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Language Education for Adult Refugees and Migrants: The Cases of Greece, Turkey, Italy and Germany

Abstract

This paper delves into the recent language education practices aimed at adult refugees and migrants across several European countries including Greece, Italy, and Germany, as well as the neighboring country of Turkey. As far as countries of southern-eastern Europe have welcomed refugee flows with a large number of asylum seekers in the last decade, language education has become a challenge. After a brief introduction to the issue and its importance, data from the indicative research on adult refugee education in Greece, Turkey, Italy, and Germany will be examined, as it is a large group and possesses great diversity. Critically and comparatively, issues concerning the training providers, the methodologies and principles that are followed, and the materials that the trainers use in practice will be discussed. In conclusion, there is a difference in the approach to adult refugee language education from country to country. However, the Council of Europe proposes Toolkits concerning the analysis and definition of specific needs in the provision of language teaching to refugees.

Keywords

Refugee crisis, education for refugees and migrants, literacy, Second Language Acquisition (SLA), language teaching (TL), European Countries, Turkey

Γλωσσική εκπαίδευση σε ενήλικους πρόσφυγες και μετανάστες: οι περιπτώσεις της Ελλάδας, Τουρκίας, Ιταλίας και Γερμανίας

Περίληψη

Η παρούσα εργασία διερευνά τη γλωσσική εκπαίδευση που παρέχεται τα τελευταία χρόνια σε ενήλικες πρόσφυγες και μετανάστες σε ευρωπαϊκές χώρες, όπως η Ελλάδα, η Ιταλία και η Γερμανία, αλλά και η γειτονική Τουρκία. Στον βαθμό που οι χώρες της νοτιοανατολικής Ευρώπης υποδέχονται τις προσφυγικές ροές (με μεγάλο αριθμό αιτούντων άσυλο) την τελευταία δεκαετία, η γλωσσική εκπαίδευση συνιστά πρόκληση. Μετά από μια σύντομη εισαγωγή στο θέμα και τη σημασία του, εξετάζονται στοιχεία από την έρευνα για την εκπαίδευση ενηλίκων προσφύγων στις προαναφερθείσες χώρες, καθώς οι ενήλικες μαθητές γλώσσας αποτελούν ευρεία ομάδα και διαθέτει μεγάλη ποικιλομορφία. Με κριτικό και συγκριτικό τρόπο συζητούνται ζητήματα που αφορούν τους παρόχους εκπαίδευσης, τις μεθοδολογίες και τις αρχές που ακολουθούνται, καθώς και το υλικό που χρησιμοποιούν στην πράξη οι εκπαιδευτικοί. Συμπερασματικά, υπάρχει διαφορά στην προσέγγιση της γλωσσικής εκπαίδευσης ενηλίκων προσφύγων από χώρα σε χώρα, παρά το γεγονός ότι το Συμβούλιο της Ευρώπης προτείνει συγκεκριμένα εργαλεία (Toolkits) αναφορικά με την ανάλυση και τον καθορισμό ειδικών αναγκών στην παροχή γλωσσικής διδασκαλίας στους πρόσφυγες.

Λέξεις-Κλειδιά

Προσφυγική κρίση, εκπαίδευση για πρόσφυγες και μετανάστες, γραμματισμός, απόκτηση δεύτερης γλώσσας, διδασκαλία γλώσσας, Ευρωπαϊκές χώρες, Τουρκία

1. Introduction

The “perfect storm” of the refugee crisis, as a result of various conflicts, regional instability, socio-political pressures, economic difficulties, climate change, and humanitarian crises, both worldwide and around the Mediterranean Sea has led to high rates of human mobility and migration towards Europe and other developed countries around the world. Notably, Eurostat Statistics document a substantial influx of asylum seekers between 2012 and 2019, peaking at 1.2 million in 2015.¹ Against this backdrop, the European Union, along with individual countries such as Greece, which are perceived as havens by newcomers from the Middle East and North Africa, has witnessed significant refugee flows over the past decade. This influx has engendered the emergence of a novel societal landscape characterized by racial, ethnic, religious, cultural, and linguistic diversity.² Within this dynamic and heterogeneous social milieu, an increasing number of individuals categorized as new second language learners are

¹ Eurostat (2020, September 2nd). Asylum statistics. Available at: https://ec.europa.eu/eurostat/statistics-explained/index.php/Asylum_statistics

² Council of Europe (2009). *Languages in Education, Languages for Education. A platform of resources and references for plurilingual and intercultural education.* (www.coe.int/lang); Council of Europe (2010). *Concept Paper “Linguistic and educational integration of children and adolescents from migrant backgrounds”*. Strasbourg: Council of Europe. (www.coe.int/lang); Council of Europe (2014). *The linguistic integration of adult migrants: from one country to another, from one language to another*. Strasbourg Cedex: Council of Europe Publishing.

engaging in formal or informal educational settings to address their daily communicative, professional, and educational exigencies.³

In response to this example shift, official institutions, educators, and policymakers are grappling with the imperative of managing educational provision, literacy acquisition, and second language learning to meet the exigencies of the contemporary era. On one hand, the education of newly arrived refugees assumes precedence within the framework of the collective European refugee/migration policy, predicated on the principles of human rights respect, and protection. Educational establishments, alongside informal or non-formal education institutions across various European countries hosting refugees, are tasked with catering to the educational and language learning needs of learners hailing from diverse linguistic backgrounds, potentially exhibiting gaps in prior educational attainment, and experiencing disparities in language proficiency development, particularly in the official language or literacy skills in general. On the other hand, there is a concerted advocacy by educators, policymakers, and stakeholders for the implementation of intercultural policies and practices, posited as pivotal to achieving educational success and fostering the foundational pillars of equality and justice in everyday societal interactions.⁴

The paramount inquiry revolves around the practical implementation of educators adhering to both the prescribed state curricula and the recommended standards set forth by the European Union. Furthermore, it pertains to their incorporation of supplementary educational methodologies aimed at managing the dynamics of their intercultural classrooms. This multifaceted approach is tailored to accommodate the diverse needs of students, thereby efficaciously attaining the educational objectives within their specialized fields.⁵ Another dimension of consideration emerges within the realm of language acquisition among adult refugees. Despite the existence of overarching guidelines concerning methodologies and pedagogical approaches, the available instructional materials often lack specificity and personalization. Consequently, in the field of education, there is a broad consensus that educators are compelled to either develop educational materials anew or repurpose existing resources originally designed for disparate demographic cohorts, in terms of age, cultural background, and linguistic proficiency levels, to cater to the linguistic requisites of second language learners.

Certainly, the developmental attributes of students necessitate meticulous consideration, warranting tailored adjustments to the role of the educator in classroom management. This entails the establishment of a secure and inclusive environment conducive to the holistic growth of all students. Respect for the linguistic and cultural heritage of each student, alongside recognition of their diverse cultural and educational backgrounds, as well as any discernible disparities in their language proficiency levels during everyday interactions and academic endeavors, is imperative. Such differentials may stem from variances in socio-economic backgrounds, further underlining the need for nuanced pedagogical approaches.

³ Kantzou, V., Manoli, P., Mouti, A., & Papadopoulou, M. (2017). Γλωσσική εκπαίδευση προσφύγων και μεταναστών/ριών: Πολλαπλές μελέτες περίπτωσης στον Ελλαδικό χώρο. *Διάλογοι! Θεωρία και πράξη στις επιστήμες αγωγής και εκπαίδευσης*, 3, 18-34. doi:<https://doi.org/10.12681/dial.15000>

⁴ Beacco, J.-C., Krumm, H.-J., & Little, D. (2017). Introduction (English version). In J. C. Beacco, H. J. Krumm, D. Little, & P. Thalgot (Eds), *The linguistic integration of adult migrants. Some lessons from research* (pp. 1-5). Berlin/Boston: De Gruyter; Council of Europe (2009). *Languages in Education, Languages for Education. A platform of resources and references for plurilingual and intercultural education.* (www.coe.int/lang); Council of Europe (2010). *Concept Paper "Linguistic and educational integration of children and adolescents from migrant backgrounds"*. Strasbourg: Council of Europe. (www.coe.int/lang); Council of Europe (2014). *The linguistic integration of adult migrants: from one country to another, from one language to another.* Strasbourg Cedex: Council of Europe Publishing.

⁵ Long, M. (2005). *Second language needs analysis*. Cambridge: Cambridge University Press; European Commission/EACEA/Eurydice (2019). *Integrating Students from Migrant Backgrounds into Schools in Europe: National Policies and Measures*. Eurydice Report.

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2. The aim of this paper

The paper underscores the challenges faced in language acquisition among adult refugees, wherein existing instructional materials often lack specificity and personalization. Educators are thus compelled to develop or repurpose educational resources to meet the linguistic requisites of second language learners, accounting for variations in age, cultural background, and proficiency levels.

Central to this discourse is the pivotal role of educators in creating secure, inclusive environments conducive to the holistic development of all students. Respect for linguistic and cultural diversity, coupled with recognition of individual backgrounds and proficiency levels, underscores the need for nuanced pedagogical approaches tailored to the diverse needs of learners.

In light of these considerations, the paper aims to explore the multifaceted dimensions of language education for refugees and migrants in Greece, Turkey, Italy, and Germany, elucidating challenges, best practices, and recommendations within this evolving educational landscape.

3. Context, Objectives, and Methodology

3.1 Rationale for Adult Language Education

It is well-established that children originating from refugee or migrant backgrounds are mandated to enroll in and engage in compulsory education.⁶ Despite variations in language policies and educational systems across different contexts, there is a concerted effort, primarily facilitated by public and national institutions, to foster the inclusion and literacy of such children. This commitment to educational equity has been evidenced through empirical investigations, such as those examining the educational experiences of Syrian refugee children in countries including Sweden, Germany, Greece, Lebanon, and Turkey.⁷ Similarly, scholarly discourse has addressed concerns regarding the potential formation of a “lost generation” among these vulnerable populations.⁸

Conversely, the exploration of language education for adult refugees emerges as a pertinent area of inquiry, given their status as a demographic group often facing urgent imperatives for social integration. Adult refugees typically require linguistic proficiency to fulfill roles as productive and socially integrated members of society, undergo professional rehabilitation and advancement, attain financial stability, and enhance their standard of living, thereby meeting the needs of both themselves and their families. Moreover, the provision of language education for adult immigrants assumes critical significance in its role in enhancing individual life opportunities and fostering community development.⁹

⁶ Dryden-Peterson, S. (2015). *The educational experiences of refugee children in countries of first asylum*. Migration Policy Institute.

⁷ Crul, M., Lelie, F., Biner, Ö. et al. (2019). How the different policies and school systems affect the inclusion of Syrian refugee children in Sweden, Germany, Greece, Lebanon, and Turkey. *CMS* 7, 10. <https://doi.org/10.1186/s40878-018-0110-6>

⁸ Beste, A. (2015). Education provision for Syrian refugees in Jordan, Lebanon and Turkey -Preventing a ‘Lost Generation’, *UNU-GCM International* (pp. 1-14); Crul, M. R. J., Keskiner, E., Schneider, J., Lelie, F., & Ghaemina, S. (2017). No lost generation? Education for refugee children: a comparison between Sweden, Germany, The Netherlands and Turkey. In R. Bauböck, & M. Tripkovic (Eds.), *The Integration of Migrants and Refugees: An EUI Forum On Migration, Citizenship and Demography* (pp. 62-80). [1] EUI. <https://doi.org/10.2870/30835>

⁹ Simpson, J. & Whiteside, A. (2015). *Adult language education and migration: Challenging agendas in policy and practice*. Routledge.

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3.2 Scope and Methodology of the Study

Given the aforementioned context, this paper endeavors to examine instances of language education presently available to adult refugees and migrant learners characterized by substantial diversity within Europe, including Turkey. By scrutinizing and synthesizing information gleaned from scholarly literature and research publications, the aim is to discern comparative insights into the nature of language education provision. Additionally, a secondary inquiry delves into the methodologies, pedagogical principles, and instructional materials utilized in language instruction for refugees and migrants within the specified regions. Accordingly, the study directs its focus towards educational provisions in Southern European nations, particularly those serving as primary recipients of refugees, while also considering more remote locales. Specifically, the examination will encompass the educational landscape in Greece, Turkey, and Italy, alongside insights drawn from Germany.

4. Comparative Analysis of Language Education Practices

The research centers on three nations profoundly affected by recent refugee influxes: Greece, Turkey, and Italy. Furthermore, insights from Germany and Austria are included, given their historical roles as host countries with extensive experience in migration and second language acquisition (SLA) instruction. These countries were chosen based on their self-identification as predominantly monolingual societies, marked by a prevailing cultural homogeneity.

4.1 Greece

In the context of Greece, migrant education has garnered considerable attention over recent decades, meeting findings from a needs analysis first conducted,¹⁰ focusing on newly arrived individuals from Balkan, Eastern, and African countries. Efforts to provide language education for adult refugees have primarily relied on programs initiated by public universities and voluntary initiatives, as governmental endeavors have predominantly concentrated on facilitating access to schools for refugee children rather than extending educational provisions, including vocational or language programs, to adult refugees.¹¹ Notably, certain training programs under the auspices of the Manpower Employment Organization (OAED) have been accessible to refugees under the same conditions as Greek citizens. Regarding language instruction, confirmed refugees have been afforded access to courses in Greek language, culture, and history through the Ministry of Education, comprising two free programs with defined durations: a) “Certification of Sufficient Knowledge of the Greek Language and Elements of Greek History and Culture of Third Country National Countries” and b) “Teaching of the Greek Language as a Foreign Language to Migrant Workers”.¹² Furthermore, efforts towards refugee integration into higher education have been undertaken by the Ministry of Education, which established the European Passport of Qualifications for Refugees in 2017.¹³

¹⁰ Long, M. (2005). *Second language needs analysis*. Cambridge: Cambridge University Press.

¹¹ Skleparis, D. (2018). *Refugee Integration in Mainland Greece: Prospects and Challenges*. Discussion Paper. Yasar University, Bornova, Turkey. *UNESCO Chair on International Migration Policy Brief*, 1-8; Palaiologou, N., Michail, D., Toumpoulidis, I. (2017). *Report for Greece for the European Program SIRIUS: “Multi-country Partnership to Enhance the Education of Refugee and Asylum-seeking Youth in Europe. Refugee Education in Greece” Acronym: PERAE, 2017*; Palaiologou, N.; Michail, D.; Toumpoulidis, I. (2018). *SIRIUS - Policy Network on Migrant Education multi-country partnership to enhance the education of refugee and asylum-seeking youth in Europe – PERAE Refugee Education in Greece*; Vergou, P. (2019). *Living with difference: Refugee education and school segregation processes in Greece*. *Urban Studies*, 004209801984644. doi:10.1177/0042098019846448

¹² Skleparis, D. (2018). *Refugee Integration in Mainland Greece: Prospects and Challenges*. Discussion Paper. Yasar University, Bornova, Turkey. *UNESCO Chair on International Migration Policy Brief*, 1-8.

¹³ Skleparis, D. (2018). *Refugee Integration in Mainland Greece: Prospects and Challenges*. Discussion Paper. Yasar University, Bornova, Turkey. *UNESCO Chair on International Migration Policy Brief*, 1-8.

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In terms of language training initiatives, between 2010 and 2015, two nationwide projects, namely ELMEGO and MATHEME, were implemented by the University of Thessaly, focusing on teaching Greek as a second language to adult migrants. These projects aimed at empowering learners, fostering parental involvement in their children's literacy, and assisting vulnerable groups and unemployed migrants from non-EU countries in securing employment.¹⁴ Notably, these projects provided training to teachers in second language acquisition (SLA), utilized pre-designed instructional materials, and adhered to principles of lifelong learning, incorporating transformative pedagogy.

Moreover, the role of non-governmental organizations (NGOs) and certain municipal authorities has been instrumental in complementing educational efforts.¹⁵ Kantzou, Manoli, Mouti, and Papadopoulou (2017) conducted investigations into multiple case studies within the Greek context, revealing that language education for refugees predominantly relies on voluntary initiatives and non-formal educational providers. Notably, among the 21 educational environments surveyed between January and June 2017, courses were typically funded by NGOs or operated on a volunteer basis. Greek language instruction predominated, with English and German also featuring in some instances. Teachers, possessing significant expertise in migrant education, primarily focused on developing communication skills tailored to the immediate needs of learners, often prioritizing oral over written proficiency due to challenges associated with acquiring literacy skills in learners' first languages. Teaching methods tended towards more traditional approaches, with a diverse array of instructional materials utilized, reflecting the absence of standardized curricula. Additionally, the learner cohort exhibited notable diversity in terms of migration status, age, nationality, and educational background. Teachers endeavored to foster a supportive learning environment conducive to enhancing motivation and collaboration among learners, with an emphasis on developing language competencies for daily living and employment purposes.¹⁶

Furthermore, the contribution of NGOs and organizations is highlighted by academic members of the University of Western Macedonia, particularly within the framework of "SIRIUS", a multinational partnership aimed at investigating issues of inadequate access to quality education for asylum seekers in the EU. While the project primarily focuses on education for children and young people, it is noted that in Diavata, Thessaloniki, one of the refugee hosting structures in Northern Greece, the NGO "Independent English Group" provided separate classes for adult men alongside educational provisions for children.¹⁷

4.2 Turkey

Numerous scholarly works indicate that Turkey, in its capacity as a host nation for Syrian refugees, places significant emphasis on adult language education.¹⁸ The surge in refugee

¹⁴ Androulakis, G., Gkaintartzi A., Kitsiou, R., & Tsioli, S. (2017). Research-driven task-based L2 learning for adult immigrants in times of humanitarian crisis: results from two nationwide projects in Greece. In J. C. Beacco, H. J. Krumm, D. Little, & P. Thalgott (Eds.), *The linguistic Integration of adult migrants. Some lessons from research* (pp. 181-186). Berlin/Boston: De Gruyter.

¹⁵ Skleparis, D. (2018). Refugee Integration in Mainland Greece: Prospects and Challenges. Discussion Paper. Yasar University, Bornova, Turkey. *UNESCO Chair on International Migration Policy Brief*, 1-8.

¹⁶ Kantzou, V., Manoli, P., Mouti, A., & Papadopoulou, M. (2017). Γλωσσική εκπαίδευση προσφύγων και μεταναστών/ριών: Πολλαπλές μελέτες περίπτωσης στον Ελλαδικό χώρο. *Διάλογοι! Θεωρία και πράξη στις επιστήμες αγωγής και εκπαίδευσης*, 3, 18-34. doi:<https://doi.org/10.12681/dial.15000>

¹⁷ Palaiologou, N., Michail, D., Toumpoulidis, I. (2017). Report for Greece for the European Program SIRIUS: "Multi-country Partnership to Enhance the Education of Refugee and Asylum-seeking Youth in Europe. Refugee Education in Greece" Acronym: PERAE, 2017; Palaiologou, N.; Michail, D.; Toumpoulidis, I. (2018). SIRIUS - Policy Network on Migrant Education multi-country partnership to enhance the education of refugee and asylum-seeking youth in Europe – PERAE Refugee Education in Greece.

¹⁸ Ünlühisarcıklı, Ö. (2008), Adult and further education: Systematic and Historical aspects of non-formal education in Turkey. In A.M. Nohl, A. Akkoyunlu-Wigley & S. Wigley (eds.), *Education in Turkey*, pp. 131-151, Waxmann, Münster; Crul, M. R. **Παραπομπή:** Tsiouma C. (2024), Language Education for Adult Refugees and Migrants: The Cases of Greece, Turkey, Italy and Germany. p.p. 9-23. At: <http://e-journal.inpatra.gr/>

arrivals since 2011 has spurred the development of government-led Educational Language Programs targeting refugees, alongside offerings from private language institutions, which vary in terms of cost and quality:

(a) Particularly since 2013, scholarships have been made available to young Syrian refugees aged 17 to 24, aspiring to pursue higher education. These scholarships, funded by the Turkish Presidency and the European Union, encompass a one-year Turkish language acquisition program. Initially launched within refugee camps, the project expanded nationwide in 2016 through collaboration with 20 universities. Syrian citizens under Turkish Temporary Protection status are eligible for these scholarships upon presenting proof of compulsory education diploma attainment.¹⁹

(b) Within the framework of lifelong learning initiatives overseen by the Ministry of Education, free language learning programs are administered in Public Education Centers under the ministry's jurisdiction or within municipal vocational training centers, exemplified by programs in Istanbul.²⁰

In general, the teaching of the Turkish language spans from A1 to C1 proficiency levels, with a predominant enrollment of beginners. However, this endeavor encounters various limitations and challenges, chiefly characterized by inadequate resources in terms of teaching staff, classroom facilities, and educational materials. Notably, despite a rising trend, the number of students remains relatively low compared to the Syrian refugee population in Turkey. A significant issue arises from the lack of adaptation of courses to diverse learner needs, coupled with the absence of criteria for grouping learners based on factors such as age, literacy level, or skill proficiency. In contrast to the situation observed in Greece, Turkish language instructors typically lack specialized training in second language instruction, primarily graduates in Turkish literature. Nonetheless, Civil Society Organizations (CSO) initiatives, funded by the European Union (EU), aim to address language teaching needs following comprehensive needs assessments, albeit hindered at times by political circumstances in Turkey, leading to delays in implementation.²¹

Moreover, language education is provided for adult refugees residing in temporary settlements located in Turkish border towns, such as Hatay. While courses are offered within camps, access remains challenging for individuals residing outside these designated areas.²² Extensive voluntary efforts are observed along the Turkish border, facilitated by observations and in-depth interviews with volunteers and refugees. However, it's noteworthy that such

J., Keskiner, E., Schneider, J., Lelie, F., & Ghaemina, S. (2017). No lost generation? Education for refugee children: a comparison between Sweden, Germany, The Netherlands and Turkey. In R. Bauböck, & M. Tripkovic (Eds.), *The Integration of Migrants and Refugees: An EUI Forum On Migration, Citizenship and Demography* (pp. 62-80). [1] EUI. <https://doi.org/10.2870/30835>; Crul, M., Lelie, F., Biner, Ö. et al. (2019). How the different policies and school systems affect the inclusion of Syrian refugee children in Sweden, Germany, Greece, Lebanon and Turkey. *CMS* 7, 10. <https://doi.org/10.1186/s40878-018-0110-6>; Aydin, H., & Kaya, Y. (2017). *The educational needs of and barriers faced by Syrian refugee students in Turkey: a qualitative case study. Intercultural Education*, 28(5), 456–473. doi:10.1080/14675986.2017.1336373; Nimer, M. & Oruç, T. (2019). Sustainable approaches to humanitarian assistance in the field of language education for adult refugees in Turkey. *Ipc-Mercator policy brief*. Istanbul Policy Center–Sabancı University–Stiftung Mercator Initiative.

¹⁹ Nimer, M. & Oruç, T. (2019). Sustainable approaches to humanitarian assistance in the field of language education for adult refugees in Turkey. *Ipc-Mercator policy brief*. Istanbul Policy Center–Sabancı University–Stiftung Mercator Initiative.

²⁰ Nimer, M. & Oruç, T. (2019). Sustainable approaches to humanitarian assistance in the field of language education for adult refugees in Turkey. *Ipc-Mercator policy brief*. Istanbul Policy Center–Sabancı University–Stiftung Mercator Initiative.

²¹ Nimer, M. & Oruç, T. (2019). Sustainable approaches to humanitarian assistance in the field of language education for adult refugees in Turkey. *Ipc-Mercator policy brief*. Istanbul Policy Center–Sabancı University–Stiftung Mercator Initiative.

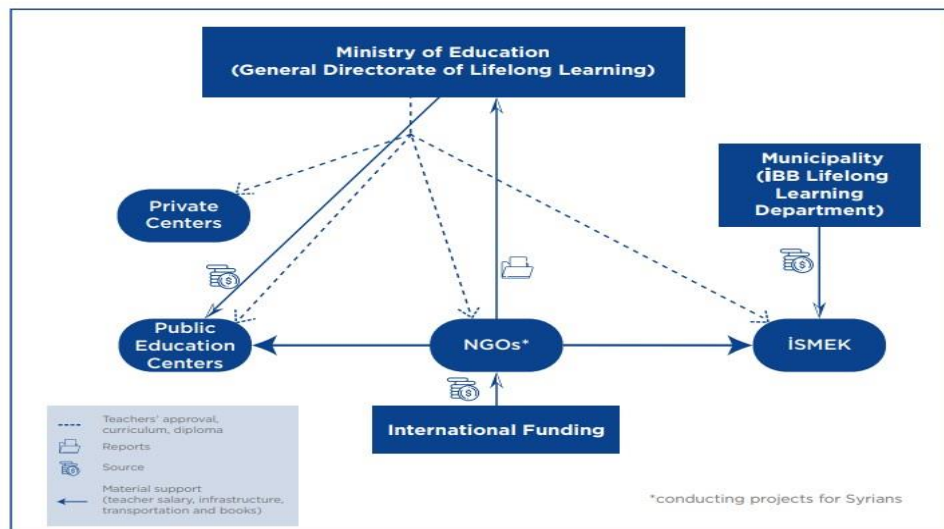
²² Subasi, S. (2019). Adult education efforts for refugees: a case of a border city in Turkey. *Dyskursy Młodych Andragogów/Adult Education Discourses*, (19). <https://doi.org/10.34768/dma.vi19.45>

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training programs often exhibit a bias towards male participation and prioritize the teaching of Turkish language and cultural values within adult curricula. Concurrently, religious affiliations and group dynamics significantly influence the nature of adult education initiatives.²³

Despite these complexities, a collaborative effort between the state and humanitarian organizations is evident in Turkey's approach to addressing the educational needs of refugee populations (see Figure 1).

Figure 1: Language Education in Turkey. Source: Nimer, M. & Oruç, T. (2019). Sustainable Approaches to Humanitarian Assistance in The Field of Language Education For Adult Refugees In Turkey. *Ipc-Mercator Policy Brief*.



4.3 Italy

Italy implements systematic integration policies for refugee children, ensuring their enrollment in national schools as part of a comprehensive approach.²⁴ However, addressing the challenges associated with adult language education, methodologies and principles are informed by Council of Europe toolkits designed for refugees.²⁵ Legal provisions guaranteeing linguistic integration for migrants contribute to the active promotion of Italian language instruction for adult refugees. Studies based on participant observation in Second Language Acquisition (SLA) programs and semi-structured interviews with Italian language instructors and adult refugees underscore the significance attributed by both parties to language integration for fostering social inclusion.²⁶

Specifically, Italian language education for refugees is primarily administered in selected provincial adult education and training centers (Centri Provinciali per l'Istruzione degli Adulti - CPIA) and other organizations such as the Protection System for Asylum Seekers and Refugees (Sistema di Protezione per Richiedenti Asilo e Rifugiati - SPRAR), Extraordinary Reception Centers, and Centralized Asylum Seeker Centers (CAS). Notably, CPIAs are public schools dedicated to facilitating literacy acquisition and Italian language proficiency for foreigners, encompassing the first cycle of education. These courses align with the European

²³ Subasi, S. (2019). Adult education efforts for refugees: a case of a border city in Turkey. *Dyskursy Młodych Andragogów/Adult Education Discourses*, (19). <https://doi.org/10.34768/dma.vi19.45>

²⁴ Dovigo, F. (2018) We're in together: Inclusive approaches from refugee education in Italy, in Dovigo F. (Ed.), *Challenges and Opportunities in Education for Refugees in Europe: From Research to Good Practices*, Brill-Sense, Leiden-Boston.

²⁵ Bianco, R., & Ortiz Cobo, M. (2019). The Linguistic Integration of Refugees in Italy. *Social Sciences*, 8(10):284. <https://doi.org/10.3390/socsci8100284>

²⁶ Bianco, R., & Ortiz Cobo, M. (2019). The Linguistic Integration of Refugees in Italy. *Social Sciences*, 8(10):284. <https://doi.org/10.3390/socsci8100284>

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Framework of Reference for Languages (CEFR), with the Beginner level (A2) achieved through a 200-hour curriculum emphasizing basic vocabulary for daily communication.²⁷ Conversely, institutions like SPRAR provide Italian language instruction to asylum seekers, unaccompanied minors, and individuals under international protection. However, recent legislative changes restricting asylum seekers' access to CAS and First Reception Centers (Centri di Prima Accoglienza - CPAs) may adversely impact their SLA progress.

Notable limitations in refugee language education in Italy include the tendency to only enable refugees to attain an initial level of language proficiency (A2 in CEFR). Moreover, within reception centers, volunteer-led language instruction lacks specialized educational expertise, contributing to methodological ambiguity akin to Turkey's approach. Notably, these non-formal institutions lack specific pedagogical methods, with language learning materials often failing to address refugees' specific needs such as understanding the asylum process, accessing public services, or obtaining employment.²⁸ Additionally, there is a notable dearth of emphasis on literacy education, despite refugees' diverse educational backgrounds and literacy levels, particularly among women. Even within CPIAs, only a fraction of the Italian language learning curriculum is dedicated to literacy instruction.²⁹

Nevertheless, the exploration of employing new technologies to develop educational materials and language-teaching resources for migrants and refugees in Italy has emerged as a topic of academic discourse.³⁰

4.4 Germany

In the context of Germany (and Austria), characterized as monolingual nation-states, the imperative for newcomers to acquire proficiency in the German language is pronounced.³¹ Language proficiency in German is perceived as a gateway to labor market integration for adult refugees, aligning with the notion that fluency in the language is pivotal for accessing professional opportunities.³² Figures 2 and 3, which exemplify the employment rates of refugees in Germany based on their language skills and the language proficiency levels required by participating employers, respectively, offer valuable insights for analysis.

²⁷ Council of Europe, (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Edited by Council for Cultural Co-Operation, Education Committee. New York: Cambridge University Press.

²⁸ Bianco, R., & Ortiz Cobo, M. (2019). The Linguistic Integration of Refugees in Italy. *Social Sciences*, 8(10):284. <https://doi.org/10.3390/socsci8100284>

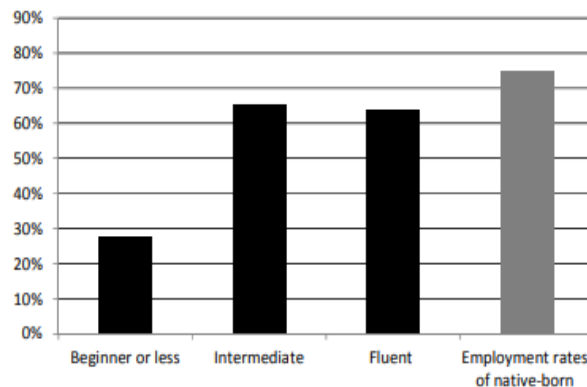
²⁹ Bianco, R., & Ortiz Cobo, M. (2019). The Linguistic Integration of Refugees in Italy. *Social Sciences*, 8(10):284. <https://doi.org/10.3390/socsci8100284>

³⁰ Damiani, V., & Agrusti, G. (2019). E-Learning Resources for Migrants and Refugees Experience From Field Trials In Italy, *EDULEARN19 Proceedings*, 5983-5989.

³¹ Heinemann, A. M. B. (2017). The making of 'good citizens': German courses for migrants and refugees, *Studies in the Education of Adults*, 49:2, 177-195, DOI: [10.1080/02660830.2018.1453115](https://doi.org/10.1080/02660830.2018.1453115)

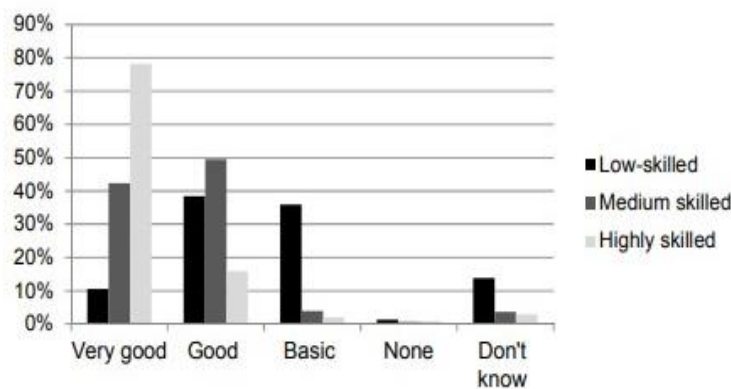
³² OECD, (2017). Finding their Way: Labour Market Integration of Refugees in Germany. <https://www.oecd.org/els/mig/Finding-their-Way-Germany.pdf>; Heinemann, A. M. B. (2017). The making of 'good citizens': German courses for migrants and refugees, *Studies in the Education of Adults*, 49:2, 177-195, DOI: [10.1080/02660830.2018.1453115](https://doi.org/10.1080/02660830.2018.1453115); Feischmidt, M. & Zakariás, I. (2020). How Migration Experience Affects the Acceptance and Active Support of Refugees? Philanthropy and Paid Work of Hungarian Migrants in the German Immigrant Service. *Journal of Immigrant & Refugee Studies* 18:4, pages 481-497.

Figure 2: Employment rates of refugees in Germany by their level of language skills, age 15-64, 2014



Source: OECD Secretariat Calculations on the basis of the German Microcensus (data provided by the German Federal Statistical Office).

Figure 3: Language skills deemed necessary by participating employers to work in their firm, according to skill level.



Source: OECD-DIHK-BMAS Survey, 2016

Access to language education and subsequent integration efforts are facilitated by the host countries following European standards and governmental initiatives. Notably, the German government has implemented a program aimed at integrating newcomers through 600 hours of German language instruction, with attainment up to level B1 on the Common European Framework of Reference for Languages (CEFR). Final assessments are conducted to evaluate language proficiency, with the option for an additional 100 hours of instruction focused on familiarization with German culture and societal norms. Statistical estimates indicate that during 2015-2016, approximately 50% of program participants were asylum seekers originating from countries such as Syria, Iran, Iraq, Eritrea, and Somalia.³³

Providers of German language education, notably the Federal Office for Migration and Refugees (BAMF), operate under governmental oversight, representing a departure from past practices where educational institutions operated independently, particularly in the post-World

³³ OECD, (2017). Finding their Way: Labour Market Integration of Refugees in Germany. <https://www.oecd.org/els/mig/Finding-their-Way-Germany.pdf>; Heinemann, A. M. B. (2017). The making of 'good citizens': German courses for migrants and refugees, *Studies in the Education of Adults*, 49:2, 177-195, DOI: [10.1080/02660830.2018.1453115](https://doi.org/10.1080/02660830.2018.1453115); Brücker, H. et al. (2019): Language skills and employment rate of refugees in Germany improving with time, DIW Weekly Report, ISSN 2568-7697, *Deutsches Institut für Wirtschaftsforschung (DIW)*, Berlin, Vol. 9, Iss. 4/6, pp. 49-61, https://doi.org/10.18723/diw_dwr:2019-4-1

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War II era due to democratic imperatives.³⁴ Noteworthy considerations in language instruction include the incorporation of regulatory guidelines of cultural aspects, alongside pedagogical approaches tailored for migrants and refugees in Austria and Germany. These include fostering attributes associated with “good citizenship” and the cultivation of a societal ethos reflective of Western developed nations. Heinemann (2017) offers a critical appraisal of such initiatives, arguing that German language courses for adult migrants and refugees may engender anti-democratic sentiments and perpetuate nationalist ideals within a monolingual and dominant state. Urgent calls for the independence and emancipation of these programs from state oversight are posited as well.³⁵

Furthermore, efforts to promote gender equality and address disparities in participation rates between refugee men and women in integration courses are evident. Specialized language acquisition integration courses tailored for refugee women aim to facilitate their smooth integration into the labor market, often underpinned by quantitative research endeavors.³⁶ Additionally, Germany underscores the importance of adult education for admission to higher education, although participation rates in such initiatives remain relatively modest.³⁷

5 Discussion

5.1. Observations on Language Education Initiatives for Adult Refugees

In light of the foregoing, it becomes evident that the countries under examination, notwithstanding significant refugee influxes in recent years and European oversight, adopt distinct models for the language education of adult refugees, in alignment with their national objectives. Notable observations emerge:

Firstly, language education initiatives are orchestrated by governmental bodies, non-governmental humanitarian organizations, and volunteers alike. Formal educational entities, prevalent in Turkey, Italy, and Germany, as well as project-based initiatives, such as those spearheaded by university programs in Greece, adhere to specific methodologies tailored to address the immediate communication needs of learners.

Secondly, the emphasis on teaching the language of the host society, devoid of political and social connotations related to linguistic domination and segregation, plays a pivotal role in facilitating smooth social integration and inclusion.³⁸

Thirdly, while many programs prioritize language as a communication tool, there remains uneven addressing of the diverse needs, skills, and knowledge of refugees, alongside a lack of sensitivity toward heritage language preservation and self-esteem.³⁹

Fourthly, language skills are typically developed at a beginner level, enabling basic comprehension, reading, and language production. However, efforts to provide language support for academic endeavors remain relatively limited.

³⁴ Heinemann, A. M. B. (2017). The making of ‘good citizens’: German courses for migrants and refugees, *Studies in the Education of Adults*, 49:2, 177-195, DOI: [10.1080/02660830.2018.1453115](https://doi.org/10.1080/02660830.2018.1453115); K pplinger, B. (2018). Addressing refugees and non-refugees in adult education programs: A longitudinal analysis on shifting public concerns. *European Journal for Research on the Education and Learning of Adults*, 9:2, 161-177, DOI: [10.3384/rela.2000-7426.rela242](https://doi.org/10.3384/rela.2000-7426.rela242).

³⁵ Heinemann, A. M. B. (2017). The making of ‘good citizens’: German courses for migrants and refugees, *Studies in the Education of Adults*, 49:2, 177-195, DOI: [10.1080/02660830.2018.1453115](https://doi.org/10.1080/02660830.2018.1453115)

³⁶ Worbs, S., & Baraulina, T. (2017). *Female Refugees in Germany: Language, Education and Employment*. (BAMFBrief Analysis, 1-2017). N rnberg: Bundesamt f r Migration und Fl chtlinge (BAMF) Forschungszentrum Migration, Integration und Asyl (FZ). <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-67555-1>

³⁷ Heinemann, A. M. B. (2017). The making of ‘good citizens’: German courses for migrants and refugees, *Studies in the Education of Adults*, 49:2, 177-195, DOI: [10.1080/02660830.2018.1453115](https://doi.org/10.1080/02660830.2018.1453115)

³⁸ Berry, J. W (1994). Acculturation and Psychological Adaptation: An Overview. In A. M. Bouvy, F. J. R. Von de Vijver, P. Boski and P. Schmitz, *Journeys into Cross-cultural Psychology*, pp. 129–141. Amsterdam: Swets & Zeitlinger.

³⁹Charalambous, C. (2019). Language Education and “Conflicted Heritage”: Implications for Teaching and Learning. *The Modern Language Journal*. doi:10.1111/modl.12593.

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Fifthly, there is a variation in the roles of teachers and their specialization or experience within language instruction programs, notably within the contexts of Greece, Turkey, and other participating countries.

Lastly, educational materials for refugee language instruction are often deemed inadequate, prompting instructors and teachers to frequently devise their instructional content due to a scarcity of comprehensive materials specifically tailored for refugees, according to their needs, whether through governmental initiatives or non-governmental efforts.

5.2. Advancing Refugee Language Education: Key Considerations

In addition to the aforementioned points, it is crucial to underscore the importance of conducting comprehensive comparative studies that delve into the nuances of refugee education across Europe and on a global scale. Such studies can provide invaluable insights into the effectiveness of various educational approaches, pedagogical methodologies, and policy frameworks employed in different contexts. By examining diverse educational models and their outcomes, policymakers and educators can gain a deeper understanding of best practices and identify areas for improvement in language instruction for adult refugees.

Furthermore, concerted efforts are needed to develop and implement basic teaching materials tailored to the linguistic needs and cultural backgrounds of refugee populations. These materials should be designed to foster language acquisition, cultural understanding, and social integration, while also catering to the diverse learning styles and proficiency levels of adult learners. Collaborative initiatives involving educational experts, linguists, and community representatives are essential in creating resources that are culturally sensitive, linguistically appropriate, and pedagogically sound.

Moreover, the organization of training programs for educators is paramount to enhancing the quality and effectiveness of language instruction for adult refugees. These programs should focus on equipping teachers with the necessary skills, knowledge, and resources to effectively engage with diverse learner populations, address the unique challenges faced by adult refugees, and create inclusive and supportive learning environments. Professional development opportunities should cover a range of topics, including intercultural communication, trauma-informed teaching practices, language assessment strategies, and the use of technology in language instruction.

By prioritizing these additional considerations, stakeholders can work towards ensuring that language education for adult refugees is equitable, inclusive, and empowering, ultimately fostering their successful integration into their host societies and facilitating their participation in social, economic, and civic life.

6 Epilogue

In conclusion, this paper has shed light on the complexities and challenges inherent in language education for adult refugees with a focus on Greece, Turkey, Italy, and Germany. Through a comparative analysis, we have identified distinct models and approaches adopted by these countries, reflecting their unique national objectives and contexts. Additionally, this study highlights the imperative for comprehensive comparative analyses of refugee education across Europe, Turkey, and globally as far as they are essential for understanding the effectiveness of various educational approaches for refugee language education. Tailored teaching materials, educator training programs, and collaborative initiatives are crucial for addressing the diverse linguistic and cultural needs of adult refugees. Prioritizing these efforts can foster equitable, inclusive language education, facilitating successful integration and participation in host societies.

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Maria Riga

An investigation of the application of the Choice Theory and the effectiveness of the satisfaction of the four psychological needs in raising students' intrinsic motivation and improving the classroom atmosphere in a class of 11 year-old students

Abstract

This paper summarizes an Action Research (AR) project conducted in 2009 in a public elementary school in Southern Greece as an attempt to investigate whether and how students can be intrinsically motivated in the classroom and more specifically to investigate whether students could be intrinsically motivated to learn when their psychological needs are satisfied during the learning process in the classroom. The presentation of the focus and the background theory of the AR will be followed by the description of the methodology applied, the procedure, the discussion of the data and the conclusions drawn by the researcher.

Παραπομπή: Riga, M. (2024) An investigation of the application of the Choice Theory and the effectiveness of the satisfaction of the four psychological needs in raising students' intrinsic motivation and improving the classroom atmosphere in a class of 11 year-old students p.p. 25-32. At: <http://e-journal.inpatra.gr/>

Keywords: Choice Theory, Intrinsic Motivation, Psychological Needs, Classroom

Μια έρευνα για την εφαρμογή της Θεωρίας της Επιλογής και την αποτελεσματικότητα της ικανοποίησης των τεσσάρων ψυχολογικών αναγκών στην έγερση των εσωτερικών κινήτρων των μαθητών και στη βελτίωση της ατμόσφαιρας της τάξης σε μια τάξη με εντεκάχρονους μαθητές

Περίληψη

Η παρούσα εργασία συνοψίζει την Έρευνα Δράσης που πραγματοποιήθηκε το 2009 σε ένα δημόσιο Δημοτικό σχολείο στη Νότια Ελλάδα ως μια προσπάθεια να ερευνηθεί εάν και πώς οι μαθητές μπορούν να ενεργοποιηθούν με εσωτερικά κίνητρα μέσα στην τάξη και πιο συγκεκριμένα να ερευνηθεί εάν οι μαθητές θα μπορούσαν να αποκτήσουν εσωτερικά κίνητρα για μάθηση όταν οι ψυχολογικές τους ανάγκες ικανοποιηθούν κατά τη διάρκεια της μαθησιακής διαδικασίας εντός της τάξης. Η παρουσίαση των στόχων και της θεωρίας στην οποία βασίστηκε η παρούσα έρευνα θα ακολουθηθούν από την περιγραφή της μεθοδολογίας που εφαρμόστηκε, τη διαδικασία, την ανάλυση των δεδομένων και την παρουσίαση των συμπερασμάτων που αποκόμισε η ερευνήτρια.

Introduction

The particular AR project took place in a public elementary school in Greece with a mixed-gender class of fourteen eleven-year-old students. Four of them are from Albania, one is from Ukraine, and another is from Georgia but all of them have been brought up in Greece and speak Greek fluently.

Everyday teaching practice could be considered as traditional and conservative and still teacher-centered in spite of the reforms on the national curriculum and the modification of teaching materials by the Ministry and the Pedagogical Institute.

Focus and Rationale

The focus of this particular AR was the intrinsic aspect of motivation and at this point it might be useful to distinguish intrinsic from extrinsic motivation. It is believed that the first derives from the satisfaction of psychological needs whereas the second is connected to rewards and punishments. Therefore, “intrinsically motivated activities” result in the satisfaction of psychological needs such as competence, autonomy and relatedness.

This particular focus was chosen because of a specific aspect in the Greek social context. The Greeks – both students and parents – have been traditionally concerned with grades and prizes and therefore the context primarily favors extrinsic rather than intrinsic motivation. Inside this ostensibly “inhospitable” context, through this AR, the researcher attempted to satisfy the students’ psychological needs during the lesson and observe the results.

Background theory

The AR was based on “Choice Theory” which has been developed by Glasser and its central concept is that all human behavior aims at satisfying “innate basic human needs” and the needs involved are the need to survive (physiological need) and the needs “to love and belong, to

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gain power, to be free and to have fun” (the four psychological needs) . The four psychological needs were the key notions of this AR. Sullo claims that the system of punishment and rewards does not facilitate students towards becoming responsible for their learning and accepting responsibility for their own choices. Intrinsic motivation is connected to the students’ “internal world” and unless learning is “need satisfying” it cannot become part of their internal world. As far as the four psychological needs are concerned, the need for belonging entails cooperation, “interdependence and community” whereas the need for power entails “competence, achievement and mastery”. The need for freedom includes having choices but inside the classroom, choices and freedom should probably be “developmentally appropriate and supportive of learning”. Fun is characterized as a “universal human motivator” and therefore the satisfaction of this need inside the classroom can prove to be beneficial for the quality of learning.

Methodology

In order to combine introspective and empirical data, the use of questionnaires, lesson reports and field notes seemed to be necessary. Questionnaires attempted to examine the students’ beliefs and feelings, whereas lesson reports and field notes aimed at examining the students’ observed behavior and the classroom atmosphere from the teacher’s point of view. Therefore, lesson reports produced quantitative data, field notes produced qualitative data and questionnaires produced a combination of quantitative and qualitative data.

According to Peacock data collection on motivation issues should probably involve observing “on-task behavior” and “overall class motivation” and using “post-class interviews” and questionnaires about “self-reported motivation”. Since an interview was not applied as a research tool, there was the agreement with the students to sign the questionnaires rather than complete them anonymously. This was assumed to help the triangulation of data and the discovery of possible mismatches between the students’ feelings and the teacher’s observations.

Data on the overall class motivation were collected by the teacher through the lesson report at the end of each lesson. It attempted to examine the levels of interest, curiosity and challenge which according to Williams and Burden can be connected to intrinsic motivation. It was also attempted to examine whether interest or obligation led students towards completing the tasks because interest and enjoyment when performing a task might be indicators of intrinsic motivation.

As far as the field notes are concerned, on the one hand they aimed at collecting data on the on-task behavior through observing students’ persistence, concentration and enjoyment during the task and on the other hand they aimed at collecting data on the overall class motivation through observing the classroom atmosphere and keeping notes on indications of interest or lack of interest.

The questionnaires included both closed and open questions and they were short in order to be practical and not time consuming. The aim of the questionnaires was to examine the reasons behind the students’ enjoyment or lack of interest and whether the satisfaction of the four needs raised the intrinsic interest of the activities. All the questionnaires were written in Greek in order to avoid misunderstandings and to ensure the reliability of the data.

Procedure

The AR project lasted for five weeks, and each week represented one cycle. The first week would offer the baseline and the piloting of the research tools and each of the next four weeks would be dedicated to one psychological need. The next step was the creation of the research tools and their use in every cycle. During each lesson the teacher-researcher kept field notes and the completion of the lesson reports was done in the end of each lesson while the students completed the questionnaires. The last step was the organization of the data, the creation of graphs and tables and their analysis and interpretation.

In the first week the lesson followed the usual way of teaching which involved a written text and five comprehension activities. The story was about Henry VIII and Anne Boleyn's ghost in the Tower of London. There was an introductory discussion accompanied by pictures about Henry VIII and his six wives and the reading of the text and the completion of the activities followed.

The second week aimed at exploring the results from the satisfaction of the need for power. The reading text was about the Titanic and the lesson began with a discussion on the topic and the demonstration of pictures from the shipwreck. The task that the students were asked to do was to create their own comprehension questions based on the text and to answer them. The idea was taken from Erwin who suggests that "student-generated questions" provide students with power and possibly with the motivation to focus on the information they are interested in.

The third week focused on the need for belonging and there was one text about the Monster of Loch Ness and another text about Bigfoot. The class was divided in two groups. Each group had one text about one monster and one table to complete about the other monster. The two groups should read their own texts and exchange questions in order to complete their table. Erwin characterizes such "jigsaw" tasks as "cooperative learning activities" and they could be used to satisfy the need for love and belonging.

The fourth week was dedicated to the need for freedom and the purpose was to allow students to make their choice between tasks. The text was again about monsters and the students were allowed to choose between two writing tasks. The first one asked them to draw their own monster and write a small paragraph about its characteristics and the second one asked them to write a small paragraph to describe a monster's "typical day" based on some given pictures. The idea was an adaptation of Erwin's idea on "choices within assignments" and according to him "even limited choices are better than none at all".

The last week focused on the need for fun and two games were used. The first one was a board game with sentences in Past Simple and Past Continuous and the second one was hangman with vocabulary from the units about mysteries and monsters. These games were included in the appendix of the student's book.

Data presentation

The lesson reports showed that in weeks two and four (the need for power and the need for freedom) the levels of curiosity, challenge, interest, satisfaction were the highest whereas the levels of boredom and the feeling of obligation to complete the tasks were the lowest. The lesson reports also showed that in these two weeks the percentage of students who seemed excited, who participated and did not lose interest in the task were the highest, whereas in weeks three and five (the need for belonging and the need for fun) most of the students seemed bored, uninterested or did not participate at all.

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The questionnaires depicted the students' point of view and according to them, in the fourth week the level of enjoyment was the highest and the level of boredom was the lowest. They seemed to highly esteem the fact that they were given the freedom to choose, and they referred to the changes in the teaching practice only as positive. Most of the students stated that they did the task because they wanted to and not out of obligation. As far as the second week is concerned, they referred to the power to create tasks as a positive change. Students described weeks three and five mostly in a negative way and they mentioned the level of disruption and lack of team spirit as negative evidence. The majority's opinion on week five was that the lesson was not a "real one" because it included games.

In the next pages an example from the data gathered by the questionnaires is presented in order to better visualize the results. Students completed the tasks with bigger will during the fourth week when they were given the freedom to choose between tasks.

Q 7: Did you do the tasks because you had to or because you wanted to?

(a: I had to, b: I wanted to, c: Both, d: Other

Number of Students: 14)

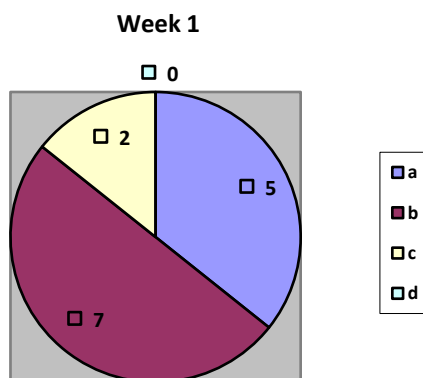


Figure 4: The students' answers after the "baseline" week.

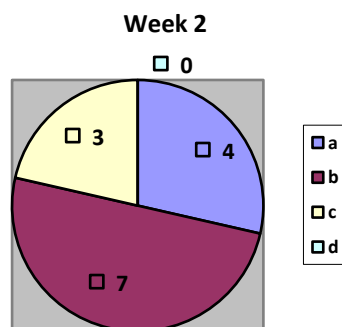


Figure 5: The students' answers after having their need for power satisfied.

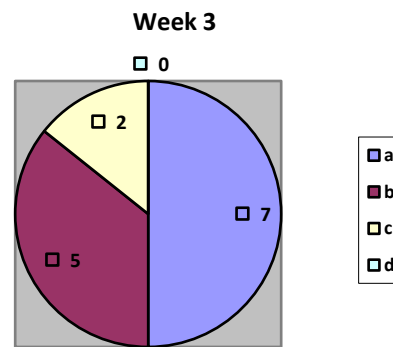


Figure 6: The students' answers after having their need for belonging satisfied.

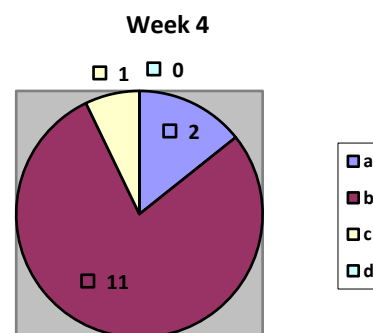


Figure 7: The students' answers after having their need for freedom satisfied.

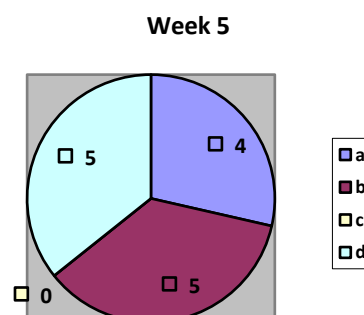


Figure 8: The students' answers after having their need for fun satisfied.

Data analysis

According to the field notes kept by the teacher-researcher, on-task behavior, concentration, persistence, enjoyment and overall class motivation seemed to be higher in weeks two and four than in weeks three and five.

Considering all the data there seemed to be preference towards weeks four and two. Students seemed to enjoy power and freedom rather than team work. Since the initial purpose of the AR was to examine the effectiveness of the application of Choice Theory in raising students' intrinsic motivation and improving the classroom atmosphere, it seems that the second and the fourth week offered positive results. Even though there cannot be certainty

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considering the students' feelings and the possible reasons behind their motivation, their answers along with the researcher's observations seem to indicate that the satisfaction of the needs for power and freedom may have raised their intrinsic motivation and improved the classroom atmosphere through reducing the levels of disruption. Buck⁴⁰ refers to power and freedom as the "competitive needs" and to belonging and fun as the "cooperative needs" and that "one pair or the other tends to dominate during different developmental phases". This could be connected to the age of the students which might entail the premature appearance of adolescent characteristics. According to Erikson⁴¹, a "sense of personal identity", the expression of individuality and making decisions for themselves may characterize adolescents. This could explain the preference of the students for the competitive needs and perhaps illustrate this particular class's profile as a competitive one. Erwin⁴² refers to the "needs profile of a class" and claims that one class may exhibit high competitive needs while another may exhibit high cooperative needs. It could be suggested that the class involved in the AR was characterized by high competitive needs and this might have affected the data results but it may also become evidenced by the data.

The students' negative views about teamwork could be related to the traditional character of the school system which does not often provide students with opportunities for collaboration. They also seem to have realized the needs profile of the class because they refer to "lack of team spirit" as a reason for boredom during week three. Their estimation that the lesson with the games was not a "real" lesson and that those were not "real" tasks could possibly mean that their idea of a "real" lesson includes "real" tasks like grammar and comprehension activities.

Conclusion

Following the analysis of the data certain conclusions were reached concerning the students' preference for the competitive needs and the changes concerning intrinsic motivation and the classroom atmosphere. It seems that depending on the needs profile of a class, the teacher could choose relevant activities in order to satisfy their needs and achieve the teaching goals. Of course, in order to arrive to specific and proven conclusions, it may be necessary to conduct research with longer duration and more research tools applied.

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⁴¹ Williams, M. and Burden, R. L. (1997) *Psychology for Language Teachers*. Cambridge: Cambridge University Press.

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