theory of intentional dynamics (Stelma & Kostoulas, 2021). Seen through this perspective, language learning is a process of *intentional becoming*, i.e., a constant process of development that is driven by intrapersonal and societal forces. These include the individual's own attitudes and motivations for learning, classroom dynamics, and societal attitudes. These multifaceted antecedents come together to produce different forms of motivation and behaviour (intentionalities, see Kostoulas & Stelma, 2017). In other words, the intentional becoming perspective on language learning fuses psychological and social perspectives on language learning.

The intentionalities that constitute language learning are sensitive to the conditions within which they emerge (Kostoulas, 2018). This means that investigating language learning based on decontextualized definitions of 'attitude' and 'motivation' may lead to limited understandings of the phenomena under study. An alternative perspective, which this study aims to demonstrate, is the holistic examination of language learning within the settings where it takes place. Such an investigation is likely to lead to a more nuanced understanding of how system-wide phenomena such as power injustices and ideology operate in language learning.

To demonstrate the feasibility of developing such an understanding, a multiple case study was designed and partially implemented. Two different learning communities (a class consisting of a teacher and two refugee learners and a class consisting of a teacher and a migrant) were studied using a combination of teacher- and student-generated data. The intra-

case analysis of the data aimed to find traces of system wide phenomena, particularly document how motivation and attitudes emerged and how they recursively shaped the learning process. Following that, a cross-case analysis was intended to capture the effect of specific contextual factors, with a view to better understanding the situated nature of the phenomena under study.

The dissertation is divided into five chapters, including the current introduction. These are summarised in the following paragraphs.

Chapter 2, the **literature review**, provides readers with an overview of existing research on the constructs of motivation and attitudes. With regard to the former, readers are presented with a historical progression of research on motivation. This includes early cognitive approaches, theories of investment (e.g. Norton, 2011) and more recent work that is informed by complexity theory (Dörnyei, 2015). The perspectives are then synthesized into a theoretical model that was expected to drive analysis. Research on attitudes is similarly presented, which is broken down into research on attitudes about learning, culture etc., and an attempt is made to establish the relationship between attitudes and motivation.

Chapter 3 presents the **methodology** of the study. This includes three sections: It begins with a description of the multiple case study as such. Following that, the two cases (i.e., the communities that were brought under study) are described in some detail. The chapter concludes with a presentation of the data generation and analysis methods, which should provide insight into how the study was actually conducted and how it deviated from supervisory recommendations. This can help with the interpretation of the findings that are presented in the following chapter.

Chapter 4 presents **data** that were generated in the study. This presentation is divided into two sections, corresponding to the cases that were investigated. The data are presented in categories that loosely draw on the theoretical groundwork that was presented in Chapter 2. The structure of the data within these two sections is identical to facilitate comparisons.

The final chapter (Chapter 5), revisits the research questions and presents such **conclusions** as this study can support. The conclusions are complemented by a discussion of the study, its limitations, implications and suggestions for further research.

Chapter 2:

Theoretical Framework

An ‘intentional becoming’ perspective (Stelma & Kostoulas, 2021) on language learning rests on the foundational belief that language is not a purely cognitive process, but rather it has affective and motivational components. Scholarship on motivation and attitudes is presented in the two first sections that make up this chapter, leading to a synthesis, where the Intentional Dynamics model of language learning is outlined.

2.1. Motivation

Existing scholarship on L2 learning motivation broadly falls into three periods. The first period, which focused on socio-psychological understandings of motivation, is driven by Robert Gardner’s seminal publication (1985) and eventual scholarship that has built on it. Such work takes an often analytical perspective and posits differences in motivational styles, which are then measured and compared. A different strand in motivation research draws on Bonnie Norton’s (2000) investment theory, which views motivation as a function of the social self, inextricably linked to issues of power and ideology. The final period is dominated by Zoltán Dörnyei’s legacy, which fused complexity understandings and psychological research to develop the influential L2 Motivational Self System (2005).

2.1.1. Socio-educational and Cognitive Perspectives

The socio-educational model of motivation, which was proposed by Robert Gardner (1985), attempted to study second language acquisition in connection to the social milieu in which it is embedded, i.e., school or school-like settings. This perspective contrasted with previous psycholinguistic work that described language learning solely as a product of language learning aptitude (Gardner, 1979; Williams, 1994). In other words, student progress was said to depend not only on competence and linguistic aptitude, but also on motivation and positive attitude (Gardner & Lambert, 1972). For instance, an L2 student with high motivation and low aptitude in languages may exhibit better performance compared to a student with low motivational levels, but more aptitude.

What the socio-educational model posits, therefore, is that successful acquisition can be described with reference to four aspects. The first aspect comprises the social and cultural milieu of language learning. Individual differences, such as intelligence, aptitude, motivation and stress, which constitute the second factor, mediate the learning process. The same applies to the configuration of the learning context (formal or informal). The last aspect of Gardner’s

(1985) model involves linguistic and non-linguistic learning outcomes that emerge from the interaction of the previous three aspects.

As can be deduced from the above, motivation is only one of several factors that are purporting to explain learning outcomes. Gardner (1985) defines motivation as including the goal, wish, persistence, effort, and positive attitude towards an activity in order to achieve one's goal. In this perspective, motivation is divided into *integrativeness* and *instrumentality* (Gardner & Lambert, 1972). Integrativeness refers to the case where the positive attitude towards the target language, its speakers, culture, and wish for interaction or relation to it comprise the motivation for learning. In the second aspect, instrumental motivation is related to L2 proficiency acquisition for practical reasons like employment or language certificate (Gardner, 1985). The integrative aspect, which is of greater importance (Gardner, 1985), is distinguished in three types, *integrativeness*, *integrative orientation* and *integrative motive*. However, Gardner (2001) himself admits the obscurity of the term, as it cannot be linked to any traditional theory or motivation psychology while as an individual feature it differs from one person to another. To this, Dörnyei and Csizér (2002) dispute the appropriateness of the term, when the integration element is absent in foreign language learning settings where there is almost no possibility of interacting or becoming part of the L2 community. Alternatively, they suggest a relation to the possible or ideal-self concepts by Higgins (1987) and Marcus and Nurius (1986).

A related distinction in the orientations of motivation involves the presumed differentiation between intrinsic and extrinsic motivation (Sansone & Harackiewicz, 2000). Of these, intrinsic refers to motivation that emerges from engagement with a task for its own benefit, while extrinsic motivation refers to engagement with a task that will result in achieving a preset goal (Pintrich & Schunk, 2002). Brown (2000) claims that elements of intrinsic and extrinsic motivation are easily discernible in language classrooms, despite the diversity in attitudes and cultural beliefs between teachers and students.

To integrate the above distinctions, Brown (2000) categorizes motivation into four types: intrinsic-integrative, intrinsic-instrumental, extrinsic-integrative and extrinsic-instrumental motivation. He argues that second language learners with *intrinsic-integrative* motivation aim to integrate into the target culture. Learners with *intrinsic-instrumental* motivation have practical reasons for learning the target language, like career development through the L2. Learners with *extrinsic-integrative* motivation learn the language due to external prompting and not personal avidity to achieve integration. Lastly, learners with

extrinsic-instrumental motivation are also made to learn the language but by external power (Brown, 2000).

As seen above, socio-educational perspectives on language learning psychology have produced fairly elaborate conceptualizations of motivation. However, such perspectives can be limited because they cannot account for change in relation to context and time. In addition, overlap between the various categories is often an issue (Carreira, 2005). Other criticisms have focused on a perceived lack of emphasis on social factors that influence language learning (Crookes & Schmidt, 1991).

Based on psychological and behavioral approaches, Ryan and Deci (2000) proposed the motivational theory of self-determination (SDT) which examines both the causes that trigger human behaviour which lead to specific actions, and the ways of behavioral self-regulation in various context, i.e. employment, education or social interactions (Deci & Ryan, 2000a; Deci & Ryan, 2015). Based on the psychological aspect, SDT uses people's feelings and discernments as indexes of expected results in behavior, development or experience (Ryan & Deci, 2000b).

According to SDT, there are three basic needs that influence motivation: autonomy, competence and relatedness. Autonomy refers to the individual's sense of freedom and control in choosing their actions. Competence refers to the individual's sense of being capable to achieve their goals. Relatedness refers to the extent of both the activities and goals match to their personal values, interests and perceptions as well as the need to connect and create bonds in a social environment (Ryan & Deci, 2000). Ryan and Deci (2015) support that when those needs are satisfied; individuals become actively engaged in an activity and experience high levels of focus and enjoyment.

Motivation in SDT varies on level and orientation among individuals (Ryan & Deci, 2000a); while the type is more important than the level of motivation (Deci & Ryan, 2008). In SDT, intrinsic motivation is the completion of a task that is innately enjoyable and interesting, while extrinsic motivation refers to the completion of an action that can lead to a specific expected result (Ryan & Deci, 2000a). The extrinsic motivation is considered the paradigm of autonomous behaviour (Deci & Ryan, 2015). SDT differentiates from previous motivational theories on its distinction between autonomous and controlled motivation. Distinguishing autonomous from controlled motivation is crucial in SDT. In SDT, controlled motivation is related to the extrinsic motivation. Autonomous motivation is related to both intrinsic and some extrinsic motivation that characterized by high levels of autonomy (Deci & Ryan, 2008).

This distinction is closely related to education as it facilitates educator's understanding of student behavior during the learning procedure. Moreover, it assists their work by providing guidelines for creating an educational environment that promotes independent learning which can aid students' psychological needs. However, as Niemiec and Ryan (2009) support not every educational activity is pleasant or interesting. Teachers should not be based solely on intrinsic motivation, but they should know ways to engage their students with a certain activity. To facilitate this, Ryan and Deci (2000a, 2000b, 2000c, 2006, 2008) proposed the concept of internalization.

Internalization describes the process where social norms transform to personal values and are incorporated in the individual's value system (Ryan & Conell, 1989; Deci & Ryan, 2015). It refers to individuals' tendency to internalize behaviours so as to satisfy their need for relatedness with individuals of importance (Deci & Ryan, 2015). A fundamental concept of SDT is that individuals may internalize behaviours due to extrinsic motivation and self-regulate these behaviours autonomously as if they were an outcome of intrinsic motivation. However, internalization is not always entirely completed (Deci & Ryan, 2015); while the levels of internalization are equivalent to the individual's autonomy (Ryan & Conell, 1989). Starting from the lowest level, here are the four extrinsic motivation types depending on the internalization level: external regulation, introjected regulation, identified regulation and integrated regulation (Ryan & Deci, 2015). Last, amotivation refers to a complete lack of motivation and interest and deviates from the autonomy continuum (Ryan & Deci 2000a, 2000b, 2015).

Regarding education, SDT suggests an alternative approach to improving the teaching practice by serving students' needs. It promotes supporting students' autonomy through teachers' behavior and emotional support during the lesson so as to relate and then activate and cultivate the students' internal motivation (Reeve, 2016). Additionally, autonomy-supportive environments have been observed to positively affect students' effort, motivation and self-regulation as well as positive learning results, i.e., high focus levels, time management, persistence or thorough understanding of the objective (Reeve et al., 2002; Chirkov & Ryan, 2001; Vansteenkiste et al., 2010). To do so, educators need to adopt their students' viewpoint to comprehend their feelings and their external or internal impediments against autonomous motivation while enabling them to cooperate more efficiently (Ryan & Deci, 2017). In SDT activating intrinsic motivation resources consists the ultimate way for student engagement to learning (Reeve et al., 2004).

2.1.2. Investment Theory

The perceived lack of emphasis on social aspects of learning in socio-educational and cognitive models led to the development of different models of motivation. In a series of publications, Norton (1998, 2000; Norton Pierce, 1993; 1995; Norton & Darwin, 2015) gradually develops what has come to be viewed as the investment theory of language learning. Investment theory encompasses the historical and social connection of learners' with the L2 and their often hesitation to learn and or practice it. This hesitation results from the interaction of identity, which has a key role in Norton's theory, with social factors, i.e. marginalization, and desires. Norton's thinking has been strongly influenced by Bourdieu's scholarship, and in particular the concept of cultural capital (Bourdieu & Passeron, 1977). Cultural capital describes the acquired knowledge and ways of thinking that arise from individuals' cultural background and define different classes and groups in their interaction in certain social occasions (Bourdieu & Passeron, 1977). Norton (2000) suggests that learners aspire to learn an L2, and therefore *invest* in it, with a view to increasing their cultural capital, as this will offer them more symbolic and material resources, such as language, education and social networks, and real estate, financial and capital goods respectively. In other words, L2 learners do not use an L2 merely for information exchange or practice; rather their language use is a process of continuous reconstructing of their sense of self. Investment theory has had a significant impact on language education psychology (Ushioda, 2020), by inserting the sociocultural dimension into understandings of motivation, while developing the social and cognitive theories in SLA (Block, 2007).

The latest iteration of investment theory, developed over a period of more than two decades, is provided by Norton and Darwin (2023). In this publication the authors outline what they view as its three main components of investment and go on to juxtapose investment and motivation. They support that investment comprises of capital, ideology and identity. Capital refers to the speakers' acquired linguistic and semiotic knowledge. Ideology refers to the ways of thinking that can shape speakers' social behaviour. Last, identity which is considered a fluid and dynamic factor includes the personal attributes that shape the way people learn, behave and interact with the world (Norton & Darwin, 2023).

As parts of different epistemological fields, the two concepts are complementary and provide a more concrete perspective of language learning. While motivation is a psychological term, investment is mainly sociological and it comprises of identity, capital and ideology (Norton & Darwin, 2023).

In its conceptualization, investment would address cognitive and socio-psychological theories on motivational research, as L2 learning was mainly considered as a means of integration. Capital is a clear disjunctive factor between motivation and investment. Capital includes both individual's symbolic and material resources and defines one's position to the society. Thus, capital equals to power and can be found in diverse amounts within the society. Capital shapes the world and provides empowering opportunities for advancement. For instance, learners, whose financial background deprives their access in prestigious institutions or expensive technology, can use their semiotic and linguistic capital for social networking in online communities. Thus, by exploiting their capital L2 learners invest in their target language both for instrumental benefit and the realization of their imagined and expected relations, identities and communities (Norton and Darvin, 2023).

Ideology refers to the dominant ways of thinking of each social group or population that shapes their practices. Depending on the composition of practices they can promote or impede inclusion and stability among populations. Nowadays, software engineers have inset modern forms of ideology, proceduralization and quantification, to construct social media platforms. This evolution of the ideology notion illustrates the influence of dominant ways of thinking on the capital and the learners' social emplacement as the latter interact with diverse social contexts. While initially ideology was related with language and literacy practices, the definition of Norton and Darvin (2023) includes the way ideologies shape social practices that may influence inclusion and the right to self-expression. They conclude that specific social practices in various learning environment indicate specific ideologies (Norton & Darvin, 2023).

Norton and Darvin (2023) explain the way attributes of gender, ethnicity, race, social class and sexual orientation form the learning style and the way learners exploit their capital resources in various contexts. Additionally, they indicate how identity factors can provide or deprive privilege to the learner. Thus, they expatiate the way language educators can shape identities by introducing their personal experiences and linguistic traits in the lesson. Teachers' legitimacy depends on their identity distinction as native or non-native speakers within institutional environments. Moreover, following Bourdieu's concept of *habitus*, Norton and Darvin define identity as history-in-person referring self-perception and behavior as socially affected constructs. Learners' and educators' behavior and mindset are shaped by the environment they grew up, the ideologies and practices they have encountered. Consequently, they form dispositions that guide their perception of the world. Disposition may force learners to comply with certain practices which can be related to the

sentiment of duty that lies in Dörnyei's Ought-To Self concept. Norton and Darvin (2023) conceive disposition as perceptions stabilized in time that can have a positive or negative impact on learner's imagination. Due to this dynamic trait of identity, the theoretical framework of investment enables the understanding of the relation between action and structure (Norton & Darvin, 2023).

Similar to ideology, globalization and technological developments made concepts like identity more fluid and dynamic. Immigrant L2 learners are identified as *transnationals* as can be part of the multiple target communities while preserving their home culture characteristics (Lam & Warriner, 2012; Lam, 2014). As regards to the element of identity, in comparison to Dörnyei's theory about the ought-to L2 self, that refers to personal ambitions and dreams about the learner's linguistic proficiency; Norton (2001) introduced *imagined identities* that concern the ambitions regarding a variety of identities like professional or citizen as a member of an *imagined community* (Darvin & Norton, 2023).

Norton and Darvin (2023) support that the use of economic terms to refer to language is made to showcase how power relations and political economy influence language and communication. Their conclusion is that investment shows the diverse positioning of learners with different identities and resources. This inequality urges for educators' critical reflection on their personal worldviews, inclusive practices and their privilege inside the class with a view to construct a classroom environment that cultivates learners' investment in the L2. Learners should also reconstruct their capital resources and their identities so as to obtain a legitimate position in various learning environments and their right for self-expression. Based on critical theory, investment besides describing diversity of learners and contexts, it aims to reveal the inequalities and discrimination that are created by identity factors. Following critical applied linguistics, investment is used as a tool for probing injustice and challenging ideologies that foster inequalities. The distinction between motivation and investment is clearer by investigating their similarities and differentiations. As stated, the two concepts are complementary and despite their possible overlapping they enhance the understanding of the sociocultural, psychological and cognitive procedures of language learning. However, Norton and Darvin (2023) urge for research by different disciplines so as to discover the possibilities of the two concepts. Despite the fluidity and the dynamics of the learners' composition, motivation and attitude aim to clarify the broader concept of language learning in an ever evolving society (Norton & Darvin, 2023). On her paper, Norton (2000) displays the limitations of investment theory. She underlines the identity struggle that exists in both adult and children immigrant L2 learners and influences their already diverse L2 learning experiences.

She concludes that similar to their sentiments of their past and their expectations for their future, their investment in both the L2 and their mother tongue is threatened. Thus, educators and researchers should take into account the diverse and contradictory forms of investment so as to understand their L2 learning journey. An exhaustive understanding of the vulnerable learners' sociocultural background is necessary for fully comprehend the cause of their academic difficulties. With emphasis on the social aspect, she underlines teachers' understanding of the social inequalities that affect immigrants' investment on both L2 and their mother tongue (Norton, 2000).

2.1.3. *The L2 Motivational Self System*

A third, highly influential way of understanding motivation has been developed by the late Zoltán Dörnyei and his colleagues over the last 20 years. In his seminal publication, outlining the L2 Motivational Self System, Dörnyei (2005) elaborates on Gardner's (1985) model, by positing the influence of the language learning context, but also includes two identity elements, the ideal self and the Ought-to self (Dörnyei, 2005; 2009b), derived from Markus and Nurius (1986). In doing so, Dörnyei (2005) retains the association with the L2 culture which was postulated by Gardner (1985), while acknowledging the importance of one's self and internal self-identification (Dörnyei, 2005). The fact that Dörnyei's theory supports that the individual's motivation is the attainment of the ideal self using the L2, constitutes the singularity of his theory.

Looking at the model in more detail, this is conceived as a complex system (Larsen-Freeman & Cameron, 2008), made up of three loosely connected modules or sub-systems, the Ideal Self, the Ought-To Self and the L2 Learning Experience (Dörnyei, 2005). To this, the *self-discrepancy* theory by Higgins (1987) had also a significant impact regarding the terms of the ought-to and ideal-self. The *Ideal Self* depicts the motivation of learning an L2 while diminishing the variance regarding the linguistic level of the actual self and the ideal self. Thus, it refers to the person one wishes to become. The notion of the Ideal L2 Self was promoted by producing a picture of language learning via imagery elaboration (Dörnyei, 2005, 2009b). The *Ought-to Self* refers to linguistic qualities one regards as necessary to attain so as to prevent potential negative results. Notably, it does not comply to clear motivational practices, since it is an external dimension for the learner and is created by environmental factors like family, friends or power authorities that create to the learner duties and obligations. The third component, i.e., *the L2 learning experience*, is introduced by Dörnyei so as to describe the potential influence that the learning environment can have on the learners. Therefore, the L2

Learning Experience includes precise set motivation connected to the direct learning setting and experience like the curriculum, the educator or the colleagues.

Dörnyei (2009b) analysed the possible implications of the motivation of possible L2 selves theory. The first condition is the existence of motivation for the future self-guides. As previously noted, L2 learners do not produce a possible self concurrently, thus, the dimension of the L2 Ideal Self might not exist. That is why educators ought to motivate students in order for them to generate their Ideal L2 Self. Educational, psychological and sport research have studied the degree of detail and intensity of the expected self images. The necessity of examining the suitability of the used methods for the promotion of L2 motivation in applied linguistics was supported by Dörnyei (2009b). Additionally, the Ideal L2 Self needs to be realistic towards the target goal. In order to achieve high motivational and effort levels, students' expectation should be realistic. For the efficacy of the future self-guides, suitable syllabi, plans are self-moderating techniques are necessary. Hence, the dismissal of the feared self is a precondition for the success of the Ideal L2 Self.

The uptake, in Language Education Psychology, of the possible selves posited by Dörnyei (2005) has been considerable, and –unlike Gardner (1985)– has provided useful insights into the students' fluctuating psychology (Dörnyei & Ushioda, 2009). This, however, has not been coupled with equal emphasis on the third component, the L2 Learning Experience (Dörnyei, 2019). Following the two first components, he attempted a more thorough analysis of the third element in accordance to more general theories. He concluded that the interpretation of the learning experience should take into account the aspect of engagement, which connects psychological dispositions with actual learning activities (Dörnyei, 2019).

Research on L2 motivation and investment has revealed the dynamic nature of both concepts in relation to time, goal, and engagement with the learning process. However, it is a common phenomenon for L2 students to remain particularly concentrated on their goal for a long period. To explain this, based on the field of psychology and well-known motivational theories, Dörnyei and his team proposed the concept of Directed Motivational Currents (DMC) (Dörnyei et al., 2014, 2015; Dörnyei et al., 2016; Muir & Dörnyei, 2013). More specifically, a DMC refers to an extended period of engagement with a set of tasks that are considered beneficial as they expedite the achievement of an important goal (Dörnyei et al., 2015). The three elements of DMC are *goal/vision orientedness, salient facilitative structure and positive*

emotional loading (Muir & Dörnyei, 2013; Dörnyei et al., 2016; Dörnyei et al. 2014; Henry et al., 2015).

As the essence of DMCs is direction, *goal/vision orientedness* refers to the precondition of a clear aim, such as achieving L2 proficiency, so as to ease the learners' focus and engagement with the learning process (Dörnyei et al., 2014; Muir & Dörnyei, 2013). Orientation lies in a DMC as the combination of a clear preset goal and the vision of its accomplishment. However, the distinction between the two concepts should be noted. Though a goal is a cognitive and abstract concept; a vision is the sensory picturing of accomplishing a future goal. Both concepts can be personalized by individual experiences and realities. Muir and Dörnyei (2013) support that vision is learners' imitation of imagined or actual realities in early stages, though the representation is present, there is lack of stimuli. Moreover, vision provokes and enhances the concentration on motivation (Henry et al., 2015; Muir & Dörnyei, 2013).

The second component of a DMC is a salient facilitative structure which guides the learner in achieving their goal while it preserves motivation through feedback and progress check. A clear preset goal is interrelated with a concrete and accordingly structured route. Creating behaviors and routines, setting clear start and finish, and systematically examine learners' progress are the three factors that create a concrete structure on a DMC. More particularly, within a DMC learners unconsciously form and adopt repetitive behaviors leaving their motivational level unaffected (Dörnyei et al., 2014; Muir & Dörnyei, 2013). A DMC's start and end are not random; rather they are deliberately and explicitly provoked by stimuli. Regular progress checks facilitate achieving smaller scale goals building L2 learners path towards the ultimate goal through positive feedback and increasing their motivation. Consequently, a positive sentiment of coming closer to their target is being cultivated. Dörnyei et al. (2016) claim that the third feature of DMC, positive emotional loading, emerges from success in small scale goals turning language learning process into a satisfactory experience and consequently increasing engagement and motivation levels.

However, there must be a coexistence of a set of prerequisite contextual, temporal and individual factors related to the general comportment of the learner and a specific stimulus for a DMC to take place. Although the founding of DMC upon the psychology and mainstream motivational theories, it is distinguished by the thorough examination of the effect of behavior and time on motivational levels (Henry et al., 2015). More explicitly, the DMC construct is linked to the goal-setting theory (Locke & Latham, 1990) as the learner's

intentions for their actions are a result of their personal preset goals. It is also related to the Flow theory by Csikszentmihalyi (1988, 1990) as it explains the consistent and undistracted engagement of the learner with a continuous task or activity for achieving the set goal (Zarrinabadi et al., 2019).

All in all, Directed Motivational Currents construct provided a rather concrete perspective on the relation of time, individual features and goal-oriented behaviours with motivation levels than well-known motivational theories.

2.1.4. Towards a Synthesis of Perspectives

What the discussion above has highlighted is that motivation is a multifaceted and often elusive construct. Work in the socio-cultural and cognitive tradition draws our attention to the fact that the intrapersonal aspects of the self and the social context in which the self is active are inextricably linked. Constructs such as intrinsic motivation or integrativeness exist in the cognitive realm, but they are only meaningful when connected to social structures, such as language and community. Norton's ongoing work on investment constructs an understanding of motivation as a trajectory from past situations to present ones, a perspective replicated on a small scale by work on DMCs. Finally, Dörnyei's contributions to motivation theory highlight the complexity of the processes through which motivation arises. In this section an attempt will be made to fuse these perspectives into a theory of motivation as 'intentional becoming'.

Central to the understanding of motivation as developed here, is the construct of 'intentionality' (Jacob, 2023). Intentionality fuses two related concepts: intention, as in purpose and directedness (Stelma & Kostoulas, 2021). Of the latter, the German philosopher Franz Brentano writes:

Every mental phenomenon includes something as object within itself, although they do not do so in the same way. In presentation, something is presented, in judgment something is affirmed or denied, in love loved, in hate hated, in desire desired and so on. (Brentano, 1878, pp. 77-78, cited in Jacob, 2023)

Motivation, in this perspective is an intentional phenomenon. In the philosophical sense of the word, it connects mental phenomena to social structures: one has positive attitudes *about* a language, one wants to integrate *into* a society, and so on. This is especially true of the various 'selves' that Dörnyei's (2005) system postulates: these are mental representations of

future versions of the self. Motivation is an intentional phenomenon in a much more prosaic sense of the word as well, in that it refers to the individual's purpose for learning a language.

Intentional phenomena, such as motivation, emerge in complex systems of the self in context (Stelma & Kostoulas, 2021). This observation echoes Dörnyei's (2005) view that motivation is an emergent product of a complex system of perceived selves and contextual conditions. Stelma and Kostoulas (2021) suggest that such systems can be stratified, and consist of four interconnected aspects. The first one of these, *individual intentionality*, may connect to aspects of motivation such as personal goals and values. On a somewhat broader scale, *shared intentionality* refers to aspects of motivation that emerge through peer interaction in 'small cultures' (Holliday, 2009), such as language classes (Stelma et al., 2015). DMCs are often driven by shared aspects of intentionality. The third aspect of intentionality, *derived intentionality*, refers to motivation caused by interaction with artefacts, routinised activities and so on. These often have motivational potential 'sedimented' or 'deposited' into them (Searle XXXX), which is 'recovered' in the form of intrinsic motivation. Finally, *sociocultural aspects of intentionality*, designate cultural and ideological aspects of motivation such as the value attached to languages and learning.

Motivation, viewed as intentionality, is a driving force for forward-facing activity – in this case, language learning activity, or 'investment' (to borrow from Norton, 2005). Just like investment theory, an intentional perspective on motivation involves visualizing language learning as a trajectory from past situations to future, more empowered, states. Here, again, there are helpful parallels with Dörnyei's (2014) suggestion that motivational patterns can be viewed as trajectories, to be retrospectively studied. This perspective acknowledges that learning emerges from pre-existing capital in the form of affective, behavioral and cognitive aspects of the self (what a Bourdieu-informed perspective would call diverse forms of 'capital'), and from the interaction of intrapersonal and social aspects (Kostoulas & Stelma, 2016). Moreover, and importantly, it highlights the transformative potential of activity that is driven by motivation (Stelma et al. 2015).

2.2 Attitudes

The motivation on learning a foreign language can be influenced by numerous reasons. In this study, the effect of attitudes towards a foreign language, teaching and learning methods, bilingualism and Greek society is going to be reviewed in relation to its relation with motivation.

2.2.1. Definition of Attitudes

For better understanding the concept of attitudes, a revision of the definition is going to be given. Brehm et al. (2002) define attitudes as a positive, negative or mixed evaluative reaction towards a person, an object or a concept. The concept of attitude is ultimately a psychological tendency expressed through the extent of positive or negative appreciation of an entity (Eagly&Chaiken, 1993). Given that, one's attitude towards an aim affects their general way of thinking and response over a specific aim. Social psychology supports that attitudes highly influence on behavior. Relevant studies have concluded on a three-way division of attitudes: affective, behavioral and cognitive (Rosenberg &Hovland, 1960).

In early studies, the main focus was on the task of making the target concept functional, creating a study from its basic components and proving the accuracy of that survey. More specifically, Bartley (1970) correlated attitude with attrition, Gardner (1985) examined the socio-educational model of language learning on the basis of attitude; while Horwitz (1988) related the latter with learner's beliefs and anxiety (Horwitz, 1988; Horwitz et al., 1986).

2.2.2. Attitudes towards Learning

According to the socio-psychological model proposed by Gardner (2001), attitudes towards the learning procedure involve the reaction towards any aspect of the language teaching and learning procedure. The expected variations in learners' attitudes that depend on the nature of the class and the classroom environment are central on this model (Gardner, 2001). Despite their variations, attitudes display elements of stability (Javeau, 2000). Contrary to motivation, attitudes are related to the topic and not the goal. Moreover, they differ from ideology in the sense of being subconscious assessments, while language ideologies are structured. Myers-Scotton (2006) notes that despite attitudes being subconscious, individuals base their judgment on them. What is more, ideologies are related to the codification of values while attitudes are specifically towards objects, i.e., attitude towards a language (Baker, 1992).

2.2.3. Attitudes towards Foreign Languages

According to Ajzen (1988), attitudes towards foreign languages are positive or negative predispositions over a certain language or a language of a certain community that encourage and define motivation. Motivation and attitudes are interconnected as presented on the previous chapter. In particular, Gardner (1985) presents the positive attitude towards the target language as a strong motivation in learning a second language. The importance of

attitudes towards foreign languages is supported by more studies that regard it as a factor of increasing motivation in learning a second or foreign language (Dörnyei & Otto, 1998; Williams & Burden, 1997).

Attitudes towards foreign language learning define both the teaching process and the result. Besides motivation, needs and interests; emotional factors like attitudes towards foreign languages can contribute more to learning a foreign or a second language than personal competences, intelligence, teaching method or personal time that one can allot for the target language (Savignon, 1983).

2.2.4. Attitudes towards the Target Language & Community

As regards to migrant and refugee populations, it is a common phenomenon for them to have zero or limited knowledge of the host language, despite it being a requirement for covering basic needs, integration and communicating in social and professional level (Esser, 2006; Mogli & Papadopoulou, 2018).

Yashima (2009) correlates attitudes towards the target community. Yashima has coined the concept of *international posture*, which refers to the way learners regard and relate themselves with the international community, in relation to international affairs and their ability to communicate and socialize with the target community. Positive or negative attitudes towards the L2 or the L2 speakers can also affect L2 learning and explain language behavior (Hosseini & Roumandnia, 2013).

According to Triantafyllidou and Hedgcock (2007), high performance students show strenuously positive attitudes towards the target language, the L2 culture and its social practices. Moreover, attitudes are linked with opinions towards the identity of the native speakers. In this framework, the symbolic dominance of the official language can be interpreted as it is imposed in the participants' language exchanges (Bourdieu, 1991). Every linguistic action is a result of linguistic habit and repertoire within a specific social context. To this one can relate the investment theory and Bourdieu's (1991) concept of habitus, which have been explained in the previous subchapter.

2.2.5. Relation between Motivation and Attitudes

An inclusive interpretation of the relationship between motivation, attitudes and social factors is provided by Stelma and Kostoulas' (2021) approach to language learning as *intentional becoming*. Here, the term of *intentionality* refers to the learners' conscious agency and choice within educational contexts. Thus, their approach regards learners as intentional

users and learners of the target language. Moreover, they add the dimension of meaning as this arises from the individual, derived, shared and sociocultural components of intentionality. Following the Five Graces Group (2009, as cited in Stelma & Kostoulas, 2021), the complex and dynamic nature of language use lies in its four components. More particularly, language use involves interaction among multiple agents, past experience and past or current use that can influence language use in present and future time, while it is formed by various factors as perceptions or social processes. Meaning and meaning-making is central in language use as the latter is considered the way individuals connect with themselves, others and the world they live in. In order for the learners to become intentional in their L2, Stelma and Kostoulas (2021) suggest they should be incited to language use and learning characterized by diversity so as to develop their own meaning through reflection and negotiation. The crucial role of educators and education stakeholders is noted as they could guide students in becoming intentional users of the target language.

Chapter 3: Methodology

This chapter presents the methodology of the study. In the first section (3.1.), the research purpose, aim and the research questions as well as the research design are listed. As the research follows the method of the multiple-case study, in Section 3.2, the studied cases are presented. Last, Section 3.3 presents the data generation and analysis procedures.

3.1 Overview of the study

3.1.1. Research Purpose

In the relevant literature, it is observed that traditional theories describe the way social, attitudinal and motivational factors can affect language learning. However, those theories lack a more holistic view of the interactive process of language learning which is how the theory of intentional becoming regards language learning. Therefore, the present study aims to investigate the interconnection and interaction of motivational, attitudinal and social features, so as to comprehend how these components make up language learning as intentional becoming for adult refugee students and learners of Modern Greek as a foreign language.

3.1.2. Research Aim & Questions

The aim of the present study is to explore how the interaction of motivation and attitude towards the Greek language and language learning of adult refugees compared to learners of Modern Greek as a foreign language render language learning a process of intentional becoming. Specifically, this research attempts to address the following research questions:

1. How are refugee language learners' and learners of Greek attitudes towards language learning and Modern Greek language formed?
2. How is language learning motivation created and expressed in refugee learners?
3. In what ways do attitudes and motivation shape language learning as a process of becoming?

3.1.3. Research Design

To develop a comprehensive understanding on how motivation develops, it was considered necessary to approach motivation from the subject's point of view. This necessitated a qualitative approach, which examines social realities based on the subjects'

stance rather than the observer's (Chadwick et al., 1984). Specifically, it was important to understand the participants' experience, so as to interpret it in relation to literature. Given that part of the research sample was consisted of vulnerable population, the qualitative approach was regarded more suitable as it provided space for innovation and the use of multiple data collection tools so as to overcome possible impediments such as accessing the sample. Additionally, the complex nature of the research phenomenon as this is the interaction of social, attitudinal and motivation factors in language learning, through the qualitative approach, could be preserved and showcased (Creswell, 2014). More specifically, in order to thoroughly comprehend the research concept, focusing on a specific group was considered more efficient for this research (Creswell, 2014). By focusing on the investigation of the features of the selected group, the description of the larger-scale interactive process of intentional becoming was enabled (Gerring, 2004).

In particular, for the purpose of this research, data from two different cases were collected and juxtaposed by following the multiple-case study design by Yin (2012). The two cases included the group of adult refugee learners and the group of adult learners of Modern Greek as a foreign language. In order to investigate the two case groups, the multiple-case study was considered the best choice. The diverse features of each group would help compare and contrast for the detection of similarities and differences between the two groups. Moreover, the juxtaposed and separate investigation of each was also enabled. Last, the research scope was to investigate and comprehend the theory of language learning as intentional becoming; therefore, the multiple-case study design facilitated this purpose (Anderson, 1983; Pinfield, 1986).

3.2 The Cases

In the present study, two case studies were investigated and juxtaposed which were composed of five participants in total. Case A group included refugee students and a teacher in an NGO and Case B includes a student of Modern Greek as a foreign language and a teacher in a cultural centre. In both study cases, students and teachers of non-formal education of Modern Greek as a foreign or second language took part.

3.2.1. Case A: *The NGO*

Case A group includes three participants, two female refugee students from Ukraine with granted temporary (i.e., one-year) asylum and their teacher in a Greek NGO based in Exarchia, Athens.

Both students have been residing for one year in Athens, Greece, after the break out of the war in Ukraine. Student 1 is a young woman that works and has family already residing in Greece. Student 2 is an elder woman in retirement with Greek roots and has also family in Greece.

The main criterion that led to the selection of the specific group was the degree of the NGO's and Teacher A's involvement in refugee education, specifically adult education. The NGO in question is the oldest in Greece that is involved with the refugee crisis, while the educator has worked in this field for seven years. However, the selection of the specific refugee participants was not exactly designed. The limited access and the unwillingness of other students to participate also limited the given option. Refugee students from Ukraine were selected after consultation with Teacher A. The fact that they have been attending lessons in the setting and have been residing in Greece for more than a year were considered elements that could provide more accurate data.

3.2.2. Case B: The Cultural Centre

Case B group includes two participants, one female student from Spain who currently lives in Athens, Greece, and her male teacher of Greek as a foreign language in a private cultural centre in Athens.

Student B does not have migratory or refugee background. She currently lives in Athens with her partner, who is Greek. She has been learning Greek for more than a year. She does not work and is focused on Greek language lessons. Teacher B has been teaching Modern Greek as a foreign language for two years now.

The main criterion for selecting this group was Student B's duration of her residency in Greece and her language lessons as most students in the specific school are short-term students who could not provide highly valid information. Since the specific student attends lessons for more than a year and her teacher's experience in the field, made them suitable participants as they could provide more appropriate answers due to their long-term engagement with language learning. What is more, the fact that the researcher works in the same cultural centre as an educator facilitated the access.

3.3 Procedures

3.3.1. Data Generation

Access to refugees was limited, as interviewing them was not possible due to both their hesitation and the restrictions of the NGO's policy. Refugee students from Ukraine took

part and work pieces were requested with the help of their educator. Teacher A explained the research topic and collected their pieces of writing. In addition, the main corpus of the data was collected through semi-structured interviews of the teacher who answered the interview questions on behalf of her students and also provided general information about the population of interest and her educational methods. For symmetry purposes, the same method was followed for Case B participants even though there were not any similar impediments.

As regards the data generation, two thirty-minute semi-structured interviews of the two teachers and workpieces by three students, two for Case A and one for Case B, who took part were used. The interviews were recorded using a recording app on the researcher's Smartphone. Initially, the recording was supposed to be conducted using a portable computer for reasons of data safety, however, technical implications led to the Smartphone use. The language of the interviews was Modern Greek in order to facilitate teachers, who are native speakers of Greek, easy expression and avoid misunderstanding. Both interviews were conducted in person; the interview of Teacher A took place in their workplace while the interview of Teacher B in a café proximate to their workplace. Additionally, students provided in total four pieces of work; one workpiece each with the exception of Student B of Case A who volunteered to provide two workpieces. Despite not being requested, all the workpieces were written in Modern Greek. For Case A group, the workpieces were requested and collected with the help of Teacher A who had access to them, whereas Student's B workpiece was requested and collected by the researcher.

Due to the small-scale nature of the study, the number of participants was set so as to provide indicative data for understanding the interactive process of language learning. The main focus of the research was student data, however, pragmatic and ethical constraints regarding access led to the recruitment of their educators. In order to overcome the impediment of direct access to the students' perspectives, their teachers were interviewed as it was suggested that the educator would know such information due to their personal interaction inside the classroom. Moreover, the participants were chosen according to the duration of the lessons which could provide more accuracy to the collected information. Last, adult students were recruited so as to better support the concept of intentionality and motivation. It was considered that adults have more concrete and practical reasons to participate in an action, than children who usually are subjected to external forces.

Following the method of *triangulation* allowed the examination of the research problem from both cases' point of view (Flick, 2004). In addition, triangulation of data enabled the collection of different types of data, i.e., workpieces and interviews, and by multiple sources, i.e. teachers and students. As the collected data were limited, given the small-scale nature of the study, the use of triangulation was an effort to provide more validity and credibility to the results (Flick, 2004).

The current study strictly followed the ethical guidelines imposed by the HOU regulations. All participants have remained anonymous and no information that can lead to their identification was used. All the students and teachers who participated in the study were informed about the voluntary nature of the research and the confidentiality of the findings by the researcher. They were also informed about the content and aim of the study and were asked to record their consent in writing.

3.3.2. *Data Analysis*

The collected interview data were transcribed on word-level as the present study does not analyse discourse patterns. The extracts used in the corpus of the research were the ones that were translated in English language. The total word corpus of each interview was 3,830 words for Case A and 3,285 words for Teacher B. Regarding the workpiece data they were scanned and analysed word to word. Similarly, English translation was used only for the used extracts.

Although thematic analysis was recommended, as being the most suitable approach for answering the research questions, a decision was made to use a simplified data processing procedure, which involved grouping data under six arbitrarily chosen categories. Notably, these categories did not correspond to the theoretical groundwork presented in Chapter 2, for reasons that can be traced to inadequate research training, reluctance to engage with feedback, time pressure, and institutional reluctance to enforce standards of rigour. The categories, which are presented in more detail in the Chapter 4, are the following:

1. motivational factors
2. attitude
3. motivation and engagement
4. factors influencing motivation
5. language learning outcomes
6. teaching approaches and methods

As regards the analysis and the synthesis within and across the cases, recommendations were made to use a coding and analytical memos. Specifically, private analytical memos were kept by note-taking of the information provided by the interviews and the work pieces. There was an expectation to conduct cross-case analysis using analytical memos and coding, so as to identify the topics that emerge by the comparison of the two cases and derive the respective theories. This aspect of the research was not implemented.

Chapter 4: Findings

The present chapter presents the findings of the current study. It is divided into two parts; section 4.1 presents Case study A and section 4.2 presents Case Study 4.2. As mentioned in the previous chapter, the collected data have been classified using the patterns and categories that loosely connects from a cursory engagement with literature. The main points that emerged from the teachers' interviews and the work pieces by students are presented alongside the respective translated extracts.

4.1. Case A – Refugee Students and NGO Teacher

4.1.1. Motivational Factors

By examining students' work pieces and Teacher's A answers, the main reason for them learning Modern Greek is pressure to integrate, which involves learning the language. Although communication in multiple languages, including English as Lingua Franca, can be used to achieve communicative goals, both students stated that for refugees such as themselves, integrating into the Greek society requires mastering the societally dominant language. More specifically, Student 1 mentioned that she is learning Greek as she *"must speak in Greek with people everywhere"* (Student 1, Work piece 1, line 2). Similarly, Student 2 noted that Modern Greek *"is necessary for the communication with the residents of country: neighbours, sales assistants in the stores, doctors..."* (Student 2, Work piece 2, line 28-30). These statements suggest that students' main motivation is integrativeness (Gardner, 1985) into a host society that is reluctant to accept visible linguistic diversity.

Additionally, Student 1 states that she is learning Greek as at her work place they *"only speak Greek"* (Student 1, Work piece 1, line 3), she wants *"to go to the University"* (Students 1, work piece 1, line 8) and she *"would like to read books, the press, watch television and enjoy the Internet"* (Student 1, work piece 1, line 5-7). It can be argued that those statements display elements of intrinsic-instrumental motivation (Brown, 2000), as Student 1 desires to practically profit by Greek language and evolve on professional and personal level.

4.1.2. Attitude

Teacher A provides some second-hand information regarding the attitudes of her students towards Greek society and language learning. These are described as being positive, a fact that is attributed by the teacher to their Ukrainian descent. She states that:

the two ladies **because both are of Ukrainian origin**, generally people who come from Ukraine have a very positive perception of Greece and our society. They generally feel very close to us. I think that what makes them feel close is mostly the **religion, the common religion because they are Christian Orthodox** as well so we have a lot in common with this. (Teacher A, Interview A, line 131-136, emphasis added)

What stands out very clearly in this extract is a stereotypical perspective of foreigners based on nationality, and a differentiated attitude depending on religion. In other words, as Teacher A attributes positive attitudes to religion and cultural affinity, one may deduce that refugees and migrants who do not share these attributes are viewed as potentially hostile.

Teacher A goes on to suggest that the students' attitudes towards Greece are the result of well-deserved gratitude. "*Greece*" she explains "*is a country with friendly relations to Ukraine opened her doors to the people that came, granted them refugee status, this by itself makes them feel welcome here...*" (Teacher A, Interview A, line 141-145). This expectation, i.e., that learners ought to feel gratitude, and therefore have monolithically positive attitudes towards Greek is echoed by Student 2 who states that she is learning Greek as "*...it is a pity not knowing the language of the people that helped you in difficult times*" (Student 2, work piece 1, line 8-10 & work piece 2, line 31-32).

The teacher's beliefs about cultural indebtedness, and its perceived effect on the students' attitudes are even more visible when she talks about the students' language. Specifically she notes that

...the Russian language has taken, has borrowed many elements, many pieces from Greek, and we see similarities in the vocabulary that we discuss, they use words that are Greek and they get impressed when they learn that they are Greek, most of the names they have are in Greek so this makes them feel close to us. (Teacher A, Interview A, line 137-141).

It is unclear, from the data, whether the teacher is unaware of the fact that the students' language is Ukrainian rather than Russian, or whether she feels that the linguistic proximity

of the two languages is such that cultural debt can be transferred. Either way, she appears to believe that linguistic loans from Greek to Slavic languages are a form of cultural debt, which is repayable as gratitude and positive attitudes.

4.1.3. Motivation and Engagement

Regarding students' engagement with the learning procedure, Teacher A states that they are part of a classroom "...that has been unbroken for a very long time now..." (Teacher A, Interview A, line 258). Moreover, she refers that the students who participated in the study "...are part of a twelve-member class and runs for around a year now, nine months for sure, nine to ten months. I did not have any attrition in that specific classroom. It is the exception, though..." (Teacher A, Interview A, line 107-109). This fact can be confirmed by Teacher A's comment on students' engagement as they are described as "... totally consistent... Those (students) particularly are very positive, very consistent...If it were possible for them to come every day, they would come every day. They ask this of me..." (Teacher A, Interview A, line 308-311). More specifically, Teacher A goes on and makes a specific reference to Student A, who "...works and returns from work who works I think in [a distant location] somewhere there. She returns from her work and comes to school and then she goes to her home. And our lesson is in the morning...It is at 12 o'clock, so she works in the morning shift and she comes here..." (Teacher A, Student A, line 313-315 & line 317). Thus, it can be argued that students are highly engaged with the learning process as despite their challenges as it is their working schedule they are punctual on their lessons.

Additionally, Teacher A supports that crucial role to the students' motivation plays their perception over the significance of integration for the Ukrainian people. Again, Teacher A attributes this perception on students' ethnic and educational background. She states that "the given population, since they acquire a high educational level, coming to Greece, knows how important language is for integration. Not just important, but necessary... For this, and beyond the two ladies, most people who come from Ukraine and have been to our school, start with language and do not seek employment until they learn the language..." (Teacher A, Interview A, line 64-69). Thus, it could be argued that they invest in their language learning so as to practically profit by their language target on social and professional level as they believe that "the high level of (linguistic) acquisition (is necessary) to find employment equivalent their assets" (Teacher A, Interview A, line 70-71).

What is more, Teacher A remarks on the students' performance by stating that "...they are two of her best students..." (Teacher A, Interview A, line 49). Despite the fact

that concrete elements of students' engagement and consistency could not be observed in students' work pieces, the fact that all three work pieces were written in Modern Greek without that being required can prove their motivation and engagement.

4.1.4. Factors Influencing Motivation

It can be argued that both participants project a need for relatedness with the Greek society as both express their need for social interaction. Moreover, as stated, both students have families already residing in Greece. Student 2, in particular, notes that has Greek descent ("*I am Greek from Ukraine*"); however, she had not acquired the language prior to arriving in Greece. Her statement "*I do not know my native Greek*" positions her firmly within the Greek society, but in a somewhat atypical way, since she cannot speak the language. Thus, according to her, the first reason is to learn her family language. This will enable her to 'correct' what she seems to perceive as an aberration. Regardless of what such a statement might say about the student herself, it is indicative of a strong societal attitude that excludes from the Greek society, even people who have Greek descent, unless they are linguistically proficient.

During the interview, an unexpected finding came up. Teacher A emphasized on the asylum factor for refugee motivation. According to Teacher A, refugees from Ukraine and the participant students "*...have refugee status here in Greece; it just is a particular, special status. They have refugee status for one year, which means temporary...*" (Teacher A, Interview A, line 34-36). Despite it being temporary, the immediate grant of asylum status is considered "*privilege*" (Teacher A, Interview A, line 148) of major importance by the teacher as "*...a huge stress that other people deal with that might claim refugee status for years, does not exist for them...*" (Teacher A, Interview A, line 149-151). Therefore, their L2 learning is facilitated as the asylum status grant provides them with a sense of security while it relieves them from the stress of asylum-seeking and "*...they can begin immediately to learn the language and have this as a motivation...*" (Teacher A, Interview A, line 151-152). Moreover, Teacher A adds that this special treatment apart from their motivation it enhances students' positive attitude towards the Greek country by making them "*feel welcome here*" (Teacher A, Interview A, line 144). This suggestion of students positive perception can be confirmed by Student 2 who recognises the Greece "*helped in difficult times*" (Student 2, work piece 2a, line 3; & work piece 2b, line 12).

As regards to the negative effect of asylum-seeking, Teacher A refers to cases who are waiting to be granted and how this can affect their mental state. She notes that in such cases

refugees deal with “...issues that are related with their mental state their emotional state the disappointments they might have here in Greece many times the disappointments are related to the refugee asylum seeking and when this does not arrive they might pass to a state of melancholy and this makes them lose their interest and reduces their motivation for the language as well...” (Teacher A, Interview A, line 112-118). Thus, it is noted that the feelings of distress and disappointment caused by delays or negative response to their request for status appointment can lead to *amotivation* (Ryan & Deci 2000a, 2000b, 2015). The period of amotivation does not have a specific timeframe and is not definite according to the Teacher that states that it can “last for a short time it can also (last) for a long time” (Teacher A, Interview A, line 118-119). She adds that the negative consequences can be positively reversed and students “regain (their motivation) because the legal part changed” (Teacher A, Interview A, line 122).

4.1.5. Language Learning Outcomes

As regards to the Ought-to Self and students’ perception of their progress and goals, Teacher A states that both students are highly motivated students with high expectations. Especially Student 2 is described as an overachiever with “high goals” (Teacher A, Interview A, line 328) that strives for excellence and teacher approval (“...she strives and gets very happy with positive comments and compliments...” (Teacher A, Interview A, line 261-262)). More specifically, Teacher A states that “she is never satisfied with herself and she is an excellent student, she also writes poetry for us in Greek; she tries...” (Teacher A, Interview A, line 324-326). Moreover, Student’s 2 discontent is attributed to her Greek origin and her effort prior migration to learn Greek (“...maybe because she has Greek origin, she has roots and from her country, she has done some effort with Greek she finds it difficult to convince herself that she is very good...” (Teacher A, Interview A, line 328-330)) (“... I am Greek from Ukraine...” (Student 2, work piece 2a, line 3) “...In November 2019 I started to learn Greek on the Sunday school...” (Student 2, work piece 2a, line 20-21)).

On the contrary, regarding Student 1, the teacher considers that she is quite content with her progress while she puts enough effort in her learning “she feels very well... She speaks also Greek...” (Teacher A, Interview A, line 338-339) which is where Teacher A bases her assumption that she is content from her progress as “...she tries as much as she can to speak in Greek, to use Greek while also doing mistakes...” (Teacher A, Interview A, line 339-341). This can also be observed in Student 1’s work piece which is written in Greek despite the errors.

In general, student progress and stance towards it is attributed to their imagery of their past school experience as children by Teacher A. The teacher suggests that “...*maybe most adults compare themselves to their self as a child and how they were as students then, what motivation they had and what aims their educators had for them...*” (Teacher A, Interview A, line 332-334). Therefore, she relates the strictness towards themselves as adults to their past “strict teacher” or their past “strict educational system they attended” (Teacher A, Interview A, line 334-335).

4.1.6. Teaching Approaches and Methods

As regards to the teaching methods and approaches, Teacher A claims that she tries “...*to follow the approaches of Intercultural Education and approach...*” (Teacher A, Interview A, line 169-170) as she finds very important in a multicultural classroom to cultivate mutual respect and let pluralism “*to exist and be seen*” (Teacher A, Interview A, line 174) (“*There is multilingualism and all this pluralism I strive for it to exist and be seen...*” (Teacher A, Interview A, line 173-174).

On these grounds, it can be argued that she makes use of trans-linguaging and code-switching as she allows them “...*to translate everything in their mother tongues...*” (Teacher A, Interview A, line 178-179) while the instruction language is English. These choices are explained by the Teacher by the fact that she considers crucial to be understood by everyone and make sense of the lesson, while when there is a student who does not speak any other language apart from their native she has a student with a common native language to be her “...*assistant (my) tool inside the classroom to be able to help the rest...*” (Teacher A, Interview A, line 186-187).

Be that as it may, those methods are not always useful and can impede L2 learning; as Teacher A also admits she adopts them “mostly in the beginning, on the first lessons on the first period, because in time it is good, after a point people to try more on their own and in this way they are empowered...” (Teacher A, Interview A, line 187-190).

What is more, Teacher A claims that “...*in my classroom I am interested in communication so I have them prepare dialogues. We choose a topic...We might have a topic for example the purchase of some products from various stores and I separate them into groups and give them work for home to work together and prepare for me the dialogues and this to in the classroom...*” (Teacher A, Interview A, line 229-234). However, despite her claim that this “*always goes very well*” (Teacher A, Interview A, line 234), there is no actual

proof that this is actually applied nor that this practice is actually based on the Communicative Approach that facilitates adult language learning.

Last, Teacher A states that in her lessons she uses “*personalized teaching*” (Teacher A, Interview A, line 158-159) by identifying “*...the difficulties and special needs of each one and be more careful and helpful in this...*” (Teacher A, Interview A, line 159-160).

The above claims might be in contradiction with Teacher A’s reference on the way she teaches Modern Greek grammar and the students struggle with it. Moreover, her claims that “adults for some reason cannot combine education, teaching with entertainment...” (Teacher A, Interview A, line 203-204) and that “there are adults that want to do only grammar this plain procedure following the rules...” (Teacher A, Interview A, line 208-209) might insinuate a deficiency in adopting adequate and more modern teaching methods for adult education in order to let them become independent learners and use multiple ways to learn.

4.2. Case B – Learner of Greek as a Foreign Language and Cultural Center Teacher of Greek as a Foreign Language

4.2.1. Motivational Factors

Regarding her motivation, Student B states “*...I came to Greece for love, because my boyfriend is Greek...*” (Student B, Work piece B, line 3-4). Additionally, Student B states that “*it is important to be able to speak the language...*” of the country she lives in (Student B, Work piece B, line 8-9). Additionally, it can be argued that she is guided by intrinsic and integrative motivation on her language learning process as she expresses her desire to integrate into the Greek society and become an independent member (“*...I want to be able to integrate into the Greek society and to stop being so dependent on my partner...*” (Student B, Work piece B, line 9-12)).

4.2.2. Attitude

In her work piece, Student B emphasizes on the fact that Greek “*is not an easy language, the words are very long and the spelling is very complicated...*” (Student B, work piece B, line 19-21) and it is the most difficult language in comparison to the other languages she speaks (“*... Apart from Greek, I speak Spanish, Catalanian, English, Italian and some German, and Greek is the most difficult for me...*” (Student B, Work piece B, line 22-25).

However, her positive attitude can be supported by chance factors since her partner is Greek and thus she puts effort to learn the language.

Moreover, in order to counterbalance and deal with her perception of Greek language as difficult, Student B juxtaposes it with her native language, Spanish, to which she finds that Greek has a similar pronunciation (“...*But I must say that the pronunciation sounds a lot like Spanish...*” (Student B, Work piece B, line 26-27)). A similar juxtaposition related to the difficulty of the language can be observed in Teacher’s B words; he states that “... *that the bigger stereotype, with which all of our students come by starting to learn Greek, is that Greek is hard. It’s all Greek to me they make it true, and they feel it a lot. They feel the difficulty of Greek. They go into the challenge... they like it a lot and all of them realize that it is the basis for many other languages, so they feel also an admiration, awe towards this language they confront...*” (Teacher B, Interview B, line 42-45; line 48-50). Therefore, according to Teacher B the negative attitude due to the difficulty of the Greek language is counterbalanced by the projected importance of the influential it has had on other languages. This claim is similar to Case A’s data regarding the comparison of the Ukrainian and Russian language and the phonetic or morphological similarities those have with Greek. However, this comparison as beneficial it might seem it could impede language learning (Williams & Burden, 1997). Language teaching should be focused on communicative aspect of language rather than morphological or phonetic aspects so as to be efficient.

4.2.3. Motivation and Engagement

As regards to Student’s B engagement, this can be confirmed by her statement “...*I am a [profession], but now I do not work and I am occupied with learning Greek.*” (Student B, Work piece B, line 6-8). Similar to Case A students, Student B also handed in her work piece in Greek which alongside to the fact that she has stopped working and moved to Greece to learn Greek can prove Teacher’s B statement that she “*encounters it (Greek) with very much seriousness*” (Teacher B, Interview B, line 63-64). As the writer of this research can confirm, Student B attends mainly everyday lessons and on certain occasions she might have weekly lessons. Thus, one can infer that her level of engagement is quite high.

In addition, as Teacher B states, when speaking about Student B and the rest of his students, the offered lessons are paid lessons which can be considered as one of the students’ main index of engagement and attitude. Last, their undisturbed engagement is also related to their adult age which makes their choice to learn Greek conscious and their attitude towards their language.

4.2.4. Factors Influencing Motivation

Regarding the factors that can influence student motivation, Teacher B refers to their age, their conscious choice to learn the language as *“they are adults, they come very conscious to do what they have to do, learn the language, so they show tremendous trust in most cases to the professor, the teacher they have in front of them. So what will be requested they will follow it, they are not there without their will.”* (Teacher B, Interview B, line 55-59).

Moreover, Teacher B refers to the financial reasons that binds them and enhances their motivation and engagement (*“...they also pay an amount of money and they want it to be worth it, so they deal with it with all seriousness”* (Teacher B, Interview B, line 59-60)).

Additionally, as stated previously another reason that influences student motivation and facilitate their language learning is the element of admiration towards the Greek language (*“...And I think that it might have to do also with what I said previously that they have this awe towards Greek language, which is a huge language, with very long history and very big power and prestige...”* (Teacher B, Interview B, line 60-62)).

Regarding elements of relatedness, no major findings were found for student B comparing to Case A. However, as both Student B and her teacher mention, she desires the need to integrate into Greek society and her future Greek family by learning the language. What is more, in order to feel connected while also facilitate her language acquisition she looks for similarities and connections with her pre-acquired knowledge of other foreign languages and her native tongue, as she mentions the pronunciation similarity between her native Spanish and her target language Greek.

4.1.5. Language Learning Outcomes

Regarding Student's B expectations and goals, her Teacher supports that she has set realistic goals. Student B *“set the foal to speak. She knows that it is a difficult goal, but realizable. She knew she will stay in Greece. She knew that beyond the school and the teaching she will also have the opportunity to put into practice, to practice what she will learn in real life also and already...her goal was achieved. So yes, difficult but realizable...”* (Teacher B, Interview B, line 168-172).

During the language learning process, Student B experienced a negative turning point when she experienced sentiments of failure and disappointment. Although the reason was not clearly stated by the interviewee teacher, it could be deduced that this related to the teachers' way of teaching the Greek Past Tense. In particular, it is stated that she experienced a form of *amotivation*.

For Teacher B, however, such amotivation is the student's fault, as she is claimed to have unhelpful attitudes towards the difficulty of Greek. He claims that *"many times she has used her perception that Greek is a very difficult language as an inhibitory factor, she has used it as an excuse for her own slow progress or for her own ...idleness..."* (Teacher B, Interview B, line 182-185). Be that as it may, Teacher B claims that his student has achieved her goals and is content with it.

4.1.6. Teaching Approaches/Methods

As regards to the teaching methods and approaches, Teacher B tries to focus *"on oral speech, in the lesson, fact that makes students realise that it makes them very good in this. Therefore since we are in Greece they can really fast put into use what they have learnt"* (Teacher B, Student B, line 152-155). It could be argued that Student B follows the Communicative approach and makes use of oral speech production techniques in order to address students need for speaking (*"...most students' goal is to speak Greek..."* (Teacher B, Interview B, line 166), enhance their engagement, help them realize their progress and boost their confidence. According to him, *"when they actually make it to speak and learn how to put into action what they have learnt at the lesson, they will take pride in themselves"* (Teacher B, Interview B, line 159-160).

Moreover, he makes use of role-plays and games, i.e. board games, to enhance students' engagement. He also uses frequently positive feedback in order to preserve their motivation or reverse any downswing of it. He uses the Multimodal approach using activities involving videos or board games in order to make students regain their motivation especially on cases he wants to relieve students' feelings of anxiety during a difficult time during the lesson. In such cases he considers the use of activities like role-plays as a malpractice as students *"...will not be able to respond because they need to put a lot of effort for this..."* (Teacher B, Interview B, line 210-211). He states that he indirectly takes the control of the classroom as *"the protagonist through a video, through a game"* which he uses to trick students into thinking that they have paused the lesson and make them relax (*"...I use them a lot because it is also a way to trick, also in quotation marks, the students that now we are not having a lesson, now we are having fun. Although, we are having a lesson because the activity is in Greek..."* (Teacher B, Interview B, line 227-228)).

While in cases of a long crisis of their motivation, as it happened with Student B, he will push his students to produce oral speech using role-plays so as to make them realize how far they have come. (*"...If we say that they have lost their motivation in the whole*

course of learning which means they experience a curve, yes, there I will try to do role-play and a lot actually so as to prove them how much- with Student B in particular this has happened- that is when she has come to me and has talked to me that she is disappointed, that she is having lessons for a long time and she does not make it, I will make her do role-plays to prove her how much she can do. How much she can now speak. How much she has achieved her goal....” (Teacher B, Interview B, line 217-222)).

Chapter 5: Conclusions

The final chapter of this dissertation presents the findings of the case study that was conducted. It is structured in three main sections, as follows. Initially, in Section 5.1., the research questions are revisited, and tentative answers were given based on the study findings. This is followed by a discussion, in Section 5.2. of the contribution that this study has made. Finally, in Section 5.3, there is a discussion of limitations and suggestions for further research.

5.1. Understanding Motivation and Attitudes

This study attempted to trace the development of motivation and attitudes, as emergent products that are produced from the interaction of multiple factors in the language learning environment. Significant limitations in the research process have precluded the development of a comprehensive understanding of these processes. However, in the following sections, a tentative outline of the most salient findings is presented. The discussion of these findings is structured around the research questions that were presented in Section 3.1.2.

5.1.1. RQ1: How are attitudes towards language learning and Modern Greek language formed among refugee language learners' and other learners of Modern Greek?

Findings regarding the formation of attitudes were relatively thin, due to the limited dataset. There is some limited evidence that Modern Greek is perceived as a challenging language to learn. This is probably due to the fact that it is a morphologically complex language, and the spelling system is phonologically opaque (i.e., there is limited correspondence between sound and letter combinations). The fact that language teaching and learning seems to centre around these aspects of language, as opposed to communicative competence, very likely contributes to these perceptions. Whatever the reason, such attitudes probably have a detrimental effect on language learning (Williams & Burden, 1997).

These perceptions of the Greek language are partially counterbalanced by reported positive attitudes towards Greece. Such positive attitudes could be attributed to chance factors, as was the case with the learner in Case B, who was learning Greek to communicate with her partner. Alternatively, this affinity was attributed, by the teachers, to commonalities between the learners' home culture and the culture of the receiving country, Greece. For example, Teacher A pointed out the common religion shared by Greeks and Ukrainians. She also commented on what she seemed to perceive as a cultural debt of Ukraine towards

Greece, citing the Cyrillic alphabet and loan words as evidence. The extent to which these statements represent the learners' views or the teachers' projected beliefs is unclear, but it is likely that this affinity created some positive interaction which was conducive to learning.

Whether or not these positive attitudes translated into an international posture (Yashima, 2009) or generate investment (Norton, 2005) is an open question, as the study failed to produce sufficient data to answer it. What the data does indicate, however, is that attitudes emerge from the complex interplay between individual intentionalities (Stelma & Kostoulas, 2021), such as Student B's personal motivations for learning Greek, and shared internationalities within the 'small culture' (Holliday, 2009) of the case, such as the interaction among teachers and learners who are positively predisposed to each other.

What is potentially concerning here are the implications of the findings. If teachers insist on dated practices, which emphasise the transmission of grammatical phenomena, as opposed to communication, this is likely to exacerbate negative attitudes towards language. Similarly, if positive attitudes towards the host culture are the product of historical chance (e.g., religious affinity, language contact), it is to be assumed that the vast majority of learners, i.e., those whose linguistic background and religious affiliations are alien to Modern Greek culture, will face considerable challenges.

5.1.2. RQ2: How is language learning motivation created and expressed among refugee learners and other learners of Modern Greek?

Regarding the second research question, an attempt was made to use the *Intentional Dynamics* model (Stelma & Kostoulas, 2021) to develop an understanding of language learning motivation among refugee learners and other learners of Modern Greek. This attempt was only partially successful, because the paucity of data made it hard to discern the more nuanced processes of emergence that lie at the heart of the model.

As a result, the study only found traces of various components of motivation. These included evidence of integrative motivation (Gardner, 1985), e.g., in the desire of Student B to become part of her partner's cultural community, or the desire of one of the Ukrainian students to reconnect with her heritage culture. Traces of instrumental motivation were also found, in the teachers' discourse, where emphasis was placed that without the mediation of the language courses they taught, students would be unable to secure employment. Other motivation-relevant concepts were sporadically traced in the data, such as manifestations of the ought-to self (Dörnyei, 2005), but their relevance is hard to ascertain, as these were only indirectly expressed by teachers.

The role of the teaching and learning context was quite salient in the data however. The relevance of such contextual factors is a recurring theme in the literature: for example, in Gardner (1985) this is expressed as the social milieu, and in the work of Dörnyei (2005) and associates the teaching and learning context is part of the L2 Motivational Self-System. The key limitations in interpreting the data is that these reflect the teachers' perceptions of what they do in class, and may very well be influenced by social desirability bias. In the data, the teachers report that they frequently employ engaging activities, which have a positive impact on their learners' motivation, although it should be said that claims that their teaching is interculturally and communicatively informed are hard to discern in the students' output.

5.1.3. RQ3: In what ways do attitudes and motivation shape language learning as a process of becoming?

Ultimately, it would have been expected to see, in the data, traces of longitudinal development of motivation. This could be seen in a small-scale time frame, in the form of a Directed Motivational Current (Dörnyei et al., 2014, 2015; Dörnyei et al., 2016; Muir & Dörnyei, 2013), or a long-term trajectory of investment (e.g., Norton, 1998, 2000; Norton Pierce, 1993; 1995; Norton & Darwin, 2015). These processes of 'becoming' (Harvey, 2016, 2017; Stelma & Kostoulas, 2021) have generally been found in studies of refugee and migrant integration (e.g., Palavouzi, 2023). It is unclear whether the absence of such trajectories in the data reflects the absence of motivation or limitations of the research, which used a very limited data set and was completed in the timespan of four months.

5.2. Implications of the Study

Despite significant limitations, some of which were caused by pragmatic constraints, and some of which reflected a tradeoff between rigour and expediency, this study offers some insight into the role of attitudinal and motivational antecedents for language learning. These implications of the study for scholarship and practice are outlined below.

On a conceptual level this study has provided a synthesis of various perspectives on motivation theory. This theoretical synthesis brings together relevant aspects of socio-educational and cognitive perspectives (e.g., Gardner, 1979; Williams, 1994), investment theory (Norton, 1998, 2000; Norton Pierce, 1993; 1995; Norton & Darwin, 2015) and complexity-informed scholarship (Dörnyei, 2005, 2009b). The theoretical bridge for this work was provided by the intentionality theory (Kostoulas & Stelma, 2016; Stelma et al., 2015; Stelma & Kostoulas, 2021). In doing so, the study has advanced the proposition that the theory

provides a powerful meta-theoretical instrument that can be used to integrate diverse perspectives.

From a methodological standpoint, the study has highlighted the considerable challenges of investigating populations such as refugees and migrants. It has also showed that reliance on teachers does not provide much in the way of theoretically productive data for studying student attitudes and motivation, and it has highlighted the need for substantial triangulation efforts. This is particularly important, considering the mismatch between the teachers' self-reports about engaging teaching activities and the absence of discernible motivation in the student data, or their self-reported intercultural sensitivity and their apparent inability to distinguish between Ukrainian and Russian culture.

Turning our attention to practice of language education, this study can make some modest suggestions for language teaching and learning. Firstly, it underscores the importance of teacher perceptions of student motivation and attitude. The teachers' role, as mediators between the learners and the target language, is difficult to overstate. In cases, such as Case A, where the teachers were keen to observe similarities between the students' home culture and the Greek one, this may have led to the creation of attitudinal and motivational structures conducive to language learning. However, it does raise the question of how to best support teachers and learners in cases where such similarities are not present, or when teachers are less prepared to recognize them.

5.3. Looking ahead

The findings and implications of this study need to be examined in relation to the limitations it faced. These can be grouped in three broad categories: (a) pragmatic constraints associated with the curriculum of the MA programme in which the study was embedded, (b) limitations of the research method, and (c) issues of commitment and rigour. With regard to the first, the most significant constraint was caused by the expectation to complete participant recruitment, data generation and analysis within a 14-week timeframe. As a result, the scope of the study was accordingly limited, and real-life disruptions also had an impact on the implementation of the research design. The selection of a multiple case study was expected to generate considerable theoretical insight through the rigorous comparison of data (Yin, 2014), however this aspect of the study was not implemented. Issues of commitment also impacted the theoretical depth and rigour of the study.

However, the limitations of the study also point towards possible directions for future research. Case studies with more participants and a more well-developed cross-case

comparison can be expected to yield more in-depth findings about the development of attitudes and motivation. A particularly promising direction would involve the study not just of how attitudinal and motivational structures are generated, but also how these impact teaching and learning. Furthermore, the use of the case study approach could highlight how 'cases' interact with their environment, and help to generate a more sharply defined picture of the contours of the case.

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Δηλώνω ρητά ότι, σύμφωνα με το άρθρο 8 του Ν. 1599/1986 η παρούσα εργασία αποτελεί αποκλειστικά προϊόν προσωπικής εργασίας και δεν προσβάλλει κάθε μορφής δικαιώματα διανοητικής ιδιοκτησίας, προσωπικότητας και προσωπικών δεδομένων τρίτων, δεν περιέχει έργα/εισφορές τρίτων για τα οποία απαιτείται άδεια των δημιουργών/ δικαιούχων και δεν είναι προϊόν μερικής ή ολικής αντιγραφής, οι πηγές δε που χρησιμοποιήθηκαν περιορίζονται στις βιβλιογραφικές αναφορές και μόνον και πληρούν τους κανόνες της επιστημονικής παράθεσης.

