The effect of age on socio-affective dimensions in CLIL instruction

Master thesis

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Declaration

I declare that this dissertation is all my own work except where I indicate otherwise by proper use of quotes and references.
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Abstract

As Content and Language Integrated Learning (CLIL) has gained importance over the past few decades in Europe, the number of studies conducted on this topic, especially regarding its effect on the language learners’ linguistic skills, has risen, while its effect on their socio-affect has been ignored. In an attempt to fill this gap, this thesis aims to analyze the effect of age on socio-affective variables, notably anxiety, motivation, emotion, effort, ideal L2 self, ought-to self, parental encouragement, cultural awareness, attitude towards multilingualism and interest in foreign languages in CLIL settings. The subjects are 38 CLIL students, including 23 4th grade students at the age of 13-14 years (hence young CLIL) and 15 6th grade students at the age of 15-16 years (hence old CLIL), from the LISA, an international private school where all subjects are taught in English. The results of the quantitative and qualitative data which were obtained by questionnaires and oral interviews, confirm the findings of previous studies. Significant differences between the two CLIL groups could only be observed in the dimensions ought-to L2 self and parental encouragement in favor of the young CLIL group and that teachers and peers were the two contextual variables that affected the motivation of both CLIL groups the most. Thus, the results highlight the positive effect of CLIL instruction on the language learner’s affect already in the first years of exposure and shed light on the crucial role of peers and teachers on the development of socio-affective dimensions which might be of great importance for pedagogues.
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1. Introduction

Over the last few decades, bilingual and multilingual education has gained crucial importance in our society. Although “variegated forms of bilingual education date back over several millennia” in Europe, with Luxembourg having it introduced in 1843 and Bulgaria in the 1950s, bilingualism and multilingualism have never become more a priority at schools and a necessity in our lives, especially in European countries, than today (Lorenzo 2007, 29). The reason for this development is not only the growing cultural diversity, but also the public statements and the decisions of heads of states and other leading figures such as the European Council, which emphasises the necessity “to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age” by including it as one of the main goals of European countries decided at the European Council meeting in Barcelona in 2002 (European Commission 2002, 19).

In its action plan for 2004-2006 the Commission further stated that content and language integrated learning (CLIL), which is defined as any activity in which “a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role” (Marsh 2002, 58), should be introduced as one of the main programs “to make the Union's language learning goals” (European Commission 2003, 8). Additionally, this program should be used to improve students’ language skills which the European Council claimed to be limited at that time (Pérez-Cañado 2011, 315). It lists the positive development of both the language skills and content knowledge and its positive effect on affective dimensions such as motivation, anxiety and emotion as well as students’ interest in foreign languages and their attitude towards multilingualism in general as the main aims of CLIL (Eurydice 2006, 22).

The advantages proposed by the European Council and the educational regulations passed by the European Commission together with its official decision to promote multilingualism in young learners through CLIL programs led many European countries, including Austria, to the implementation of CLIL instruction at schools. Since CLIL is not only aimed at a specific education sector or language, it can be implemented in kindergarten and vocational schools just as effectively as it can be in compulsory schools (Coyle 2007, 545). Marsh (2002, 59) further adds that the

[u]sage of this term allows us to consider the myriad variations [...] without imposing restrictions which might fail to take account of school or region-specific implementation characteristics. [...] It does not give emphasis to either
language teaching or learning, or to content teaching and learning, but sees both as integral parts of the whole.

Austria is one of the European countries that has implemented CLIL at a wide variety of schools across the educational system and finances the majority of these classes with state funds. Thus, it is particularly important at this time to revisit the effect of CLIL on the young learners and find out whether this program affects them as positively as is claimed by the European Commission. Since the majority of research on CLIL has focused on the former and only few studies have investigated the effect of CLIL on younger and older learners’ socioaffect (Pérez Cañado 2011, 330), it is even of greater importance to investigate this aspect at the present time, especially because it concerns the language learners’ psyche. Lasagabaster and Doiz (2017, 4) highlight this fact by arguing that “[w]hile the importance of cognitive variables in FL learning is widely accepted, the importance of affective factors should not be downplayed”.

In this paper, CLIL will be defined as follows: “Language and content integration concerns the teaching and learning of both language and subject areas (e.g. science, mathematics, etc.) in the same classroom, at the same time” (Barwell 2005, 143). Moreover, in order to avoid confusion, it will not be used interchangeably with terms such as “immersion programs” which, despite their similarities, show a number of key differences to CLIL programs (Lasagabaster and Sierra 2009).

Although CLIL has been widely researched in European schools, to my knowledge no study has ever focused on the effect of age on the learners’ socioaffect in CLIL instruction in Austrian schools. Therefore, this paper focuses on the effects of age on the language learners’ socio-affective dimensions such as (1) motivation, (2) effort, (3) anxiety, (4) emotion, (5) interest in foreign languages, (6) attitude towards multilingualism, (7) cultural awareness, (8) parental encouragement, (9) ideal L2 self and (10) ought-to L2 self in CLIL instruction. Because these affective dimensions are dynamic constructs, i.e. they are changing over time (Estabrook 2013, 118), they are not only measured by using a questionnaire, but also by doing interviews. The interview questions are generalized but also allow the interviewer to refer to the individual’s answers by asking more personalized questions, which Alison et al. (1997, 223) argue to be one of the most appropriate measuring methods for dynamic variables such as affect, if no longitudinal measurements can be done.

In the present paper affect is defined as “the attitudes towards learning a language” (Lasagabaster and Doiz 2015, 4), which is a definition that is adapted from Gardner (1985). Aspects such as students’ linguistic competence and their content knowledge, however, will not be taken into consideration since these aspects have already been widely researched.
The paper begins with a review of the literature on the aspects that the present research focuses on and continues with the clarification of its main aim and scope and the presentation of methods and materials used for the study. Next, the results of the analysis of the qualitative and quantitative data are presented and discussed. After highlighting the most significant findings and suggesting possible improvements for future studies, finally, the data is summarized.

2. Aim and Scope

On the basis of what has been discussed so far, the aim of the present study is to examine the effect of age on the language learners’ socio affect in CLIL instruction by exploring the socio-affective dimensions intrinsic and instrumental motivation, anxiety, emotions, ideal L2 self, ought-to L2 self, cultural awareness, interest in foreign languages, attitude towards multilingualism, effort and parental encouragement. Overall 38 students, 15 of whom visit the upper form of the Linz International School Auhof (LISA) and 23 of whom visit the lower form of this school, will participate in the study. Eight of the participants attended the LISA primary school, also known as Anton Bruckner International School (ABIS), while the rest of them began CLIL lessons for the first time at the LISA. Thus, the former had a longer CLIL instruction than their classmates.

The two research questions addressed in the study are as follows:

1. To what extent does age affect students’ socio-affective dimensions in CLIL instruction?
2. How do learners perceive environmental and contextual factors interacting with socio-affective variables in CLIL instruction?

It is hypothesized that the impact of CLIL instruction on socio affect is not mediated by length of exposure to CLIL. In other words, the independent variable age is hypothesized to not have a positive effect on the dependent variable socio affect. Thus, the old CLIL group who is treated as the experimental group in the present study, is expected to not achieve significantly higher scores in all socio-affective dimensions but anxiety than the young CLIL group, who is treated as the control group.

Concerning the second research question, no hypothesis can be made since the qualitative data, which will be composed of the participants’ individual answers, is unknown at the present moment.
My study is inspired by the research done by Lasagabaster and Doiz (2017) on the effect of CLIL on younger and older learners’ socio affect in the Basque Country. The present study can be compared to theirs in the sense that I want to investigate what effect age has on language learners’ socio affect in CLIL instruction. For that matter, I want to measure the dependent variable socio affect by focusing on the socio-affective dimensions mentioned above. In contrast to the research of Lasagabaster and Doiz (2017), additional dimensions including attitude towards multilingualism, cultural awareness and emotions have been included in the present study in order to get a more complex picture of the learners’ socio affect.

3. Literature Review

3.1. What is CLIL?

Although the term CLIL was coined in 1994, this approach already emerged in the 1990s in Europe “and launched in 1996 by UNICOM, the University of Jyväskyla (Finland) and the European Platform for Dutch education” (Pérez-Cañado 2011, 315). Content and Language Integrated Learning, also known as CLIL, can be described as “an educational approach where [content] subjects such as geography or biology are taught through the medium of a foreign language” (Dalton-Puffer, Nikula and Smitt 2010, 1). According to Coyle, Hood and Marsh (2010, 1) CLIL is not just a new way of teaching languages or a new way of teaching content as many might assume at first sight; rather, it is “an innovative fusion of both, a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language”. CLIL compared to other foreign language (FL) setting, further views learning as an active process where the learner constructs knowledge by himself or herself instead of being provided the information by the instructor (Cummins 2005, Otwinowska-Kasztelanic and Foryś-Nogala 2015).

As already mentioned above, the term CLIL and immersion program cannot be used interchangeably since the two types of education programs only appear to be the same at first glance. Despite their similarities, however, they differ from each other in various aspects such as the teaching objectives set, the materials used and the students enrolled in them (Lasagabaster and Sierra 2009). One of the most important aspects in which CLIL and immersion programs differ is in the language of instruction. Whereas the language used in immersion settings is often spoken locally, a foreign language, i.e. “a language [which is not] present in the students’ context (be it home, society at large, or both home and society)” (Lasagabaster and Sierra 2009, 370), is used to teach the content subject in CLIL settings.
Additionally, the teachers using the target language in the former are mostly native speakers who undergo a special training whereas this is rarely the case in CLIL programs (Lasagabaster and Sierra 2009, 371). Thus, according to the few differences between CLIL and immersion programs mentioned above, which do not encompass all, the term CLIL should not be substituted by immersion as proposed in the present paper.

There are a number of CLIL initiatives which vary slightly from each other, the following three being the most popular ones: “1) Learn the FL separately, in order to learn the content through the FL; 2) Learn the FL through the content, which has already been learnt in the L1; 3) Learn the FL and the content together” (Bruton 2013, 589). The latter is the variation that is most commonly implemented in Austrian schools, including the one that the participants of the present study visit.

The main reason for the introduction of CLIL at European schools was, as previously mentioned, the limited language skills of European students (Pérez-Cañado 2011, 315). Growing interest in this approach, however, could be first observed towards the end of the 1990s and especially at the beginning of the 21st century, which was primarily due to a flood of research in second language acquisition (SLA) (Pérez-Cañado 2011, 316). From that point on, a great variety of aspects ranging from those in the educational field such as the students’ content knowledge and their language skills (Kovelman et al. 2008; Pérez-Cañado 2011, 317) to affective dimensions such as motivation (Dalton-Puffer and Smit 2010, Lasagabaster 2011, Pfenninger 2016) and anxiety (Dewaele 2011, Dörnyei and Murphy 2003, Dwaele and MacIntyre 2016, MacIntyre 1999, Nation 2003) have been researched. However, there are still many more questions that need to be answered, which is partly due to incongruities between experts’ opinions or lack of research in certain areas. Since the language learner’s affect is one of the aspects that is only poorly researched in CLIL instruction, the affective dimensions mentioned above are the focus of the present paper.

3.2. Why CLIL?

In order to implement CLIL programs at Austrian schools and therefore profit the most from its many advantages proposed by the European Council, several curricular modifications have been made.

As mentioned above, one of the main advantages of CLIL is that it is “an innovative fusion of both [language and content]”, “a dual-focused educational approach” in which a content subject is taught by using a foreign language without altering the students’ curriculum by adding extra lessons to it (Coyle, Hood and Marsh 2010, 1). Due to this dual focus and the
resulting improvement of the learners’ overall language skills, CLIL is believed to have a variety of advantages, which is the reason why it was promoted internationally from the 1990s onwards after being seen as a “major educational initiative” (Heras and Lasagabaster 2015, 72) by the European Union (Eurydice 2006). In addition to this, mainly due to the immediate and intensive use of the target language in the classroom and its obvious purpose, i.e. teaching and learning a certain content, language use in CLIL instruction is regarded as more authentic than in EFL instruction. Van Lier (1988, 3) highlights this by arguing the following:

“Of course we can argue, as some do, that successful learners learn more on the street than in class, but if we take that argument to its conclusion, ESL classes are unnecessary and EFL classes useless; in that case the profession [of language teaching; CD] is untenable.”

While his stance can, without doubt, be viewed as extreme, Dalton-Puffer (2007, 2) claims that this is the most convincing argument in favor of CLIL instruction. Thus, it comes as no surprise that today this approach has been implemented in a variety of schools, especially after innumerable studies have highlighted its many advantages:

- The foreign language in CLIL instruction is taught in context and the students are engaged in activities that involve communication and interaction. Thus, “[i]n this sense CLIL is the ultimate dream of Communicative Language Teaching (e.g. Brumfit and Johnson, 1979) and Task Based Learning (e.g. Willis, 1996) rolled into one” (Dalton-Puffer 2007, 3).

- A greater improvement of the students’ language skills can be observed in CLIL instruction compared to FL instruction (Augustin-Llach 2016, Celaya and Luiz de Zarobe 2010, Coyle 2006, Lorenzo et al. 2010).

- Lasagabaster and Doiz (2017, 2) further argue that CLIL improves skills such as “problem solving, risk-taking, linguistic confidence, communication skills, vocabulary, self-expression, spontaneous talk, cultural awareness, and global citizenship” which is confirmed by a number of studies (Coyle 2006; Coyle, Hood and Marsh 2010; Mewald 2004; Mewald 2007).

- Closely linked to the previous point is the assumption that students understand the content that is taught in CLIL instruction better than in traditional EFL instruction. According to Alexander (2005), this is due to the fact that talking, which proponents of dialogic teaching argue to be the “most pervasive and powerful learning tool” (Coyle 2007, 555), is promoted in CLIL settings. He further adds that
[t]alk vitally mediates the cognitive and cultural spaces between [...] teacher and learner, between society and the individual [...]. [L]anguage not only manifests thinking but also structures it, and speech shapes the higher mental processes necessary for so much learning. (Alexander 2005, 2)

Thus, according to these studies, CLIL instruction not only affects the students’ language attainment, their attitude towards learning English and their emotions connected to the target language positively (Lasagabster 2011, Doiz et al. 2014, Lasagabaster and Sierra 2009), but it also influences their socio affect in general positively (Heras and Lasagabaster 2015, Papaja and Rojczyk 2013, Dalton-Puffer and Smit 2013, Lasagabaster 2011, Pablo Navarro and Jiménez 2018).

3.3. Affect

Affect, more precisely the affective appraisal of stimuli, take up a great part of our cognition and influence, among others, our decision-making processes (Garrett and Young 2009, 210). Furthermore, Arnold and Brown (1999, 1) claim that affect is closely linked to “aspects of emotion, feeling, mood or attitude which condition behavior” and thus combine “relational aspects” (Arnold 2011, 11) that develop in the classroom and “individual factors” (Arnold 2011, 11) such as motivation, emotion or anxiety. Schumann (1998, 8) further highlights the importance of affect and the role of two affective dimensions in particular for the learning process by arguing that “[e]motional reactions influence the attention and effort devoted to learning, and [...] patterns of appraisal may underlie what has been considered motivation in SLA”. In this respect, these three are some of the most important socio-affective dimensions that not only influence the learners’ psyche, but also their leaning patterns, thus justifying the attention various researchers have given to it.

3.4. Motivation

Dörnyei defines motivation as the reason for people’s decision to do something, their willingness to sustain the activity and the amount of time they want to dedicate to pursuing it (2001, 8). Additionally, according to Achor (2010) and Willis (2010), the enhancement of motivation takes place when the neurotransmitters dopamine and serotonin flood our brains
when we experience positive emotions such as happiness. It is these substances that not only lead to a greater brain activity but also make us feel good about ourselves and enhance our motivation (Willis 2010, Helgesen 2016).

Taking this definition into consideration, it comes as no surprise that several studies have investigated this aspect in CLIL settings, mostly concluding that motivation influences the language learner’s language attainment positively (Doiz et al. 2014, Dörnyei 2009b, Navarro Pablo and García Jiménez 2017, Pfenninger 2014). David Lasagabaster (2011, 3), who claims that motivation is a construct that is constantly undergoing change depending on the learners’ language progress, came to the conclusion that teaching students a certain content in a foreign language not only sustains, but also enhances their motivation (2011, 15). His findings were confirmed by a number of studies (Papaja and Rojczyk 2013, Dalton-Puffer and Smit 2013, Navarro Pablo and García Jiménez 2017).

Due to its crucial importance for the language learning process, a number of researchers have focused on the language learner’s motivation with regard to a variety of other variables in EFL and CLIL instruction (Pfenninger 2014; Doiz, Lasagabaster and Sierra 2014; Pfenninger 2016). Doiz, Lasagabaster and Sierra (2014) conducted a study on the effect of individual and contextual variables on the motivation of overall 393 CLIL and non-CLIL students between the age of 12-13 and 14-15 in the Basque Autonomous Community (BAC). The data which was gathered by a quantitative questionnaire indicated that CLIL students were more intrinsically and instrumentally motivated than their counterparts.

Concerning the gender differences in foreign language learning (FLL) it has been shown that girls have a greater motivation (Clark and Trafford 1995) and greater commitment (Dyörnyei, Csizér and Nemeth 2006) to learn the target language. According to research, however, these gender-differences diminish in the CLIL classroom (Merisuo-Storm 2007; San Isidro 2010; Yassin, Marsh, Tek and Ying 2009) which might be due to the male learners’ increased motivation to learn more about the subject that is taught in the target language (Lasagabaster 2008).

Concerning the relationship between motivation and achievement, the findings of the study conducted by Gardner and his colleagues (1997) suggested that “motivation is the cause of achievement” which contrasted Hermann’s (1980) assumption that it is achievement that determines the degree of motivation. This argumentation, which is often referred to as the “Resultative Hypothesis”, can most likely be verified in contexts where students have a strikingly low motivation (Ellis 1994, 515). Finally, there is also a third assumption concerning motivation and achievement that indicates an interplay between these two aspects.
Consequently, motivation can lead to better learning outcomes, but success in the L2 acquisition process “can help to maintain” and increase motivation (Ellis 1994, 515). The first assumption can be confirmed by Pfenninger’s study (2016) on the relationship between third language English attainment and age. There she measured Swiss secondary school students’ language attainment in CLIL and traditional EFL instruction and came to the conclusion that motivation is the main predictor for successful language attainment, irrespective of the fact what language instruction the students have received.

In order to understand language learners’ motivation towards the target language even more, Dörnyei (2009b) developed the idea of an L2 self, which will be further discussed below. What is important to note concerning the language learner’s motivation is that the achievement of the L2-specific attributes, which Dörnyei refers to as the ideal L2 self (Csizér and Dörnyei 2005a, 616-617), that the speaker wishes to possess (e.g. hopes, aspirations, desires)”, leads to the acquisition of an “integrative motivation” (Csizér and Dörnyei 2005a, 616). The author’s findings are of crucial importance for the present study not only because a great focus is put on these aspects in the questionnaire, but also because the effect of age on the interaction of the two variables ideal L2 self and motivation will give teachers in CLIL instruction an insight into how to present the target language in order to enhance the identification of the learners with it and thus motivate them in an integrative way.

Studies focusing on the L2 self-confirmed Dörnyei’s (2009b) assumption that the different L2 selves affect the learner’s motivation differently (Csizér and Lukács 2010b, Csizér and Dörnyei 2005b). Dörnyei and Ushioda (2009) for example, argue that the ideal L2 self has the greatest effect on the learners’ motivation. This assumption was confirmed by Csizér and Lukács (2010b), who investigated the effect of the acquisition of two foreign languages, English and German, on overall 237 16/17-year-old language learners motivation. Their findings further suggested that the ought-to L2 self affected the learners’ motivation for learning the two languages the least, stressing that further research with a different methodological design would be needed to confirm the latter.

Taking the previous literature into account, it becomes apparent that motivation is an affective dimension that has a crucial effect on the language learner and is thus measured in the present thesis.

3.5. Emotions
As mentioned above, emotions are one of the most important affective dimensions that play a crucial role in foreign language learning and CLIL instruction. Thus, the fact that only little research was devoted to the language learners’ emotions in CLIL settings is strongly disappointing. Garrett and Young (2009, 209) highlight this fact by claiming that "affect and emotion are terms that have been in the shadows of discussions of classroom foreign language learning, where the primary focus has been on the development of knowledge and use of the new language". Damasio (1999, 39) further adds:

Emotion was not trusted in the laboratory. Emotion was too subjective, it was said. Emotion was too elusive and vague. Emotion was at the opposite end from reason, easily the finest human ability, and reason was presumed to be entirely independent from emotion.

Only after his argumentation did researchers in the field of applied linguistics start to investigate this affective dimension (Garrett and Young 2009, 209). This shift in focus might also be due to the fact that the affective dimension of emotion, which Ross defines as “individual responses to events or experiences involving experiential, physiological, and behavioral activity” (2015, 12), is beneficial and crucial for language teaching and learning as pointed out by several authors (Arnold 1999, Dewaele 2011).

Some authors who realized the importance of emotions in language learning and teaching, however, had a closer look at this concept. After interviewing 20 multilinguals in London, Dewaele (2011) for example came to the conclusion that the emotions learners’ experience at the beginning of and during their language learning journey “reverberate for years in multilinguals' linguistic behavior and the perception they have of […] their self-perceived competence and their foreign language anxiety” (33). He therefore concluded that there had to be a correlation between learners’ emotions and their L1 self as well as anxiety.

Some research suggests that the language learning setting can influence the learner’s emotions. Dewaele (2010) examined the effect of different independent variables such as “linguistic history [and] present language use” (Dewaele 2011, 33) on the language choice for communication of emotion as well as the individual’s perception of one’s own language proficiency. His findings revealed a correlation between language acquisition in naturalistic settings, which is the case in CLIL classrooms, and a lower anxiety level (Dewaele 2010). Additionally, languages that were taught in a naturalistic setting and used outside of the classroom were more often used to communicate emotions. Similarly, in an attempt to investigate the effect of CLIL on more than 20,000 secondary students’ emotional competence
in the Autonomous Community of Castilla La Mancha, Nieto Moreno de Diezmas (2012) concluded that CLIL instruction affects the language learners’ emotional competence positively in that CLIL students develop a greater emotional competence compared to non-CLIL students (2012). In order to find out if this emotional competence is preserved over the years of CLIL instruction and whether emotional changes can be observed in the language learners during this period, more research has to be done with younger and older learners in CLIL instruction. The consideration of this scale in the present study thus seems to be justified.

### 3.6. Anxiety

Classroom anxiety is another affective dimension that is of crucial importance for the language learning process, including the one in CLIL instruction, and is therefore widely studied. Horwitz and colleagues define anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system” (1986, 125). They further distinguish between “specific [and general] anxiety reactions”, the latter being further examined in the present paper since the focus lies on the anxiety that arises in a classroom setting during the acquisition of new information taught in a foreign language (Horwitz 1986, 125). With regard to the language learning context, Lasagabaster (2015, 5) defines anxiety as “the lack of confidence in oneself as a learner, uneasiness, frustration, self-doubt, apprehension and tension which are specifically related to language learning situations”. Negative affect such as anxiety influences the learners’ cognition negatively and impairs their language production and reception, thus leading to a poor language achievement (Otwinowska-Kasztelenic and Foryś-Nogala 2015, Mirous and Beeman 2012). Furthermore, anxiety affects the communication strategies that are crucial in the CLIL setting which makes this concept even more dangerous in a language classroom (Horwitz 1986). Thus, students might avoid sharing personal information and using more difficult language, which are necessary for progress in the target language.

A common assumption made by researchers is that the language learners’ anxiety level increases with age. In their study on the effects of anxiety on beginner, intermediate and advanced Spanish as a foreign language learner’s course achievement, Marcos-Llinás and Juan-Garau (2009) came to the conclusion that advanced learners showed the highest level of anxiety. However, their findings also suggested that a high level of anxiety did not necessarily lead to lower course achievements. These findings were not confirmed by Doiz, Sierra and Lasagabaster (2014) who compared the effect of age on the anxiety of Spanish CLIL and non-CLIL students in the first (12-13 years old) and third grade (14-15 years old). The authors
concluded that CLIL students experience more anxiety in the classroom than FL students but that anxiety decreases with age in CLIL instruction. In 2015 Heras and Lasagabaster confirmed their findings and added that CLIL instruction can even decrease the language learner’s stress level and increase their motivation.

Although anxiety is a complex concept, and one which is difficult to control in the language learning setting, there are some factors that can reduce anxiety. Garrett and Young (2009) came to the conclusion that the language learning community is one of the factors that can decrease the language learners’ anxiety level. Their results suggest that a classroom where teamwork takes a central role and the learners can count on the support of their peers has a positive effect on language learning.

Another factor that determines the students’ enjoyment of learning the target language and their anxiety towards it is the teacher. In their study about EFL learners’ foreign language enjoyment (FLE) and foreign language classroom anxiety (FLCA), Dwaele and MacIntyre (2016) and MacIntyre (1999) came to the conclusion that the latter is a strong predictor for success. FLE was shown to be related to teacher practice whereas FLCA is only to a minimal extent (Dwaele and MacIntyre 2016, 133). Similarly, the findings of the study conducted by Corpus and Lepper (2007) suggested that praise given by the teacher affects the learners’ motivation highly. Furthermore, younger learners’ motivation was enhanced by all types of praise including person, process and product praise. Dwaele and MacIntyre (2016) further found out that extensive foreign language use by the teacher and the students themselves, which is the case in CLIL settings, leads to a greater FLE by the students (Dwaele and MacIntyre 2016, 132). Additionally, the results suggested that the teaching style of and the pedagogical strategies used by the teacher also determine the FLCA and FLE. The authors concluded that being forced to use the target language in the classroom might lead to a greater anxiety for shy students and those with a lower language competence level (Dwaele and MacIntyre 2016, Nation 2003). This might especially be the case in settings with a high pressure to succeed, which might affect the classroom climate negatively (Dewaele 2011, 25; Dörnyei and Murphy 2003, 15). Garrett (Garrett and Young 2009) experienced this herself in the Portuguese classes she attended. The author reported having experienced greater anxiety when being forced to speak, which even led her to drop her target-language-only policy.

Thus, according to the previous literature on this affective dimension, it can be argued that anxiety, among others, affects the language learners’ motivation which is crucial for the language learning process. Considering the effects anxiety can have on the language learner’s psyche, it is necessary to investigate the effect of CLIL instruction on this dimension.
3.7. The L2 self

In order to be able to identify oneself with the target language, language learners develop a new identity, also known as a L2 self. As already mentioned above, it was Dörnyei (2009a) who developed the idea of an L2 self in his theory of the L2 Motivational Self System, which consists of three main components:

1. ‘Ideal L2 self’, referring to the L2-specific facet of one’s ‘ideal self’ – namely to the person who wishes to become a competent speaker of an L2. The Ideal L2 self is a powerful motivator to learn the particular language because one strives to reduce the discrepancy between one’s actual and ideal self.

2. ‘Ought-to L2 self’, referring to the attributes that the learners believe they ought-to possess to avoid possible negative outcomes – this motivational dimension may therefore bear little resemblance to students’ own desires or wishes.

3. ‘L2 Learning experience’, which concerns executive motives related to the immediate learning environment and experience. (Csizér and Lukács 2010, 2-3)

In the present study, only the first two components have been measured; therefore, the main focus in the following literature review will concentrate on them.

Several studies have confirmed Dörnyei’s (2009a) assumption that the L2 self has a definite effect on the language learner and came to the conclusion that it is the ideal L2 self, in comparison to the ought-to L2 self, that has a greater influence on the learner’s language attainment and their motivation (Csizér and Lukács 2010, Taguchi et al. 2009). In a comparison of the L2 Motivational Self System of Chinese, Japanese and Iranian language learners between the age of 11 to 53, Taguchi and his colleagues (2009), however, could also observe a strong relationship between the ought-to L2 self and instrumental motivation, more precisely instrumentality-promotion. Similarly, Csizér and Lukács (2010) stress that a different choice of items measuring the ought-to L2 self might highlight the importance of this dimension for the language learner’s motivation. Thus, although according to the above studies the ought-to L2 self does not promote the successful language attainment of L2 learners’, it affects other affective dimensions which make up a crucial part of the learner’s motivation.

Despite the crucial importance of the L2 self for the language learner, only a few studies have focused on this affective dimension in CLIL instruction. Lasagabaster and Doiz (2017) are two authors who conducted a study on older and younger CLIL and non-CLIL students’
socio affect and came to the conclusion that no significant differences could be observed between the language learners’ L2 self.

Furthermore, based on the above theory it has been assumed that emotional change and changes in an individual’s personality already take place when a variety of languages are spoken by the same person, despite the effect of secondary variables such as the setting of acquisition (Dewaele 2011). Trying to find out whether language users feel different when using a foreign language, Wilson (2008) concluded that the majority of his overall 1,414 participants were more outgoing and confident when using the foreign language, which Ramírez-Esparza and colleagues (2006) proved in their study with their overall 79 Spanish-English speaking bilinguals. Additionally, the participants’ responses to his Bilingualism and Emotion Questionnaire (BEQ) in Wilson’s (2008) study revealed that the language users often had the feeling of having different identities (Wilson 2008). Using the open questions from the same questionnaire, Pavlenko (2006) came to a similar conclusion when analyzing the answers of her overall 1,039 multilingual participants. The majority of them (65%) claimed that they perceived themselves as a different individual when using a foreign language. Pavlenko (2006, 10) further divided the participants’ perception of different selves into the four sources "(1) linguistic and cultural differences; (2) distinct learning contexts; (3) different levels of language emotionality; (4) different levels of language proficiency". Based on these results, the author concluded (Pavlenko 2006, 28):

"The discourse of bilingualism as linguistic schizophrenia is still present in the corpus but mostly in the form of a voice from 'elsewhere' that is being mocked and resisted. The respondents engage in a number of counter-discourses, including the discourse of integrated identities and that of personae".

Her findings thus illustrate that foreign language learners experience an L2 self that is different from the L1 self which is also significant for language learners in CLIL instruction.

3.8. Effort
Since the effort that a learner puts into studying a language reveals a lot about their attitude, motivation and emotions towards it, this socio-affective dimension was also measured in the present study. Lasagabaster and Doiz (2017, 7) define effort as “the motivational strength or intensity the individual exerts on language learning”.
According to Gardner (1985), effort, together with goal orientation and affect, are the aspects that make up “motivated learning behavior” (Lasagabaster and Doiz 2017, 4). These assumptions suggest that motivation and effort are closely linked to each other and that a motivated individual will work hard and practice the target language intensely in order to achieve their language learning goals (Lasagabaster and Doiz 2017, 7), which Möller (2017, 239) argues is true for CLIL students. According to him, their higher motivation is demonstrated by their willingness to put a great effort into learning the language and the content (Möller 2017, 239). Zydatiß (2007, 144) further adds that these students are more willing to sacrifice their hobbies and extra-curricular activities than non-CLIL students in order to be successful in their studies.

3.9. Interest in foreign languages

Interest is another concept that is of particular importance for the language learner’s motivation. Hidi (2016, 70) defines it as “a unique motivational variable, as well as a psychological state (…) characterized by increased attention, concentration and affect”.

In a recent study Kormos and Csizér (2008) investigated the effect of age on 623 Hungarian FL learner’s selves, motivation and attitude with a quantitative questionnaire. The participants were divided into three groups who differed according to their age and the language learning institutions they attended, ranging from secondary school to university. The authors’ findings suggested that interest in foreign languages and especially in “English-language cultural products” affected the motivation of the secondary school pupils positively (Kormos and Csizér 2008, 327). In 2009 the authors did a similar research on the relationship between the L2 self and motivation and confirmed their previous findings in that the language learner’s attitudes towards and their motivation for studying the target language is, to a great extent, shaped by external factors such as the students’ environment. However, due to the importance of this language for the language learners’ future careers and “the products of globalized mass media in English” (Csizér and Kormos 2009, 107), the language learners internalize the values that are externally attached to the importance of English in our society and thus develop a more positive attitude towards the target language.

The preference for English and the importance of knowing the English language for students is further illustrated in the study conducted by Csizér and Lucács (2010) who investigated these aspects with Hungarian students. Their findings showed that the majority of the participants preferred English over German as their L2 and justified their opinion by arguing that it is not only preferred by their parents and believe it will be important for their
future careers, but it also interests them more due to the Americanization of European markets. Thus, it can be argued that according to the above studies, the status of English in our society due to the globalization of this international language and the Americanization of markets around the world affects the language learners’ interest in foreign languages in favor of the English language.

3.10. Attitude towards multilingualism and cultural awareness

Sarnoff (1970, in Lasagabaster and Sierra 2009, 4) defines the term *attitude* as “a disposition to react favourably or unfavourably to a class of objects”. With regard to language attitudes, Lasagabaster and Sierra (2009, 4) further add that “the objects which provoke a favourable or an unfavourable reaction are language related”.

According to Marsh (2000), CLIL instruction can “nurture a *feel good attitude*” towards the language learners since a greater academic achievement leads to an increase in the students’ motivation and thus the desire to improve their language skills, which again leads to a more positive attitude towards the target language. Marsh (2000, 10) further adds

A major outcome of CLIL is to establish not only competence in two languages, but also nurture a ‘can do’ attitude towards language learning in general. So very often the CLIL language will itself only be a platform by which the youngster may ultimately take an interest in other languages and cultures as well. If the child has a language which is not the language of the wider environment, then CLIL can lead to an even greater appreciation of that home language.

Taking Marsh’s (2000) assumption into account, it comes as no surprise that most of the research on students’ attitude towards the target language and multilingualism in general in CLIL and EFL settings suggest that CLIL students have more positive attitudes towards the target language than EFL students (Romu and Sjöberg-Heino 1999; Södergard 2006, Merisuo-Storm 2007, Lasagabaster 2008, Lasagabaster and Sierra 2009). In an attempt to measure FL and CLIL students’ attitude towards Basque and Spanish in the Basque Country, Lasagabaster and Sierra (2009) confirmed the previous findings on this matter. Furthermore, the results of their study suggested that this positive attitude did not change with age as the fourth-grade students, in comparison to the third-grade students, had similar attitudes towards the two languages. Similarly, Södergard (2006) observed the change in attitude of Finnish students in a Swedish immersion program (i.e. CLIL with Swedish as the language of instruction) over a period of eight years, starting from kindergarten to the sixth grade of primary school. Her findings suggested that all of the eight participants made positive experiences throughout these
years of immersion and therefore had a positive attitude towards the Swedish language and immersion programs in general.

In an attempt to measure EFL learners’ motivation for learning English and their attitude towards the target language, the findings of Tragant and Munoz’ (2000) longitudinal study further revealed that there was a correlation between the variables attitude and exposure to the target language in that longer exposure to the target language led to a more positive attitude towards it. Pfenninger and Singleton (2016) could not confirm their results since in their research no significant difference between the younger and older learners’ attitude towards the target language could be observed.

Besides the attitude towards the target language in CLIL settings, it is the awareness of the culture in which it is spoken that is of great importance. Coyle (2007, 548) argues that, according to some small-scale studies, in certain contexts CLIL students show a greater cultural awareness than EFL students. Students’ cultural awareness, however, has not been widely studied in large-scale studies, which is the reason why no reliable assumptions can be made concerning this aspect in CLIL instruction. This is unfortunate, since it plays a major role in these settings as Brown (1980, 138) argues:

Culture is really an integral part of the interaction between language and thought. Cultural patterns, customs, and ways of life are expressed in language: culture specific world views are reflected in language [...] language and culture interact so that worldviews among cultures differ [...].

Dewaele (2011) further adds the role of the teacher for incorporating cultural aspects of the language in the language classes since these are of great interest and importance to the language learners and should thus be highlighted by the teachers:

Language teachers could use their own emotions and feelings, their own multilingual subjectivity by presenting the target language not just as a tool for communication, but as an opportunity for learners to expand their symbolic selves, get emotionally and cognitively involved in the foreign language process and develop tertiary socialization. (Dewaele 2011, 37)

The findings of Garrett and Young’s (2009) qualitative study on the effects of the language learning process on the language learner’s affect confirm Brown’s assumption. There, the only participant who was one of the authors herself attended Portuguese lessons twice a week for a period of eight weeks. The results suggested that cultural awareness and instruction is a useful tool for effective communication in the
target language. Due to a greater participation in the community, the author additionally reported having experienced an increase in her motivation for learning the target language.

3.11. Parental encouragement
As mentioned above, CLIL could not have reached such an immense success on a greater spectrum without the support of the European Council (Georgiou, Sophie Ioannou 2012, 496). Parents and teachers, however, play a crucial role in the implementation of this approach at schools and the promotion of this education program to students, too. Particularly the parents’ growing desire to provide their children with a bilingual education led to the immersion of bilingual education programs to a great extent (Navés 2009, 30). Therefore, several European programs are aimed at targeting parents as promoters for language learning which has led to the maintenance and development of CLIL programs (Georgiou, Sophie Ioannou 2012, 497). Additionally, Harris (2003, in Mehisto and Asser 2008, 689) argues that one of the indicators for successful school leaders is the aim to build and maintain “positive working relations with parents”.

In an attempt to investigate the satisfaction of the 180 parents and all teachers of primary students in CLIL instruction in an Estonian primary school, Mehisto and Asser (2008) concluded that the majority of parents show a great satisfaction with the CLIL program but complain about a limited parent-teacher communication and cooperation. Since Lopez and Kreider (2003) consider the parental involvement in schools and their wish to have an influence in school processes a necessity, this aspect needs further improvement in the CLIL setting.

As previous studies have shown, however, parents have, regardless of the amount of involvement at schools, a great influence on their children, with regard to the EFL settings. According to a meta-analysis of Fan and Chen (2001) on the relationship between parental encouragement and academic achievement and a meta-analysis of overall 41 studies conducted by Jeynes (2005) on the effect parental involvement has on the achievement of urban elementary school students, there is a significant relationship between the two variables parental involvement and academic achievement. The relationship was even stronger for “students of racial minority and for boys and girls” (Jeynes 2005, 246-247). Navés (2009, 30) further adds that “[f]amily participation is twice as predictive of academic learning as is the family’s socioeconomic status”, which was confirmed by a number of studies (Jeynes 2005, Fan and Chen 2001). Furthermore, positive parental involvement can even help language
learners to build “pro-social, pro-learning self-concept and high educational aspirations’ as is argued by Desforges and Abouchaar (2003, 86).

Parents can not only affect the language learner’s academic achievement, but they can also influence their L2 self. Csizér and Kormos (2009) conducted a quantitative study with a total of 130 college and university students (around the age of 21) and 202 secondary school students (around the age of 16) looking into the effect Dörnye’s Motivational Self System has on the language learner’s motivation. Their findings revealed that parental encouragement is closely linked to the learners’ ought-to L2 self for both, the older and younger language learners. The authors explained their findings with the argumentation that

“the ought-to L2 self is entirely socially constructed, that is, students’ views of what attributes they should possess to meet the expectations of their environment are formed by the attitudes of their immediate learning environment, […] and in the case of teenager and young adults, the environmental influences concerning language learning in a Hungarian setting primarily originated from the students’ parents”. (Csizér and Kormos 2009, 107)

Although the participants in their study acquired the target language in an EFL setting, there is a possibility that similar observations can be made in CLIL settings since the immediate environment of the students in the present study consists of peers and parents as well.

As the above findings show, parents play a crucial role for the immersion of CLIL and its implementation at schools, as the extent to which this program is implemented there depends highly on the parental support for it. Therefore, this aspect is examined in the current study.

3.12. The Peers

The fact that peers play an important role in children’s and young adults’ lives is commonly stressed in psychology which highlights its importance for the individual. Similarly, classmates and friends are claimed to have a crucial effect on the language learner. According to Schuman (1998), the interaction and the relationship with classmates are not only of crucial importance for the students’ well-being, but also for a successful language attainment which is confirmed by a number of research (Garrett and Young 2009, Jia and Aaronson 2003, Schuman 1998).

In their longitudinal study, Jia and Aaronson (2003) focused on a variety of aspects connected to the language learning process of ten Chinese children and adolescents who immigrated to the United States over a period of three years. These aspects were measured qualitatively by conducting interviews and quantitatively by using questionnaires and language tasks and included the language learning environment, the changes in the participants’ language
preference, their L1 (Chinese) and their L2 (English). Their findings suggested that peers play a crucial role when it comes to the language preference, especially of younger learners. More precisely, based on their findings the authors concluded that interaction with friends and classmates can influence the learners’ attitude towards the target language and their motivation for learning it is increased.

Similarly, Garrett and Young (2009) conducted a qualitative study on the effect of several factors, including classroom interaction with peers, on the language learner’s affect. The only participant taking part in the study was one of the authors herself who attended an 8-week Portuguese language course which took place two hours twice a week. The results suggested that the interpersonal relationships in the classroom affected her language learning experience positively, letting her feel more secure and self-confident.

According to the above studies, peers are another contextual factor that plays a crucial role in the language learning process in EFL settings. Since the contact with classmates in CLIL instruction takes place similarly to that in EFL instruction, the same effects of the peer group on the language learner can be predicted for the CLIL setting.

3.13. The teachers

Besides the parents and the learners themselves, it is the teachers who can affect students’ language acquisition to a great extent, not only in EFL (Buchholz 2007) but also in CLIL instruction. Georgiou argues that professional methodological as well as language skills of the teachers are needed, in order to reach the students and thus lead to a success in the CLIL program (Georgiou 2012, 500). As Coyle (2007, 552) argues, the current CLIL programs, however, lack this crucial aspect since teachers do not undergo a special training for teaching CLIL lessons but use methodology that focuses heavily on the content taught or the linguistic features of the target language they are familiar with. Similarly, Stotz and Meuter (2003) conducted a longitudinal study in a Swiss primary school with overall 178 pupils from the first to the fourth grade which confirmed this assumption. The authors concluded that often the pedagogues in the CLIL classroom are not well equipped with the appropriate materials and teaching methods, as they do not receive a special CLIL-focused training. This had a marked effect on the teaching methods they were using, which resembled EFL lessons with teacher-centered mainly frontal teaching.

In contrast to Stotz and Meuter’s (2003) study, Mehisto and Asser (2008) concluded that the primary students in the Estonian context were engaged in learning and satisfied with the CLIL program at their primary school. This data, however, was only gathered by the
teachers’ observations and not by asking the learners directly, which might have led to different results. According to Mehisto and Asser, the dropout rate of boys in Estonian immersion programs is higher than of girls (12%) and is one of the reasons why teachers try to pay special attention to the former during the lessons. Accordingly, one of the few areas the teachers felt to be weakly prepared for was teaching girls and boys separately by using different methods. Thus, teachers in CLIL instruction should be equipped with differentiated teaching strategies for instructing female and male students as well as stronger and weaker ones. This would enable them to motivate their students for learning.

It is, however, often argued that the tasks provided by the teachers in CLIL instruction are more challenging and more engaging than those used in standard language learning classroom settings, which leads many pedagogues to the assumption that this teaching method also trains the students’ problem solving skills (Coyle, Hood and Marsh 2010, 29).

Arnold and Fonseca (2007, 119) further highlight the importance of teachers for a positive environment in the classroom and claim that they have to create "a true learning environment where students believe in the value of learning a language, where they feel they can face that challenge and where they understand the benefit they can get from attaining it" in order to establish it. Additionally, the authors, together with a number of researchers, claim that teaching techniques that are inviting rather than threatening combined with interesting subject matters lead to a lower foreign language classroom anxiety and a positive language learning experience (Arnold 1999, Dewaele 2011, Arnold 2000, Arnold and Fonseca 2007, Dörnyei 2001c, Ewald 2007, Davoodi and Chalak 2017, Ehrman and Dörnyei 1998, Ross 2005, Walls et al. 2002). The former can be further reached through relaxation methods and language teachers who are caring, empathetic and supportive of their students (Arnold and Fonseca 2007, 119).

In an attempt to assess the affective factors of CLIL and EFL students, Seikkula-Leino (2007) concluded that CLIL classrooms are not an environment where language learners feel as if they could face the challenges they are confronted with. Although CLIL students were more motivated to study the target language than EFL students, they were less confident about their language competence than the latter. Seikkula-Leino (2007, 338) explained their results by arguing that learning a new content while simultaneously trying to “resolve communicative problems” is a demanding task which affects the language learner’s self-esteem negatively.

Finally, most studies on anxiety in language classrooms reveal a gender difference: female students often report to experience more anxiety and enjoyment than their male counterparts (Dewaele and MacIntyre 2016, Dewaele and MacIntyre 2014, Dewaele,
MacIntyre, Boudreau and Dewaele (2016). Gregerson and MacIntyre (2014) argue that this could be due to the variety of classroom activities in the FL class provided by the teacher, which might engage female students more and lead to a greater emotional involvement, thus minimizing classroom anxiety. Thus, taking the previous literature on the role of the pedagogues in the language classroom into account, the teacher might be an important contextual factor for the development of the language learner’s affect in the present study.

3.14. The age factor
Since the main aim of the present paper is to investigate the effect of age on the socio-affective dimensions mentioned above, age is one of the main variables that is of significant importance for this study and thus deserves special attention. Research has shown that there is a strong relationship between age and foreign language acquisition (Pfenninger 2014, Pfenninger 2016). One of the most common theories concerning age and foreign language acquisition is the critical period hypothesis (CPH) which states that native-like proficiency in a language, including sign language (Newport et al. 1990), cannot be reached after a certain period in a learner’s lifespan (Johnson and Newport 1989; Lightbown and Spada 2013; Dörnyei 2009a) irrespective of the language instruction they receive. Thus, according to this theory, FL just like CLIL students should not be able to achieve a language competence level that is comparable to that of a native speaker, if they start learning the target language after the so-called critical period. These findings, however, are not always confirmed. Instead, recent findings suggest that the opposite is in fact true and native-like proficiency in a foreign language can be acquired at any age and in any setting (Snow et al. 1978; Moskovsky 2002; Bialystok and Hakuta 1999).

In 2014 Pfenninger investigated the effect of type of instruction and age of onset on the learners’ language proficiency. She investigated a variety of language skills such as written performance and listening skills of 200 18-year old learners of English who had received different types of language instructions (e.g. CLIL in elementary school and secondary school, CLIL in secondary school only and EFL instruction in secondary school) “at the end of the period of normal schooling in Switzerland” (Pfenninger 2014, 529). Her results suggest that age of onset alone is not a predictor for successful language attainment. Instead, it is the combination of early and broad exposure to the target language that leads to a constant and successful language acquisition. Pfenninger’s findings were confirmed in 2016 when she conducted a study on the relationship between third language English attainment and starting age with overall 200 participants who were divided into four groups (early and late CLIL group,
early and late EFL group) at a Swiss secondary school. One of the most surprising findings was that the students who had started learning the target language at a younger age and thus had attended EFL classes for longer, were outperformed by the young CLIL group, i.e. the older students who were exposed to the target language for a shorter period of time. Additionally, similar to the previous findings the results of the study indicated that it is not the starting age alone that affects the students’ language attainment, but that motivation and type of instruction are stronger predictors of L3 attainment (Pfenninger 2016).

These findings confirm Moyer’s (2004) assumption that age effects should be measured with regard to other variables such as motivation and frequency of use of the target language:

General constructs such as AO and LOR provide little explanation for outcomes on their own in the sense that they provide indirect measures of L2 experience. What can we glean from them other than duration of exposure in isolation from contextual realities? Their impact can be understood only in the context of specific information on quality of access to L2. Through investigations of how they impact the development of experience over time, we may understand their unique contributions to attainment. (Moyer 2004, 144)

For that matter, some research focused on the frequency of use of the target language outside the classroom which is connected to the interaction with and contact to peers and native-speakers of the target language (Kinsella 2009, Kinsella and Singleton 2014). In an attempt to investigate the effect of age on the language learner’s language proficiency, Kinsella (2009) conducted a study with 20 late-beginning L2 users of French, i.e. English L1 participants who started learning French after the age of 11. Her findings indicated that those participants who achieved the highest scores in the language proficiency tasks were married to native-speakers and therefore used the target language more frequently. In 2014, she conducted a similar study with Singleton, researching the same variable with regard to age and affective factors such as the L2 learners’ attitude towards the target language and their L2 selves. Parallels could not only be found in the choice of participants who were 20 near-native speakers of French whose L1 was English, but also in the results of the study which suggested that affective, biological and experiential factors such as “frequency of contact with native French speakers” and attitude towards and investment into the target language affect the participants’ language proficiency to a greater extent than the age of onset (Kinsella and Singleton 2014, 456).

Similarly, Moyer (2004) conducted a study in which he focused on the L2 attainment of 25 late-learners in Germany, using three different methods including semi-guided interviews, guided questionnaires and a variety of production tasks. His findings confirmed
those of Pfenninger’s (2016) study in that motivation was, among others, a stronger predictor than age of onset.

Taking the previous studies into account, it can therefore be argued that in addition to age it is the social, contextual and psychological factors that also have a crucial effect on the language learner and the language learning process, which justifies the attempt to investigate this aspect in FL and CLIL instruction with regard to the age factor. In their meta-analysis of studies conducted by Gardner and associates on the effect of motivation on language achievement in FL classrooms, Masgoret and Gardner (2003) demonstrated that there is a connection and correlation between these two variables which is, however, affected by the learners’ age and the target language (Masgoret and Gardner 2003). Their findings indicated that the younger learners were more motivated than the older ones, which was confirmed by other researchers as well (Davies and Brember 2001, Tragant 2006, Pfenninger and Singleton 2016). Similar conclusions were drawn by Pfenninger and Singleton (2016) who focused on the effect of age of onset and motivation on the FL achievement of a total of 200 Swiss secondary school students. The data which was collected qualitatively with language experience essays and open-ended items in the motivation questionnaire and quantitatively with close-ended items and language proficiency tasks further revealed that the learners’ motivation increased with age but that no differences between the younger and older learners’ attitudes towards foreign languages could be observed.

In contrast to the previous studies, Papaja and Rojczyk (2013) did not observe a significant effect of age on the overall 93 CLIL students whom they observed for a period of three years. Their findings suggested that there was no variation between the motivation of younger and older learners’ and that therefore “CLIL learners like learning English at their initial CLIL stages” (11). Similarly, Lasagabaster and Doiz (2017) conducted a longitudinal study on the effect of CLIL on the overall 304 language learners’ socio affect in the BAC. The authors came to the conclusion that no motivational changes could be observed between the younger and the older FL and CLIL learners. Interestingly, at the point of the final observation, the participants in FL and CLIL settings showed similar results.

As can be seen above, the findings on the effect of age on the language learner’s socio affect in EFL and CLIL instruction contradict each other and thus highlight the importance of further research on this aspect.

3.15. CLIL in Austria
Finally, since the present study focuses on the effect of age on Austrian students’ socio affect in CLIL instruction, it is necessary to elaborate on the role CLIL plays in Austria and how it is implemented in Austrian schools.

The concept of CLIL was first implemented in the Austrian schools in the early 1990s through a project group set up by the Austrian Ministry (Abuja 2007, 16). The pilot schools participating in these projects assisted in the development of “the concept of bilingual education in Austria” until the end of the 90s (Abuja 2007, 16). Since then CLIL has gained great importance which is visible in the Schulunterrichtsgesetz (School Education Act) §16/3 that forms the legal basis for CLIL and its integration in the various educational programs at Austrian schools (Abuja 2007, 16). The Schulunterrichtsgesetz (Austrian Education Act) states that:

[D]ie Schulbehörde erster Instanz [kann] auf Antrag des Schulleiters, bei Privatschulen auf Antrag des Schulerhalters, die Verwendung einer lebenden Fremdsprache als Unterrichtssprache (Arbeitssprache) anordnen, wenn dies wegen der Zahl von fremdsprachigen Personen, die sich in Österreich aufhalten, oder zur besseren Ausbildung in Fremdsprachen zweckmäßig erscheind und dadurch die allgemeine Zugänglichkeit der einzelnen Formen und Fachrichtungen der Schularten nicht beeinträchtigt wird, Diese Anordnung kann sich auch auf einzelne Klassen oder einzelne Unterrichtsgegenstände beziehen. Zwischenstaatliche Vereinbarungen bleiben davon unberührt (BMUKK, „Unterrichtssprache“).

In Austria CLIL is defined under the term “Englisch als Arbeitssprache” (EAA) and describes the use of English in any classroom setting including project work and bilingual education (Abuja 2007, 16; Bundesministerium für Bildung, Wissenschaft und Forschung) and especially the use of “English as a medium of instruction” (Abuja et al. 1995, 3). It is integrated into all school types including vocational schools and is expected to play a crucial role in Austrian schools in the future (Abuja 2007, 22). The focus in CLIL lessons usually lies on the content of subjects such as biology or history, whereas special attention is paid to the target language “as a subject in its own right” (Singleton and Pfenninger 2019, 37).

Although this approach plays a crucial role in Austria, its main aims have yet to be defined in this country (Dalton-Puffer 2008, 140). The main aims of CLIL programs in Austrian schools is the improvement of students’ linguistic competences through the conscious acquisition of content and language, their reflection of the usefulness of the target language
and their preparation for its use in their future workplace; most importantly, it aims to enhance students’ motivation (Abuja 2007, 17; Abuja et al. 1995, 3).

4. Methodology

4.1. Research design

For this study an adapted questionnaire and individualized interview questions were developed and used, making this a mixed-method study (Johnson and Onwuegbuzie 2004, 17). Although using quantitative and qualitative methods of data collection is more time consuming and complex, there are many advantages to this method of data collection. One of these is to achieve complementarity which is the main focus in the present study. Johnson and Onwuegbuzie (2004, 22) define this approach as “seeking elaboration, enhancement, illustration, and clarification of the results from one method with results from the other method”. Thus, both types of data should contribute to getting a clearer picture in that the qualitative data should be used to interpret the quantitative data properly.

The participants were required to answer all questions in the questionnaire and interview concerning the different aspects of motivation honestly and according to their judgement.

4.2. Participants

For the study a total of 38 participants were questioned at the Linz International School Auhof (LISA), where all the subjects were taught in English. There were 13 male participants and 25 female participants. 23 participants were aged 12-14 and attended the 4th grade (henceforth young CLIL group) with a special educational focus on economics. The remaining 15 participants were aged 15-16 (old CLIL group) and attended the 6th grade with a special educational focus on languages. Regarding the gender of the participants, 86.66 % in the old CLIL group were male and 13.33% were female whereas 52.17% in the young CLIL group were female and 47.82% were male. More details of the sample is provided in Table 1 and illustrated in Figure 1. Additionally, 8 of the participants, 4 (26.66%) from the old and 4 (17.39%) from the young CLIL group, had also attended the Anton Bruckner International School (ABIS), which is an international primary school where all subjects are taught in English. Thus, these students had CLIL instruction at an earlier age compared to the rest of their classmates.
**Table 1.** Characteristics of the sample

<table>
<thead>
<tr>
<th>Groups</th>
<th>Young CLIL</th>
<th>Old CLIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects</td>
<td>23</td>
<td>15</td>
</tr>
<tr>
<td>Percentage of female subjects</td>
<td>52.17</td>
<td>86.66</td>
</tr>
<tr>
<td>Percentage of male subjects</td>
<td>47.82</td>
<td>13.33</td>
</tr>
<tr>
<td>Number of subjects who attended the ABIS</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Percentage of subjects who attended the ABIS</td>
<td>17.39</td>
<td>26.66</td>
</tr>
</tbody>
</table>

Concerning the participants’ background, 7 out of the 23 participants in the young CLIL group were from a foreign country whereas in the old CLIL group 6 out of the 15 participants had a national background other than Austria. In the former the students were from Turkey, (1), China (1), Hungary (1), Australia (1), Germany (1) and India (2) whereas in the latter they were from Germany (1), Serbia (1), Hungary (1), the USA (1), Italy (1) and Ecuador (1), which is illustrated in Figure 2.

**Figure 1.** Number of female and male students in the young and old CLIL group

**Figure 2.** Nationality of the students in the young and old CLIL group
The participants’ language level in English varied due to their national background and therefore so did the amount of time they dedicated to the English language outside the classroom. During school hours, however, all of them were constantly exposed to the English language as all subjects at the LISA are taught in English. Thus, this school offered the perfect context for conducting the present study.

4.3. Task
For the purpose of this study, i.e. to investigate the effect of age on the language learner’s socio affect, a questionnaire with close-ended and open-ended questions as well as an oral interview with open-ended questions was used. These tasks aimed at investigating students’ socio affect which was measured by the following affective dimensions: (1) intrinsic and (2) instrumental motivation and related aspects including the participants’ (3) ideal L2 self, (4) ought-to L2 self, (5) anxiety, (6) parental encouragement, (7) emotions, (8) effort, (9) attitudes towards multilingualism, (10) cultural awareness and (11) interest in foreign languages. These affective dimensions were treated as dependent variables whereas the learner’s age was treated as the independent variable in the present study and forthcoming analysis.

4.3.1. Questionnaire
The questionnaire consisting of a total of 53 items that was constructed to measure the affective dimensions mentioned above, was adapted from a variety of resources including Gardner’s AMTB, Dwaele’s and McIntyre’s (2014) questionnaire on anxiety, Dörnyei’s and Ushioda’s (Dörnyei 2009a, Dörnyei 2009b) questionnaire on the L2 self, Baker’s (1992) and Belli’s
(2018) study on attitudes and multilingualism and cultural awareness as well as López’s and his colleagues’ (2013) study on emotions.

For the first part of the questionnaire, 41 items had to be rated on a 5-point Likert scale, ranging from strongly agree (1) to strongly disagree (5). The second part included 7 multiple-choice questions written to investigate the effort students put into studying English and the last part consisted of 5 semi-guided open-ended questions, i.e. questions that aim to guide the interviewer but still give them space to improvise and refer to the interviewee’s answers (Edley and Litosseliti 2012), on certain aspects investigated in the questionnaire such as motivation, anxiety and their emotions towards the target language in general. Sample items of all three sections are presented in Table 2 (see Appendix A for the full questionnaire).

Table 2. Example items of the questionnaire

<table>
<thead>
<tr>
<th>Example</th>
<th>Socio-affective dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I like learning English.</td>
<td>intrinsic motivation</td>
</tr>
<tr>
<td>2. English will be very useful when it comes to obtaining a job.</td>
<td>instrumental motivation</td>
</tr>
<tr>
<td>3. I can imagine talking to my international colleagues and friends in English.</td>
<td>ideal L2 self</td>
</tr>
<tr>
<td>4. If I do not learn English, it will have a negative impact on me.</td>
<td>ought-to L2 self</td>
</tr>
<tr>
<td>5. I always feel that the other students speak the foreign language better than I do.</td>
<td>anxiety</td>
</tr>
<tr>
<td>6. If I were visiting a foreign country, I would like to be able to speak the language of the people.</td>
<td>interest in foreign languages</td>
</tr>
<tr>
<td>7. Children are confused when they have to speak more than one language.</td>
<td>attitude towards multilingualism</td>
</tr>
<tr>
<td>8. English teachers should have a good knowledge of the British/ American culture.</td>
<td>cultural awareness</td>
</tr>
<tr>
<td>9. My parents show considerable interest in anything to do with my English courses.</td>
<td>parental encouragement</td>
</tr>
<tr>
<td><strong>Multiple-choice questions:</strong></td>
<td>effort</td>
</tr>
<tr>
<td>I actively think about what I have learned in my English class</td>
<td></td>
</tr>
<tr>
<td>a) very frequently</td>
<td></td>
</tr>
</tbody>
</table>
b) hardly ever
c) once in a while

Open-ended question:
3. Can you recall any emotional reactions experienced during your classes where English was spoken? If so, what situations caused these affective reactions?

A summary of the definitions of the affective dimensions that the questionnaire intended to measure is given below.

1. intrinsic motivation
2. instrumental motivation
3. ideal L2 self
4. ought-to L2 self
5. anxiety
6. parental encouragement
7. emotions
8. effort
9. attitudes towards multilingualism
10. cultural awareness
11. interest in foreign languages

Intrinsic motivation refers to the desire to acquire the target language for its own sake and is down to one’s own personal interest in it (Ryan and Deci 1985), whereas instrumental motivation encompasses the “utilitarian benefits associated with being able to speak the L2 such as higher salary [and] better jobs” (Kormos and Cszér 2008, 335). Other components that are an important part of the learner’s motivation are the ideal L2 self and the ought-to L2 self which are part of Dyörnyei’s motivational self-system. The former refers to the language learner’s wish to become the ideal L2 speaker “or the idealized image associated with being professionally successful”, whereas the ought-to L2 self “embraces the properties one believes one ought to have to meet external expectations (e.g. parental expectations)” (Lasagabaster and Doiz 2015, 6). Anxiety, which is another affective dimension closely linked to motivation, encompasses “the feeling of tension and apprehension specifically associated with second language (L2) contexts” (MacIntyre and Gardner 1994, 284).
The dimension *parental encouragement* refers to “the extent to which parents encourage their children to study English” (Kormos and Cszér 2008, 336). A number of studies have concluded that parents’ encouragement for their children’s studies and their own attitudes towards foreign languages not only affects the amount of success they have in the target language (Jeynes 2005, Fan and Chen 2001), but also their attitudes towards and motivation for it (Mihaljevic Djigunovic 2012). Thus, the measurement of this dimension is of crucial importance for the present study.

*Effort* refers to the “motivational strength and intensity the individual exerts on language learning”, which is a necessity for the acquisition of a foreign language and therefore included in the questionnaire (Lasagabaster and Doiz 2015, 7). The dimension *attitude towards multilingualism* describes the language learner’s disposition to have a “favourable or an unfavourable reaction” to objects that are related to studying multiple languages (Lasagabaster and Sierra 2009, 4), whereas *cultural awareness* entails the extent to which the language learner understands the importance of cultural “values, behavior, beliefs and basic assumptions” (Flohr 2007, 3).

Finally, what may further enhance the learners’ motivation is their *interest in foreign languages* and especially the target language, as it makes “the contact to people from cultures different from one’s own” possible (Lasagabaster and Doiz 2015, 6). This dimension encompasses the “increased attention, concentration and affect” to study the target language (Hidi 2016, 70). In the era of globalization, the ability to speak a global language such as English “gives them [i.e. the language learner] a sense of belonging to a worldwide culture and includes an awareness of the events, practices, styles and information that are part of the global culture” (Arnett 2002, 777; in Lasagabaster and Doiz 2015). Table 3 shows the number of items per scale and their numbers on the questionnaire.

**Table 3. Overview of questionnaire items**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Questions</th>
<th>No. of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>intrinsic motivation</td>
<td>1,3,4,6,7</td>
<td>5</td>
</tr>
<tr>
<td>instrumental motivation</td>
<td>2,5</td>
<td>2</td>
</tr>
<tr>
<td>ideal L2 self</td>
<td>8,9,10,11,12</td>
<td>5</td>
</tr>
<tr>
<td>ought-to L2 self</td>
<td>13,14,15,16</td>
<td>4</td>
</tr>
<tr>
<td>anxiety</td>
<td>17,18,19,20,21,22,23,24,25</td>
<td>9</td>
</tr>
<tr>
<td>parental encouragement</td>
<td>37,38,39,40,41</td>
<td>5</td>
</tr>
</tbody>
</table>
At the end of the questionnaire the participants were asked a few demographic questions including their age, gender, nationality, the grade they were in and whether they had attended the ABIS. Finally, they were asked to note down their last received grade between 1-5 in English as well as grade themselves on their level of English.

4.3.2. Interview

The second part of the study included a semi-guided face-to-face interview with the participants who had given what were perceived by the author of this study as the most interesting answers, i.e. most outstanding concerning specific dimensions, in the questionnaire. Similar to the study of Gan, Humphreys and Hamp-Lyons (2004), the interview questions were determined by the participants’ results on the questionnaire and open-ended in nature, giving the participants the freedom to “narrate their experiences” freely (Galletta 2013, 47). Although the main aim was to contribute to answering the research questions by focusing on certain components of the questionnaire, which Galletta (2013) argues to be the main purpose of open-ended questions, not all affective dimensions could be researched in greater detail due to time limitations. Instead, a special focus was put on the anxiety and emotional dimension.

4.4. Procedure

In order to examine the effect of CLIL on students’ socio-affective dimensions, test results from a questionnaire were obtained from overall 38 first and second language speakers of English. After receiving all the consents of the participants’ parents, the aim of the study was outlined, leaving out important details in order to avoid possible priming. Next, the German version of the questionnaire (see Appendix A) was handed out and explained to both CLIL groups. Each participant completed their questionnaire in their natural environment, i.e. their classroom, and seemed relaxed and self-confident. Additionally, the fact that the setting in which the students had to fill in the questionnaires was the same for all participants, falsified
or ambiguous results were avoided or at least minimized. Additionally, the students were invited to ask questions and request clarifications on aspects they were unsure about. Due to the fact that a small number of the students from the young CLIL group did not understand the German language competently enough to answer the questionnaire, a verbal English translation of the items was occasionally necessary.

After collecting the questionnaires from all the participants, the data was analyzed and used to extract suitable candidates for the interview. Those candidates whose questionnaire results stood out from the rest of the participants’ answers concerning specific affective dimensions were chosen to give an oral interview.

A selection was made and five candidates were chosen, two who had displayed high anxiety levels, two who had shown a lack of motivation and one who had displayed a high degree of motivation. One of the students who scored over-average in the dimension anxiety, however, rejected giving an interview. This could have been due to a lack of self-confidence and anxiety when talking. The other four participants were asked to leave their classroom individually and answer the five interview questions below:

1. Würdest du sagen, dass du eine hohe Motivation für das Englischlernen/ die englische Sprache hast? Warum ist das so? Wie könnte diese Motivation deiner Meinung nach gesteigert werden?

2. Hat sich deine Motivation im Laufe der Jahre verändert? Woran könnte das liegen?


4. Verbindest du generell positive oder negative Gefühle mit dem Fach Englisch/ Englischlernen generell? Woran könnte das liegen?

5. Würdest du dich als eine selbstbewusste Englischsprecherin bezeichnen? Warum (nicht)? In welchen Situationen fällt dir die Verwendung der englischen Sprache sehr leicht/ schwer? Woran könnte das liegen?

These were asked by an unfamiliar person, namely the author of this dissertation, in a quiet place with their answers being recorded on a smartphone. One of the participants chose to answer the questions in English, in which case the interviewer asked the questions in the language of preference.

Questioning the participants individually had many advantages, one of which was that the participants were not influenced or distracted by the other candidates’ performances.
Additionally, while a familiar interviewer might have taken off the pressure of the students, they may have tempted them to not take the study seriously or not put much effort into answering the questions. What is more, the students may not have answered the questions honestly. This should be taken into consideration in similar studies in the future.

After audio recording the responses, the data was transcribed in order to make the data analysis as accurate, effective, and easy as possible.

4.5. Data analysis

After gathering the qualitative and quantitative data, two different procedures were used for the analysis, depending on the method of data collection.

4.5.1. Quantitative data analysis

The quantitative data, consisting of the multiple-choice questions and those answered on the five-point Likert scale on the questionnaire, were first analyzed by assigning points to all the items in the questionnaire on the Likert scale (1 on the Likert scale = 5 points, with anxiety and reverse-coded items where the points were given conversely i.e. 1 on the Likert scale = 1 point, as the exception) and adding them up for each participant and each affective dimension measured. Next, these points were recorded in an Excel document and the mean values as well as the standard deviations for each of the motivational dimensions listed on the questionnaire were calculated for the young and the old CLIL group.

As previously mentioned, the present study focuses on the age-related differences between two independent samples, i.e. the young and old CLIL group, and regards the learners’ age as the independent and the socio-affective dimensions measured in the questionnaire as dependent variables. Additionally, since the latter was measured using a 5-point Likert scale, the learner’s socio affect can be viewed as a categorical variable, which Powers and Xie (2008, 1) define as “variables that can be measured using only a limited number of values or categories”. Although Powers and Xie add that special statistical tests such as the Chi-square test have to be run in order to measure these variables, in the present study tests that are usually used for measuring ratio variables such as the two sample t-test and the Mann-Whitney-U-test were used (1). According to Sims (2000, 37) “the t-test is appropriate for hypotheses which have one categorical variable dividing the sample into two groups (two value limit) and one continuous variable”. However, he further adds that categorical variables in quantitative analyses are often treated as ratio variables (Sims 2000, 37), which justifies the measurement
of the \(u\) value and the \(t\) value by running a Mann-Whitney-\(U\)-test and a two sample \(t\)-test on the website langtest.jp (Larson-Hall 2012).

Depending on the results of the Shapiro-Wilk normality test, one of the above tests was run in order to find out the \(p\) value. In this case, the mean values that were calculated for both CLIL groups for each dimension were inserted in the two columns at the website. When the result of the Shapiro-Wilk normality test was under 0.05, no normal distribution could be observed and the Mann-Whitney-\(U\)-test was conducted in order to measure the \(u\) value, whereas with a value higher that 0.05 a two sample \(t\)-test was conducted. In order to find out if the difference in the questionnaire results of the two CLIL groups were significant, the \(p\) values of both tests were analyzed, \(p < 0.01\) meaning highly significant results, \(p < 0.05\) meaning significant results and \(p > 0.05\) meaning no significant results. Lastly, the findings were interpreted in the discussion section.

4.5.2. Qualitative data analysis

In contrast to the quantitative data, the qualitative data were “gathered by introspection” since the audio recorded interviews were analyzed and interpreted by only the author of this dissertation (Lakoff 1973, 46).

4.5.2.1. Open-ended questions in the questionnaire

For the analysis of the open-ended questions in the questionnaire, all the participants’ answers to this section were closely examined and chunks of different lengths which represented “experiences, ideas, attitudes or feelings found in the data” were chosen, ranging from single words to phrases or full sentences (Ellis and Barkhuizen 2005, 266). Following this, each mention of a factor that might have had an influence on the learners’ affect (i.e. a theme), was regarded as a unit of analysis and assigned a code which was used when this theme was articulated (Ellis and Barkhuizen 2005, 267). This was done using a “bottom-up inductive method” (Ellis and Barkhuizen 2005, 266), i.e. only after a careful analysis of the overall data, which Corbin and Strauss (1998) refer to as microanalysis.

The main aim during the coding process was primarily to base the codes on the research questions and then to come up with codes that are “semantically close to the themes they represent” (Ellis and Barkhuizen 2005, 266), which is a method recommended by Ellis and Barkhuizen (2005, 267).

Subsequently, these chunks were coded, i.e. “names or tags [were] assigned to concepts that represent at a more abstract level” the speakers experience, feelings or thoughts (Ellis and
Barkhuizen 2005, 266). Finally, these concepts were grouped, with the aim to find similarities between them enabling interpretation from a sociological perspective (Ellis and Barkhuizen 2005, 256). Table 4 illustrates all the categories, codes and example statements of the participants in both CLIL groups (for a list of all answers to open-ended questions see Appendix D).

**Table 4.** Categories and codes observed in the answers to the open-ended questions on the questionnaire

<table>
<thead>
<tr>
<th>Categories</th>
<th>Codes</th>
<th>Examples</th>
</tr>
</thead>
</table>
                |                                            | - Bei manchen Lehrern ist der Unterricht einseitig und langweilig geführt. Diskussionen wären interessant. [CON]
                |                                            | - Lehrer die nicht fließend Englisch sprechen können, können nerven, da Fehler in der Aussprache oder Grammatik auffallen. [TELC]
                |                                            | - Ja, Wut, weil ich gerne schwierigere Sachen machen würde (aber jetzt macht es mir nichts mehr aus, ich versuche motiviert zu bleiben). [CHAL]
                |                                            | - For me the topics in English are very interesting because you can talk and exchange what really matters to you right now and really learn English [TOP]
- When I chose LISA as a school 6 years ago, I wanted to learn English in order to keep all opportunities open for later life, but since then I haven’t worried about that too much [ISM]

- Eigentlich wollte ich immer schon Englisch sprechen können, aber es ist jetzt natürlich Englisch zu sprechen. [INTM]

- Während einer Schularbeit habe ich oft Angst vor schlechten Noten. [NEFF]

- Ich empfinde Freude, wenn ich etwas erzählen soll, ich mir denke, dass ich es nicht schaffe bzw. viel stottere und dann aber alles klappt [PESU]

- [I use English to speak] with some friend, exchange students who are not comfortable with German etc. or can’t speak it [IFRI]

- Englisch ist meine Muttersprache und deshalb verwende ich sie zu Hause immer [FAM]

- [I use English] when I’m somewhere in a different country and I want to communicate [TOUR]

<table>
<thead>
<tr>
<th>Emotions</th>
<th>negative emotions due to fear of failure [NEFF] positive emotions due to success [PESU]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of English</td>
<td>international friendships [IFRI] family members [FAM] tourists [TOUR]</td>
</tr>
</tbody>
</table>

Based on the participants’ answers to the open-ended questions in the questionnaire, the main categories under which the concepts were grouped were the teacher, the learners’ motivation, their emotions and their use of English for different purposes and in different contexts. The category teacher includes the personality of the teacher [TEPE], the content taught by the teacher [CON] (i.e. literary works or plays) and including the strategies used for teaching the content (e.g. discussions) (Buehl 2017), the feedback given to learners [TEFE], the teachers’ language competence level [TELC], the level of difficulty of the tasks [CHAL] and the topic [TOP] taught during the lessons, whereas the category use of English includes the interaction with international friends [IFRI], family members [FAM] and tourists, be it in
Austria or during the participants’ holidays [TOUR]. Additionally, whenever the participants referred to certain motivational changes they went through during the years at the LISA, they were marked with the code [CHMO] and summarized under the category motivation, just like statements that were connected to their instrumental motivation [ISM] and their intrinsic motivation [INTM]. As the learners also shared their feelings during the open-ended questions, the category emotions was included which includes statements describing the learners’ negative emotions due to fear of failure [NEFF] and positive emotions due to success [PESU].

After coding the students’ answers, the percentage of occurrences of the codes was calculated.

### 5.4.2.2. Oral interviews

The second part of the qualitative data consisted of the oral interviews of the overall four students, three of whom were from the young CLIL group and one of whom was from the old CLIL group. The analysis of this data took place by following the same procedure used for the analysis of the answers to the open-ended questions, i.e. codes were assigned to phrases and sentences which were grouped and labeled, forming categories that represent the subtopics found in the interviews. A summary of the codes and categories found in the oral interviews is illustrated in Table 5.

In contrast to the learners’ answers on the questionnaire, the analysis of the interviews of the four participants was done separately for each language learner. In order to develop a unique and detailed profile for each language learner, their answers in the interviews were put in relation to their answers on the questionnaire. This way the qualitative and quantitative data were able to complement each other and therefore created a clearer picture of the participants’ thoughts and feelings. For the analysis and interpretation of the interviews, a number of literary sources were used including Duff (2011) and Friedmann (2011).

Regarding the categories and codes found in the oral interview, it can be argued that they were similar to those observed in the answers to the open-ended questions in the questionnaire. These include the teacher, the learners’ motivation and their anxiety, their peers and their emotions towards using the target language.
Table 5. Categories and codes observed in the oral interviews

<table>
<thead>
<tr>
<th>Categories</th>
<th>Codes</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Teacher        | personality of the teacher [TEPE]  
                | content [CON]  
                | exam preparation [EXPR]  
                | language proficiency [LP]  
                | additional praise [AP]    | [ich habe] jetzt mit der neuen Lehrerin eine größere Motivation und ich glaube, dass es so ist, weil sie netter ist als die letzte Lehrerin. [TEPE]  
                | ich glaube mit mehr Diskussionen, in Englisch natürlich, über verschiedene Themen könnte man das steigern [CON]  
                | dafür hat die Lehrerin mit uns nicht wirklich was vor der Schularbeit getan, sondern in die Schularbeit den ganzen Stoff rein getan und man musste alles selber machen [EXPR]  
                | The level of English I think because at school you don’t really…we aren’t really stimulated. [LP]  
                | also wenn sie so Punkte vergeben würden zusätzlich, wenn man was gut macht [AP]  
|                |                              |                                                                                                                                                                                                                                                                                                                                 |
| Motivation     | topic [TOP]  
                | interest in foreign languages [IFL]  
                | language status [LAST]  
| Peers          | international friendships [IFRI]  
                | change in circle of friends [FRIE]  
                | audience [AUD]  
|                |                              | [das Thema was wir jetzt machen ist Superhelden, das mag ich sehr [TOP]  
                | weil mich Sprachen generell interessieren [IFL]  
                | Weil Englisch die Weltsprache ist und ich glaube, dass man die schon gut beherrschen müsste [LAST]  
|                |                              | also dass man mit anderen Mitschülern nur Englisch reden kann [IFRI]  
                | Naja, es sind auch manche Freunde weggegangen und manche Freunde sind dazu gekommen, also ist es auch an den Freunden gelegen. [FRIE]  
|                |                              | wenn ich jetzt vor einer großen Gruppe rede, dann ist es schwieriger und wenn ich mit einer einzelnen Person über ein}
Anxiety | exposure to English [EXPO]  
| low anxiety level due to frequent use [LAFU]  
| low anxiety due to high competence [LAHC]  

Emotions | positive emotions due to intrinsic motivation [PEINT]  

Thema rede, das mir gefällt, dann ist es ziemlich leicht [AUD]
- dass ich schon seit ich drei bin Englisch rede [EXPO]
- meine besten Freunde sprechen nur Englisch und mit denen rede ich dann sehr viel und bin auch dementsprechend gut [LAFU]
- Because I speak English the best from all the languages. [LAHC]
- I like speaking English way better that any other language and I like reading, books in English and watching movies in English. [PEINT]

During the analysis of the oral interviews, the category teacher was assigned to all concepts that described his or her personality, teaching practice and language competence and included the personality of the teacher [TEPE], his preparation of the students for the upcoming exams [EXPR], the content taught by him [CON], his language proficiency [LP] and additional praise [AP] received by him. It is important to note that some of the codes were used in regard to more than one category, which made the separation into others difficult. The content taught by the teacher [CON], for example, was one of the aspects which was also mentioned with regard to the learners’ motivation and their feelings towards the target language. As teaching the students a certain content is a teacher’s duty, the connection to the category teacher seemed stronger but the relation to other categories will be touched upon in the discussion section.

In contrast to the ambiguous concepts assigned to the category teacher, those related to the category motivation were not interrelated but were instead mentioned with a direct reference to the language learners’ motivation, especially the effect several aspects including the topic [TOP] they dealt with in the classes, the learners’ interest in foreign languages [IFL] and the high status of the English language [LAST] had on the students’ motivation.

As can be observed in Table 5, concepts that were mentioned several times in the four interviews concern the classmates, peers and friends who are at the same time the learners’ audience. Thus, these concepts were grouped under the category peers and included international friendships [IFRI], changes in their circle of friends [FRIE] and the peers they had to talk in front of, i.e. audience [AUD].

40
An additional observation from the oral interviews was that the four participants described their feelings during their language classes and towards the target language in several instances. Because these components, although affecting the learners’ emotions directly, were primarily connected to the other categories, only one concept, i.e. the learners’ positive emotions due to intrinsic motivation [PEINT], was left that could be summarized under the category emotions. Here, the participants shared their contempt with the fact that they were interested in English and liked studying it.

Finally, as statements concerning the learners’ anxiety were mentioned and repeated explicitly they appeared to be a crucial feeling and affective dimension. A separate category for this aspect was created, including the learners’ exposure to English [EXPO], their low anxiety level due to the frequent use of English [LAFU] and their low anxiety due to their high competence in the target language [LAHC].

5. Results

The results of the data analysis will be presented in two parts: the quantitative and the qualitative data with respect to RQ1 and RQ2. The former includes both, the descriptive and inferential statistics of the high and low proficiency learners including the mean and the standard deviation of the data obtained as presented in Table 6. In the second part of the data presentation, the qualitative data which was gathered by using with the open-ended questions on the questionnaire and the interview questions will be examined in more detail.

5.1. RQ1

To answer the first research question, which asks to what extent age affects the learners’ socio-affective dimensions in CLIL instruction; it is necessary to take a closer look at the questionnaire results of both the young and old CLIL group.

5.1.1. Results of the close-ended questions in the questionnaire

In this section, the comparative analyses of the young and old CLIL group which were inspected with $t$ tests and Mann-Whitney-$U$-tests will be presented. Table 6 illustrates the mean scores and the standard deviation for all dimensions (for subject-based description see table 7 in the appendix C), the $u/t$ value and the $p$-value for the experimental (old CLIL group) and the control group (young CLIL group). The mean scores are illustrated in Figure 3.
As can be seen in Table 6, from the ten dimensions measured, only in two, namely the *ought-to L2 self* (0.05) and *parental encouragement* (7.329e-05), could significant differences in favor of the young CLIL group be observed, with the former suggesting a weak evidence and the latter a strong evidence for a real difference between both groups. These findings are further illustrated in Figure 3, highlighting the main differences at first glance. Thus, according to the above findings, younger learners were more encouraged by their parents and could identify themselves more with the characteristics an L2 learner should have than the older ones, suggesting that age has a significant influence on the language learner’s ought-to L2 self and the extent to which parents encourage him when it comes to the acquisition of the target language. How these two dimensions interact with each other will be discussed below.

Although the differences in the remaining dimensions were not significant, they were still present. The young CLIL group achieved higher points in the categories *ideal L2 self* (4.57 vs. 3.45), *cultural awareness* (4.1 vs. 3.93) and *effort* (4.0 vs. 3.68) whereas the old CLIL group did so in the categories *intrinsic motivation* (4.44 vs. 4.47), *instrumental motivation* (4.8 vs. 4.83), *anxiety* (4.12 vs. 4.23), *interest in foreign languages* (4.41 vs. 4.46) and *attitude towards multilingualism* (4.22 vs. 4.25). Some of the differences, however, were minimal ranging only up to 0.05 points, including those in the dimensions *intrinsic* and *instrumental motivation, interest in foreign languages* and *attitude towards multilingualism*.

An additional observation as illustrated in Table 6 is that in some cases the standard deviation is extraordinarily high, which shows incongruities between the participants’ answers in each group. The participants’ answers in the categories instrumental motivation (0.91), cultural awareness (1.16 vs. 1.55), effort (1.04 vs. 1.3) and parental encouragement (1.19) deviated the most from the average score, whereby the former did so just for the young and the latter just for the old CLIL group.

**Table 6.** Descriptive and inferential statistics for the young and old CLIL group

<table>
<thead>
<tr>
<th>Motivational dimensions</th>
<th>Group I (young CLIL)</th>
<th>Group II (old CLIL)</th>
<th>t/u</th>
<th>Main effect p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n=23)</td>
<td>(n=15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrinsic motivation</td>
<td>4.44 (0.64)</td>
<td>4.47 (0.78)</td>
<td>-1.05</td>
<td>0.29</td>
</tr>
<tr>
<td>Instrumental motivation</td>
<td>4.8 (0.91)</td>
<td>4.83 (0.6)</td>
<td>-0.07</td>
<td>0.94</td>
</tr>
<tr>
<td>Ideal L2</td>
<td>4.57 (0.57)</td>
<td>3.45 (0.23)</td>
<td>1.44</td>
<td>0.14</td>
</tr>
</tbody>
</table>
Taking the quantitative data into account, it can be argued that as no significant differences between the questionnaire results of the young and old CLIL group concerning all
dimensions apart from the *ought-to L2 self* and *parental encouragement* can be observed, age only has a significant effect on these two particular affective dimensions.

**5.2. RQ2**
The second research question asked how learners perceive environmental and contextual factors interacting with socio-affective variables in CLIL instruction. The qualitative analysis of the data gathered with the open-ended questions on the questionnaire and the oral interviews will be presented below.

**5.2.1. Results of the open-ended questions in the questionnaire**
The answers the participants gave on the open-ended questions revealed a common pattern, highlighting several contextual factors that the learners of both groups perceived as important. A summary of all concepts and themes found in the participants’ answers of both groups is presented in Table 4 in the methodology section.

The concepts that were mentioned most frequently by the participants of both, the young and old CLIL group, were related to the category *teacher*, with the content taught during the lessons [CON] being referred to the most by both CLIL groups (OC: 53.3.% vs. YC: 47.8%) mainly to express discontent, and the teacher personality [TEPE] being referred to the least (OC: 6.6% vs. YC: 8.7%). Concerning the former, 40% of the old and 13% of the young CLIL group wished to do more interactive tasks such as discussions and play interactive games in order to acquire new vocabulary in an interesting and fun way instead of just writing them down. With regard to the personality of the teacher, it is important to note that the students from the old CLIL group praised their teacher for his personality where as those from the young CLIL group complained about his rudeness. Additionally, 20% of the participants from the old and 13% from the young CLIL group mentioned the (lack of) challenge [CHAL] during the English classes, the former complaining about and the latter stressing the difficulty of tasks given by the teacher. What could further be concluded from the participants’ answers is that it is especially the native speakers of English who feel unchallenged due to their high proficiency in the target language which they argue leads to a decline of their motivation.

Another concept related to the teacher and was mostly referred to in a negative way is the teacher’s feedback [TEFE]. This was only mentioned by the younger learners (35%), 17.4% of whom shared their discontent about the lack of appreciation or negative feedback they received from him for their work and 13% of whom praised his willingness to and enthusiasm
with which he answers all their questions. Finally, 4.3% of these students from the young CLIL group shared their desire to receive additional praise for their work.

In contrast to the teacher’s feedback, language proficiency [TELE] is an aspect which was mostly mentioned by the participants from the old CLIL group (33.3% vs. 4%). Not only did these students stress the negative effect their teachers’ low language competence level had on their emotions, but they also highlighted the decline of their motivation for studying the target language over the years due to their teacher’s incorrect pronunciation and use of English grammar. They further added that these motivational changes were mostly due to the lack of new knowledge they could acquire during the classes together with the limited language proficiency of their pedagogues.

Finally, the only aspect connected to the teacher which the participants of both groups praised was the topics covered during the English lessons, which 27% of the participants in the old and 4.3% in the young CLIL group mentioned explicitly. All the students reported to learning about a variety of topics they felt strongly about, stressing that it not only affected their motivational but also highly affected their emotional state.

As the participants of both groups shared their emotions connected to studying the English language explicitly in several instances, this category was also included in the data analysis. Most of the participants mentioning this affect, especially those from the young CLIL group, reported to feeling positively when succeeding in a certain area, which was mostly reflected by grades. Negative emotions, they reported, arose when they were anxious to fail an examination or frustrated when they could not observe the positive results they expected from themselves. Thus, 20% of the participants from the old and almost twice as many from the young CLIL group (39%) reported to be happy and proud when they got a good mark on their work. Moreover, it was only the participants from the young CLIL group (8.7%) who claimed to be anxious of failing, be it an examination or the acquisition of new content such as new vocabulary.

What could be further observed in the participants’ answers is that both groups appreciated the English language and their ability to use and understand it since they were aware of its important status in our society and were thus willing to study to improve. The results showed that 13% of the participants from both groups reported to study English because they were interested in English literature and movies and for communication purposes, whereas only 6.6% from the old and 13% from the young CLIL group claimed to study the language for their future career. One of the participants expressed her appreciation for the target language as follows:
I have only had positive [experience] so far because thanks to English I can study in international schools and also knowing the language helped me a lot when I just came to this country. [M11]

However, 33.3% of the participants from the old and 17.4% from the young CLIL group also reported to have experienced motivational changes. 20% of the former and 4.1% of the latter claimed to feel less motivated than at the beginning of their studies whereas only 4.3% of the old CLIL group and 13.3% of the young CLIL group mentioned an increase or no changes in their motivation over the years. It is important to note that those participants from the old CLIL group who did not experience a decline in their motivation for studying the target language were of Austrian descent. Additionally, those students who mentioned experiencing a decline in their motivation explained this change with their increasing language competence level, lack of challenging tasks and lack of new knowledge they were able to acquire during English classes.

Furthermore, in several instances the participants from both groups claimed to be either intrinsically or instrumentally motivated, the former dominating in the young CLIL (OC: 6.6% vs. YC: 17.3%) and the latter in the old CLIL group (OC: 13.3% vs. YC: 4.3%).

Finally, concerning the category use of English, three main concepts were formed including the use of English with international friends [IFRI], family members [FAM] and tourists [TOUR]. The former was mentioned by 53.3% of the participants from the old and as 56.5% from the young CLIL group, all of whom associated solely positive emotions with the interaction with friends and peers in English. Additionally, all students highlighted the increase in motivation when talking to their classmates and international friends since this way the language is not only used as a means of communication but also as a strategy to acquire new words in an authentic and fun way.

Other contexts in which the students claimed to use the target language is in conversations with family members and tourists, be it in Austria or other holiday destinations, the former being mentioned by 40% of the old CLIL and 21.7% by the young CLIL and the latter by almost equally often by both CLIL groups (OC: 20% vs. YC: 21.7%). It is important to note that, similar to the interaction with friends, the majority of the participants from both groups reported to feel competent and highly motivated when using English as a lingua franca in holidays and being able to translate for their family members.
5.2.2. Results of the interviews

The main aim of the oral interviews was to examine the thoughts and feelings of four participants towards English by focusing on a number of aspects that were covered in the questionnaire.

Overall five participants, three from the young and two from the old CLIL group, were chosen to take part in the oral interviews. The participants were chosen due to the outstanding results they had on the questionnaire, one of them achieving low points on motivation, two of them showing great confidence in using the English language and two high anxiety levels when doing so. The second female student from the old CLIL group who was chosen for the oral interview due to her extraordinarily high level of anxiety unfortunately rejected giving an interview. Although she denied giving an explanation for her actions, there is a high probability that she was too afraid to talk in English and give an interview as she made a shy impression. Thus, only one student from the old CLIL group gave an interview.

Tom (M1)

Tom, who is a 13-year-old Austrian student who attended the ABIS, was chosen for the oral interview due to his negative results on the questionnaire as he, in comparison to the other participants, frequently scored average or under average in most of the dimensions. It is especially in the affective dimensions intrinsic motivation, ideal L2 self, anxiety and interest in foreign languages that his results were exceptionally low as he had the second lowest results in the two latter categories and even the lowest in the two former ones in the young CLIL group.

During the interview he seemed rather insecure which was demonstrated by his mumbling, hesitation to answer and ambiguous responses. Content-wise, however, the findings of the questionnaire results were only partly mirrored in his interview. He described himself as a not highly motivated learner of English who always puts a lot of effort into studying for this subject. Additionally, he claimed to be a self-confident speaker of English who generally likes talking in English in front of a small group of people but struggles to do so in front of a bigger audience.

What is interesting to note is that Tom often explained his attitude towards the target language through contextual factors rather than his own (lack of) desire to learn English and use it, which goes in tandem with his questionnaire. Mostly, he reported on the change in his friends circle and teachers, the latter being illustrated in the following extract:
M1: Ah, also ich glaube, dass ich schon, also jetzt mit der neuen Lehrerin eine größere Motivation habe und ich glaube, dass es so ist weil sie netter ist als die letzte Lehrerin.
Interviewer: Mhm, und das allein steigert deine Motivation?
M1: Ja.
Interviewer: Und glaubst du, dass diese Motivation gesteigert werden könnte?
M1: Ahm, nein ich glaube nicht. Ich bin jetzt ziemlich glücklich so wie es jetzt ist gerade.
Interviewer: Ok, also allein weil die Lehrerin nett ist. Und hat sich deine Motivation im Laufe der Jahre verändert? Woran könnte das liegen?
M1: Ja, sie ist von Jahr zu Jahr hin und wieder herumgeschwenkt, weil wir neue Lehrer bekommen haben und so. Aber ja, im Großen und Ganzen ist es ziemlich ok.

Additionally, in several instances in the interview he stressed that the teacher’s guidance through the learning process and support during the preparation for exams is one of the aspects that affected his motivation strongly:

Interviewer: Verbindest du generell positive oder negative Gefühle mit dem Fach Englisch/Englischlernen generell und woran könnte das liegen?
M1: Nah, also von diesem Jahr sehr gute Erinnerungen aber vom letzten Jahr und den Jahren davor … wir haben zwar mehr gelesen aber dafür hat die Lehrerin mit uns nicht wirklich was vor der Schularbeit getan sondern in die Schularbeit den ganzen Stoff rein und man musste alles selber machen und mit der jetzigen Lehrerin machen wir auch während des Schuljahres, also vor und nach der Schularbeit einfach mit dem Stoff weiter.

It is worth highlighting that, from the answers on the questions asked in the interview, which were partly related to his lack of intrinsic motivation, it was not clear that he was striving to become an ideal L2 speaker. When asked about his feelings, i.e. whether he felt anxious or self-confident when using the target language, Tom’s answers were ambiguous and displayed a divided opinion of his capabilities. On the one hand, he reported on being anxious when talking in front of others, especially in front of his classmates about an unfamiliar topic as can be seen in the following extract:

Interviewer: Und in welchen Situationen fällt dir die Verwendung der englischen Sprache besonders leicht und in welchen etwas schwieriger?
M1: Also wenn ich jetzt vor einer großen Gruppe rede, dann ist es schwieriger und wenn ich mit einer einzelnen Person über ein Thema rede, das mir gefällt, dann ist es ziemlich leicht.
On the other hand, he claimed to be a self-confident speaker of English

**Interviewer:** Würdest du dich als einen selbstbewussten Englischsprecher bezeichnen?

**M1:** Ja, schon außer ich…also aber mir fällt es schwer wenn ich nachdenke was könnte das Wort sein, weil dann verrede ich mich oft, aber wenn ich einfach nicht nachdenke sondern einfach red, dann verrede ich mich nicht recht.

**Interviewer:** Mhm, und woran glaubst du könnte das liegen, dass du ein eher selbstbewusster Sprecher bist, dass du dir nicht schwer tust beim Reden der englischen Sprache und keine Angst davor hast?

**M1:** Vielleicht daran, dass ich schon seit ich drei bin Englisch rede.

When asked how he would justify his great self-confidence, he answered that he was first exposed to the target language at a young age and thus had used it consistently, something which has definitely influenced his present feelings towards using English.

Thus, it can be argued that the participant’s attendance at the ABIS has affected his self-confidence towards using the target language, with a tendency towards a positive effect, but that contextual factors such as the teachers and peers have most certainly contributed to the development of his present attitudes and views towards English.

**John (M2)**

John, also a 13-year-old boy who was part of the young CLIL group and went to the ABIS, stood out due to his energetic appearance and enthusiasm for interviews in class and his positive results on the questionnaire, which is the reason why he was asked to give an oral interview. He scored far over the average in almost all dimensions with the ought-to L2 self, suggesting that he does not feel pressured to possess certain attributes that an L2 learner of English is supposed to possess, and cultural awareness being the exception. In all the other categories he scored four out of five points. In order to gain an understanding of the reasons behind his motivated behavior, he was asked to share his thoughts orally.

Although appearing self-confident and motivated, John’s interview, similar to Tom’s, did not reflect the results of the questionnaire as much as expected. Although he claimed to be a self-confident speaker of English, he did not describe himself as a motivated L2 learner of English and when explicitly asked whether he was motivated to study English, he answered as follows:

**M2:** Ah, eigentlich nicht so, weil das Englischlernen einfach hier voll vokabelmäßig ist, das traue ich mir nicht zu. Ich mag eher...so... praktisch
lernen… aber, ah das Thema was wir jetzt machen ist Superhelden, das mag ich sehr.

**Interviewer:** Superhelden?
**M2:** Ja, da kenne ich mich sehr gut aus und da bin ich halt schon sehr dabei. Und, aber sonst tue ich eher das praktische Lernen vorziehen.

Thus, he claims to have little motivation to study the target language due to a heavy focus on theoretical content such as vocabulary, instead of the application of theoretical knowledge which stands in direct contrast to the results of the questionnaire. Here again the student explains his lack of motivation with contextual factors.

When asked about his feelings towards using the target language later in the interview, however, his positive attitude that could be observed in the questionnaire results became more apparent:

**Interviewer:** Also hast du schon positive Gefühle beim Englisch reden?
**M2:** Mhm, ja, weil man kann da auch, wenn man lernt kann man auch gleich reden und das Englischreden macht für mich einfach voll viel Spaß eigentlich, aber dann wieder das Vokabeln auswendig Lernen das ist dann so negativ

Here the student reports on his positive feelings towards English but highlights the negative effect the focus on vocabulary during the English lessons has on it. This focus chosen by the teacher appears to not meet John’s expectations of an interesting and practical English lesson, which can be observed in the number of instances observable in the interview where he expresses his dissatisfaction (see Appendix 1).

Later in the interview, John further described himself as being a self-confident speaker of English and not being afraid of using the target language, be it in or outside the classroom:
This confidence suggests that he is not at all anxious when using the target language which matches the results of the questionnaire, as he was one of the few participants who scored five out of five points in this category.

All in all, it can be argued that generally, this student is motivated to use English and to study the language but his motivation is negatively affected by the content of the English lessons. However, the lack of interesting content does not affect his anxiety levels negatively as can be observed both, in the questionnaire and the interview.

**Julia (W2)**

Another participant who was interviewed from the young CLIL group is Julia, a 14-year-old girl who did not visit the ABIS. Her extremely positive results on the questionnaire which suggested that she was highly motivated. Thus, she was chosen to give an interview to examine the reasons for her high level of motivation for studying the target language. She scored full points in the categories *instrumental* and *intrinsic motivation, interest in foreign languages* and *effort* and less than four points in the categories *ought-to L2 self* and *parental encouragement*. Thus, according to her questionnaire results, this student did not find it necessary to live up to the expectations of others concerning the characteristics and behavior an L2 learner of English should possess and show. On the contrary, the student is studying the language through her own desire to do so, just for herself and for her own interest.

Julia’s interview mirrored the results she had given in the questionnaire. It became apparent that Julia is a hard-working learner of English who puts a lot of effort into studying the language and appreciates its status and prestige, i.e. English as a global language. Furthermore, she described herself as a self-confident speaker of English and reported to only have positive feelings when thinking of her English lessons and studying the target language.

In order to find out more about her attitude towards the target language, she was asked whether she would describe herself as a motivated learner of English and gave the following answer:

**W2**: Ahm, ja schon, weil mich Sprachen generell interessieren und Englisch die Weltsprache ist und ich glaube, dass man die schon gut beherrschen müsste.

**Interviewer**: Mhm, und woran glaubst du könnte das liegen, dass deine Motivation immer sehr groß war?

**W2**: An dem Unterricht an dem englischen und ahm…an der internationalen Schule, also dass man mit anderen Mitschülern nur Englisch reden kann.
Thus, she explained her high level of motivation with the high status of the English language in our society and its authenticity and necessity of its use at the LISA. Interestingly, Julia further claimed that there was still room to enhance her motivation, despite the fact that she was one of the students who scored the highest in the motivational categories on the questionnaire:

**Interviewer:** Mhm, und glaubst du könntest deine Motivation noch irgendwie gesteigert werden, und wenn ja wie, an der Schule jetzt zum Beispiel?
**W2:** Hm, ich glaube mit mehr Diskussionen, in Englisch natürlich, über verschiedene Themen könnte man das steigern.

This optimism for improving her motivation and the realistic examples given to do so again underline her positive results on the questionnaire and illustrate her ambitiousness to improve her attitude towards and skills in English.

Later on in the interview, Julia was asked about her feelings and attitudes towards the use of the target language and the English lessons in general and how she would explain her thoughts when studying the language:

**Interviewer:** Ok, gut. Verbindest du generell positive oder negative Gefühle mit dem Fach Englisch und dem Englischlernen generell? Woran könnte das liegen?
**W2:** Eigentlich nur positive.
**Interviewer:** Und woran glaubst du könnte das liegen?
**W2:** Also teilweise weil ich die Sprache sehr mag und weil's mir auch liegt, also vom Lernen und allem.

Julia reports to have very positive feelings towards the target language, which she explains with her interest and competence in it. As the interview proceeds, she states that she puts a lot of effort into studying English which is connected to her positive attitude and will be further discussed below.

When asked whether she would describe herself as a self-confident speaker of English, the student gave the following answer:

**Interviewer:** Würdest du dich als eine selbstbewusste Englischsprecherin bezeichnen?
**W2:** Ja.
**Interviewer:** Und warum glaubst du ist das so?
**W2:** Weil ich, ehm… meine besten Freunde sprechen nur Englisch und mit denen rede ich dann sehr viel und bin auch dementsprechend gut darin und kenne viele Wörter und deshalb rede ich auch gerne Englisch.
Julia explains her self-confidence by her frequent use and practice of the target language due to conversations with her friends. Moreover, the practice of English leads to the acquisition of new vocabulary which again leads to a greater competence level of the language learner. Thus, similar to the above example, Julia claims to feel more confident in using the target language due to a greater competence in it.

As can be concluded from Julia’s interview, this student is a motivated and self-confident speaker of English who has positive feelings towards the target language. In contrast to the previous interviews, the reasons for her motivated behavior are mostly intrinsic as she claims to be interested in English and feel competent in using it due to frequent conversations with international friends.

**Mary (W21)**

Mary, the only participant from the old CLIL group to give an oral interview, is a 15-year-old girl and the only interviewee who did not go to the ABIS. The reason why she was asked to do give an interview is similar to Julia’s, namely the extraordinarily high results recorded on her questionnaire. According to her scores, she was the most motivated participant in the old CLIL group, scoring the highest in all categories besides *interest in foreign languages, attitude towards multilingualism, parental encouragement* and *effort*. Thus, her results suggest that she is highly intrinsically motivated without putting a lot of effort into studying English.

In contrast to Julia’s case, the results Mary had on her questionnaire were not entirely visible in the oral interview. Mary appeared as a self-confident speaker of English, which was not only underlined by her choice to give the interview in the target language instead of German, but also her awareness of her competence in English. Furthermore, she stressed her awareness of the importance of the English language for her future and its status in our society several times rather than stating her own interest in studying the language which again only partly displayed her questionnaire results as these statements indicated that she had a high instrumental motivation.

One of the aspects from the interview that contradicted with the findings of the questionnaire was the way Mary depicted her level of motivation for studying the target language:

**Interviewer:** Würdest du sagen, dass du eine hohe Motivation für das Englischlernen/ die englische Sprache generell hast? Und warum glaubst du ist das so?
**W21:** Ahm, I mean since English is my mother tongue ahm, I don’t really have the motivation because at our school it is higher than in other schools but we don’t really do that many interesting things for me, so…and I get ones anyways and then I don’t really have the motivation.

This student reports that her lack of motivation to study English is due to a lack of challenge and a focus on uninteresting content in the English lessons, which stands in direct opposition to her positive results in the category *intrinsic* and *instrumental motivation.* When asked about her feelings towards studying the target language, however, she also claims to associate positive feelings with English and studying it at the LISA, as is illustrated in the following extract:

**W21:** I think knowing English and learning English is very important because it’s a language and you should at least know another language from your mother tongue. So I definitely know why we have to do it at school.

**Interviewer:** But what about your feelings? I mean you obviously know why it is important but do you generally have positive feelings when you think about the English language?

**W21:** Yeah.

**Interviewer:** Okay. And why do you think is that the reason? Is the only reason why you have positive feelings connected to English because you think it is important?

**W21:** I also think it’s a nice language and I like speaking English way better than any other language and I like reading books in English and watching movies in English.

Thus, Mary is not only aware of the importance of English in a society where multilingualism is a current trend, but also associates positive feelings with it due to her own interest in the language. This extract therefore, underlines the results of her questionnaire in which she, among others, scored the highest in the categories *intrinsic* and *instrumental motivation.*

As the interview continued she, however, listed certain aspects during the English lessons that affected her emotions and her attitude towards studying the target language negatively including the low competence level of the teachers at the LISA.

**W21:** Definitely. When I first started I loved English and then slowly as I was starting to get better at it, it kind of went down.

**Interviewer:** And what do you think could be the reason for that?

**W21:** Well, the level of English I think because at school you don’t really…we aren’t really stimulated.
Therefore, it comes as no surprise that she suggested the following method as a means of enhancing her motivation:

**Interviewer:** Mhm, and how do you think could your motivation be raised?
**W21:** If we did more like advanced vocabulary maybe. If we learned more words that I could maybe improve my vocabulary and read more classics.

According to the above extract, Mary’s solution to the problem, i.e. her lack of motivation for studying English, are more demanding tasks that help improving her language and literacy skills, particularly developing her vocabulary range and knowledge of literary works that display the English culture most appropriately.

As can be viewed from Mary’s answers above, she reports to have a low level of motivation despite her high proficiency in the English language. The reason for this surprising result is the lack of optimal exploitation of her potential which is mostly due to the low competence level of her teachers and the unchallenging content tackled in class.

### 6. Discussion

The current study has found out that age has a significant effect only on the language learner’s ought-to L2 self and parental encouragement in CLIL instruction. Besides these two affective dimensions, the learners’ affect is not influenced by age which partly supports the first hypothesis raised above. A discussion of the results presented above regarding the affective dimensions measured on the questionnaire and the contextual factors affecting these will be provided below.

#### 6.1. Motivation and effort

Regarding the language learner's motivation, it can be argued that, based on the quantitative data, age does not affect this affective dimension since no significant motivational differences could be observed between the young and old CLIL group. These findings were confirmed by Lasagabaster and Doiz (2017) who found out that motivation does not decrease with age in foreign language classrooms. There were, however, small differences concerning both groups’ instrumental and intrinsic motivation in favor of the old CLIL group. It is important to note that the students’ answers in the former deviated strongly from the average (ranging from 0.91-1.55). Thus, it can be argued that these minimal differences contradict the findings of Lasagabaster and Doiz (2017) who concluded that there is a correlation between the first exposure to CLIL instruction and motivation, as the younger CLIL students who were
examined at the age of 12/13 achieved higher scores in the categories *intrinsic motivation*, *instrumental orientation* and *motivational strength* in the first year than in the following school years, which the authors explained with the fading novelty of the concept of CLIL. However, if the authors’ assumption were generalizable, those participants who attended the ABIS in the present study would have scored far below average in these categories, which is not the case.

Taking the findings of the qualitative data into account, a decline in the CLIL students' motivation could be observed over the years (OC: 20% vs. YC: 4.1%) which is mainly due to the older language learners’ high and their teachers’ limited language proficiency and simultaneously a lack of challenge during the English classes. In her interview, a student from the old CLIL group illustrated this observation properly when asked whether she was a motivated speaker of English:

**W21**: Ahm, I mean since English is my mother tongue ahm, I don’t really have the motivation because at our school it is higher than in other schools but we don’t really do that many interesting things for me, so…and I get ones anyways and then I don’t really have the motivation.

**Interviewer**: Mhm, and how do you think could your motivation be raised?

**W21**: If we did more like advanced vocabulary maybe. If we learned more words that I could maybe improve my vocabulary and read more classics. […]

**Interviewer**: Has your motivation changed throughout the past few years? What could be the reason for that change?

**W21**: Definitely. When I first started I loved English and then slowly as I was starting to get better at it, it kind of went down.

**Interviewer**: And what do you think could be the reason for that?

**W21**: Well, the level of English I think because at school you don’t really…we aren’t really stimulated.

According to this student, the lack of challenge in the English lessons and shortage of opportunities to obtain new knowledge has led to a decline in her motivation over the past few years at the LISA. It is, however, important to note that this student was one of the few who were extremely unsatisfied with the current situation, i.e. that she feels unchallenged at the LISA, and shared her discomfort in the questionnaire which might be explained by the fact that she grew up multilingually, having used English since birth. Closely linked to this observation is the fact that those few students from the old CLIL group who experienced an increase in their motivation were native speakers of German who claimed to rarely use the target language outside of school or at home. One possible explanation for these findings might be that Austrian students, compared to international students, have a limited proficiency of the English language and therefore do feel suitably challenged during their classes.
Finally, the learners’ results in the category *effort* were of particular importance for the interpretation of their motivation since, according to Gardner (1985), these two aspects are closely linked in that a highly motivated language learner should be willing to put more effort into studying the language than one who is not motivated at all. Taking the quantitative and qualitative data into account, this assumption can be confirmed. Although the former does not reveal any significant differences between the young and old CLIL group, slight differences can be observed. The old CLIL group who had lower scores than their counterparts (YC: 4.0 vs. OC: 3.68) in the category *effort* also reported to feeling unchallenged in the English classes which affected their motivation for it negatively. Therefore, it can be argued that there is in fact a strong relationship between the language learner’s effort and their motivation.

The findings of the present study that both CLIL groups were highly motivated scoring mostly above three points (out of five), goes in line with previous literature which mostly suggests that CLIL students, in comparison to non-CLIL students, are more motivated and thus prepared to put more effort into their studies than EFL students (Zydatiß 2007). Although in the present study the control and the experimental group consist of CLIL students, their extraordinarily high results concerning their effort confirm these findings.

What could further be observed in the qualitative data, is a dissatisfaction with the teachers who do not appreciate the effort put and the work done by their students for their classes. It is, however, only the students from the young CLIL group who express a wish to receive praise and appreciation from their teacher and claim to be affected negatively when their expectations are not met. Some of the students even go so far as to claim that one such situation has negatively affected their emotions and motivation in the CLIL classroom as a result of negative feedback or lack of appreciation from the teacher:

> Once I was angry and upset because the English teacher didn’t accept that I forgot a homework and she was angry at me even though it was my first homework in two months that I forgot. (M13)

One of the students who went to the ABIS further adds:

The second student (M12) even criticizes the teacher’s personality due to the lack of appreciation he received from her, which illustrates how much his feelings were hurt by her statement. These findings are in line with those of Corpus’ and Lepper’s study which suggested that younger learners, compared to the older ones were highly motivated when receiving praise from their teacher, irrespective of the type of praise (i.e. person, process or product praise).

Thus, it can be argued that effort and praise are two aspects that affect the language learner’s motivation and their emotions strongly. Although the quantitative data suggest that age does not affect the effort language learners put into studying the English language in CLIL instruction, it affects the way students perceive the teacher’s feedback in that younger learners assign a more important role to his praise and appreciation which affected their motivation strongly.

6.2. Emotions

The qualitative data concerning the language learners’ emotions suggested that a number of aspects affected their feelings including failure and success especially when it was related to the learners’ grades and their teacher’s behavior towards them. However, the participants explicitly claimed to experience positive emotions primarily when succeeding in an area in the language classroom and negative emotions due to fear of failure and the teacher’s lack of appreciation for their effort and work. It is especially the young CLIL group who associated negative feelings with the latter and ascribed them to other external factors such as their grades, as is illustrated in the following statements made by the participants in the young CLIL group:

Ich bin sehr glücklich, wenn ich gute Noten und ein positives Feedback bekomme. (W7)
Ich war sehr wütend als meine Englisch Lehrerin mir meine Schularbeit zurückgegeben hat und zu mir sagte: “Eine zwei wie immer. (M12)

The majority of students from the old CLIL group, on the other hand, associated negative feelings such as anger, primarily towards their teacher and in particular related to low language proficiency. Therefore, it can be concluded that teachers not only affect the language learner’s motivation but also have a strong influence on their emotions.

What becomes further apparent from the qualitative data is that the old CLIL group dealt better with frustration than the young CLIL group, since only one student claimed to be
afraid of bad grades or exams in general and most of them claimed to motivate themselves for the target language despite their dissatisfaction with a number of aspects that were mentioned above. Thus, according to the participants’ answers in the open-ended questions, it can be argued that age has a positive effect on the language learner’s affect in that the longer they are exposed to CLIL instruction, the better are their emotional coping mechanisms to deal with negative emotions. These findings confirm the results of Nieto Moreno de Diezma’s (2012) study, where CLIL compared to non CLIL students tolerated failure and frustration better. However, the above results might further be explained with the older CLIL students’ greater self-confidence, which contradicts Seikkula-Leino’s (2007) assumption that longer CLIL instruction leads to a decline of the students’ self-confidence.

6.3. Anxiety

The results of the questionnaire concerning the affective dimension anxiety coincide with the findings of previous studies (Lasagabaster and Doiz 2017) and reveal that there are no significant differences between the anxiety levels of the young and old CLIL group. These findings are mirrored in the qualitative data, as the majority of participants in both CLIL groups claimed to feel self-confident when using English, especially orally when talking to friends or strangers in holidays which contradicts the findings of previous literature (Seikkula-Leino 2007, Doiz et al. 2014). Additionally, it is especially the young CLIL group who emphasized the positive effect this self-confidence and the mastery of the target language had on their motivation in several instances, confirming the assumption of Heras and Lasagabaster (2015) that the increase in motivation and decline in anxiety is a common results in CLIL instruction.

However, despite weak evidence for any differences between the results of the young and old CLIL group on the questionnaire concerning the learners’ anxiety level, the above findings also suggested that the older CLIL students are slightly more anxious in the classroom than the younger ones. This is in line with the findings of Seikkula-Leino who observed negative effects of CLIL on the learners’ self-esteem and anxiety. The latter could be further confirmed by other authors (Doiz, Sierra and Lasagabaster 2014, Lasagabaster 2015). Doiz, Lasagabaster and Sierra (2014) explain these findings by arguing that CLIL students perceive their classroom as more demanding than the traditional FL classroom, especially if challenging subjects are taught in the target language. What is interesting, however, is that in their study the third-graders, in comparison to the first-graders, reported to be less anxious which contradicts with the above findings. Dörnyei and his colleagues (2006) support this assumption by arguing that greater exposure to the target language decreases the language learners’ anxiety.
towards the L2 and increases his or her self-confidence. In fact, the interview with the only participants from the old CLIL group confirmed the findings of Dörnyei and his colleagues (2006):

**Interviewer:** Okay, and the final questions: Would you consider yourself as a self-confident speaker of English?

**W21:** Yeah.

**Interviewer:** And why do you think is that?

**W21:** Because I speak English the best from all the languages.

**Interviewer:** From all, like how many languages and what languages do you refer to?

**W21:** Ahm, I speak Serbia, German, Swedish, French and I’ve been learning Italian.

**Interviewer:** And English is your mother tongue?

**W21:** Yes.

As can be seen in the extract above, this student claims to feel more confident and thus less anxious in using English due to the long exposure to it, i.e. from the day of her birth since it is her mother tongue.

Nevertheless, it is important to note that one of the participants from the old CLIL group who was chosen to give an oral interview due to her high score in the dimension anxiety on the questionnaire denied doing so. Surprisingly, her high anxiety level did not affect her overall grade in English as she reported to have received an A in it. These findings are in tandem with the results of the study conducted by Marcos-Llinás and Juan-Garau (2009) who came to the conclusion that high levels of anxiety do not necessarily have a negative effect on the learners’ academic achievements in the foreign language classroom.

Out of the overall eight participants who attended the ABIS and were thus longer exposed to the English language than their classmates, six, three from the old and three from the young CLIL group, scored lower than two points (one being the highest score in a five-point Likert scale since the dimension anxiety was reverse-coded). One of these students from the young CLIL group who scored full points in this dimension confidently claimed the following in the oral interview:

**Interviewer:** Ja, also hast du Angst wenn du zum Beispiel im Urlaub Englisch redest?

**M2:** Aso, nein, überhaupt nicht. Im Urlaub, da rede ich einfach mit jedem. Da kann man auch ziemlich gut eigentlich dann Freundschaften schließen weil es einfach eine internationale Sprache ist und ich find auch sehr gut, dass ich Englisch sprechen kann, deswegen nütze ich das auch aus.
**Interviewer:** Ok, also recht selbstbewusst.

**M2:** Ja.

Accordingly, the results of the participant who attended the ABIS, in contrast to those of the two CLIL groups, confirm Dörnyei’s and his colleague’s (2006) assumption that longer exposure to the target language decreases the language learners’ anxiety towards the target language.

The qualitative data further pointed out the greater probability of younger learners’ high anxiety levels in language learning settings. During an interview with a student from the young CLIL group he confessed to feel uncomfortable when speaking in front of a group of people but more secure when working in pairs.

Also wenn ich jetzt vor einer großen Gruppe rede, dann ist es schwieriger und wenn ich mit einer einzelnen Person über ein Thema rede, das mir gefällt, dann ist es ziemlich leicht. (M1)

According to Dwaele and MacIntyre (2016), this is a typical reaction, especially of shy students or those with a limited language capacity, which is often the result of too much pressure when speaking in front of an audience:

Also wenn ich jetzt vor einer großen Gruppe rede, dann ist es schwieriger und wenn ich mit einer einzelnen Person über ein Thema rede, das mir gefällt, dann ist es ziemlich leicht. (M1)

This shows that the learner’s peers and their evaluation of the student’s language use affect his level of anxiety to a great extent. Marcos-Llinás and Juan-Garau (2009) confirm the authors’ assumptions by arguing that the greatest sources for anxiety are among others peer evaluations and especially the fear of being laughed at. They further add that the teaching styles of the instructors and their support to the students during the language learning process are also crucial factors that affect the learners’ anxiety level. This assumption is confirmed by one of the younger students who explained his mixed feelings towards his teacher and his little self-confidence in using the target language as follows:

Nah, also von diesem Jahr sehr gute Erinnerungen aber vom letzten Jahr und den Jahren davor … wir haben zwar mehr gelesen aber dafür hat die Lehrerin mit uns nicht wirklich was vor der Schularbeit getan sondern in die Schularbeit den ganzen Stoff rein und man musste alles selber machen und mit der jetzigen
Lehrerin machen wir auch während des Schuljahres, also vor und nach der Schularbeit einfach mit dem Stoff weiter. (M1)

This student’s highlights the importance of his teacher’s support for his attitude towards the target language and his motivation for studying it. Similar statements especially with regard to the teacher’s feedback could be found in several instances in the young CLIL groups answers, which will be discussed below.

Taking the previous findings into account, it becomes apparent that both CLIL groups show little anxiety when using the target language and appear as self-confident speakers of English. However, the qualitative data suggested that environmental factors such as the teacher and peers affect the anxiety of both CLIL groups.

6.4. The L2 self and parental encouragement

As illustrated in Table 6, a weak evidence could be observed in the category ought-to L2 self on the questionnaire in favor of the young CLIL group. Although no reference to the ought-to L2 self was found in the qualitative data, the participants from the old CLIL group made more statements that can be categorized as instrumental motivation and referred to the ought-to L2 self, which Doiz and Lasagabaster (2017, 6) argue to be closely linked to the former since both are strongly influenced by external factors. Furthermore, the participants who mentioned this aspect stressed the importance of the acquisition of English for their future careers as is illustrated in the following statement made by a student from the old CLIL group:

Die Jahre an der LISA haben meine Motivation nur verstärkt. Ich weiß, dass es die richtige Entscheidung war sich auf Englisch zu spezialisieren, da mir dies in meiner späteren Karriere helfen wird. (W9)

In contrast to the findings of the present study, Lasagabaster and Doiz (2017, 20) could not observe any differences between the younger (12-13 years) and older (14-15 years) CLIL students’ ought-to L2 self. They explained their findings, among others, with the fact that English has taken a “hegemonic role” in our society, which leads to the language learner’s wish to succeed in this language in order to use it in his future career at already an early age. Taking the present findings into account, the authors’ assumption is justified and confirmed since, despite the significant differences between their ought-to L2 self, both groups scored highly in the categories ideal L2 self and intrinsic motivation with minimal differences between their results. Csizér and Kormos (2009), who came to similar conclusions, explained their findings in their study by arguing that the dominant role of English in our society that is externally
attached to it that was internalized by the language learners, which might also be a possible explanation for the present data.

Concerning the L2 self, the above findings suggest that the young and old CLIL group have established positive and satisfying views of themselves as language learners. Since, according to the data, both groups have further displayed a high intrinsic and instrumental motivation, the assumption of Csizér and Lukács (2010, 9) that the ideal L2 self is a strong predictor for motivated language learning and “that a well-established self about learners’ views of themselves as future foreign language users is a crucial component to long term success in language learning” can be confirmed.

Another socio-affective dimension where significant differences between the two CLIL groups could be observed is parental encouragement. Even here a moderate evidence for a real effect could be found in favor of the young CLIL group. This came as no surprise as the literature review has shown that parental encouragement is strongly associated with the ought-to L2 self (Csizér and Kormos 2009). Csizér and Kormos (2009, 107) argue that the latter “is entirely socially constructed” and that thus, “students’ views of what attributes they should possess to meet the expectations of their environment are formed by the attitudes of their immediate learning environment”. Due to the fact that the participants from the young CLIL group are at such a young age, the opinions they care most about are those of their parents, which Henkel (2009) also concluded in his study with Ukrainian students.

6.5. Attitude towards multilingualism, interest in foreign languages and cultural awareness

According to the quantitative data, no significant differences could be observed between the young and the old CLIL group concerning their attitude towards multilingualism. These results suggest that CLIL instruction, especially in comparison to EFL instruction, significantly affects the language learners’ attitudes towards foreign languages already in the first years of academic studies, something which as confirmed in previous studies (Södergard 2006, Lasagabaster and Sierra 2009, Pfenninger and Singleton 2016). The findings are in tandem with the results obtained from a study by Lasagabaster and Sierra (2009) who came to the conclusion that CLIL students show a more positive attitude towards multilingualism than EFL learners. The authors explain their findings by arguing that language learning in CLIL instruction is more authentic, not only because content subjects are taught by using the target language but also due to the language learners’ intense exposure to it in the CLIL classroom (Lasagabaster and Sierra 2009, 13).
The findings of this paper, however, do not confirm the results of Cenoz’ (2001) study which suggest that younger learners show more positive attitudes towards the target language and thus a greater motivation. Cenoz explains these findings by arguing that the change of the methodology used by the teachers during CLIL instruction from more interactive and oral tasks in student-centered classrooms to a focus on grammar and vocabulary in a teacher-centered classroom causes a change in learners’ attitude. The qualitative data gathered from both groups, however, suggests that both CLIL groups are unsatisfied with the content taught by the teacher and the methods used to do so due to a lack of interactive tasks, which contradicts Cenoz’ argumentation. A more detailed examination of the tasks provided and content dealt with in the CLIL lessons will be provided below.

A possible explanation for the present findings is provided by Tragant and Munoz (2009), who argue that one important factor that affects the attitude towards multilingualism and foreign languages in general is the amount of exposure to the target language. Considering the fact that all subjects are taught in English and the majority of students share English as a lingua franca and are thus constantly using the target language, the authors’ theory might explain the present findings. One of the students from the young CLIL group highlights this fact by arguing the following:

I have made great friends who don’t speak German, so whenever I meet them in private we talk English. (W2)

A number of similar statements where the students highlight the constant use of English during conversations with international friends can be found in both groups. However, only in one instance was the importance of a multilingual education stressed by the participant from the old CLIL group:

I think knowing English and learning English is very important because it’s a language and you should at least know another language from your mother tongue. So, I definitely know why we have to do it at school. (W21)

This extract not only suggests that the student has a positive attitude towards multilingualism in general, but also understands its importance in our society and her future career. Csizér and Kormos (2009) argue that one main reason for the language learners’ positive attitudes towards foreign languages and especially English is the Americanization of European markets and “the products of globalized mass media in English” (Csizér and Kormos 2009, 107). Thus, it comes
as no surprise that CLIL students show such positive attitudes in the first years of their academic studies since they are constantly exposed to this global language.

Similarly, Csizér and Kormos’ argumentation explains the present findings concerning the participants’ results in the category interest in foreign languages. Since both groups have scored highly (4.41 vs. 4.46), it can be argued that students in CLIL instruction are made aware of the crucial role of foreign languages, including English, in our society at already a young age. Additionally, this understanding remains during the ongoing years of CLIL instruction which was again confirmed by Csizér and Kormos (2009) who concluded that both, secondary school and university students show a great interest in the English language due to the dominant role of English around the world.

Another dimension that is closely linked to those above and where no significant evidence was found in favor of any of the two CLIL groups is cultural awareness. However, although both groups achieved high points in this category (YC: 4.1 vs. OC: 3.93), it is important to note that the standard deviation for both groups was also extraordinarily high (YC: 1.16 vs. OC: 1.55), suggesting that the students’ answers deviated strongly from the average.

Nevertheless, taking these results and the qualitative data into account, it can be argued that CLIL students are indeed aware of the importance of the English culture and perceive the knowledge about it as crucial for their studies at already an early age, which is further highlighted by the students’ answers to the open-ended questions. One of the students from the young CLIL group for example states:

Ich habe mehr über andere Kulturen gelernt. Würde mich jetzt auch trauen eventuell alleine ins Ausland zu reisen. (W5)

Additionally, this attitude does not change with time, as the older students show similar results. Garrett and Young (2009) highlight the advantage of the development of this affective dimension by arguing that the knowledge and awareness of the culture is a useful tool for communicating in the target language. They further argue that participation in the language learning community and contact with native speakers enhances the students’ motivation to study the language. This was also confirmed in the present as a number of participants from both groups stressed the fact that they enjoyed speaking and partly being forced to speak in English with their international friends due to the limited knowledge of the German language their conversation partners had, as can be seen in the following extract:
[Ich verwende die englische Sprache] oft, da meine Freundin nur Englisch spricht und darum muss ich in Englisch sprechen. (W1)

When asked whether her motivation has changed positively over the last few years at the LISA, the same participant from the young CLIL group further added:

Ja, denn zum Beispiel meine Freundin kommt aus Kanada und damit wir und unterhalten können müssen wir Englisch reden, Manchmal weiß ich schwierige Wörter nicht auf Englisch und dann will ich diese lernen. (W1)

According to this student, using the target language with international friends not only improves her fluency, but also her vocabulary knowledge, which she actually enjoys since it is done in an interactive way. In fact, similar assumptions could be found in several instances in the qualitative data of both CLIL groups which confirms the findings of Garrett and Young (2009).

Taking these assumptions into account, the present findings can be explained by arguing that the globalization of the English language and its dominant role in every-day products affects the language learners’ attitude towards multilingualism and their interest in foreign languages, especially English. Additionally, both CLIL groups’ cultural awareness is enhanced due to communicative activities that include conversations about the English culture and every-day contact with international peers. This positive effect remains over the course of the language learners’ academic years.

6.5. The teacher

When looking at the contextual factors which had an influence on the socio affect of both CLIL groups, the teachers were one of them who stood out most and affected the language learners’ motivation, as confirmed by McIntyre (1999) who found out that teachers influence the students’ enjoyment of studying the target language greatly. More precisely, the aspects which were mentioned most by both groups were the topic, the content of the lessons, the level of challenge of the tasks, the personality and the language proficiency of the teacher. One aspect which only the young CLIL group referred to was the feedback given by the teacher which they felt strongly about.

Growing up bilingually or being born in a country other than Austria, most of the participants are already used to speaking English outside of class and using this language as a lingua franca, which makes them competent and confident speakers of English. Therefore, most of the participants stressed that they expected their teachers to have a better proficiency of the
target language than themselves. According to the students’ answers, however, this is not the case. A great number of students, especially those from the old CLIL group, complained about the teachers’ limited knowledge of the English language which lead to a decrease in the learners’ motivation. The data also revealed that the participants from the old CLIL group experience these negative feelings since they felt unchallenged and did not have the feeling that they could acquire new knowledge during the classes and therefore broaden their horizons. The participants from the young CLIL group and the non-native speakers of English in the old CLIL group, on the other hand, reported to feel challenged enough or to experience too much challenge and stress during the English classes, which only partly confirms the findings of previous research that suggests that students perceive CLIL classes as more demanding than EFL classes (Coyle, Hood and Marsh 2010).

These findings are similar to those of Makropoulos (2010, 2) who found that the poor language capacity and the limited knowledge of appropriate methodology for CLIL lessons is one of the issues observed in Canadian immersion programs that were offered at secondary level. He argues that there is a “lack of qualified teachers capable of offering senior-level courses in French”, which might be due to the fact that the lessons are either taught by teachers of content subjects “who may not be familiar with second language acquisition theories [or] […] led by language teachers, who may resort to an overemphasis on linguistic form” (Coyle 2007, 552). The limitation of the instructor’s knowledge might be due to the lack or even absence of special trainings in which they acquire knowledge of interactive teaching methods that improve both their language attainment and their content knowledge of the subject taught, as was confirmed by Dalton-Puffer (2007). This is necessary as the target language in CLIL settings is not only a means of understanding the content taught, but it is also learned as a language per se parallel to the content (Coyle 2007, 552). However, it must be noted that the majority of participants from both groups who mentioned the topics dealt with during their English classes reported to be satisfied with it, as the following students from the CLIL group demonstrates:

For me the topics in English are very interesting because you can talk and exchange what really matters to you right now and really learn English. (M6)

Thus, it can be argued that although the teacher’s language proficiency leads to a decline of the older CLIL students’ motivation, their choice of topics covered during the classes affects the participants’ motivation positively.
In contrast to the old CLIL group, an aspect related to the teacher that the young CLIL group mostly complained about is the feedback received by him. Not only were the younger participants the only ones who mentioned this aspect, but they also reported that negative feedback from and a lack of appreciation for their work affects their motivation and emotions associated with the target language negatively as is illustrated in the statements below:

Normalerweise finde ich Englisch ziemlich positiv doch die Lehrerin finde ich nicht sehr super, denn sie sagt meist nur negative Sachen über mich. […] Ich war sehr wütend als meine Englisch Lehrerin mir meine Schularbeit zurückgegeben hat und zu mir sagte: “Eine zwei wie immer“. (M12)

Yes, I felt and still feeling happy whenever my English teacher explains me the answers of the questions that I asked. (M11)

From the students’ answers it becomes apparent that the teacher’s feedback and his behavior in class affects the students’ emotions to such an extent that they lose their motivation to study English although they like it a lot. The findings of Davoodi and Chalak’s study (2017) where the teacher’s praise led to an enhancement of even extremely shy students’ motivation highlights the power of the teacher’s feedback in the language classroom. Arnold and Fonseca (2007) further stress the teacher’s support for the decline in the language learner’s anxiety in the classroom to a great extent.

Another aspect that the majority of participants of both groups mostly complained about is the content taught during the lessons and the strategies used to do so. About half of the participants from both groups expressed their wish for more interactive and communicative tasks. Additionally, all of them highlighted the negative effects the badly chosen tasks had on their motivation which had led to a decline in it over the past few years at the LISA due to a lack of variation in the content and the teaching methods. Czisér and Kormos (2009) confirm this assumption as the results of their study showed that one of the crucial classroom factors influencing students’ motivation to and attitude towards learning the target language was the teacher, the tasks and the materials provided for them.

More than half of the old and almost half of the young CLIL group expressed a desire to learn content communicatively through discussions or dialogues instead of a heavy focus on written production and vocabulary acquisition. They further claimed that the content taught and the tasks provided by the teacher would affect their motivation negatively. When asked how the participants think their motivation for studying English could be enhanced, a number
of participants mentioned communicative and interactive task demonstrated in the following extracts:

Mehr sprechen und vielleicht Filme und Bücher als Hausübung aufgeben oder in der Stunde lesen/ anschauen. (W14)

Bei manchen Lehrern ist der Unterricht einseitig und langweilig geführt. Diskussionen wären interessant. (W13)

Ich habe gute Erfahrungen im Erwerb der englischen Sprache gemacht, da wir öfter reading examples machen und verschiedene Themen diskutieren. Aber statt language in use Übungen könnten wir mehr reden. (W19)

Similarly, the young CLIL group shared their desire to focus more on their oral skills:

Es wäre toll, wenn wir spiele spielen würden oder mehr auf English diskutieren könnten. (W8)

Ich finde Lehrer könnten englische Theaterstücke oder Dialoge für die Schüler vorbereiten. Außerdem könnten wir mehr Besprechungen und englische Spiele einbauen. (W7)

Mehr so direkte Unterhaltungen auf Englisch. (W1)

Durch englische Theaterstücke und Filme könnte meine Motivation gesteigert werden. (W22)

Theaterstücke, keine Vokabeln. (M2)

“By watching movies in English language with English subtitles you could improve the grammar skills and vocabulary range of students very much (I did it myself at home very often.” (M13)

As can be seen from the participants’ answers, there is a need for more communicative and student-centered tasks which not only extend the students range of vocabulary and help them revise their knowledge of the English grammar, but focus more on their oral performance and give them the opportunity to share their own opinion with their classmates, something researchers claim would benefit the learners. The fact that the acquisition of new vocabulary by means of more interactive methods was mentioned several times, illustrates that the current classroom focus was on theory and writing new vocabulary down and indicates how unsatisfied the students are with these methods. This highlights the importance of the teacher’s choice of content and strategies and the direct impact this has on learner’s motivation. Similar conclusions were drawn by Dwaele and MacIntyre (2016) who concluded that the teaching
style and the pedagogical strategies used by the teacher affect the learners’ foreign language classroom enjoyment (FLCE) and foreign language classroom anxiety (FLCA). Similarly, Cenoz (2001) argues that the students’ attitude towards the target language is influenced by the teaching strategies used by the teachers and the tasks done in the classroom.

The participants’ wish for more interactive tasks in CLIL instruction, however, is fully justified. According to Coyle (2007, 554), the CLIL classroom is, among others, characterized by more “interactive and dialogic activit[ies]”, compared to traditional EFL classrooms, which Van Lier (1996) argues to be the main strategy to promote qualitative learning. Met (1998, 62) further adds:

Students need to communicate with the teacher, one another, or texts, in order to access or apply content. In so doing, the cognitive demand of task requires students to call upon their existing knowledge, concepts, skills and strategies. This strengthens the connections between the elements of language being practiced/learned and previous knowledge. As we have seen, research indicates that strengthening and making connections amongst concepts and knowledge increases learning and retention.

Thus, according to Van Lier, content knowledge can be acquired more effectively and easily by engaging students in communicative activities such as role plays or discussions. Additionally, Jia and Aaronson (2003) argue that these kind of activities not only lead to a more positive attitude towards and association with the target language, but also to a more frequent use of it. As a result, a long-term improvement in language attainment, especially in younger learners, can be observed. The underlying theory of Aaronson’s assumption is Givon’s Discourse Hypothesis (Givon 1979)

which holds that language learners will acquire only those varieties of language which are found in the discourse types in which they tend to participate. Thus, if a learner participates only in informal and unplanned discourse events s/he will learn only that type of language. (Dalton-Puffer 2007, 262)

According to this hypothesis, the implementation of the desired changes might not only lead to an improvement of their language skills, but also to an increase in their motivation.

It is, however, important to note that the participants’ satisfaction with the topics taught at school and the dissatisfaction with the methods and content used for doing so is related to the pedagogues rather than the learners’ age as the following statement made by one of the participants from the old CLIL group illustrates.
Before [this class] I had teacher that teaches such basic grammar that I grew lazy in class. Therefore, making silly mistakes on my test. Now my group has a literature teacher who motivates us to write essays and generally teaches us English literature. And I enjoy learning that. (W12)

This student highlights the fact that the topics and content dealt with during the English classes and the teaching methods used for teaching it differed from each other in the upper and the lower form. In fact, the change in teachers is argued to be the reason for the participants’ increase in motivation and enthusiasm for studying the English language.

Thus, it is the pedagogues and their choice of methods used and topics dealt with during the lessons rather than the learners’ age which affects the language learner’s motivation for studying the target language in CLIL instruction. Kramsch (2009, 208) stresses this fact by arguing that “[e]ven if we teach a syllabus that is not of our choice and texts we have not selected, we need to find something about them that we either love or hate, but that we are not indifferent to. If we are, our indifference will become our students' boredom”. Nevertheless, it is important to note that “motivation comes from within and although teachers can help to maintain and promote a student’s motivation, they can’t motivate the student. As an old saying goes, ‘you can lead a horse to water, but you can’t make it drink’”.

Thus, according to students’ answers and previous literature, language teachers in CLIL instruction should, irrespective of their students’ age, always strive to design interesting lessons that not only focus on the linguistic and grammatical but also on the cultural aspects of the English language in order to enhance the language learners’ motivation.

6.5. Use of English: the peers and the family

As previously mentioned, both groups claimed to use the target language in a variety of contexts, especially during conversations with friends, family members and tourists, especially during their holidays in foreign countries. According to both groups’ answers, the peers, however, influence the language learners’ affect the most.

The fact that LISA is an international school which gives all students, regardless of their national background and their knowledge of the German language, the opportunity to study in Austria, influences the students strongly. Native and non-native German-speaking students are forced to use the target language in their breaks and their free time in order to communicate with each other which, according to the answers of the participants from both CLIL groups, they enjoy.
Ich verwende die englische Sprache, um mit meinen internationalen Freunden zu kommunizieren. In den Ferien war ich mit meiner Familie auch in der USA und wir haben dort Englisch gesprochen. (W8, old CLIL)

With some friend, exchange students who are not comfortable with German etc. or can’t speak it. (W19, old CLIL)

I have made great friends who don’t speak German, so whenever I meet them in private we talk English. (W2, young CLIL)

In unserer Klasse habe ich Freunde die kein Deutsch sprechen. Wenn wir uns treffen unterhalten wir uns auf Englisch. (W24, young CLIL)

Since the communication with international classmates already takes place in the first year of CLIL instruction, it comes as no surprise that both, the old and the young CLIL group, consider their peers as one of the contextual factors that not only influences their motivation, but also their attitude towards language learning positively. This strong effect peers have on the language learners is further visible in the participants’ oral interviews. When asked if her motivation towards studying English has changed over the years, one of the students from the young CLIL group who was chosen to take part in the oral interview answered:

W2: Eigen…eigentlich nicht, weil ich war eigentlich immer sehr motiviert.
Interviewer: Mhm, und woran glaubst du könnte das liegen, dass deine Motivation immer sehr groß war?
W2: An dem Unterricht an dem englischen und ahm…an der internationalen Schule, also dass man mit anderen Mitschülern nur Englisch reden kann.

Similarly, another student from the same group related his motivational change over the years to the change in his circle of friends at school:

Interviewer: Also, du meinst sie [die Motivation] ist hin und hergeschwenkt aber gleichgeblieben?
M1: Teilweise, ja. Sie ist ein Jahr besser geworden und ein Jahr ein bisschen schlechter, dann wieder besser.
Interviewer: Und das liegt wieder allein nur an der Lehrkraft?
M1: Naja, es sind auch manche Freunde weggegangen und manche Freunde sind dazu gekommen, also ist es auch an den Freunden gelegen.

Both students ascribed the affective changes that took place in the years at the LISA to some extent to their friends and classmates, highlighting the importance of this contextual factor for their motivation. Only one student interviewed from the old CLIL group did not mention her
peers as a factor influencing her motivation. This would suggest that she might not be easily affected by the aspect. It is, however, important to note that this student seemed ambitious and focused in achieving her goals irrespective of the actions of the people around. Thus, in order to make more generalizable assumptions, a greater number of interviews from the participants from the old CLIL group would be needed.

The results from the qualitative data match those from Jia and Aaronson’s (2003) study, which revealed that peers in the language learning classroom can influence the learners’ attitude towards the target language and their motivation for learning it positively. Schuman (1998, 3) further adds that the interaction with peers affects the language learners’ well-being positively to such an extent that it even satisfies their survivalist instincts. What also became apparent from Jia and Aaronson’s (2003, 145) findings is that it is the younger learners who have a greater wish to identify themselves with their peers by fitting in and feeling “regular”. This assumption is also confirmed in the present study as 56.5% of the young and 53.3% of the old CLIL group explicitly stated to use English with friends, either as a lingua franca, since many of the international students are not fluent in German, or as a means of practicing the target language and fitting in.

As well as during interactions with peers, a great number of students from both groups claimed to speak English at home and in their holidays or during conversations with tourists as can be seen in the answers below:

In der Schule, zu Hause, aber da meine Muttersprache Deutsch ist nicht so häufig außerhalb der Schule (W14)

Manchmal verwende ich Phrasen und Wörter zuhause. In der Schule wird natürlich auch in den Pausen Englisch gesprochen. (W13)

Some of the statement made by the students in the young CLIL group include the following:

Im Supermarkt wenn jemand etwas auf Deutsch nicht versteht. Im Ausland wenn ich für meine Familie übersetzen muss und wenn ich mit meinen internationalen Freunden kommuniziere. (W7)

If I’m somewhere in a different country and I want to communicate. Or if I want to communicate with classmates that come from different countries. (M13)

An interesting observation is that the majority of the students who reported on using English in their homes had a national background other than Austrian. Those students who were native
German – speakers and claimed to use English at home to talk to their family members were all from the old CLIL group.

A further observation in the data is that the students who used the target language more frequently outside the classroom received the highest or the second highest grade in English. Additionally, when asked what grade they would give themselves, the majority of these students rated themselves with the highest grade. Similar observations could be made by Södegard (2006, 106) who conducted a longitudinal study where she came to the conclusion that the more students used the target language outside the classroom, the better they rated their own proficiency in the second language.

From this it follows that the use of English for communication purposes especially with friends and family member not only affects the students’ linguistic skills but also their socio-affect positively, since both groups claim to be more motivated and feel better when using English with their peers.

6. Conclusion

The main goal in this study was to investigate the effect of age on the language learner’s socio-affect in CLIL instruction, as studies investigating psychological aspects in CLIL instruction are scarce. Additionally, since contextual and environmental factors play a crucial role in the development of socio-affective dimensions, the interaction of these factors with socio-affective variables was also examined.

Consistent with previous literature (Lasagabaster and Doiz 2017), the data presented in this paper suggest that age does not have a positive effect on the majority of the language learner’s socio-affective dimensions in CLIL instruction, since significant differences between the old and the young CLIL group’s results could only be observed concerning their ought-to L2 self and parental encouragement. Thus, the present findings provide some support for the hypothesis raised above and suggest that the implementation of CLIL programs at schools is justified and should be further promoted. However, one of the most striking results found in the qualitative data is related to the fact that contextual factors such as peers and teachers play a crucial role in the development of socio-affective dimensions, especially the language learners’ motivation, emotions and classroom anxiety. Whereas the majority of students in both CLIL groups highlighted the positive effect their peers had on their motivation, the teachers affected the participants’ socio-affect negatively due to their limited language proficiency.
unsatisfactory feedback and lack of appropriate tasks. From this it follows that teachers should try to create an environment which does not affect the language learners’ classroom anxiety negatively by “striv[ing] to provide cooperative activities fostering positive affiliation among learners as well as encourag[ing] students to get to know each other in a noncompetetive, friendly way” (Garret and Young 2009, 223). This can be achieved by encouraging teachers to undertake continuing professional development which will not only provide them with the necessary tools to develop their teaching methods, but also improve their language proficiency.

Moreover, a number of issues and questions have emerged in the present research:

(1) One of the limitations in this study is that the age gap between the young and the old CLIL group is too small and might therefore not reveal significant differences between the socio-affective dimensions of the young and old CLIL group, which was also the case in Lasagabaster and Doiz’ (2017) study, which may be visible with a greater age gap. This is an issue which can and should be taken into account in future studies on CLIL.

(2) Although it was mentioned that a number of the participants attended the ABIS and therefore began CLIL instruction earlier, which was included in the interpretation of the results, this could be a factor that influenced the outcome of the study. Therefore, future studies on this topic should consider choosing participants who had the same length of CLIL instruction and thus guaranteeing “the homogeneity of the sample” (Pérez Cañado 2011, 331), which Pérez Cañado (2011, 330) argues to be necessary for a “solid empirical research”.

(3) Another obvious limitation of the study is the fact that the two CLIL groups attended different classes. The fact that the young CLIL group attended a language class and the old CLIL group visited an economics class could have an influence on the results. It must, however, be pointed out that the differences are minimal and concern the content that is taught rather than the type of instruction.

The limitations above call for further research into the field of CLIL instruction with respect to age and socio affect.

In a next step, it would seem pertinent to analyze the effect of age on the latter in studies with a longitudinal design since these are scarce in the field of CLIL (Dalton-Puffer and Smit
2013). This way more generalizable assumptions could be made about CLIL programs and its effects on the language learner.
8. Bibliographical references


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9. Appendices
9.1. Appendix A: Questionnaire

Deine Meinung ist gefragt!

Für meine Masterarbeit die ich an der Universität Salzburg verfasse würde ich gerne wissen, was Schülerinnen und Schüler über das Fach Englisch denken. Ich würde mich freuen, wenn auch du deine Meinung dazu äußerst.

Danke! 😊

<table>
<thead>
<tr>
<th>Bitte kreuze die richtige Antwort an!</th>
<th>stimme voll und ganz zu</th>
<th>stimme gar nicht zu</th>
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</thead>
<tbody>
<tr>
<td>1. Ich mag es Englisch zu lernen.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>2. Es ist wichtig Englisch zu lernen.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Ich möchte viel Englisch lernen.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Ich genieße die Englischstunden.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5. Englisch wird sehr nützlich sein um eine Arbeit zu finden.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>6. Ich würde Englisch sehr gerne gut sprechen können.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>7. Ich würde Englisch sehr gerne gut schreiben können.</td>
<td>1 2 3 4 5</td>
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Bitte kreuze die richtige Antwort an!

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<tr>
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<th>stimme voll und ganz zu</th>
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<td>15.</td>
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<td>16.</td>
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</table>

8. Ich kann mir vorstellen, an einer Debatte in Englisch teilzunehmen.
9. Ich kann mir vorstellen im Ausland zu leben und mit den Einwohnern auf Englisch zu kommunizieren.
10. Ich kann mir vorstellen mich mit internationalen Freunden und Kollegen auf Englisch zu unterhalten.
11. Für die Dinge, die ich in Zukunft machen möchte, muss ich Englisch sprechen können.
12. Ich kann mir vorstellen an einer Universität zu studieren, wo alle meine Fächer auf Englisch unterrichtet werden.
15. Englisch zu lernen ist wichtig für mich, weil eine gebildete Person fähig sein sollte diese Sprache zu sprechen.
<table>
<thead>
<tr>
<th>Bitte kreuze die richtige Antwort an!</th>
<th>stimme voll und ganz zu</th>
<th>stimme gar nicht zu</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Auch wenn ich gut für den Englischunterricht vorbereitet bin, habe ich Angst davor.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>18. Ich habe immer das Gefühl, dass meine Mitschülerinnen und Mitschüler besser Englisch sprechen als ich.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>19. Ich habe Herzklopfen, wenn ich kurz davor bin im Englischunterricht aufgerufen zu werden.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>20. Ich mache mir keine Sorgen darüber, dass ich Fehler im Englischunterricht machen könnte.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>21. Ich fühle mich selbstsicher, wenn ich im Englischunterricht sprechen muss.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>22. Ich werde nervös, wenn ich im Englischunterricht sprechen muss.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>23. Ich werde verwirrt, wenn ich im Englischunterricht sprechen muss.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>24. Ich werde ganz unruhig, wenn ich im Englischunterricht unvorbereitet sprechen muss.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>25. Es ist mir peinlich mich freiwillig im Englischunterricht zu melden.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>Bitte kreuze die richtige Antwort an!</td>
<td>stimme voll und ganz zu</td>
<td>stimme gar nicht zu</td>
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<tr>
<td>26. Wenn ich ein fremdes Land besuchen würde, würde ich gerne die Sprache der Menschen dort sprechen können.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>27. Es ist wichtig, mehrere Sprachen sprechen zu können.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>28. Mehr als seine Sprache sprechen zu können macht Menschen intelligenter.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>29. Kinder sind verwirrt, wenn sie mehr als eine Sprache erlernen.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>30. Ich würde gerne viele Fremdsprachen erlernen.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>31. Wenn man mehr als seine Sprache spricht, bringt einem das nur Probleme ein.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>32. Mir gefällt es mich mit Menschen zu treffen und Menschen zuzuhören, die eine andere Sprache sprechen.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>33. EnglisshlehrerInnen sollten sehr gute Kenntnisse über die britische/amerikanische Kultur haben.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>34. Über eine fremde Kultur zu lernen schadet der eigenen Kultur.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>35. Englisch kann ohne einen Bezug zur britischen/amerikanischen Kultur vermittelt werden.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>36. Über die britische/amerikanische Kultur zu lernen verbessert unsere Sprachkenntnisse.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
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<tr>
<td>Bitte kreuze die richtige Antwort an!</td>
<td>stimme voll und ganz zu</td>
<td>stimme gar nicht zu</td>
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<td>-------------------------------------</td>
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<tr>
<td>37. Meine Eltern versuchen mir mit meinem Englisch zu helfen.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>38. Meine Eltern zeigen ein beachtliches Interesse in allem, was mit meinem Englischunterricht zu tun hat.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>39. Meine Eltern ermutigen mich, mein Englisch so oft es geht zu üben.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>40. Meine Eltern haben die Bedeutung, die die englische Sprache nach meinem Schulabschluss haben wird, betont.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
</tr>
<tr>
<td>41. Meine Eltern fordern mich auf, die Hilfe von meinen Lehrkräften in Anspruch zu nehmen, wenn ich Schwierigkeiten in Englisch habe.</td>
<td>① ② ③ ④ ⑤</td>
<td></td>
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</tbody>
</table>
Bitte kreuze die Antwort an, die am meisten auf dich zutrifft!

42. Ich denke aktiv darüber nach, was wir im Englischunterricht gelernt haben
   a) sehr oft.
   b) kaum jemals.
   c) ab und zu.

43. Wenn ich Schwierigkeiten habe, den Stoff den wir im Englischunterricht durchmachen zu verstehen, dann:
   a) bitte ich die Lehrkraft sofort um Hilfe.
   b) bitte ich die Lehrkraft nur kurz vor der Schularbeit um Hilfe.
   c) schenke ich dem keine Beachtung.

44. Beim Erledigen der Englischausübung
   a) bemühe ich mich zwar aber nicht so sehr wie ich könnte.
   b) arbeite ich sehr vorsichtig und versuche alles zu verstehen.
   c) gehe ich es ganz schnell durch.

45. Wenn man bedenkt wie ich Englisch lerne, kann man sagen, dass ich:
   a) gerade so viel mache um durchzukommen
   b) nur aufgrund von Glück oder bloßer Intelligenz positiv abschließen werde, da ich sehr wenig für das Fach tue.
   c) wirklich versuche Englisch zu lernen.

46. Wenn mein/e Lehrer/In von einer Schülerin/ einem Schüler verlangen würde, dass sie/ er eine Zusatzaufgabe macht, dann würde ich:
   a) mich sicherlich nicht freiwillig melden.
   b) mich sicherlich freiwillig melden.
   c) es nur tun, wenn sie/er mich direkt darum bitten würde.

47. Nachdem ich meine Englischausübungen zurückbekomme:
   a) verbessere ich sie immer.
   b) verstaue ich sie in meinem Schreibtisch und vergesse ganz darüber.
   c) schaue ich sie mir an aber denke gar nicht daran sie zu verbessern.

48. Im Englischunterricht:
   a) melde ich mich so oft es geht freiwillig.
   b) beantworte ich nur die leichteren Fragen.
   c) sage ich niemals etwas.
Bitte beantworte die folgenden Fragen vollständig.

49. Wie würdest du deine Erfahrung im Erwerb der englischen Sprache an der Schule beschreiben? Gib mindestens eine Situation wieder in der diese Erfahrung deutlich wird.


51. Kannst du dich an eine emotionale Reaktion (z.B. Freude, Wut) erinnern, die während einer der Unterrichtseinheiten, in denen Englisch gesprochen wurde ausgelöst wurde? Wenn ja, welche Situation hat diese emotionale Reaktion ausgelöst?

52. Wie glaubst du könnte deine Motivation Englisch zu lernen, noch gesteigert werden (z.B. Unterrichtsmethoden, Unterrichtsmaterialien, Verhalten der Lehrperson bzw. der Mitschüler, etc.)?

53. Beschreibe deine Verwendung der englischen Sprache außerhalb des Englischunterrichts. Wie oft verwendest du sie, wozu, wann, etc.

<table>
<thead>
<tr>
<th>Welche Note hast du im letzten Semester in Englisch erhalten?</th>
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<tr>
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<tr>
<td>Welche Note würdest du dir selbst in Englisch geben?</td>
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Vielen Dank für deine Hilfe!
9.2. Appendix B: Transcription of 4 interviews

Young CLIL group:

Interview with M1:

1. **Interviewer:** Würdest du sagen, dass du eine hohe Motivation für das Englischlernen/ die Englische Sprache hast? Warum ist das so?
2. **M1:** Ah, also ich glaube, dass ich schon, also jetzt mit der neuen Lehrerin eine größere Motivation habe und ich glaube, dass es so ist weil sie netter ist als die letzte Lehrerin.
3. **Interviewer:** Mhm, und das allein steigert deine Motivation?
4. **M1:** Ja.

5. **Interviewer:** Und glaubst du, dass diese Motivation gesteigert werden könnte?
6. **M1:** Ahm, nein ich glaube nicht. Ich bin jetzt ziemlich glücklich so wie es jetzt ist gerade.

7. **Interviewer:** Ok, also allein weil die Lehrerin nett ist. Und hat sich deine Motivation im Laufe der Jahre verändert? Woran könnte das liegen?
8. **M1:** Ja, sie ist von Jahr zu Jahr hin und wieder herumgeschwenkt, weil wir neue Lehrer bekommen haben und so. Aber ja, im Großen und Ganzen ist es ziemlich ok.

9. **Interviewer:** Also, du meinst sie ist hin und hergeschwenkt aber gleichgeblieben?
10. **M1:** Teilweise, ja. Sie ist ein Jahr besser geworden und ein Jahr ein bisschen schlechter, dann wieder besser.

11. **Interviewer:** Und das liegt wieder allein nur an der Lehrkraft?
12. **M1:** Naja, es sind auch manche Freunde weggegangen und manche Freunde sind dazu gekommen, also ist es auch an den Freunden gelegen.

13. **Interviewer:** Also also eher was soziales? Und von den Kompetenzen der Lehrerin und den Methoden die sie anwendet, das beeinflusst die Motivation nicht? Also von dem was ihr tatsächlich in der Stunde macht?
14. **M1:** Nein.

15. **Interviewer:** Würdest du sagen, dass das Englischlernen im Laufe der Jahre schwieriger bzw. leichter geworden ist? Strengst du dich dementsprechend mehr bzw. weniger an?
16. **M1:** Leichter.

17. **Interviewer:** Und hat sich deine Anstrengung dementsprechend angepasst? Also hast du weniger getan, weil es leicht geworden ist?
18. **M1:** Ich hab probiert immer mehr zu machen.

19. **Interviewer:** Also hast du immer mehr gemacht deswegen ist es leichter geworden für dich?
20. **M1:** Ja.

21. **Interviewer:** Verbindest du generell positive oder negative Gefühle mit dem Fach Englisch/ Englischlernen generell und woran könnte das liegen?
22. **M1:** Nah, also von diesem Jahr sehr gute Erinnerungen aber vom letzten Jahr und den Jahren davor … wir haben zwar mehr gelesen aber dafür hat die Lehrerin mit uns nicht wirklich was vor der Schularbeit getan sondern in die Schularbeit den ganzen Stoff rein und man musste alles selber machen und mit der jetzigen Lehrerin machen wir auch während des Schuljahres, also vor und nach der Schularbeit einfach mit dem Stoff weiter.

23. **Interviewer:** Ok. Also auch wieder allein die Lehrkraft die deine Gefühle beeinflusst?
24. **M1:** Ja.
Interview with M1:

47. **Interviewer:** Würdest du dich als einen selbstbewussten Englischsprecher bezeichnen?
48. **M1:** Ja, schon außer ich…also aber mir fällt es schwer wenn ich nachdenke was könnte das Wort sein weil dann verrede ich mich oft aber wenn ich einfach nicht nachdenke sondern einfach red, dann verrede ich mich nicht recht.
49. **Interviewer:** Mhm, und woran glaubst du könnte das liegen, dass du ein eher selbstbewusster Sprecher bist, dass du dir nicht schwer tust beim Reden der englischen Sprache und keine Angst davor hast?
50. **M1:** Vielleicht daran, dass ich schon seit ich drei bin Englisch rede.
51. **Interviewer:** Und in welchen Situationen fällt dir die Verwendung der englischen Sprache besonders leicht und in welchen etwas schwieriger?
52. **M1:** Also wenn ich jetzt vor einer großen Gruppe rede, dann ist es schwieriger und wenn ich mit einer einzelnen Person über ein Thema rede, das mir gefällt, dann ist es ziemlich leicht.
53. **Interviewer:** Und hast du eine Erklärung dafür warum das so sein könnte?
54. **M1:** Nicht wirklich.
55. **Interviewer:** Danke für das Interview.
56. **M1:** Gerne.

Interview with M2:

1. **Interviewer:** Würdest du sagen, dass du eine hohe Motivation für das Englischlernen/ die Englische Sprache hast? Warum ist das so?
2. **M2:** Ah, eigentlich nicht so, weil das Englischlernen einfach hier voll vokabelmäßig ist, das traue ich mir nicht zu. Ich mag eher…so…praktisch lernen…aber, ah das Thema was wir jetzt machen ist Superhelden, das mag ich sehr.
3. **Interviewer:** Superhelden?
4. **M2:** Ja, da kenne ich mich sehr gut aus und da bin ich halt schon sehr dabei. Und, aber sonst tue ich eher das praktische Lernen vorziehen.
5. **Interviewer:** Und wie würdest du sagen könnte es gesteigert werden, die Motivation?
6. **M2:** Ahm, mit…also wenn sie so Punkte vergeben würden wenn man was gut macht oder ehm…einfach keine Vokabeln auswendig lernen, weil das bringts nicht so hab ich das Gefühl.
7. **Interviewer:** Mhm, und meinst du Punkte statt Noten oder Punkte zusätzlich zu den Noten?
8. **M2:** Zusätzlich zu den Noten.
9. **Interviewer:** Und damit du, wenn du mehr Punkte hast zusätzlich etwas bekommst?
10. **M2:** Ja man muss nichts bekommen. Einfach damit man sieht wo man grad ist in Englisch.
11. **Interviewer:** Hat sich deine Motivation im Laufe der Jahre verändert? Woran könnte das liegen?
Interview with M2:

Interviewer: Also alles spielerisch gelernt?
M2: Ja.

Interviewer: Das gefällt dir also, wenn du spielerisch was machen würdest?
M2: Ja.

Interviewer: Würdest du sagen, dass das Englischlernen im Laufe der Jahre schwieriger bzw. leichter geworden ist? Strengst du dich dementsprechend mehr bzw. weniger an?
M2: Na, eigentlich, eigentlich ist es ziemlich gleich geworden, weil...weil ich ... also ich bin von der LISA Junior halt hergekommen und da hat man einfach schon mit eigentlich mit einem Niveau begonnen und die Leute hier haben einfach in der ersten komplett neu angefangen und dann hab ich quasi drei Jahre kaum was gelernt und die anderen halt dann voll viel gelernt und jetzt sind wir eigentlich schon im gleichen Niveau und in der Vierten glaube ich schon, dass ich mich mehr anstrengen muss weil es wahrscheinlich schwieriger wird aber mehr anstrengen tue ich mich nicht.

Interviewer: Ok, also du findest auf jeden Fall, dass es schwieriger geworden ist mit der Zeit aber du strengst dich nicht mehr an?
M2: Nein, ich habs nicht so nötig. *lacht*

Interviewer: Ok, gut. Verbindest du generell positive oder negative Gefühle mit dem Fach Englisch/ Englischlernen generell? Woran könnte das liegen?
M2: Nein, ich mag Sprachen eigentlich mehr wie Mathematik, also bin ich... also hab ichs lieber wenn ich Englisch lernen muss.

Interviewer: Also hast du schon positive Gefühle beim Englisch reden?
M2: Mhm, ja. Weil man kann da auch, wenn man lernt kann man auch gleich reden und das Englischreden macht für mich einfach voll viel Spaß eigentlich, aber dann wieder das Vokabeln auswendig Lernen das ist dann so negativ.

Interviewer: Ok, also das gefällt dir nicht am Sprachen Lernen, aber Sprachen Lernen generell schon?
M2: Mhm, ja.

Interviewer: Würdest du dich als eine selbstbewusste Englischsprecherin bezeichnen? Warum?
M2: Wie meinst du das?

Interviewer: Ja, also hast du Angst wenn du zum Beispiel im Urlaub Englisch redest?

Interviewer: Ok, also recht selbstbewusst.
M2: Ja.

Interviewer: Danke für das Interview.
M2: Bitte.

Interview with W2:

1. Interviewer: Würdest du sagen, dass du eine hohe Motivation für das Englischlernen/ die Englische Sprache generell hast? Und warum glaubst du ist das so?
5. Interviewer: Mhm, und glaubst du könnte deine Motivation noch irgendwie gesteigert werden, und wenn ja wie, an der Schule jetzt zum Beispiel?
6. W2: Hm, ich glaube mit mehr Diskussionen, in Englisch natürlich, über verschiedene Themen könnte man das steigern.
7. Interviewer: Hat sich deine Motivation im Laufe der Jahre verändert? Woran könnte das liegen?
9. Interviewer: Mhm, und glaubst du könnte deine Motivation noch irgendwie gesteigert werden, dass deine Motivation immer sehr groß war?
10. W2: An dem Unterricht an dem englischen und ahm…an der internationalen Schule, also dass man mit anderen Mitschülern nur Englisch reden kann.
11. Interviewer: Mhm, ok. Würdest du sagen, dass das Englischlernen im Laufe der Jahre schwieriger oder leichter geworden ist?
13. Interviewer: Und strengst du dich dementsprechend mehr oder weniger an? Also weil es leichter geworden ist, tust du dann weniger dafür?
15. Interviewer: Ok, gut. Verbindest du generell positive oder negative Gefühle mit dem Fach Englisch und dem Englischlernen generell? Woran könnte das liegen?
17. Interviewer: Und woran glaubst du könnte das liegen?
18. W2: Also teilweise weil ich die Sprache sehr mag und weil mir auch liegt, also vom Lernen und allem.
19. Interviewer: Würdest du dich als eine selbstbewusste Englischesprecherin bezeichnen?
21. Interviewer: Und warum glaubst du ist das so?
24. W2: Also, ich weiß, mir fällt’s eigentlich generell immer leicht Englisch zu sprechen weil es nicht schwer ist.
25. Interviewer: Ok. Und woran könntest du das liegen, oder eher wieder an dem, dass deine Freunde diese Sprache sprechen?
26. W2: Ja genau, das ist dann die Übung.
27. Interviewer: Ok. Danke für das Interview.
W21: Ahm, I mean since English is my mother tongue ahm, I don’t really have the motivation because at our school it is higher than in other schools but we don’t really do that many interesting things for me, so…and I get ones anyways and then I don’t really have the motivation.

Interviewer: Mhm, and how do you think could your motivation be raised?

W21: If we did more like advanced vocabulary maybe. If we learned more words that I could maybe improve my vocabulary and read more classics.

Interviewer: Ok, so something that helps to expand your knowledge of the English language?

W21: Yeah.

Interviewer: Has your motivation changed throughout the past few years? What could be the reason for that change?

W21: Definitely. When I first started I loved English and then slowly as I was starting to get better at it, it kind of went down.

Interviewer: And what do you think could be the reason for that?

W21: Well, the level of English I think because at school you don’t really…we aren’t really stimulated.

Interviewer: Mhm, so the level got lower so your motivation decreased as well?

W21: Mhm, yeah.

Interviewer: Ok, and would you say that studying English has become easer or more difficult throughout the years?

W21: Easier.

Interviewer: And do you then put less effort into it?

W21: I DO less.

Interviewer: Ok. And do you generally associate positive or negative feelings with the subject and studying English in general.

W21: I think knowing English and learning English is very important because it’s a language and you should at least know another language from your mother tongue. So I definitely know why we have to do it at school.

Interviewer: But what about your feelings? I mean you obviously know why it is important but do you generally have positive feelings when you think about the English language?

W21: Yeah.

Interviewer: Okay. And why do you think is that the reason? Is the only reason why you have positive feelings connected to English because you think it is important?

W21: I also think it’s a nice language and I like speaking English way better that any other language and I like reading books in English and watching movies in English.

Interviewer: Okay, and the final questions: Would you consider yourself as a self-confident speaker of English?

W21: Yeah.

Interviewer: And why do you think is that?

W21: Because I speak English the best from all the languages. [LAHC]

Interviewer: From all, like how many languages and what languages do you refer to?

W21: Ahm, I speak Serbia, German, Swedish, French and I’ve been learning Italian.

Interviewer: And English is your mother tongue?

W21: Yes.

Interviewer: And in what situations do you feel that you can speak English the best or where do you find it difficult to use the language or do you think that there is no situation where you struggle to use the language.
W21: I don’t struggle to use the language but sometimes it’s difficult, I don’t know, if you are in the city and like in Austria and obviously you wanna speak German. But I don’t struggle myself.

Interviewer: Ok. Thank you very much for the interview.

W21: You’re welcome.
## 9.3. Appendix C: Subject-based descriptive statistics for the two CLIL groups

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### 9.4. Appendix D: Complete list of answers to the open-ended questions on the questionnaire of the young and old CLIL group

#### Table 8. Complete list of answers to the open-ended questions on the questionnaire of the young and old CLIL group

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<th>Categories</th>
<th>Codes</th>
<th>Examples</th>
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| Teacher             | personality of the teacher [TEPE]   | YC:  
- Ich rede sehr gut Englisch. Ich mag englisch, aber die Lehrerin mag ich nicht. Als ich unsere Lehrerin sah [hatte ich eine negative emotionale Reaktion]. (M1)  
- Generally, I have positive experiences when learning English but now in 4th grade the teacher isn’t very nice anymore, but before, in 2nd and 3rd grade she underlined the good things we wrote in texts too. Now only the mistakes. (M13)  
OC:  
- Wir haben eine sehr lustige Lehrerin, da lacht man oft. (W16)  

| content [CON]       |                                     | YC:  
- Es wäre toll, wenn wir spiele spielen würden oder mehr auf English diskutieren könnten. (W8)  
- Ich finde Lehrer könnten englische Theaterstücke oder Dialoge für die Schüler vorbereiten. Außerdem könnten wir mehr Besprechungen und englische Spiele einbauen. (W7)  
- Mehr so direkte Unterhaltungen auf Englisch. (W1)  
- Durch Englische Theaterstücke und Filme. (W22)  
- Theaterstücke, keine Vokabeln. (M2)  
- By watching movies in English language with English subtitles you could improve the grammar skills and vocabulary range of students very much (I did it myself at home very often. (M13)  
- Wenn die Stunde mehr spannender wäre. (M12)  
- Reading books and watching videos about the math, chemistry and programming topics encouraged me to learn new words about them. (M11)  
- Maybe we could play games to learn new words instead of having to just copy some down. (M9)  
- Nicht nur den normalen Unterricht sondern auch dazwischen Spiele machen. Ich feel happiness when the lesson is fun. (M10)  
- I have experienced joy in english when we wrote our own stories and acted them out. (W25)  
OC:  
- Bei manchen Lehrern ist der Unterricht einseitig und langweilig geführt. Diskussionen wären interessant. (W13)  
- Gute [Erfahrungen bezüglich Motivation], wir machen öfter reading examples und diskutieren verschiedene Themen.
Language in use und talking [könnte Motivation steigern]. (W19)
- Es ist einfach zu lernen, weil wir es immer sprechen. (W17)
- Wenn wir mehr Diskussionen im Unterricht haben könnten. (W21)
- Öfter mit englisch-sprachigen Personen reden, (z.B. Sprach Assistenten) (W5)
- Englische Serien, Filme, Freunde, Bücher. Mehr Exkursionen, Ausflüge (englisches Theater), mehr Medien (Filme). (W16)
- Mehr sprechen und vielleicht Filme und Bücher als Hausübung aufgeben oder in der Stunde lesen/ anschauen. (W14)
- Before [this class] I had teacher that teaches such basic grammar that I grew lazy in class. Therefore, making silly mistakes on my test. Now my group has a literature teacher who motivates us to write essays and generally teaches us English literature. And I enjoy learning that. (W12)

feedback of the teacher [TEFE]
YC:
- Once I was angry and upset because the English teacher didn’t accept that I forgot a homework and she was angry at me even though it was my first homework in two months that I forgot. (M13)
- Normalerweise finde ich Englisch ziemlich positiv doch die Lehrerin finde ich nicht sehr super, denn sie sagt meist nur negative Sachen über mich. (M12)
- Ich war sehr wütend als meine Englisch Lehrerin mir meine Schularbeit zurückgegeben hat und zu mir sagte: “Eine zwei wie immer.” (M12)
- Yes, I felt and still feeling happy whenever my English teacher explains me the answers of the questions that I asked. (M11)
- Learning English is a positive experience. An example would be when I answer questions with interesting vocabulary and the teacher gives praise. (M9)
- I was happy when the teacher agreed to postpone a revision so we could study more. (M9)
- I think teachers should reward students. This way I would be more motivated. (W25)
- Meine Erfahrung bezüglich dem Erwerb der englischen Sprache ist positiv, weil ich von meinen Englischlehrinnen oft ein gutes Feedback über mein ausgezeichnetes Vokabular bekomme. (W7)
- Ich bin sehr glücklich, wenn ich gute Noten und ein positives Feedback bekomme. (W7)
- Ja, [emotionale Reaktion] die Lehrer sagten ich soll leise sein. (M2)
**language competence of the teacher [TELC]**

**YC:**
- Wir haben eine sehr lustige Lehrerin, da lacht man oft.
- Nein. Ich bin nach wie vor sehr motiviert englisch so gut es geht zu lernen. Da viele Lehrer keine Natives sind, versuche ich mir auf Youtube Natives anzu hören. (W24)

**OC:**
- Ich habe das Gefühl, dass ich eigentlich auf einem höheren Niveau Englisch spreche, als im Unterricht unterrichtet wird. (W20)
- Anger towards our English teacher because they often tell us the wrong pronunciation. (W19)
- Der Englischunterricht an der LISA ist besser und interessanter als der in meiner vorherigen Schule, da der Englischlevel höher und dadurch der Unterricht anspruchsvoller ist. (W19)
- Ja, wir haben Lehrer, die direkt aus England, Amerika etc. stammen, das motiviert. (W16)
- Lehrer die nicht fließend Englisch sprechen können, können nerven, da Fehler in der Aussprache oder Grammatik auffallen. Wenn Lehrer auch flüssig Englisch sprechen könnten [würde das meine Motivation steigern]. (W18)
- Langeweile, weil es nicht besonders Spaß macht von Englischlehrern zu „lernen“; die viel schlechter Englisch können, als ich. (W17)

**challenging tasks [CHAL]**

**YC:**
- Meine Motivation hat sich nicht sehr verändert. Obwohl es immer schwieriger wird, möchte ich viel lernen und mein Englisch verbessern. (W8)
- I have already learnt English and I find it quite easy. (W25)
- Ich lerne weniger als früher. (M2)
- Ich finde ich habe in der Volksschule flüssiger englisch rede [können]. Meine Noten waren besser. (M2)

**OC:**
- Ja, Wut, weil ich gerne schwierigere Sachen machen würde (aber jetzt macht es mir nichts mehr aus, ich versuche motiviert zu bleiben). (W20)
- Eher etwas ins negative seit der 5. Klasse wegen generell mehr Stress. (M7)
- Es geht eigentlich nicht wirklich das [die Motivation] zu steigern. (M7)

**topic [TOP]**

**YC:**
- Ja, im Englischunterricht haben wir uns ein Video über Hungersnot in Südafrika angeschaut und danach war ich sehr nachdenklich und erschüttert. (W1)

**OC:**
- For me the topics in English are very interesting because you can talk and exchange what really matters to you right now and really learn English. (M6)
### Motivation

#### motivational changes [CHMO]

<table>
<thead>
<tr>
<th>YC:</th>
<th>Ich bin noch immer sehr motiviert, da immer noch ein Interesse für Neues besteht. (W7)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It didn’t really change bit with the years the learning became easier. (M13)</td>
</tr>
<tr>
<td></td>
<td>No, I was motivated and I still am. (M9)</td>
</tr>
<tr>
<td></td>
<td>Ich habe schon Englisch gekonnt als ich geboren bin und deshalb habe ich keine so große Motivation für das Fach Englisch. (W22)</td>
</tr>
</tbody>
</table>

| OC:  | Anfangs sehr motiviert, jetzt eher mittel motiviert (W11)                      |
|      | Meine Motivation hat sich positiv verändert. (W1)                              |
|      | Ich bin schon flüssig in Englisch, deshalb brauche ich keine „Motivation“ weil mir Englisch so einfach fällt. (W17) |
|      | Nein (meine Motivation hat sich nicht geändert) weil Englisch meine Muttersprache ist. Es fällt mir leicht. (W21) |

#### instrumental motivation [ISM]

| YC: | Giving cash would motivate me more. (M8)                                      |

| OC:  | When I chose LISA as a school 6 years ago, I wanted to learn English in order to keep all opportunities open for later life, but since then I haven’t worried about that too much. (M6) |
|      | Die Jahre an der LISA haben meine Motivation nur verstärkt. Ich weiß, dass es die richtige Entscheidung war sich auf Englisch zu spezialisieren, da mir dies in meiner späteren Karriere helfen wird. (W9) |

#### intrinsic motivation [INTM]

| YC: | There are many people who only speak English, so that was a big motivation for me to almost be as good as them. (W2) |
|     | Es (=Motivation) hat sich nicht viel verändert denn ich lerne meist nicht viel, weil ich das Meiste schon kann. (M12) |
|     | Reading books and watching videos about the math, chemistry and programming topics encouraged me to learn new words about them. (M11) |
|     | I have made positive experiences because thanks to English I can study in international schools and also knowing the |
language helped me a lot when I just came to this country. (M11)
- Ich habe mehr über andere Kulturen gelernt. Würde mich jetzt auch trauen evtl. alleine ins Ausland zu reisen. (W5)
- Ich will immer noch neues lernen und mich verbessern, da ich auch einmal ein Jahr ins Ausland gehen will. (W7)
- (Motivation hat sich positiv verändert) Ja, denn zum Beispiel meine Freundin kommt aus Kanada und damit wir und unterhalten können müssen wir Englisch reden, Manchmal weiß ich schwierige Wörter nicht auf Englisch und dann will ich diese lernen. (W1)

OC:
- Eigentlich wollte ich immer schon Englisch sprechen können, aber es ist jetzt natürlich Englisch zu sprechen. (W14)

<table>
<thead>
<tr>
<th>Emotions</th>
<th>YC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>negative emotions due to fear of failure [NEFF]</td>
<td>Während einer Schularbeit habe ich oft Angst vor schlechten Noten. (W22)</td>
</tr>
<tr>
<td></td>
<td>Anfänglich Frustration, da in Biologie, da mir Begriffe, die mir auf Deutsch bekannt waren, auf Englisch nicht eingefallen sind. (W13)</td>
</tr>
<tr>
<td>positive emotions due to success [PESU]</td>
<td>„Am Anfang habe ich gar nichts verstanden, von dem was die Lehrer auf Englisch gesagt haben, aber ich habe mich schnell daran gewöhnt und verstehe jetzt alles. Einmal habe ich ein Spiel auf englisch erklären müssen und die anderen haben es verstanden. (W23)</td>
</tr>
<tr>
<td></td>
<td>I don’t remember a specific situation, but it makes me happy, that that I’m able to learn something even though someone explains it to me in English. (W2)</td>
</tr>
<tr>
<td></td>
<td>Ich bin sehr glücklich, wenn ich gute Noten und ein positives Feedback bekomme. (W7)</td>
</tr>
<tr>
<td></td>
<td>Meine Erfahrungen sind sehr positiv und meine Noten in Englisch haben das auch gezeigt. Referate im Englischunterricht wurden auch sehr gelobt. (W1)</td>
</tr>
<tr>
<td></td>
<td>Sehr gute Erfahrung: 1 im Nativ English Test. (M4)</td>
</tr>
<tr>
<td></td>
<td>Gute Erfahrung: 1 in Englisch. (M5)</td>
</tr>
<tr>
<td></td>
<td>It is positive, because when you really try to study, it’s actually very easy and when you get your results back, you feel good when it is a 1-3. (M8)</td>
</tr>
<tr>
<td></td>
<td>Ich bin sehr glücklich wenn ich eine Eins auf der Schularbeit schreibe. (M8)</td>
</tr>
</tbody>
</table>

OC:
- Ich empfinde Freude, wenn ich etwas erzählen soll, ich mir denke, dass ich es nicht schaffe bzw. viel stottere und dann aber alles klappt. (W11)
Ich empfinde Freude wenn ich gute Noten bekomme. (W16)
Ich weiß, dass mein Englisch definitiv besser ist als wenn ich an eine deutschsprachige Schule gegangen wäre. (W18)

**Use of English international friendships [IFRI]**

**YC:**
- [I use English to speak] with some friend, exchange students who are not comfortable with German etc. or can’t speak it. (W19)
- I talk English all the time in school with my friends. Because I can speak it well. And I think it is a positive experience because the others learn English better, so it is easier for me to talk to others. (W23)
- Ich verwende die englische Sprache, um mit meinen internationalen Freunden zu kommunizieren. (W8)
- Wenn ich mit meinen internationalen Freunden kommuniziere. (W7)
- Sometimes me and my friends sit in a circle and discuss questions. (M8)
- I use English frequently at home, and with my friends. (M9)
- Or if I want to communicate with classmates that come from different countries. (M13)
- Immer im Urlaub mit englischen Freunden. (M2)
- In unserer Klasse habe ich Freunde, die kein Deutsch sprechen. Wenn wir uns treffen unterhalten wir uns auf Englisch. (W24)
- I have made great friends who don’t speak German, so whenever I meet them in private we talk English. (W2)
- Many of my friends don’t understand German, and so [you] can conclude that my English is good enough to talk to them every day. (W2)
- (Ich verwende Englisch) Oft, da meine Freundin nur Englisch spricht und darum muss ich in Englisch sprechen. (W1)

**OC:**
- Ich bin sehr gut in Englisch, weil ich mich auch mit internationalen Freunden in dieser Sprache unterhalte. (W16)
- Das einzige woran ich jetzt denken kann ist, dass es lustig ist, wenn man mit jemandem aus seiner Klasse spricht und abwechselnd Englisch und Deutsch spricht. (W10)
- Ich spreche mit allen meinen Freunden Englisch und schreibe Bücher auf Englisch. (W20)
- In anderen Fächern, um mit internationalen Schülern zu reden, um mit Lehrern zu reden. (W11)
- In anderen Fächern, Kommunikation mit Freunden, Filme auf Englisch schauen. (W9)
- Ich spreche es mit meiner Freundin außerhalb der Schule. (W21)
- Mit Freunden, die kein Deutsch können. (W5)
- In der Schule, zu Hause, aber da meine Muttersprache Deutsch ist nicht so häufig außerhalb der Schule. (W14)
<table>
<thead>
<tr>
<th>family members [FAM]</th>
<th>YC:</th>
<th>OC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mit Freunden, die kein Deutsch können. (W5)</td>
<td>Englisch ist meine Muttersprache und deshalb verwende ich sie zu Hause immer. (W22)</td>
<td>Im Urlaub, mit den ausländischen Verwandten/ Freunden/ Geschäftspartnern von meinem Papa. (W10)</td>
</tr>
<tr>
<td></td>
<td>I speak English everywhere, because it’s the only language that they can partly understand. (M8)</td>
<td>Wenn ich mit beiden Eltern gleichzeitig spreche, rede ich auch Englisch. (W20)</td>
</tr>
<tr>
<td></td>
<td>Wir reden manchmal englisch zuhause. (M1)</td>
<td>Es ist meine Muttersprache. Spreche es zu Hause und überall. Wir gehen auch in eine internationale Kirche, wo sie Englisch sprechen, im Urlaub. (W17)</td>
</tr>
<tr>
<td></td>
<td>Everyday, because I am a native speaker of English. (W25)</td>
<td>Always, at home and outside with friends, etc. (W12)</td>
</tr>
<tr>
<td></td>
<td>Im Ausland, wenn ich für meine Familie übersetzen muss. (W7)</td>
<td>Manchmal verwende ich Phrasen und Wörter zuhause. In der Schule wird natürlich auch in den Pausen Englisch gesprochen. (W13)</td>
</tr>
<tr>
<td></td>
<td>In den Ferien war ich mit meiner Familie auch in der USA und wir haben dort Englisch gesprochen. (W8)</td>
<td>Englische Bücher, Filme, englische Konversationen mit internationalen Bekannten meiner Familie. (W14)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ich verwende sie immer zuhause da sie meine Muttersprache ist. (W18)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>tourists [TOUR]</th>
<th>YC:</th>
<th>OC:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[I use English] when I’m somewhere in a different country and I want to communicate. (M13)</td>
<td>[I use English] when I’m somewhere in a different country and I want to communicate. (M13)</td>
<td>When I am in other countries or when I hear or see English films/ songs. (M6)</td>
</tr>
<tr>
<td>Wenn ich im Ausland bin oder mit ausländischen Freunden rede. (M10)</td>
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<td></td>
</tr>
<tr>
<td>Im Supermarkt, wenn jemand etwas auf Deutsch nicht versteht. (W7)</td>
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