The Affective Dimension of EFL Secondary School Learners’ Usage of English Outside of the Classroom

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List of Abbreviations

CMC………………………………………………………Computer-mediated communication
EFL………………………………………………….English as a Foreign Language
TV……………………………………………………………………………………Television
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1 Introduction

In general, there should be no doubt about the importance of learning English as a foreign language in the 21st century. However, learning and using a foreign language is definitely not restricted to the classroom setting and can expand beyond the language classroom as well. Krashen & Terrell (1983) argued that the aim of learning a foreign language was to also “understand language outside the classroom” (p. 1), so that the language learner has the opportunity to “utilize the real world, as well as the classroom, for progress” (p. 1). Using the real world as a source for learning and practicing English as a foreign language is not only possible, it also has various benefits, as indicated by numerous studies carried out in the field of language learning beyond the classroom (e.g., Day and Bamford 1998, Danan 2004, Vanderplank 2010, etc.). As Nunan & Richards (2015) point out: “While opportunities for learning beyond the classroom have always been available to learners, technology and the Internet have dramatically expanded both the scope and the nature of these opportunities” (Preface). Nowadays, opportunities to use and practice one’s English have increased and there are numerous opportunities for EFL learners to engage in activities using the English language outside of the school context.

Moreover, language learning is greatly influenced by affective factors, including emotions. Research in the field of education proves that emotions do play a crucial role in learning and achievement situations, and emphasize that EFL-learners are very likely to experience a range of different emotions, negative as well as positive emotions (Arnold & Brown, 1999, p. 2; Artino, Holmboe, & Durning, 2012, p. e148; Krashen, 1982, pp. 30-31; Pekrun, Goetz, Titz, & Perry, 2002, p. 91). Pekrun et al. (2002) have proven that emotions influence performance situations because they affect cognitive resources, learning strategies, motivation, self-regulation and overall academic achievement (p. 97). Arnold & Brown (1999) also note that it is essential to take affective factors in language learning into account because:

[…] attention to affective aspects can lead to more effective language learning. When dealing with the affective side of language learners, attention needs to be given both to how we can overcome problems created by negative emotions and to how we can create and use more positive, facilitative emotions. (p. 2)

However, although language learning can expand beyond the classroom, and has become an important field acknowledged to be greatly influenced by affective factors, research has focused mainly on emotions within the classroom. Not enough research has been conducted concerning which emotions pupils experience while using and learning English outside of the classroom.
watts or what reasons there are for the experience of diverse emotions, which is equally important. It is for these reasons that I decided to make this complex area my research topic.

The first research aim of this thesis is to define and list areas in which pupils use the foreign language English outside of the classroom. There are numerous resources available for students, such as books, magazines, films, YouTube videos, music lyrics, etc. Opportunities to use and practice one’s English skills are definitely not limited to the classroom, and most of the resources necessary are easily available for students. The second aim of this thesis is to investigate which emotions pupils experience while using the English language outside of the classroom. Undoubtedly, affective factors have a profound impact on an individual’s behavior in almost every situation in life. Therefore, it is not surprising that emotions also greatly influence the use of English outside of the classroom. The third aim of my research is to define the reasons pupils have for experiencing different emotions while using English outside of the classroom. Not only the variety of emotions that occur in out-of-class learning situations need to be acknowledged, but also the reasons why they occur need to be studied in order to increase the occurrence of positive emotions and decrease the experience of negative emotions.

This thesis is structured as follows: Chapter 2 consists of the theoretical framework of the study. Important concepts crucial for the usage of English outside of the classroom will be defined and discussed in great detail. These concepts are the notion of English outside of the classroom, in connection with responsibility and learner autonomy, self-directed learning, emotions, and their influence on learning. Chapter 3 will explain the methodological design of the study. The aim of the study as well as the research context, the mixed methods approach, the process of collecting data through focus group interviews and questionnaires, the ethics of the study, the data analysis, and the limitations of the study will be discussed. Chapter 4 will present the results of the research conducted, and Chapter 5 will discuss the results with regard to the three research questions. Chapter 6 concludes this thesis and presents suggestions for further research.
2 Literature Review

In the following section, the relevant theory concerning the usage of English outside of the classroom will be discussed. The overall aim is to provide a theoretical framework for the study and to emphasize the importance of conducting research in the area of English outside of the classroom in connection with affective factors.

2.1 English Outside of the Classroom

To begin with, there is no doubt about the importance of learning a foreign language such as English nowadays. As Nunan and Richard (2015) point out, much of the research, theory, and practice in language teaching has focused mainly on learning within educational contexts, and how the classroom, in cooperation with teachers, learners, and learning resources, can become an optimal setting for learning to successfully take place (Preface). In connection with this approach, increased attention and importance has been given to the design of syllabuses, methods, materials, and the training of teachers regarding how to effectively use the classroom as a source of input for learning and authentic language use (Nunan & Richards, 2015, Preface).

However, in the 1980s, a complementary perspective emerged with a focus on the concept of learner autonomy, which puts the learner at the center of the learning process instead of the teacher (Nunan & Richards, 2015, Preface). Accompanying this change of perspective and the development of learner autonomy and self-directed learning, using and practicing a foreign language outside of the school context has become more and more common, with increased opportunities for self-initiated engagement with the language beyond school tasks and purposes. As Hyland (2004) significantly emphasizes: “[…] language learning is not limited to the classroom, but can take place at any time and in any place, including the home and the community” (p. 180).

2.1.1 Definition of English outside of the classroom

Firstly, it is essential to define the field of “English outside of the classroom”, as it will be a central topic of this thesis. In "Beyond the Language Classroom", Benson (2011a) tries to define the complex field of language learning beyond the classroom and names some of its components, which is difficult because the area is not clearly defined nor distinguished from other related areas (p. 8). The following four different dimensions of language learning beyond the classroom are identified in order to be able to define and narrow the field:
• Location
• Formality
• Pedagogy
• Locus of Control

(Benson, 2011a, pp. 8–12)

(1) Location (out-of-class, out-of-school learning vs. after-school, extra-curricular & extramural programs)

‘Out-of-Class’, ‘Out-of-school’, ‘after-school’, ‘extra-curricular’ and ‘extramural’ learning are expressions which highlight the aspect of location or setting in which learners engage in learning activities using English. Moreover, these expressions usually refer to an activity that is in addition to language learning in school (Benson, 2011a, p. 9). The terms can be further distinguished as described by Benson (2011a):

‘Out-of-class’ and ‘Out-of-school learning’ are often used to describe non-prescribed activities that students carry out independently and voluntarily to broaden their knowledge of a subject, while ‘after-school’, ‘extra-curricular’ and ‘extramural’ usually refer to additional programs in school that are less formal than regular lessons and possibly arranged by students themselves. (p. 9)

(2) Formality (formal teaching and learning vs. non-formal & informal teaching and learning)

It is often stated that teaching and learning can be ‘formal’ and ‘non-formal’ or ‘informal’. ‘Formal’ teaching and learning is often associated with educational institutions and traditional teaching methods in the classroom (Benson, 2011a, p. 10). In contrast, ‘non-formal’ education often refers to school programs in which pupils choose to participate when they are interested in certain topics, and in which they do not have to take generalized tests or fulfill specific qualifications. ‘Informal’ education refers more to programs which are not related to educational institutions or individual learning projects at all (Benson, 2011a, p. 10). However, the two terms are not clearly distinguished from each other. Benson (2011a) states that “the dimension of formality, therefore, essentially refers to the degree to which learning is independent of organized courses leading to formal qualifications” (p. 10). Of course, learning a foreign language outside of the classroom does not necessarily exclude tests, qualifications, or teaching in general. The aspect of teaching is still present as learners are constantly taught by other materials (Benson, 2011a, p. 10).
(3) Pedagogy (instructed learning vs. self-instructed, non-instructed & naturalistic learning)

As Benson (2011a) points out, expressions such as ‘self-instructed’, ‘non-instructed’ and ‘naturalistic learning’ can be distinguished from ‘instructed’ language learning in terms of the role and type of pedagogy that is used in learning a foreign language beyond the classroom (p. 11). Instructions usually involve formal processes “such as sequencing of material, explicit explanation, and testing” (Benson, 2011a, p. 11). When learners watch a TV show or read a book, it’s possible to speak of the show or book ‘teaching’ them the language instead of ‘instructing’ them. However, when they watch a certain program that focuses on teaching a foreign language, one can claim that instruction is taking place (Benson, 2011a, p. 11). Therefore, as Benson (2011a) underlines, “self-instruction and naturalistic learning lie at two ends of a pedagogical continuum that is situated, by definition, beyond the classroom” (p. 11). In self-instruction, the teacher or instructor is often replaced by other materials such as specially designed books or TV shows, etc. In addition, the learner usually shows a great willingness to learn. Conversely, in naturalistic learning, there are no instructions, specially designed materials to learn, or even necessarily any intention to learn on the side of the learner (Benson, 2011a, p. 11). Naturalistic learning seems to be more a hypothetical construct, and therefore, Benson (2011a) describes this term better as "self-directed" naturalistic learning, in which “the learner sets up a naturalistic learning situation with the intention of language learning” (p. 11). However, once they are engaged in the situation, learners tend to “switch the focus of attention to communication, enjoyment or learning something other than the foreign language itself” (Benson, 2011a, p. 11).

(4) Locus of control (independent, self-directed & autonomous learning)

The expressions ‘independent’, ‘self-directed’ and ‘autonomous’ language learning focus on the dimension of the so-called ‘locus of control’. These terms not only describe the process of learning without a teacher, but more generally refer to who makes the dominant decisions about learning and teaching, which can either be the teacher or the learner (Benson, 2011a, p. 12). For instance, learning without a teacher is not automatically considered to be autonomous learning. First, learners have to make the initial decision to engage in the process of learning without a teacher (Benson, 2011a, p. 12). It is important to underline that there is a clear connection between language learning beyond the classroom and the dimension of the locus of control. Learners who engage in activities and use a foreign language outside of the classroom are often required to make numerous decisions about their learning themselves (Benson, 2011a, p. 12).
2.1.2 Three categories of ‘out-of-class’ use of English

As mentioned in the previous section, Definition of English outside of the classroom, out-of-class learning can be divided into three different categories, according to Benson (2001):

- self-instruction
- naturalistic language learning
- self-directed naturalistic language learning

(as cited in Hyland, 2004, p. 183)

(1) As highlighted by Benson (2001), self-instruction refers to the process by which learners deliberately want to improve their skills in the target language, plan their learning, and actively look for resources and materials which facilitate their learning. Examples would be self-study grammar books (as cited in Hyland, 2004, p. 183).

(2) Naturalistic language learning means that learners do not usually follow clear instructions given by a teacher or use specially designed materials to learn, and they generally do not have a clear intention to learn (Benson, 2011a, p. 11). As Benson (2001) points out, learners mainly learn while interacting with native speakers from the target language group but do not explicitly show the intention to learn. For instance, naturalistic language learning can take place when learners talk to English-speaking classmates or family members (as cited in Hyland, 2004, p. 183).

(3) As stated by Benson (2001), in self-directed naturalistic learning, learners actively look for and create language learning situations themselves (as cited in Hyland, 2004, p. 183). However, as pointed out by Benson (2001), learners in these situations do not usually focus directly on improving their skills in a foreign language, and therefore tend to forget about the learning aspect of the activity. For instance, learners may read English articles in newspapers every day in order to expand their range of vocabulary, but may read it mainly for the news without being actively aware that they are improving their range of vocabulary (as cited in Hyland, 2004, p. 183).

2.1.3 Benefits of using English outside of the classroom

In general, there is no doubt about the importance of using a foreign language such as English outside of the classroom. There are numerous benefits for students who do so. To begin with,
Krashen & Terell (1983) argue that the aim of learning a foreign language is to "understand language outside the classroom" (p. 1) so that the learner has the opportunity to "utilize the real world, as well as the classroom, for progress" (p. 1). In agreement with Krashen & Terell’s statement, there is much concrete evidence that ‘the real world’ offers numerous opportunities to engage in activities using a foreign language outside of the school context and can be used to make progress. Using and practicing a foreign language such as English outside of school has various benefits with regard to the learning process. Some examples of activities with clear benefits, which are easily available for students and therefore often used, are listed here:

Reading in the target language can significantly contribute to learning a foreign language. Research has clearly indicated that EFL learners who tend to read a lot in the target language “become fluent readers, improve their reading comprehension, learn new vocabulary and thus increase their listening, speaking and writing skills” (Day & Robb, 2015, p. 3). Day and Bamford (1998) have also proven that learners who tend to read more show a higher motivation to learn the target language and generally “have positive attitudes towards learning the language” (as cited in Day & Robb, 2015, p.3).

Moreover, research has clearly demonstrated that interaction with more proficient and skilled conversation partners can have advantages for less proficient EFL learners. The more skilled conversation partner often modifies utterances made by the less proficient EFL learner who can use these corrections to improve his or her skills in the foreign language (Sasaki, 2015, p. 115). Computer-mediated communication (CMC) enables L2 learners to engage in such conversations faster and more easily. In asynchronous modes of CMC, such as e-mails, participants do not have to give answers immediately, in contrast to interactions in the real world. This allows participants to process messages at any time, and is one reason e-mail tandem language learning is considered to be an important out-of-class learning opportunity (Sasaki, 2015, p. 115). E-mail tandem, a special form of CMC, is a Web-based language learning method and out-of-class activity which is becoming more and more popular. In e-mail tandem language learning, two people with different native languages (L1) use the L2 (the partner’s L1) to interact with each other. The partner who is the native speaker of the L2 helps the learner improve his or her skills in the foreign language by correcting errors and modifying utterances (Sasaki, 2015, p. 115). In general, e-mail tandem learning has been shown to help learners in many aspects, such as developing linguistic skills, engaging in authentic
communication, increasing learner autonomy, as well as raising metalinguistic awareness (Sasaki, 2015, pp. 120–121).

Furthermore, it has been proven that watching television and movies can be beneficial for the language learning process for a variety of reasons (Webb, 2015, p. 159). Firstly, as Webb (2015) points out, learners are confronted with large amounts of spoken L2 input, which can be extremely helpful to increase vocabulary knowledge and to improve skills in the area of listening comprehension, as well as other aspects (p. 159). One of the main problems that foreign language learners experience is the expansion of vocabulary knowledge beyond the most frequent 2000 words. This goal becomes more achievable when students engage in out-of-class activities such as watching TV and movies (Webb, 2015, p. 159). Other advantages of watching foreign language television have been proven in areas such as listening comprehension, cultural proficiency, and vocabulary acquisition by Danan (2004) and Vanderplank (2010) (as cited in Hanf, 2015, p. 138). Moreover, watching movies and television gives EFL learners the chance to experience spoken, casual, everyday English. While academic learners of English may be proficient in areas such as essay writing or giving presentations, they often experience problems in participating in casual, non-formal every day conversations in English (Lin & Siyanova-Chanturia, 2015, p. 149).

All of the examples mentioned above should emphasize the benefits of using English beyond the classroom. In order to become a proficient user of English and constantly improve one’s skills, it is necessary and almost inevitable that learners engage in some activities in English outside of the school context.

2.1.4 The role of responsibility and autonomy in out-of-class use of English

Using English outside of the language classroom requires one to be a responsible and autonomous learner, which is why not every learner decides to continue using it outside of the classroom. Although Scharle and Szabó (2000) focus on the development of autonomy and responsibility in the classroom, these concepts and thoughts can easily be transferred to the use of English outside of the classroom as well.

2.1.4.1 The responsible learner

Scharle and Szabó (2000) define responsible learners as learners who “accept the idea that their own efforts are crucial to progress in learning, and behave accordingly” (p. 3). Responsible
learners try to develop their skills simply to get better at something rather than engaging in activities using English only to please others (Scharle & Szabó, 2000, p. 3). Waghid (2012) notes that “the responsible learner is concerned with the intrinsic value of his or her actions […] and is engaged in […] autonomous, non-instrumental activities” (p. 99).

In addition to their independence, “responsible learners do not have to be especially keen on team work, but they are willing to cooperate with others [...]” (Scharle & Szabó, 2000, p. 3). As stated by Zhang (2010), cooperative language learning has numerous advantages (p. 81). To begin with, learners who engage in cooperative language learning activities show higher achievement levels than learners who decide to structure their learning with individualistic learning strategies. Moreover, those who use cooperative language learning strategies also experience “positive effects on their relations among students, self-esteem, long-term retention or depth of understanding of course material” (Zhang, 2010, p. 81). Concerning the field of English beyond the classroom, it is possible that responsible learners are more likely to cooperate with others and engage in conversations and activities with others outside of the classroom, and that they therefore experience numerous advantages.

Finally, responsible students “consciously monitor their own progress, and make an effort to use available opportunities to their benefit” (Scharle & Szabó, 2000, p. 3). Little (1999) states as well that learners tend to monitor their own progress, meaning they have to decide whether their learning can be considered successful, both in terms of their ongoing process and goal-attainment (p. 7). EFL learners who can be considered responsible not only monitor their own progress, but also make use of all the opportunities to practice and improve their English. It is important to note, however, that these opportunities are not limited to the EFL classroom. Opportunities to practice one's English can be found frequently also outside of the classroom, in non-school settings.

2.1.4.2 The autonomous learner

Scharle & Szabó (2000) define autonomy as “the freedom and ability to manage one's own affairs, which entails the right to make decisions as well” (p. 4). Little (1999) asserts that the concept of autonomy is strongly related to “independence from the control of others” and implies that the learner “enjoys a high degree of freedom” (p. 4). For the use of English in an extracurricular context, freedom is definitely important, as is the ability to manage one's own affairs and make decisions to engage in activities using English outside of school. However, it
is important to acknowledge that the term ‘autonomous learning’ is still used differently in different context and sometimes only refers to the process of learning without the help of a teacher (Benson, 2011b, p. 14). However, there is general agreement within the field of education nowadays that “autonomy best refers to the capacity to control or take charge of one’s learning” (Benson, 2011b, p. 14).

It is generally believed that a certain degree of autonomy is essential to successful language learning. No matter how many hours students spend in school, there is never enough time for the teacher to cover everything students need to know, which is the reason there will always be plenty more they will need to acquire on their own (Scharle & Szabó, 2000, p. 4). The primary function of learner autonomy is, as Little (1999) puts it “to remove the barriers between learning and living” (p. 8). For learners to decide to take an active role in the learning process, to look for English resources, and to find ways to practice what they have learned outside the classroom, they must have a certain degree of autonomy.

2.1.4.3 How can responsibility and autonomy be developed?
Scharle & Szabó (2000) define several building blocks of responsibility and autonomy (p. 7). Although the authors are referring to responsibility and autonomy within the EFL classroom, these building blocks can also be seen as necessary components for the development of responsibility and autonomy outside of the EFL classroom. The concepts of responsibility and autonomy are even more important to learning in an out-of-class setting, for which reason these two concepts are presented in detail in this diploma thesis.

An important building block with regard to the development of responsibility and autonomy is motivation. Firstly, it is important to state that motivation is a requirement for learning to take place and for the learner to develop responsibility (Scharle & Szabó, 2000, p. 7). However, in the context of autonomy and responsibility, intrinsic motivation, which refers to “learning for its own sake” (Frenzel & Stephens, 2013, p. 30), needs to be particularly encouraged on the part of the EFL learner (Scharle & Szabó, 2000, p. 7). Intrinsically-motivated learners are better able to identify with the aims of learning, which is why they tend to feel more responsible for the results they produce. In short, motivation and responsibility can each thrive over the course of their mutual developments (Scharle & Szabó, 2000, p. 7).
Self-confidence can also be seen as an important component of responsibility. Learners have to have the inner belief that they are able to guide their own learning and can rely on themselves (Scharle & Szabó, 2000, p. 7). In agreement with this claim, Crandall (1999) points out that self-confidence plays a crucial role and can be very beneficial on students’ willingness to make an effort to learn a foreign language: “An increase in self-confidence and self-esteem will lead to increased learner effort in language learning and a greater willingness to take risks or to continue attempting to make one’s views understood” (p. 234). It is important to note that the abovementioned effect also works the other way around: “[...] a feeling of responsibility and independence brings a sense of well-being and confidence” (Scharle & Szabó, 2000, p. 7).

Other important components are monitoring and evaluation (Scharle & Szabó, 2000, p. 7). As Brown (1987) states, monitoring and evaluation are metacognitive processes (as cited in Chan & Chen, 2009, p. 3). As Chan & Chen (2009) point out, metacognition refers to “the mechanism in human cognition that enables the regulation of one’s learning” (p. 3). Therefore, these processes are considered to be crucial for effective language learning (Chan & Chen, 2009, p. 3). Scharle & Szabó (2000) agree that it is definitely essential for learners to consciously be aware of the progress and developments that they make in the learning process, stating that “an awareness of the difference that their efforts can make is an essential first step to the development of a responsible attitude” (p. 7).

Another factor which is believed to contribute to the development of responsibility and autonomy is cooperation. Reinforcing cooperation in the classroom affects learner attitudes in several ways; for example, it can encourage learners to rely on each other (Scharle & Szabó, 2000, p. 8). Although Scharle and Szabó refer to cooperation in the classroom, it is definitely possible and even positive for EFL learners to create cooperation outside of the classroom and to receive feedback from peers as well, such as in communicative situations with peers.

To sum up, although it is a difficult task to define the field of learning a language beyond the classroom, it is nonetheless possible to outline the necessary circumstances and to describe the components necessary to do it successfully. Using and practicing a foreign language outside of the classroom is related to several different concepts, including autonomy, responsibility, motivation, and self-directed learning. In general, there should be no doubt that learning beyond the classroom is an important area which needs to receive increased attention because it presents so many benefits for both the learner and the learning process.
2.2 The Role of Emotions

Numerous studies have proven that emotions play a crucial role in learning and achievement situations. Studies demonstrate that learners are likely to experience a range of different emotions, both negative and positive emotions (Pekrun et al., 2002, p. 91). Therefore, it is essential to find out which emotions are experienced, and to look at their effects and the reasons why they occur. Because this thesis is investigating “The Affective Dimension of EFL Secondary School Learners’ Usage of English Outside of the Classroom” and one research question seeks to find out which emotions pupils experience while using English outside of the classroom, the terms “emotion” and “affect” will be defined and discussed in the following sections, in addition to the subjects of how emotions can be categorized, their effects, and possible reasons why they occur.

2.2.1 Definition of ‘emotions’

In general, there is little agreement concerning the operational definition of the term ‘emotions’ in psychology (Goetz, Zirngibl, Pekrun, & Hall, 2003, p. 9). The question “What is an emotion?” is almost impossible to answer. According to Fehr & Russell (1984), “Everyone knows what an emotions is, until asked to give a definition. Then, it seems, no one knows” (p. 464). This statement demonstrates the complex nature of emotions which will be discussed in the following sections. This thesis uses the definition of Williams, Mercer, & Ryan (2015), which claims that “emotions refer to conscious emotional responses to a particular event” (p. 80). This definition puts the focus on the conscious emotional responses to certain events and therefore assumes that participants can report the emotions they experience to a certain extent which is necessary for conducting interviews, which was done in the present study.

2.2.2 ‘Affect’ vs ‘emotion’

The term ‘affect’ is also used to refer to emotions, as pointed out by Schwarz & Clore (1996) (as cited in Goetz et al., 2003, p. 9) and contains numerous different aspects, such as feelings of self-confidence, feeling willing to communicate or feeling anxious (MacIntyre & Gregersen, 2012, p. 103). Williams et al. (2015) point out that “affect is an abstract concept and an umbrella term that covers emotions, feelings, and moods” (p. 80), and conclude that affect includes a variety of concepts. The distinction between the concepts of emotions, moods and feelings is not clear in psychology because they are very much interrelated (Williams et al., 2015, p. 80).
As mentioned above, Williams et al. (2015) claim that “emotions refer to conscious emotional responses to a particular event” (p. 80), and underline that emotions can usually be recognized easily. In contrast, “feelings are different from emotions as they tend to be more specific and refer to our private and subjective reactions to events” (Williams et al., 2015, p. 80). One more difference between emotions and feelings, as highlighted by Williams et al. (2015), is that the ways in which individuals can feel are endless and not classified, whereas there is a certain limited amount of recognized emotions (p. 80). Moreover, an emotion “can be the product of several different feelings” (Williams et al., 2015, p. 80). Moods, in contrast, are considered to be emotional states which are not as intense as feelings or emotions, and individuals are often not able to articulate the reasons why they are in a particular mood (Williams et al., 2015, p. 80). Moreover, “moods tend to be about how we perceive our life status within a given context at a given time,” whereas emotions are usually focused on particular objects, beliefs, etc. (Dingman & University of Louisville, 2008, p. 23). Concerning their duration, Williams et al. (2015) point out that moods also tend to last for a longer period of time (p. 80).

2.2.3 Categorization of emotions

Emotions can be categorized and organized in numerous different ways because they can occur in every situation of humans’ lives. In this thesis, however, emotions are researched in the context of learning and using a foreign language outside of the classroom. While no categorization of emotions experienced in the process of learning a language outside of the classroom exists yet, the following section will address categorizations of emotions in achievement and learning situations, which are also not considered to be limited to the classroom exclusively, in more detail.

A categorization of emotions described by Pekrun et al. which can be applied in the context of learning and achievement situations (as cited in Goetz et al., 2003, pp. 12–13), differentiates emotions along the dimension of valence (positive vs. negative mood) and the dimension of activation (activation vs. deactivation) (Pekrun et al., 2002, p. 97). Emotions are divided into:

- Positive-activating emotions (e.g. enjoyment of learning, hope for success, pride)
- Positive-deactivating emotions (e.g. relaxation after success, relief, contentment)
- Negative-activating emotions (e.g. anxiety, anger, shame)
- Negative-deactivating emotions (e.g. hopelessness, boredom)

(Pekrun et al., 2002, p. 97)
However, one must keep in mind that using the above listed two dimensions leads to a simplified differentiation (Pekrun et al., 2002, p. 97). For instance, although emotions can be categorized like this, it cannot be assumed that positive-activating emotions necessarily lead to positive consequences and negative-activating emotions exclusively lead to negative consequences (Goetz et al., 2003, p. 13). Pekrun et al. (2002) emphasize the complex relationship, and point out, for instance, that “anxiety may lead to behavioral freezing instead of activation under specific circumstances, and there may be variants of boredom that are quite arousing” (p. 97).

A more detailed characterization of emotions is included in the control-value theory of achievement emotions developed by Pekrun, which attempts to understand emotions in the context of education and learning. Three dimensions are defined: valence, activation, and object focus, and a three-dimensional taxonomy of achievement emotions is proposed (Artino et al., 2012, pp. e150). The theory focuses on achievement emotions which are defined by Pekrun & Perry (2014) as “affective arousal that is tied directly to achievement activities (e.g., studying) or achievement outcomes (success and failure)” (p. 121). The control-value theory not only focuses on outcome emotions, as past research has done, but also emphasizes that “emotions directly pertaining to the activities performed in academic settings can also be considered as achievement emotions […]” (Pekrun & Perry, 2014, p. 122).

The control-value theory groups achievement emotions into three different dimensions: valence (positive vs. negative, or pleasant vs. unpleasant), degree of activation (activating vs. deactivating), and object focus (activity vs. outcome), thus creating a three-dimensional taxonomy of achievement emotions (Artino et al., 2012, pp. e150).

![Figure 1: A Three-Dimensional Taxonomy of Achievement Emotions (Adapted from Pekrun, in Pekrun & Perry, 2014)]
Frustration is created, for instance, when a certain task cannot be completed because it is perceived as too difficult by learners; this is considered to be a negative, deactivating, activity-related achievement emotion. In contrast, pride at being able to solve a certain task without help is classified as a positive, activating, outcome related achievement emotion (Artino et al., 2012, pp. e150).

It is important to stress that appraisals of achievement activities as well as their past and future consequences are at the center of the theory (Pekrun, Frenzel, Götz, & Perry, 2007, p. 16). Put differently, “achievement emotions are proximally determined by an individual’s cognitive appraisal of control and value” (Artino et al., 2012, p. e150). On the one hand, perceived control “refers to appraisals of control over action and outcomes (controllability), whereby such control can be exerted by oneself or external factors (agency)” (Pekrun & Perry, 2014, p. 124). In other words, the appraisals deal with the degree of controllability of an action or an outcome. The other important appraisal is perceived value, which refers to the degree of importance for an individual (goal relevance) as well as the perceived direction. The perceived direction can be positive or negative, relating to whether the events either help the learner reach a certain goal or whether they inhibit goal attainment (Pekrun & Perry, 2014, p. 125). However, these cognitive appraisals are not always made consciously (Artino et al., 2012, pp. e150). As Pekrun & Stephens (2010) call attention to, when activities and outcomes occur again and again, emotions are evoked which become automatic (as cited in Artino et al., 2012, pp. e150).

As Pekrun & Perry (2014) note, with regard to perceived value appraisals, it is possible to distinguish between the values of achievement activities and values of the outcomes of these activities. Both achievements and outcomes can have intrinsic and extrinsic value (p. 125). Intrinsic value refers to valuing the subject physics, for instance, because dealing with its mechanisms is simply interesting for an individual. In contrast, extrinsic value refers to valuing activities and outcomes because of their instrumental function for reaching a desired goal, such as when good grades in school are valued because pupils know they will get a reward from their parents (Pekrun et al., 2007, p. 18).

The theory also makes claims about how different patterns of these appraisals activate distinct achievement outcomes. Using the dimension ‘object focus’, three different achievement emotions can be distinguished: ‘prospective outcome emotions, retrospective outcome emotions and activity emotions’ (Pekrun et al., 2007, p. 19).
When success is positively valued or failure negatively valued and expected by learners, *prospective outcome emotions* usually occur (Pekrun et al., 2007, p. 19). There is a difference whether the control dimension is high, medium or low. If perceived control is high and the focus is on the aspect of success, we can assume that anticipatory joy is experienced. For example, if a student expects to give an excellent presentation, he or she may simply look forward to the good feedback he or she will receive from the teacher. In contrast, if learners focus primarily on failure, but there is high subjective control, meaning there is expectation that failure can be prohibited, anticipatory relief is likely to occur (Pekrun et al., 2007, p. 19). For example, when a student thinks he or she will fail the test but realizes that she has studied hard enough to pass it, he or she will feel relieved because he or she has worried without having a reason. If the control dimension is medium and it is not clear whether success or failure will take place, hope will be experienced if learners focus on success, and anxiety if they focus on failure (Pekrun et al., 2007, p. 19). Typically, in many outcome-focused achievement situations mixed feelings with elements of hope as well as anxiety occur. Finally, if learners think failure is unavoidable and the control dimension is also low, the feeling of hopelessness is experienced (Pekrun et al., 2007, p. 19).

*Retrospective outcome emotions* are usually experienced after success or failure have occurred (Pekrun et al., 2007, pp. 19–20). With retrospective emotions, a distinction can be made between *control-dependent emotions* and *control-independent emotions* because some affective responses to success or failure do not depend on controllability (control-independent emotions), whereas others do (control-depend emotions) (Pekrun et al., 2007, pp. 19–20). Concerning control-independent emotions, after success is experienced, feelings of joy and contentment usually occur, whereas when an expected success does not occur, feelings of disappointment follow. When failure is experienced, feelings of sadness and frustration are usually experienced, whereas when an expected failure does not occur, relief is experienced (Pekrun et al., 2007, pp. 19–20). Pride, shame, anger, and gratitude are classified as control-dependent emotions and are believed to be activated through casual attributions of success and failure, meaning that either the self, other persons or situational factors are believed to be responsible for the achievement outcome. Feelings of pride and shame occur when success and failure are attributed to the self, whereas gratitude and anger are experienced when success and failure is attributed to other persons (Pekrun et al., 2007, p. 20).
As Pekrun et al. (2007) elaborate, the control-value theory assumes that *activity emotions*, that is, emotions referring to achievement activities, depend on the perceived controllability of the activity, as well as on its value (p. 21). If individuals experience an activity as controllable and value it positively, the emotion enjoyment is likely to be occur. For instance, if a student is interested in reading a short story and feels capable of understanding the content, he or she will enjoy reading the story (Pekrun et al., 2007, p. 21). If an activity can be controlled, but the activity is negatively valued, learners typically experience anger. In contrast, if the activity is valued, but there is not enough control and the activity cannot be dealt with successfully, learners are assumed to experience frustration. If individuals value an activity neither positively nor negatively, boredom is evoked (Pekrun et al., 2007, p. 21).

The characterization of emotions presented above focuses on achievement emotions experienced in educational settings. Although the topic of this thesis is the affective factors in using English *outside* of the classroom, in non-educational settings, this classification was presented because an explicit characterization of the emotions experienced outside of the classroom does not yet exist. The reasons for that might be that emotions in learning a language beyond the classroom have not yet been researched in detail. Moreover, it might be more difficult to distinguish emotions related to the use of language beyond the classroom from other emotions. In general, this classification of achievement emotions is also helpful for the investigation of emotions outside of educational settings. Still, there might be some slight differences concerning the dimension of control as presented in the control-value theory.

In the control-value theory, the control dimension can be either low, medium or high, leading, in combination with the value dimension, to the experience of different achievement emotions. However, in non-educational settings, control over actions and tasks, and therefore also – to a certain degree – outcomes, is always higher than in educational settings. Learners can decide to use different material if the initial material is perceived as too difficult, they can read a different book or watch another TV series if have problems understanding the content, etc. In short, the dimension of control will have to be valued and included differently in a theory of emotions experienced outside of the classroom. The dimension object focus, which differentiates between activities and outcomes, will most likely need to be treated differently in a characterization of emotions experienced outside of the classroom as well. The outcomes of activities and their evaluation in achievement situations in educational settings differ to a large extent from outcomes perceived outside of the classroom. For instance, expectations concerning outcomes
in the classroom, such as giving a successful presentation, are clearly structured and defined. However, it is not clear how desired outcomes in non-educational settings should be defined. Just how clearly EFL-learners have defined goals for engaging in out-of-class activities using English will have to be investigated. There are certainly many other issues which need to be considered when creating a characterization of emotions experienced outside of the classroom.

2.2.4 Effects of emotions in learning and performance contexts

There is no doubt that emotions are a central component of every humans’ wellbeing and therefore have a powerful impact on various aspects of our lives, including language learning (Frenzel & Stephens, 2013, p. 27). One of the earliest researchers to focus on the role of affect in the area of language learning was Stephen Krashen (Williams et al., 2015, p. 86). Stephen Krashen was concerned with second language acquisition and proposed several hypotheses, including the input hypothesis and the affective filter hypothesis, both of which are relevant to this thesis. Krashen made a distinction between language learning in educational settings and natural acquisition processes, which he considered the perfect way to acquire a language (as cited in Williams et al., 2015, p. 86). Therefore, the input hypothesis deals with the important question how we acquire language and underlines that in order to be able to move from one stage of language learning to the next, individuals have to be confronted with understandable input containing language structures that are slightly more complex that their present abilities and which they have not yet acquired. Nevertheless, the structures can be understood through using extra-linguistic information, including context and world knowledge (Krashen, 1982, pp. 20–21). In connection with the input hypothesis, the affective filter hypothesis aims to explain how affective factors influence the process of acquiring a second language (Krashen, 1982, pp. 20–21). Krashen (1982) claims that learners differ from each other with regard to the strength of their affective filter (p. 31). Learners can have low or high affective filters, depending on their attitude towards second language acquisition. When learners have a high or strong affective filter, understandable input will not reach the part of the brain which is responsible for language acquisition (Krashen, 1982, pp. 31–32). The affective filter is raised when learners experience negative emotions in language learning or use situations. Resulting from this, the comprehensible input which is available to pupils is reduced because negative emotions mentally block them (Williams et al., 2015, p. 86). In contrast, learners with a more positive attitude towards second language acquisition are believed to have a lower or weaker affective filter (Krashen, 1982, pp. 31–32). Put differently, when learners experience positive
emotions, their affective filter is lowered, which makes them “more open to receiving and engaging with comprehensible input” (Williams et al., 2015, p. 86).

More recent research has confirmed the importance of affective factors on language learning as well. In Pekrun’s model (2002, 2006), consideration is given to how emotions can affect achievement outcomes. Cognitive resources, learning strategies, motivation and self-regulation are three areas which are supposed to be affected by affective factors (Pekrun et al., 2002, p. 91). As mentioned above, emotions can be differentiated along the dimensions of valence and activation, and positive-activating, negative-activating, positive-deactivating and negative deactivating emotions can significantly influence academic achievement (Pekrun et al., 2002, p. 97).

Firstly, emotions have the ability to affect cognitive resources. They can either direct learners’ attention towards or away from a certain object or task (Pekrun et al., 2002, p. 97). Whereas positive task-related emotions can help the learner focus on the learning activity, other positive or negative emotions such as enjoyment, pride, admiration, anxiety, anger or envy which may relate to the setting, another person, or the self can bring about task-irrelevant thoughts and draw attention away from the activity, as well as reduce the cognitive resources available for certain tasks, thus lowering academic achievement (Pekrun et al., 2002, p. 97). Negative emotions which occur in learning and achievement situations may also expend cognitive resources (Frenzel & Stephens, 2013, p. 29). If individuals experience intense emotions while working on task, their attention is often not focused on the activity at hand, which can impair their overall performance. This is especially true for complex tasks requiring close attention (Frenzel & Stephens, 2013, p. 29). In contrast, positive task-related emotions can often be beneficial because they help the learner focus on the activity itself. In other words, “experiencing a learning task as emotionally positive tends to result in better performance” (Frenzel & Stephens, 2013, p. 29). When learners experience emotions such as the enjoyment of dealing with learning material, it is more likely that they will focus on the task at hand and their cognitive resources may even expand, rather than being limited, which could explain the better results in certain areas (Pekrun et al., 2002, pp. 97–98). Pekrun et al. (2002) use the terms extrinsic and intrinsic from motivation research and claim that a distinction can be made between extrinsic and intrinsic emotions (p. 98). As Pekrun (1998, as cited in Pekrun et al., 2002) states:

Seen from a task perspective, emotions relating to the setting, other persons, or the self can be considered extrinsic emotions. Emotions such as task-related enjoyment, on the other hand, are
intrinsic emotions to the extent that they relate to inherent properties of task material or the process of dealing with such material. (p. 98)

Positive intrinsic emotions, such as enjoyment, are considered to be more likely to help learners to focus their attention on the task at hand and therefore simplify learning and overall performance (Pekrun et al., 2002, p. 98). Moreover, when learners have positive task-related emotions, it is assumed that they can move from task-irrelevant to task relevant thoughts faster (Frenzel & Stephens, 2013, pp. 29–30). However, when learners experience negative task-related emotions, it is likely that they will be distracted by task-irrelevant thoughts and will have more difficulty staying focused (Frenzel & Stephens, 2013, pp. 29–30).

Achievement emotions not only affect the use of learners’ cognitive resources, they also have the power to influence students’ use of learning strategies (Frenzel & Stephens, 2013, p. 30). In general, emotions which are classified as positive, such as enjoyment and pride, simplify the use of flexible and creative strategies for learning, including elaboration, organization, critical evaluation, and metacognitive monitoring (Pekrun et al., 2002, p. 97). In contrast, negative emotions, including anger and anxiety, are more often related to the use of less effective learning strategies, such as rehearsal rote memorization (Frenzel & Stephens, 2013, p. 30). Pekrun et al. (2002) assume that these effects are stronger when learners experience activating emotions instead of deactivating emotions (p. 97).

Frenzel & Stephens (2013) assert that emotions influence the degree to which learners engage in the process of self-regulating their learning (p. 30). Pekrun et al. (2002) support this claim and state that when learners self-regulate their learning, they not only plan their learning, but also monitor and evaluate their learning processes (p. 98). In addition, learners who self-regulate also tend to modify their learning strategies in relation to aspects of a task, such as task demands or the progress which was made (Pekrun et al., 2002, p. 98). In general, when positive emotions are experienced, learners are more likely to engage in autonomous learning and self-regulation (Frenzel & Stephens, 2013, p. 30). In contrast, negative emotions usually leads learners “to rely on external guidance” (Pekrun et al., 2002, p. 98). As Frenzel & Stephens suggest (2013), in the long run, learners who have self-regulated approaches to learning are more likely to experience academic success than learners with other approaches (p. 30). Therefore, the effects of emotions on self-regulation can help to explain the performance-enhancing effects of positive emotions as well as the performance-diminishing effects of negative emotions (Frenzel & Stephens, 2013, p. 30).
Emotions occurring in achievement situations also affect one’s motivation for learning, particularly intrinsic and extrinsic motivation (Frenzel & Stephens, 2013, p. 30). Intrinsic motivation refers to “learning for its own sake” (Frenzel & Stephens, 2013, p. 30). In contrast, Arnold & Brown (1999) underline that “extrinsic motivation comes from the desire to get a reward or avoid punishment” (p.14). In general, it is assumed that positive emotions can often lead to performance-enhancing intrinsic motivation. Positive task-oriented emotions not only make a learning experience feel more fulfilling, they also aid to stimulate the occurrence of intrinsic motivation and persistence with regard to difficulties, such as academic challenges and setbacks (Frenzel & Stephens, 2013, p. 30). Bruner (1962) emphasizes that one of the most effective methods to aid pupils’ thinking and learning is to stop using punishments and rewards (as cited in Arnold & Brown, 1999, p. 14). As Brown (1994) states in agreement, there is reason to assume that learners of a foreign language will, in general, have a better chance to succeed when they are intrinsically motivated and feel the inner desire to learn for themselves (as cited in Arnold & Brown, 1999, p. 14). Additionally, when learners experience positive-task related emotions, they are more likely to invest effort towards achieving their goal, which is strongly connected to extrinsic motivation (Frenzel & Stephens, 2013, p. 30). In contrast to the occurrence of positive-task related emotions, negative emotions, including boredom and hopelessness, are expected to result in lower intrinsic as well as extrinsic motivation. Resulting from this, negative emotions should lead to significant declines in performances because of their influence on motivation (Frenzel & Stephens, 2013, p. 30). However, Pekrun (2000) also states that there are “negative-activating” emotions, such as anxiety (as cited in Frenzel & Stephens, 2013, p. 30). Test-anxiety for instance, leads to a decrease in intrinsic motivation. On the other hand, it leads to an increase in extrinsic motivation because learners want to avoid feared consequence (Frenzel & Stephens, 2013, p. 30). However, long-term academic success is unlikely to occur when individuals are only motivated by “externally driven, failure-orientated cognitions and emotions” (Frenzel & Stephens, 2013, p. 30).

To sum up, the primary assumption of Pekrun’s model is that emotions definitely influence performance because of their effects on cognitive resources, learning behaviors, self-regulation and motivation (Frenzel & Stephens, 2013, p. 31). However, it is also important to remember that this mechanisms also works the other way around. For example, it is also possible that learners enjoy certain learning situations more when more cognitive resources are available, such as when they have slept for a full eight hours the night before. Moreover, it is also impossible to establish a clear directional relationship between motivation and emotions, since
the concepts are closely connected to each other (Frenzel & Stephens, 2013, p. 31). Nevertheless, the results of the numerous studies on emotions and learning presented in this section should demonstrate the importance of emotions in learning situations (Frenzel & Stephens, 2013, p. 31). Because learning and developing one’s language skills are not restricted to a classroom context, emotions can also be seen as having a profound effect on the use of English outside of the classroom.

2.2.5 Causes of emotions

Particularly in the fields of education and learning, it is important to understand the reasons why emotions occur in certain contexts because this makes it possible to influence the behavior resulting from these emotions (Frenzel & Stephens, 2013, p. 15). Emotion research has already made some crucial observations concerning the causes of emotions (Frenzel & Stephens, 2013, p. 15):

- “An individual will not necessarily react with the same emotions, or emotion intensity in similar situations” (Frenzel & Stephens, 2013, p. 15).
- “It is possible that two individuals have completely different emotional reactions to the same situations” (Frenzel & Stephens, 2013, p. 15).
- “It is important to acknowledge that there are only a handful of situations or experiences that arouse the same emotions in everyone” (Frenzel & Stephens, 2013, p. 15).

These observations can be explained to a certain degree by the Appraisal Theory. This theory proposes that different emotions experienced by individuals are caused by differences in the evaluation of events (Geneva, Siegen, & Wisconsin, 2001, p. 6). Frenzel & Stephens (2013) define appraisals as “cognitive judgments about situations, activities, or oneself” (p. 15). According to the appraisal theory, it is not the events that are experienced that cause the occurrence of certain emotions; rather, the interpretation of these events is responsible for the emotions an individual is likely to experience (Geneva et al., 2001, p. 6). As stated by Geneva et al. (2001) “different individuals who appraise the same situation in significantly different ways will feel different emotions” and “a given individual who appraises the same situation in significantly different ways at different times will feel different emotions” (p. 6).

There are numerous ways to interpret situations and experiences (Frenzel & Stephens, 2013, p. 15). In order to structure different interpretations, possible appraisals are organized “according
to their underlying dimension in order to be able to predict which emotions should arise as the result of specific appraisals” (Frenzel & Stephens, 2013, p. 16). The most important dimensions underlying the appraisals individuals make can be detected in the answers people give to these questions:

- Do I find the situation comfortable (pleasant) or uncomfortable (unpleasant)?
- How personally important is this situation?
- Was I, another person, or some external circumstances responsible for the situation?
- Do I possess the capacity to change the situation?
- How likely was/is the occurrence of a situation?

(Frenzel & Stephens, 2013, p. 16)

The appraisal theory claims that individuals will experience specific emotions depending upon an individual’s response to the questions mentioned above (Frenzel & Stephens, 2013, p. 16). For instance, feelings of anger might arise when individuals experience a situation as personally important, negative, and unavoidable. Individuals are likely to feel anxiety when something personally relevant and negative is likely to occur and there are only limited opportunities to change the situation (Frenzel & Stephens, 2013, p. 16).

Another theory in the field of emotion research, the Attribution Theory can also be helpful to explain the cause of emotions. Bernard Weiner proposed the theory that success and failure have emotional consequences (Weiner, 1986, pp. 16–17). In his theory, he defines attributions almost identically to appraisals. They are considered to be “interpretations about the perceived causes of achievement outcomes” (Frenzel & Stephens, 2013, p. 18). Weiner (1986) emphasizes the importance of the “constant pursuit of ‘why?’” that individuals experience (p. 2). With a focus on the perceived causes of achievement outcomes, Weiner (1986) differentiates between outcome-dependent emotions and attribution-dependent emotions:

- Affects such as happiness for success and frustration and dissatisfaction are called outcome-dependent emotions as they are concerned with the accomplishment or non-accomplishment of a certain goal instead of focusing on the cause of those outcomes.
- In contrast, attribution-dependent emotions occur when causes are linked with achievement outcomes.

Weiner (1986) proposes a simple organization of how individuals interpret the perceived causes of outcomes and therefore defines three different dimensions:

- Controllability (controllable vs. uncontrollable)
- Locus (internal vs. external, i.e., the cause is internal or external to the actor)
- Stability (stable vs. unstable, i.e., the cause is unstable or enduring over time)

(p. 17)

Pride and shame occur, for instance, when individuals attribute success or failure to subjectively, internal, stable causes. In contrast, external attributions of success or failure lead to feelings of either gratitude or anger. The third dimension, stability, is most likely to influence expectations about performance outcomes in the future and therefore also affects the experience of hope and hopelessness (Frenzel & Stephens, 2013, p. 18).

2.2.6 Why should research on emotions be conducted in educational and non-educational settings?

Although the complex theme of emotions in educational contexts is an important issue with regard to the field of education, emotions and affective factors in educational settings have not been researched as deeply as other phenomena. Pekrun et al. (2002) have emphasized that educational research has not focused enough on academic emotions. Apart from anxiety, other emotions have been almost entirely ignored, although there is concrete proof that students do experience a variety of emotions in educational settings (p. 91). Dörnyei (2009) also emphasizes the crucial role emotions play in an individual’s everyday life, and specifically emphasizes the importance of emotions and affective factors in the classroom setting (p. 219). However, the complex topic of emotions and affective factors has not been dealt with enough in fields such as educational psychology, applied linguistics, or motivation research, as noted by Dörnyei (2009):

Everybody knows that classrooms are venues for a great deal of emotional turmoil, yet affect has been an almost completely neglected topic in educational psychology. Everybody knows that the study of a second language can be an emotionally rather taxing experience, yet affect has been an almost completely neglected topic in applied linguistics. And finally, everybody knows that emotions are frequent sources of action- for example, when we act out of fear or anger or happiness-and yet affect has been an almost completely neglected topic in motivation research. Why? (p. 219)

Rosenberg and Fredrickson (1998) call attention to the fact that there may be a variety of reasons why emotions and affective factors have long been almost ignored in various areas of
research (as cited in Dörnyei, 2009, p. 219). For instance, one important direction in psychology, behaviorism, does not address affect because it concentrates solely on objectively observable phenomena (Rosenberg and Fredrickson, 1998, as cited in Dörnyei, 2009, p. 219). Moreover, the currently dominant psychological direction, cognitive psychology, has not focused on the issue of affect and emotions because affect and cognition have long been considered to be two different phenomena, although integrative approaches question this opinion (Dörnyei, 2009, p. 219). Another reason presented by Rosenberg and Fredrickson (1998) is that emotions are hard to measure because they are highly subjective occurrences (as cited in Dörnyei, 2009, p. 219). In agreement, Albert & Tullis (2013) point out that emotions are often “fleeting, hidden and conflicted” (p. 176) and many people experience “difficulty articulating what they are really feeling” (p. 176) which is the reason why surveys and interviews are often more difficult to conduct in the area of emotions (Albert & Tullis, 2013, p. 176). Another issue concerning emotions could be that they are closely connected to cognitive processes, mostly to cognitive appraisal (Dörnyei, 2009, p. 219). Arnold & Brown (1999) note that cognition and affect cannot be treated as two separate phenomena and therefore highlight the importance of an integrative approach (p. 7). Because of this connection, researching both cognition and affect is a difficult task (Dörnyei, 2009, p. 219). All of the abovementioned reasons could help explain why there has been almost no research on emotions in educational contexts. As a result of the absence of research in this particular field, Dörnyei (2009) notes that very little is known about “the role of emotions such as enjoyment, happiness, hope, surprise, anticipation, or pride and unpleasant emotions (other than anxiety) such as anger, fear, sadness, hopelessness, disgust, shame, guilt or boredom” (p. 221).

Obviously, there is a definite need to conduct further research on emotions in educational settings; however, research on emotions should not be limited to classroom and school settings, since emotions and affective factors also play a crucial role outside of traditional educational settings. In the present day, with concepts such as learner autonomy and self-directed learning addressed in literature, learning and using a foreign language are definitely not restricted to the classroom, and emotions regarding the learning process can also occur outside of the school settings. Therefore, my research aims to research emotions and the reasons they are experienced outside of the classroom.
3 Methodological Design

In this section of the thesis, the methodological design of the study will be presented in detail. First, the aim of the study will be defined and the three research questions will be presented. Second, the research context as well as the interviewed population will be discussed. Afterwards, the research methods – a combination of a questionnaire and focus group interviews – and the methods of data collection will be discussed. The next section deals with the ethics of this empirical study. Finally, the last section will discuss the shortcomings of the study and what could have been done differently.

3.1 The Aim of the Study and the Research Questions

RQ1: In which contexts do EFL secondary school learners in Austria use the English language outside of the classroom?

Research Question 1 seeks to find out in which areas students use the English language outside of the classroom. It tries to define and explore the activities students engage in using English outside of the school context.

RQ2: How do EFL secondary school learners in Austria feel when they use the target language outside of the language classroom?

Research Questions 2 wants to explore the affective dimension of secondary school learners’ use of English outside of the classroom. The second question tries to pinpoint which emotions students experience while using English outside of the school context.

RQ3: What do EFL secondary school learners in Austria think affects how they feel while using the English language outside of the classroom?

The third research question explores the reasons secondary school learners think they have for feeling particular emotions while using the English language outside of the classroom.

3.2 Research Context and Survey Population

The questionnaire and the focus group interviews were conducted in one Austrian secondary school (“Allgemeinbildende höhere Schule”), in which pupils have English as a subject from the first grade onwards.

With regard to the survey population, I decided to interview students from the 5th grade, aged between 14-15 years old. I decided to conduct my studies with older students because they have already had more experience with the English language and are better suited to express and talk about their emotions in English. Moreover, I was convinced that students from higher grades
would be more likely to use English outside the classroom, as their level of English is supposed to be higher. Their higher level of English was also an advantage for data collection, as the interviews were also conducted in English. Students were nonetheless also given the opportunity to answer in German to avoid limitations in their responses resulting from their language skills. In total, 19 pupils took part in the study. All of the participants were between 14 – 15 years old, and they all attended the same class. The gender distribution was not completely well-balanced. In total, 68% of the participants were male and 32% were female. However, I do not consider gender particularly important for my research questions.

![Gender distribution of the participants](image)

*Figure 2: Gender distribution of the participants*

3.2.1 Basic biodata of the participants

The following table presents the basic biodata of the participants, including their pseudonyms, gender, age and mother tongue.

<table>
<thead>
<tr>
<th>Name</th>
<th>Gender</th>
<th>Age</th>
<th>Mother tongue</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Female</td>
<td>14-15 years</td>
<td>German</td>
</tr>
<tr>
<td>Clara</td>
<td>Female</td>
<td>14-15 years</td>
<td>German</td>
</tr>
<tr>
<td>Daria</td>
<td>Female</td>
<td>14-15 years</td>
<td>German</td>
</tr>
<tr>
<td>Elisabeth</td>
<td>Female</td>
<td>14-15 years</td>
<td>German, Ukrainian</td>
</tr>
<tr>
<td>Ferdinand</td>
<td>Male</td>
<td>14-15 years</td>
<td>German</td>
</tr>
<tr>
<td>Gerald</td>
<td>Male</td>
<td>14-15 years</td>
<td>German, Hungarian</td>
</tr>
<tr>
<td>Name</td>
<td>Gender</td>
<td>Age</td>
<td>Ethnicity</td>
</tr>
<tr>
<td>--------</td>
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<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Helena</td>
<td>Female</td>
<td>14-15</td>
<td>German</td>
</tr>
<tr>
<td>Isabella</td>
<td>Female</td>
<td>14-15</td>
<td>German</td>
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<tr>
<td>Julia</td>
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<td>Croatian</td>
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<td>Paula</td>
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<td>Rita</td>
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<td>14-15</td>
<td>German</td>
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<td>Simon</td>
<td>Male</td>
<td>14-15</td>
<td>German</td>
</tr>
<tr>
<td>Tina</td>
<td>Female</td>
<td>14-15</td>
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</tr>
<tr>
<td>Ursula</td>
<td>Female</td>
<td>14-15</td>
<td>Russian, Ukrainian</td>
</tr>
</tbody>
</table>

*Table 1: Participants’ basic biodata*

3.3 Research Method

Johnson and Christensen (2014) remark that there are numerous research approaches in educational psychology, based on different paradigms (p. 31). According to Johnson & Christensen (2014), a research paradigm refers to “a worldview or perspective about research held by a community of researchers that is based on a set of shared assumptions, concepts, values and practices” (p. 31). There are three major approaches in the field of education:

- Quantitative research
- Qualitative research
- Mixed research

(Johnson & Christensen, 2014, p. 31)

*Quantitative research* mainly collects quantitative data (i.e., numerical data) (Johnson & Christensen, 2014, p. 33). It uses methods such as structured interviews or questionnaires to create statistics (Dawson, 2009, p. 15). As Dörnyei (2012) points out, such standardized
procedures are used in the research process to “ensure that they remain stable across investigators and subjects” (p. 34).

Qualitative research primarily collects qualitative data (i.e., non-numerical data such as words and pictures) (Johnson & Christensen, 2014, p. 31). It is used to investigate and describe attitudes, behavior and experiences through conducting interviews or focus groups. The aim of qualitative research is to get a clear picture of the in-depth opinions and attitudes from participants (Dawson, 2009, pp. 14–15).

Mixed methods research consists of the mixing of quantitative and qualitative research methods. Factors such as the nature of research questions, as well as practical and situational issues determine the exact mixture of quantitative and qualitative methods (Johnson & Christensen, 2014, p. 33). Because both quantitative and qualitative research methods have strengths as well as weaknesses in certain domains, mixed method designs are often used to integrate the strengths of both designs while overcoming the shortcomings of each (Dörnyei, 2012, p. 45).

Before discussing the mixed research approach in more detail, it is necessary to present the main advantages and disadvantages of qualitative and quantitative research. Quantitative research is considered useful for establishing cause-and-effect relationships, and can be used to make statistical generalizations about populations, as it provides precise, quantitative numerical data. Moreover, it is useful for obtaining data that allows quantitative predictions to be made (Johnson & Christensen, 2014, p. 487). As already mentioned, the process of quantification enables the researcher to test large populations and assures – through the use of statistics and probability – the validity of results (O'Leary, 2010, p. 106). Validity refers to the extent to which a method “measures what it is claimed to measure” (Punch, 2009, p. 246). As O'Leary (2010) points out as well, quantitative research ensures scientific objectivity and allows researchers to “step away from our object of study” (p. 106). In addition, the data collection is generally very quick (Johnson & Christensen, 2014, p. 488). However, one disadvantage of quantitative research is that it is possible to miss certain important phenomena because a certain hypothesis which needed to be tested is at the center of the investigation, and other, non-related phenomena are subsequently overlooked (Johnson & Christensen, 2014, p. 487). The data produced in quantitative research may also be too abstract, which makes it difficult to apply it to specific situations, contexts, and individuals (Johnson & Christensen, 2014, p. 487).
Moreover, exploring the reasons behind particular observations made in the course of the research process or the dynamics underlying a certain situation or phenomenon is generally not a simple task using *quantitative methods* (Dörnyei, 2012, p. 35).

In contrast, *qualitative research* usually studies behavior in naturalistic settings which can contribute to in-depth pictures of individuals’ opinions and views on certain topics. It is considered to be a suitable method for describing complex phenomena, and takes into account important contextual factors which might be related to certain topics (Johnson & Christensen, 2014, p. 488). *Qualitative research* can also give more detailed information about why certain phenomena occur (Johnson & Christensen, 2014, p. 488) and can be useful to make sense of complex situations which cannot be fully explained by simple interpretations (Dörnyei, 2012, p. 39). However, *qualitative research* is typically based on small research samples which explains why qualitative findings are not often generalizable. It is also important to remember that the findings of *qualitative research* can more easily be affected by the researcher’s personal biases (Johnson & Christensen, 2014, p. 488). Finally, conducting *qualitative research* can be very time-consuming for the researchers, which explains why research samples are typically small, as mentioned earlier (Dörnyei, 2012, p. 42).

This thesis uses a mixed approach to answer the research questions. The next sections will explain the reasons behind this choice in more detail.

### 3.3.1 Mixed methods research

According to Dörnyei (2012), mixed methods research is “some sort of combination of qualitative and quantitative methods within a single research project” (p. 44). In general, many advantages to mixed research methods can be identified (Johnson & Christensen, 2014, p. 491). The main advantage of conducting mixed research is that, by combining qualitative and quantitative methods, the strengths of both designs are combined in the research project. Moreover, the strength of one method can be used to overcome the weaknesses of the other (Dörnyei, 2012, p. 45). Furthermore, mixed research designs are able to address a broader and more complete range of research questions because more than one research method can be used to answer the research questions (Johnson and Christensen, 2014, p. 491). Mixed research methods therefore enable the researchers to provide fuller, deeper, more complex answers to the research question (Johnson & Christensen, 2014, p. 491).
The main reason for using a mixed method for this project was to combine the strengths of both designs. The next sections will provide more information about the mixed research method used in the course of this research project.

3.3.2 Qualitatively driven sequential design

Mixed research is a large and developing field. Consequently, there are many different ways of conducting mixed research projects (Johnson & Christensen, 2014, p. 496). In general, mixed research methods can be conceptualized as a function of two different dimensions:

- Time orientation of the qualitative and quantitative components
- Paradigm/research-approach emphasis

(Johnson & Christensen, 2014, p. 497)

*Time orientation* refers to whether the qualitative and quantitative phases of the study occur at the same time (i.e., concurrently) or whether they are sequenced into different phases over time (i.e., sequentially) (Johnson & Christensen, 2014, p. 496).

*Paradigm emphasis* refers to whether the qualitative or the quantitative parts of the study are given equal amount of attention (i.e., equal-emphasis/interactive design) with regard to answering the research question(s) and interpreting the data, or whether one paradigm is given more importance than the other. (i.e., qualitatively driven design or quantitatively driven design) (Johnson & Christensen, 2014, p. 496).

The range of possibilities with regard to these dimensions are portrayed in the figure below.

![Figure 3: Mixed methods design matrix (Adapted from Johnson & Christensen, 2014, p. 497)](image)
In this thesis, a *sequential qualitatively driven* design was used to examine my research questions. The design is *sequential* because the qualitative and the quantitative part of the study were organized into separate phases over time (Johnson & Christensen, 2014, p. 496). Pupils filled out the quantitative part of the study, the questionnaire, before the focus group interviews were conducted. This was considered appropriate because the data culled by the questionnaire was used to get some background information on the students as well as to help analyze the data produced in the focus group interviews. The research design is considered to be *qualitatively-driven* because the quantitative perspective is emphasized and the qualitative data from the questionnaires was added (Johnson & Christensen, 2014, p. 497). This research project focuses on the data from the focus group interviews, the qualitative component of the study, because the overall aim is to explore the attitudes, opinions and emotions of the pupils with regard to their use of the foreign language English outside of the classroom.

3.4 Methods of Data Collection

The methods of data collection include both quantitative and qualitative tools: the questionnaire and focus group interviews, respectively, which will be explained in more detail in the following section.

3.4.1 Questionnaire

At the beginning of my study, a questionnaire was handed out before the focus group interviews were conducted. This quantitative research tool was used to help interpret the answers of pupils later gave in the focus group interviews and to find out some background information about the students, which may have had an influence on their answers in the focus group interviews. The following sections will explain the design of the questionnaire as well as the reasons why a quantitative tool like the questionnaire was used.

3.4.1.1 Reasons for using a questionnaire in this study

The main reason for using a questionnaire in this study was to gain background information about the students’ previous use of English, as well as other personally relevant information. Questionnaires were used to gain all of the relevant background information quickly in order to be able to conduct the focus group interviews in a timely manner, as questionnaires are considered to be a relatively less-time consuming research tool (Johnson & Christensen, 2014, p. 487).
3.4.1.2 Design of the questionnaire

The questionnaire designed for this study consists of an introduction and two parts: Part A and Part B (see Appendix). The introduction explains the purpose of the study, stresses that there are no right or wrong answers, and affirms that my research project is interested in pupils’ personal experiences and emotions rather than factual information. Part A consists of factual information which sought to find out pupils’ personal information, such as age, gender and mother tongue. Part B consists of nine different questions. First, seven closed questions were used to gain some insight into pupils’ use of English outside of the classroom. Closed questions are questions with a fixed set of answers from which the respondents can choose (Cohen, Manion, & Morrison, 2009, p. 321). More specifically, participants were asked to answer “yes” or ”no” questions about their use of English in kindergarten or primary school, if they have relatives from English speaking countries, etc. Question 8 consists of one grid, in which pupils should indicate how often they engage in certain activities in English, using a scale from 1 (“Sehr Oft”) to 5 (“Nie”). The last part of the questionnaire consists of 13 different scales with two dimensions of an adjective. Rating scales are generally useful devices as “they build in a degree of sensitivity and differentiation of response while still generating numbers” (Cohen et al., 2009, p. 325). Participants were asked to indicate how much they agreed or disagreed with having experienced certain emotions while using English outside of the classroom. Students rated their general feelings when using English outside of the classroom in the questionnaire, in order to be able to compare their general feelings to the feelings that are experienced in particular situations, which were reported on in the focus group interviews.

<table>
<thead>
<tr>
<th>Peinlich berührt</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Schamlos</th>
</tr>
</thead>
</table>

*Figure 4: Example of a rating-scale*

3.4.1.3 Administering the questionnaire

The questionnaire was given to the students during an English lesson before the first focus group interviews were conducted. When the questionnaire was handed out, I was present in order to explain the purpose of the study, help the pupils to fill out the questionnaire, and to answer any questions regarding the questionnaire, which was designed to both gain background information about the pupils and to familiarize them with the topic. It was important to get students to think about their use of English outside of the classroom and about how they feel
while using English outside of the classroom as this topic has probably not been of great interest to them before. The results of the questionnaire were used to explain answers that were given in the focus group interviews and to make certain statements more comprehensible.

3.4.2 Focus group interviews

As mentioned above, to answer my research questions, I made use of both quantitative and qualitative research tools. Focus group interviews made it possible to explore the areas in which learners use English outside of the classroom, and to find out which emotions and feelings occur while using a foreign language. The following section will define focus group interviews, list the reasons for using them, and explain their design in detail.

3.4.2.1 Definition of focus group interviews

Focus groups are group interviews in which a number of participants talk about a certain topic in a group. The topic is raised and introduced to the participants by a moderator or facilitator who asks the questions as well (Dawson, 2009, p. 29). Morgan (1998) observes that the utterances made by the participants in the group discussions are the data which is analyzed during the research process (p.1). Usually six to eight participants, who come from similar backgrounds, take part in such group discussions (Morgan, 1998, p. 1).

3.4.2.2 Reasons for choosing focus groups

As Morgan (1998) describes, focus groups have numerous advantages. To begin with, they are a kind of qualitative research method and therefore “they use guided group discussions to generate a rich understanding of participants' experiences and beliefs” (Morgan, 1998, p. 11). Three fundamental strengths are shared by all qualitative methods, which contributed greatly to my decision to conduct focus group interviews as part of a mixed methods approach:

(1) Exploration and discovery
(2) Context and depth
(3) Interpretation & depth
(Morgan, 1998, p. 12)

(1) Morgan (1998) states that qualitative methods, such as the focus group interview, are particularly “useful for exploration and discovery” (p. 12). With focus group interviews, it is possible to explore topics or groups of people that have not been researched in detail before. It
is possible to start discussions about topics which are largely unexplored (Morgan, 1998, p. 12). Due to the fact that the feelings experienced by secondary school pupils while using the foreign language English outside of the classroom have not been investigated in detail before, focus group interviews were considered to be the best tool to start a discussion on the topic of "English outside of the classroom" without a great deal of existing prior knowledge.

(2) As Morgan (1998) points out, “context and depth help [...] to understand the background behind pupils’ thoughts and experiences” (p. 12). In focus group interviews, pupils are confronted with the opinions and attitudes of other participants, which are either similar or different to their own concerning a certain topic. As the discussion proceeds, they are very likely to exchange thoughts and opinions, or to share experiences with each other, which provides context for why a participant thinks and feels a certain way (Morgan, 1998, p. 12) As Klenke (2008) notes that group dynamics help researchers explore topics in more depth and give detailed insight into complex areas (p. 132).

(3) As Morgan (1998) points out, qualitative methods also allow researchers to gain interpretative insight during the group discussion (p. 12). In focus groups, participants generally have the desire to understand each other’s’ opinions and thoughts, which is the why discussions will most likely come up that have the potential to facilitate the interpretation of statements made by participants (Morgan, 1998, p. 12).

Other advantages of focus group interviews are that the researcher gets the chance to interact with participants directly, which gives him or her the possibility to ask for clarification when answers are unclear as well as to observe body language and other clues concerning the importance of an utterance (Stewart & Shamdasani, 2014, p. 45). Moreover, data is collected in the form of participants’ own words and excerpts can be used to illustrate the findings, which can offer “deeper levels of meaning, make important connections and identify subtle nuances in expression and meaning” (Stewart & Shamdasani, 2014, p. 45).

To sum up the numerous advantages focus groups offer, Morgan (1998) highlights the fact that “the group discussions create a process of sharing and comparing among the participants” (p. 12). It is very likely that exploration and discovery work will be done unconsciously by the participants of the study themselves without any help from the moderator. Furthermore, participants will probably also interpret the topics of the group discussions in their own way,
which means in relation to their own thoughts and previous experiences (Morgan, 1998, p. 12). In short, conducting focus group interviews seemed reasonable to me because they provide a larger picture of the thoughts and feelings of secondary school students towards using the foreign language English outside of the classroom.

3.4.2.3 Design of focus group interviews

In order to gain useful qualitative data, the focus interview and the interview questions were planned in great detail. One of the first issues that needed to be taken into consideration was the time frame. I decided to limit my interviews to approximately 30 minutes in order to ensure that pupils had enough time to talk about all relevant aspects when answering the questions, but at the same time, I wanted to make sure that interviews did not become too long so that students wouldn’t get tired or lose their motivation to participate in the discussion.

I used the “Focus Group Kit” by David L. Morgan and Richard A. Krueger to develop the questions. I developed the questions based on the criteria presented in the books on focus groups because it was clear to me that the structure and quality of the questions would contribute significantly to the quality of the answers given by students. In general, the questions were all supposed to be clear, brief and direct in order to ensure that participants understood “the core intent of the question” (Krueger, 1998b, p. 4). Another aspect which was considered to be important was the clarity of the wording (Krueger, 1998b, p. 4). In order to ensure that the words that were used in the questions were clear and understood by the pupils, the English teacher went through the questions in the English lesson before the interviews started.

Krueger (1998b) states that there are different categories of questions which should be used in focus group interviews that all have slightly different purposes (p. 21). These categories are:

- Opening questions
- Introductory questions
- Transition questions
- Key questions
- Ending questions

(Krueger, 1998b, p. 21)
Opening questions are questions that are usually answered quickly and should get every participant talking early in the discussion. Questions like these are not designed to elicit useful information, but rather to get a discussion started, and are therefore not included in the analysis (Krueger, 1998b, p. 23). The first question of the focus group interview (“Tell me your name and what’s your favorite subject in school”) is considered to be an opening question.

Introductory questions refer to questions that introduce the general topic of the discussion and give participants the chance “to reflect on experiences and their connection with the overall topic” (Krueger, 1998b, p. 24). Usually, introductory questions are open-ended questions which allow the participants to state how they view or understand the topic of the discussion. These questions are designed to move the discussion forward and draw the focus to the topic. However, they are not exactly critical to the analysis (Krueger, 1998b, p. 24). The second and third questions in the focus group interviews are considered to be introductory questions (“We are here to talk about using the English language outside of the classroom. What comes to your mind when you hear the expression "using English outside of school?"; “When (meaning in which situations) do you use English outside of the classroom?”

Transition questions act as a link between the introductory questions and the key questions and move the conversation toward the key questions of the study (Krueger, 1998b, p. 25). As Krueger (1998b) explains, “transition questions ask participants to go into more depth than the introductory questions about their experiences [...]” (p. 25). In addition, participants start to get a picture of how others think about the topic of the discussion (Krueger, 1998b, p. 25). (“Think back to a specific situation when you used English outside of the classroom. Describe the situation shortly and we will share these situations with each other.”)

Key questions are questions that focus directly on the main topic of the discussion and are crucial for the analysis. Typically, there are two to five questions in this category and they are discussed in the middle of the interview (Krueger, 1998b, p. 25). (“How did you feel in this specific situation?” “Can you imagine the reason why you felt .....? / What could have made you feel .....?” “Which aspects or components of the situation could have made you feel .....?” “Think back to a positive experience you had with using English outside of the classroom.” “Can you think of a reason why you consider this experience to be positive?” “What happened that makes you describe your experience as positive?” “Tell me about negative experiences you had with using English outside of the classroom.” “Can you think of a reason why you consider
this experience to be negative?” “What happened that makes you describe your experience as negative? ““Have other people been important for you when you used English outside of the classroom in this specific situation......?”

*Ending questions* bring the discussion to an end, and also give participants the opportunity to think about comments and utterances which have been made during the discussion; they are essential to the analysis as they give participants the chance to reflect on the discussions and to highlight important aspects (Krueger, 1998b, p. 26). There are three types of ending questions: *all-things-considered questions*, *summary questions*, and *final questions*. In this focus group interview, an all-things-considered question and a final question was used. The *all-things-considered question* seeks to find out which aspects of the conversation were most important to the participants and tries to facilitate the interpretation of conflicting utterances made during the discussion (Krueger, 1998b, p. 26). (“Of all the aspects we discussed today, what was most important for you?”). The final question aims to find out if all important aspects have been dealt with (Krueger, 1998b, p. 26). (“Is there anything you would like to add to the topics we have discussed?”)

### 3.4.2.4 Conducting the focus group interviews

The focus group interviews were conducted in the participating Austrian school itself. The research sample was made up of 19 students in total. All the students who took part in the study participated in the focus group interviews and filled out the questionnaire.

The interviews were conducted on a regular school day in December 2015. At the beginning of the first English lesson in which the interviews were conducted, the teacher introduced me to the students and I had the opportunity to explain once more what my research is about and how the interviews would be conducted. I randomly divided the students into groups of 4-5 students and went into a separate room with “Lerninseln” to conduct the interviews. To be precise, the first three focus group interviews were conducted with 5 pupils each. The last focus group interview was conducted with 4 pupils. Altogether 4 different focus group interviews were conducted in the course of my research project. The interviews were conducted in the school building because of organizational issues, in addition to the fact that I thought that the school, as a familiar place for the students, and would ensure that they felt more or less comfortable with an unfamiliar interviewer.
The two tables below illustrate which participant was interviewed in which focus group.

<table>
<thead>
<tr>
<th>Focus Group 1</th>
<th>Focus Group 2</th>
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</thead>
<tbody>
<tr>
<td>Belinda</td>
<td>Gerald</td>
</tr>
<tr>
<td>Clara</td>
<td>Helena</td>
</tr>
<tr>
<td>Daria</td>
<td>Isabella</td>
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<tr>
<td>Elisabeth</td>
<td>Julia</td>
</tr>
<tr>
<td>Ferdinand</td>
<td>Kevin</td>
</tr>
</tbody>
</table>

Table 2: Participants of focus group interviews 1 & 2

<table>
<thead>
<tr>
<th>Focus Group 3</th>
<th>Focus Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leo</td>
<td>Rita</td>
</tr>
<tr>
<td>Melanie</td>
<td>Simon</td>
</tr>
<tr>
<td>Nico</td>
<td>Tina</td>
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<td>Orelia</td>
<td>Ursula</td>
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<tr>
<td>Paula</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Participants of focus group interviews 1 & 2

3.5  Pilot Study

In the seminar “English Didactics Research Seminar”, I decided to explore the topic “English outside of the classroom” and wrote my research paper about it, as I was very interested in the use of English outside of the classroom. Before the course had ended, I had decided that I wanted to keep working on the topic and use the topic for my thesis as well. The study carried out in the English Didactics Research Seminar is therefore considered to be my pilot study. This section will present the results of the pilot study as well as the differences between the research design of the pilot study and the present study.

3.5.1  Differences between the studies

There were some significant differences between my pilot study and the present study carried out for my thesis. The differences concern the following areas:
Concerning the *methodological design*, it is important to mention that in my pilot study, only a qualitative research tool was used, namely focus group interviews. It was clear to me from the beginning that my research questions, which were not changed, required a more qualitative design because the aim was to explore pupils’ emotions and experiences when using English outside of the classroom. In my opinion, interviews – especially focus group interviews were the best choice of research tool. However, after conducting my pilot study, I realized that it would have been helpful in some cases to have background information about pupils’ lives (e.g. mother tongue, whether English is spoken at home, etc.). Therefore, in the present study, I decided to combine a qualitative and a quantitative research design. I used a questionnaire in advance to gain background information about pupils’ and to explore their use of English outside of the classroom and their general feelings while using it.

Concerning the *age of the participants*, the participants in the pilot study were older. Participants in the pilot study were aged between 16 and 17, whereas participants in the present study were aged between 14 and 15. However, the age of participants was not deliberately changed but only due to organizational issues.

With regard to the *gender of the participants*, the pilot study only garnered boys’ perspective on the research questions. In the interview, a class of only male students was interviewed, which may explain the focus on online games. In the present study, female participants also took part, as noted above.

### 3.5.2 Results of the pilot study

Concerning the *areas in which pupils used English outside of the classroom*, the study showed surprising results. The analysis of the interviews showed that English is used very often in *video games* in order to talk with other players or friends in voice chats, or to read and follow the instructions provided. Moreover, numerous participants stated that *English is the language of international communication* and that they use it often to communicate with non-native German speakers and when they are in foreign countries. The aspect which was in the foreground in most of the interviews was the use of *English for communication processes*, in video games as
well as in real-life. In addition, receptive activities such as *listening to YouTube videos, reading books, magazines, and newspapers*, as well as *watching films and TV shows* were also popular activities in the participants' lives. Although participants frequently reported participating in the abovementioned receptive activities, it became clear in the interview that the aspect of communication and actually using English to convey a message or receive information was central to pupils.

Regarding the *emotions and feelings pupils experience while talking English*, positive feelings and experiences were mostly reported to be connected with acts of *communication*. Students emphasized the importance and the positive aspect of communicating with others and of demonstrating their fluency in a language. In addition, numerous participants described their feelings in communication situations as *confident*, or *normal* and not *stressed*. Most of the participants reported feeling *confident* when using English outside of the classroom in order to communicate, and that it is normal nowadays to use English outside of a school context. Participant also often reported that *reading books, articles, newspapers*, etc. creates positive emotions. *The reception of information and the ability to understand materials* in a non-native language was repeatedly in the foreground of the interviews. In contrast, negative experiences were mostly associated with *playing video games* and being insulted while gaming in English, as well as *making mistakes* and *not being understood* or *taken seriously* while using English. However, positive experiences were referred to much more frequently and more extensively, and seemed to be more important to pupils than negative experiences while using English outside of the classroom. Two participants could not even report negative experiences while using English outside of the classroom.

Concerning the *reasons why pupils think they feel certain emotions*, numerous explanations were reported. Although some negative experiences were discussed when using English, the participants focused much more on positive emotions and feelings while using English outside of the classroom. In general, participants underlined that they feel *normal* and *not stressed* while using English outside of the classroom because it is an ordinary, normal situation for them. In addition, positive emotions were also reported when participants were able to help others by speaking English. Pupils also reported feeling more *confident* and *willing* to use English outside of the classroom when their conversation partners were helpful, friendly, and familiar to them, so they were not afraid of making mistakes or being laughed at. Moreover, the ability to understand material in another language and the pride connected to it was another reason pupils
often reported feeling positive. Reading articles, newspapers, magazines, and books, or watching films and TV shows in English were other popular activities, which made students feel good, interested, etc. because they were able to understand material in another language. Furthermore, downward-social comparison, which is “social comparison with people who are worse off or less skilled” (Breckler, Olson, & Wiggins, 2006, p. 129), was also reported to be responsible for positive feelings concerning the usage of English outside of the classroom.

3.6 Ethics
There is no doubt about the fact that every empirical study has to meet certain ethical requirements in order to ensure that no harm is done to participants. Before starting with my research project, it was necessary to contact the Education Board of Styria and inform them about my thesis project and the aims of my study in order to get their consent to interview the students. After receiving a document stating their consent, I contacted the school of my choice and talked to the English teacher about my research project.

When the participants of a study are pupils, even more important issues and ethical concerns have to be addressed and taken care of. One crucial issue was the anonymity of the pupils. Neither the names of the students nor that of the school are not mentioned at any point in this thesis. For the data analysis, pseudonyms are used. Moreover, it was necessary to obtain parental consent to do research with pupils under the age of 16. I handed out an information sheet to the parents explaining the topic of the interview, detailed information about the interview itself, and assured them that no names or personal information would be used in my thesis. A consent form was also handed out which had to be signed by the parents before I started with the focus group interviews.

The students were informed about the exact purpose of the study and the procedure, both when they were filling out the questionnaire, and before the interviews were conducted. They were told they could stop participating at any point without facing any consequences. In fact, all of the students were very helpful and understanding, and definitely willing to take part in my research project.
3.7 Data Analysis

This section analyses both the data from the questionnaire as well as from the focus group interviews.

3.7.1 Analyzing the questionnaire data

As mentioned above, the questionnaire was handed out in order to gain background information about the participants. The data collected was intended to facilitate the interpretation of utterances made in the focus group interviews. Pseudonyms were assigned to each participant and used in the analysis of the questionnaire as well as in the focus group interviews.

Part A consisted of factual information which is presented in percentages, and analyzed in chronological order, as it was presented on the questionnaire. Part B contained nine different questions. Question 1-7 were yes/no questions and the percentage of participants who answered ‘yes’ or ‘no’ were calculated with Excel for each question. However, as I needed the data as background information, the pseudonyms given to each participant were used to indicate who answered the questions with yes or no. In question 8, which contained a chart of frequency, the average score of each item was calculated. When calculating the average score, numbers were allocated to the answers of the individual items. ‘Sehr oft’ received 1 point, ‘Oft’ received 2 points, ‘Manchmal’ received 3 points, ‘Selten’ received 4 points and ‘Nie’ received 5 points. The number of students who ticked one item was multiplied by the number of points each item received. The resulting numbers from each item, ‘Sehr oft’ – ‘Nie’ were added up and divided by the total number of participants (19). Question 9 contained 13 different scales with 2 dimensions of an adjective. The findings of question 9 were analyzed individually for each participant. In short, when participants circled the numbers 1 or 6, close to the one of the two adjectives presented, the expression ‘extremely’ was used. When participants circled 2 or 5, one digit away from an adjective, the expression ‘very’ was used. When participants circled 3 or 4, two digits away from an adjective, the expression ‘rather’ was used.

3.7.2 Analyzing the focus group interview data

The recordings of the focus group interviews were transcribed, and each question was analyzed separately or grouped together with other questions in one section, if the analysis was thought to be connected.
As Krueger (1998a) points out, it is essential to find the “big ideas” which become the major findings of the study (p. 38). These big ideas can also be called ‘codes’. In order to be able to develop sets of themes or codes, the transcripts of the focus group interviews were analyzed. When I started the analysis, I scanned the transcripts of the focus group interviews and highlighted key words and phrases. Afterwards, I created a chart for each question of the interview, which includes the key words and common phrases as well as excerpts from the transcripts. With the help of the chart, I grouped together connected key words and common phrases and created a code for each group of answers. Resulting from this, a set of themes was developed, and the number of participants referring to one code was established. This means that the extensiveness of the comments under a particular theme, or, “how many different people talked about a particular issue” (Krueger, 1998a, p. 36) was taken into consideration. Furthermore, diagrams were used to illustrate the findings of the introductory questions, of the transition question, and of the key questions.

Although Krueger (1998a) warns of the dangers of using numbers and figures extensively – because qualitative research is complex and there is a clear difference between the analysis of words and the analysis of numbers (pp. 5–7) – I still decided to include the concrete number of participants who made comments about a specific theme because this made it easier to organize the findings and made them more understandable.

3.8 Limitations of the Study

This section of the thesis discusses the shortcomings and limitations of the study. It is obvious that problems and limitations can occur in every study, and that research questions can never be fully answered.

With regard to the questionnaire, it was often difficult to assimilate the findings of the questionnaire with the results of the focus group interviews. Although the results of the questionnaires were used as background information meant to facilitate the interpretation of the focus group results, it was often hard to decide when to integrate information from the questionnaire and to what extent this was necessary for a better understanding of a particular situation reported in the focus group interviews. In addition, the sometimes conflicting answers, for example, about when English is used outside of the classroom or how participants feel while using English outside of the classroom, were difficult to reconcile. Moreover, particularly when participants were asked to fill out rating scales concerning how they feel when using English
outside of the classroom, certain emotions were already listed, and they did not have the chance to include emotions themselves, which could have been important. As noted by Rubin & Babbie (2010), in such closed-ended questions, when a certain set of answers is already provided, “the researcher’s structuring of responses may overlook some important responses” (p. 94). It may have been the case that some of the emotions listed were not relevant to participants, yet they still had to decide to which degree the emotion is experienced. Furthermore, participants may have been influenced by the set of emotions present on the questionnaire while answering the questions in the focus group interviews.

Shortcomings can also be found in the focus group interviews. The most obvious shortcoming was that some pupils might not have felt completely comfortable being interviewed about their feelings in front of their peers. Furthermore, I noticed that some participants appeared to dominate the discussion, and contributed much more than others. This may have discouraged other participants from talking about their opinions and experiences in detail (Burgess, Sieminski, & Arthur, 2006, p. 73). In connection with this phenomenon, as underlined by Staudter & Lunau (2009), other participants became “passive” and followed the attitudes of the more dominant pupils (p. 77). During the interviews, I noticed that some participants simply agreed with other statements without giving more detail or having thought about a topic in depth; they simply repeated what had already been said. However, I still consider focus groups to be a helpful research tool for answering my research questions.
4 Results of the Study

This chapter presents the results of the mixed methods research and is divided into two different sections. The first section discusses the results of the quantitative part of the study, the questionnaire. The results are presented according to the chronological order in which the questions were arranged on the questionnaire itself. The second section consists of the findings of the focus group interviews, which were conducted with 19 secondary school pupils in an Austrian school. The findings of the interviews are discussed following the chronological order in which the questions were asked in the focus groups, and excerpts of participants’ utterances are presented to support the findings.

4.1 Questionnaire Results

4.1.1 Part A: personal data

With regard to the mother tongue of the participants, 68% (13 out of 19) participants listed German as their mother tongue. 21% (4 out of 19) of the participants listed other languages as their mother tongues, including Croatian, Turkish, Ukrainian and Chechen. 11% (2 out of 19) of the participants stated that they had two mother tongues: German and another language.

![Figure 5: Distribution of participants’ mother tongue](image)

4.1.2 Part B: questions

4.1.2.1 English in kindergarten

32% of the participants (6 out of 19) had already learned or come into contact with English in kindergarten. 68% (13 out of 19) did not learn English in kindergarten.
4.1.2.2 English in primary school

The majority of participants (95%) had already learned English in primary school. Only 5% (1 out of 19) did not learn English in primary school.

4.1.2.3 English at home

The majority of the participants do not generally speak English at home. Only 10% of the participants (2 out of 19) stated that they also speak English at home, whereas 90% of the participants (17 out of 19) claimed that English is not spoken at home.
4.1.2.4 Relatives from English speaking countries
26% of the participants (5 out of 19) have relatives from English speaking countries. The majority, 74% of the participants (14 out of 19), however, do not have relatives from English speaking countries.

4.1.2.5 Friends from English-speaking countries
The majority of the participants, (63%, 12 out of 19) had friends from English speaking countries, whereas 37% of the participants (7 out of 19) did not have friends from English speaking countries.
4.1.2.6 Living in an English-speaking country
The majority of the participants (95%) had never lived in an English speaking country before only one participant (5%) had lived in an English speaking country.

4.1.2.7 Vacation in an English-speaking country
26% of the participants (5 out of 19) had been on a vacation to an English speaking country. In contrast, 74% of the participants (14 out of 19) had not been on vacation in an English speaking country prior to this study.
Tables for each participant were created to visualize the findings of the questionnaire (Part B).

Belinda

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Table 4: Summary of Belinda’s results

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Table 5: Summary of Clara’s results
Results of the Study

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Table 6: Summary of Daria’s results

Elisabeth

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Table 7: Summary of Elisabeth’s results

Ferdinand

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Table 8: Summary of Ferdinand’s results
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*Table 9: Summary of Gerald’s results*

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*Table 10: Summary of Helena’s results*

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*Table 11: Summary of Isabella’s results*
### Results of the Study

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*Table 12: Summary of Julia’s results*

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*Table 13: Summary of Kevin’s results*

#### Leo

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*Table 14: Summary of Leo’s results*
### Results of the Study

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*Table 15: Summary of Melanie’s results*

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*Table 16: Summary of Nico’s results*

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<td>Friends from English-speaking countries</td>
<td>✓</td>
<td>✓</td>
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<tr>
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<td>✓</td>
<td>✓</td>
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*Table 17: Summary of Orelia’s results*
### Paula

<table>
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<tr>
<td>Relatives from English-speaking countries</td>
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<td>Vacations in an English-speaking country</td>
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*Table 18: Summary of Paula’s results*

### Rita

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<td>English at home</td>
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</tr>
<tr>
<td>Relatives from English-speaking countries</td>
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<tr>
<td>Friends from English-speaking countries</td>
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<tr>
<td>Living in an English-speaking country</td>
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*Table 19: Summary of Rita’s results*

### Simon

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<tbody>
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<td>English in primary school</td>
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<td>English at home</td>
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<td>Relatives from English-speaking countries</td>
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<td>✔</td>
</tr>
<tr>
<td>Friends from English-speaking countries</td>
<td>✔</td>
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</tr>
<tr>
<td>Living in an English-speaking country</td>
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<td>Vacations in an English-speaking country</td>
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</table>

*Table 20: Summary of Simon’s results*
Results of the Study

Tina

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<thead>
<tr>
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<th>No</th>
</tr>
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<tbody>
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<td>English in primary school</td>
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<td></td>
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<td>English at home</td>
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<tr>
<td>Relatives from English-speaking countries</td>
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<tr>
<td>Friends from English-speaking countries</td>
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<tr>
<td>Living in an English-speaking country</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Vacations in an English-speaking country</td>
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</table>

*Table 21: Summary of Tina’s results*

Ursula

<table>
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<td>English in primary school</td>
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<td></td>
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<tr>
<td>English at home</td>
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<td></td>
</tr>
<tr>
<td>Relatives from English-speaking countries</td>
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<tr>
<td>Friends from English-speaking countries</td>
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<tr>
<td>Living in an English-speaking country</td>
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</tr>
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<td>Vacations in an English-speaking country</td>
<td>✓</td>
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*Table 22: Summary of Ursula’s results*

4.1.2.8 Frequency of activities

- Reading newspapers and magazines in English

11% of the participants (2 out of 19) stated that they read newspapers and magazines in English very often and 16% of the participants (3 out of 19) read newspapers and magazines often. 32% of the participants (6 out of 19) read newspapers and magazines sometimes, whereas 16% of the participants (3 out of 19) seldom read newspapers and magazines. 26% of the participants (5 out of 19) had even never read newspapers and magazines.
Results of the Study

• Reading books in English
21% of the participants (4 out of 19) read English books very often. Only 11% (2 out of 19) read books in English often, while 47% of the participants (9 out of 19) read books sometimes and 16% (3 out of 19) seldom read books in English. 5% of the participants even (1 out of 19) claimed never to read English books.

• Listening to the radio in English
16% of the participants (3 out of 19) listened to the radio in English very often and 11% of the participants (2 out of 19) listened to the radio in English often. The majority of the participants (37%, or 7 out of 19) listened to the radio in English sometimes, whereas 11% (2 out of 19)

Figure 13: Reading newspapers and magazines in English

Figure 14: Reading books in English
claimed to seldom listen to the radio in English. 26% of the participants (5 out of 19) reported that they never listened to the radio in English.

![Listening to the radio](image)

*Figure 15: Listening to the radio*

- **Listening to English music on CDs, YouTube, etc.**
  Asked about how often they listen to English music on CDs, YouTube, etc., 84% of the participants (16 out of 19) responded ‘very often’. Only 11% of the participants (2 out of 19) responded ‘often’, while 5% of the participants (1 out of 19) responded sometimes.

![Listening to English music on CD's, YouTube, etc.](image)

*Figure 16: Listening to English music on CD’s, YouTube, etc.*

- **Talking to class members in English**
  5% of the participants (1 out of 19) reported talking to class members in English very often. 26% of the participants (5 out of 19) reported talking to class members in English sometimes.
Results of the Study

42% of the participants (8 out of 19) reported seldom talking to class members in English, and 26% of the participants (5 out of 19) reported never talking to class members in English.

**Figure 17: Talking to class members in English**

- Talking to friends in English
5% of the participants (1 out of 19) reported talking to friends in English very often. 16% of the participants (3 out of 19) reported talking to their friends in English sometimes. 42% of the participants (8 out of 19) reported seldom talking to their friends in English, while 32% of the participants (7 out of 19 participants) stated that they never talk to their friends in English.

**Figure 18: Talking to friends in English**

- Watching TV in English
5% of the participants (1 out of 19) reported watching TV in English very often. 16% of the participants (3 out of 19) reported watching TV in English often. 26% of the participants (5 out
of 19) reported watching TV in English sometimes, while 32% of the participants (6 out of 19) said that they seldom watch TV in English, and 21% of the participants (4 out of 19) reported never watching TV in English.

![Watching TV in English](image1)

*Figure 19: Watching TV in English*

- Watching films in English
  
  Only 5% of the participants (1 out of 19) said that they watch films in English very often. 42% of the participants (8 out of 19) said that they often watch films in English. 26% of the participants (5 out of 19) said that they watch films in English sometimes, while 21% of the participants (4 out of 19) said that they seldom watch films in English. 5% of the participants (1 out of 19) said that they never watch films in English.

![Watching films in English](image2)

*Figure 20: Watching films in English*
Results of the Study

- Watching YouTube videos in English
  The majority, 68% of the participants (13 out of 19), reported watching YouTube videos in English very often. 21% of the participants (4 out of 19) reported watching YouTube videos in English often. 5% of the participants (1 out of 19) reported watching YouTube videos sometimes and 5% of the participants (1 out of 19) reported seldom watching YouTube videos in English.

![Figure 21: Watching YouTube videos in English](image)

- Talking to native speakers in English
  11% of the participants (2 out of 19) said that they sometimes talk to native speakers in English, whereas 53% of the participants (10 out of 13) seldom talked to native speakers in English. 37% of the participants (7 out of 19) never talked to native speakers in English.

![Figure 22: Talking to native speakers in English](image)
Results of the Study

- Talking English in hotels, restaurants, shops, etc. in foreign countries

37% of the participants (7 out of 19) reported that they use English often when they talk in hotels, restaurants, shops, etc. in foreign countries. 26% of the participants (5 out of 19) said that they sometimes use English when they talk in hotels, restaurants, shops, etc. in foreign countries. 16% of the participants (3 out of 19) seldom use English in the same situations, while 21% of the participants (4 out of 19) reported never using English in hotels, restaurants, shops, etc. in foreign countries.

![Pie chart showing the percentage distribution of English usage in hotels, restaurants, shops, etc. in foreign countries.]

*Figure 23: Talking English in hotels, restaurants, shops, etc. in foreign countries*

- Use of English while playing online games

11% of the participants (2 out of 19) said that they use English very often when they play online games. 11% of the participants (2 out of 19) said that they often use English when they play online games. 16% of the participants (3 out of 19) said that they use English sometimes when they play online games. 21% of the participants (4 out of 19) said that they seldom use English when they play online games. 42% of the participants (8 out of 19) said that they never use English when they play online games.
Results of the Study

- **Online shopping in English**

11% of the participants (2 out of 19) said that they use English very often when they shop online. 11% of the participants (2 out of 19) said that they often use English when they shop online. 16% of the participants (3 out of 19) said that they use English sometimes when they shop online, and 21% of the participants (4 out of 19) said that they seldom use English when they shop online. The majority of the participants (42%, 8 out of 19) said that they never use English when they shop online.

---

**Figure 24: Use of English while playing online games**

**Figure 25: Online shopping in English**
4.1.2.9 Chart of frequency of activities

The results discussed above are summarized in the figure below. The average score of each item was calculated, and, resulting from this, the activities were ordered according to the frequency with which they were carried out. The activity which was most frequently carried out in English was *listening to CD’s, YouTube, etc.* Other activities frequently done in English were: watching YouTube videos, reading books, watching films, talking in hotels, shops, etc. in foreign countries, and listening to the radio. The activity which was carried out the least was talking to native speakers in English. Other less frequently carried out activities were reading newspapers and magazines, watching TV, playing online games, online shopping, and talking to class members and friends.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to Music on CD’s YouTube, etc.</td>
<td>1,2</td>
</tr>
<tr>
<td>Watching YouTube Videos</td>
<td>1,5</td>
</tr>
<tr>
<td>Reading Books</td>
<td>2,7</td>
</tr>
<tr>
<td>Watching Films</td>
<td>2,8</td>
</tr>
<tr>
<td>Talking in Hotels, Shops, etc. in Foreign Countries</td>
<td>3,2</td>
</tr>
<tr>
<td>Listening to the Radio</td>
<td>3,2</td>
</tr>
<tr>
<td>Reading newspapers and Magazines</td>
<td>3,3</td>
</tr>
<tr>
<td>Watching TV</td>
<td>3,5</td>
</tr>
<tr>
<td>Playing Online Games</td>
<td>3,7</td>
</tr>
<tr>
<td>Doing Shopping on the Internet</td>
<td>3,7</td>
</tr>
<tr>
<td>Talking to Class members</td>
<td>3,8</td>
</tr>
<tr>
<td>Talking to Friends</td>
<td>4,1</td>
</tr>
<tr>
<td>Talking to Native Speakers</td>
<td>4,3</td>
</tr>
</tbody>
</table>

*Table 23: Average score of frequency of out-of-class activities*

4.1.2.10 Tables for each participant

In order to summarize the findings for each participant and make them visible, tables for each individual were created. The tables should illustrate the frequency of activities carried out in English outside of the classroom for each participant.
### Results of the Study

**Belinda**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading newspapers and magazines in English</td>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to class members in English</td>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online shopping in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching TV in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading books in English</td>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to friends in English</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Watching films in English</td>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of English while playing online games</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Watching YouTube videos in English</td>
<td>Talking</td>
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<td></td>
<td></td>
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<tr>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
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**Table 24: Belinda’s activities outside of the classroom**

**Clara**

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<th>Activity</th>
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<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reading newspapers and magazines in English</td>
<td>Reading</td>
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<td></td>
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</tr>
<tr>
<td>Watching TV in English</td>
<td>Watching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online shopping in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching YouTube videos in English</td>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to class members in English</td>
<td>Talking</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Talking to native speakers in English</td>
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<tr>
<td>Online shopping in English</td>
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</tr>
<tr>
<td>Watching films in English</td>
<td>Watching</td>
<td></td>
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<td></td>
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<tr>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
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**Table 25: Clara’s activities outside of the classroom**
Results of the Study

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<th>Sometimes</th>
<th>Seldom</th>
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</thead>
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<td>Talking to class members in English</td>
<td>Talking to native speakers in English</td>
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<td></td>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td>Watching TV in English</td>
<td>Talking to friends in English</td>
<td>Use of English while playing online games</td>
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<tr>
<td></td>
<td>Watching films in English</td>
<td>Watching YouTube videos in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Online shopping in English</td>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
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Table 26: Daria’s activities outside of the classroom

<table>
<thead>
<tr>
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<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading books in English</td>
<td></td>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
<td>Talking to friends in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td>Use of English while playing online games</td>
<td>Watching films in English</td>
<td>Listening to the radio in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watching YouTube videos in English</td>
<td></td>
<td>Talking to native speakers in English</td>
<td>Talking to class members in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Watching TV in English</td>
<td>Online shopping in English</td>
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Table 27: Elisabeth’s activities outside of the classroom
## Results of the Study

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<thead>
<tr>
<th>Ferdinand</th>
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<th>Seldom</th>
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<td>Online shopping in English</td>
<td>Watching YouTube videos in English</td>
<td>Reading books in English</td>
<td>Reading newspapers and magazines in English</td>
<td>Listening to the radio in English</td>
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</tr>
<tr>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td>Talking to friends in English</td>
<td>Use of English while playing online games</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Talking to class members in English</td>
<td>Watching TV in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watching films in English</td>
<td>Talking to native speakers in English</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 28: Ferdinand’s activities outside of the classroom*

<table>
<thead>
<tr>
<th>Gerald</th>
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<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
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<td>Listening to English music on CDs, YouTube, etc.</td>
<td>Reading newspapers and magazines in English</td>
<td>Talking to native speakers in English</td>
<td>Reading books in English</td>
<td></td>
<td></td>
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<tr>
<td>Watching YouTube videos in English</td>
<td>Watching TV in English</td>
<td>Use of English while playing online games</td>
<td>Talking to friends in English</td>
<td>Listening to the radio in English</td>
<td></td>
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<tr>
<td></td>
<td>Watching films in English</td>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
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<td></td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

*Table 29: Gerald’s activities outside of the classroom*
Results of the Study

Helena

<table>
<thead>
<tr>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading newspapers and magazines in English</td>
<td>Watching TV in English</td>
<td>Use of English while playing online games</td>
<td>Talking to class members in English</td>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
</tr>
<tr>
<td>Reading books in English</td>
<td>Watching films in English</td>
<td></td>
<td>Talking to friends in English</td>
<td>Online shopping in English</td>
</tr>
<tr>
<td>Listening to the radio in English</td>
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<td>Talking to native speakers in English</td>
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</tr>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
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<td></td>
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</tr>
<tr>
<td>Watching YouTube videos in English</td>
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</tbody>
</table>

Table 30: Helena’s activities outside of the classroom

Isabella

<table>
<thead>
<tr>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to the radio in English</td>
<td>Watching TV in English</td>
<td>Talking to class members in English</td>
<td>Reading newspapers and magazines in English</td>
<td></td>
</tr>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td></td>
<td>Talking to friends in English</td>
<td>Reading books in English</td>
<td></td>
</tr>
<tr>
<td>Watching YouTube videos in English</td>
<td>Watching films in English</td>
<td></td>
<td>Talking to native speakers in English</td>
<td></td>
</tr>
<tr>
<td>Use of English while playing online games</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online shopping in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 31: Isabella’s activities outside of the classroom
# Results of the Study

## Julia

<table>
<thead>
<tr>
<th></th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to the radio in English</td>
<td>Watching films in English</td>
<td>Reading newspapers and magazines in English</td>
<td>Talking to class members in English</td>
<td>Talking to friends in English</td>
<td></td>
</tr>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td>Reading books in English</td>
<td>Use of English while playing online games</td>
<td>Watching TV in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching YouTube videos in English</td>
<td>Watching TV in English</td>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
<td></td>
<td>Online shopping in English</td>
<td></td>
</tr>
</tbody>
</table>

*Table 32: Julia’s activities outside of the classroom*

## Kevin

<table>
<thead>
<tr>
<th></th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
<td>Reading newspapers and magazines in English</td>
<td>Talking to class members in English</td>
<td>Talking to friends in English</td>
<td></td>
</tr>
<tr>
<td>Watching YouTube videos in English</td>
<td>Use of English while playing online games</td>
<td>Reading books in English</td>
<td>Watching TV in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening to the radio in English</td>
<td>Talking to native speakers in English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Watching films in English</td>
<td>Online shopping in English</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 33: Kevin’s activities outside of the classroom*
### Results of the Study

#### Leo

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
<td>Reading books in English</td>
<td>Online shopping in English</td>
<td>Reading newspapers and magazines in English</td>
<td></td>
</tr>
<tr>
<td>Watching YouTube videos in English</td>
<td>Listening to the radio in English</td>
<td></td>
<td></td>
<td>Talking to class members in English</td>
<td></td>
</tr>
<tr>
<td>Use of English while playing online games</td>
<td></td>
<td></td>
<td></td>
<td>Talking to friends in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Watching TV in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Watching films in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Talking to native speakers in English</td>
<td></td>
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</table>

*Table 34: Leo’s activities outside of the classroom*

#### Melanie

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading newspapers and magazines in English</td>
<td>Reading books in English</td>
<td></td>
<td>Talking to class members in English</td>
<td>Listening to the radio in English</td>
<td></td>
</tr>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td></td>
<td></td>
<td>Talking to friends in English</td>
<td>Talking to native speakers in English</td>
<td></td>
</tr>
<tr>
<td>Watching YouTube videos in English</td>
<td></td>
<td></td>
<td>Watching TV in English</td>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Watching films in English</td>
<td>Use of English while playing online games</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Online shopping in English</td>
<td></td>
</tr>
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*Table 35: Melanie’s activities outside of the classroom*
### Results of the Study

#### Nico

<table>
<thead>
<tr>
<th>Activity</th>
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<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watching YouTube videos in English</td>
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<td></td>
</tr>
<tr>
<td>Listening to the radio in English</td>
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<td></td>
</tr>
<tr>
<td>Talking to class members in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading books in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading newspapers and magazines in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online shopping in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to friends in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching TV in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching YouTube videos in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching films in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to native speakers in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of English while playing online games</td>
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</table>

**Table 36: Nico’s activities outside of the classroom**

#### Orelia

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading books in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading newspapers and magazines in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to class members in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching YouTube videos in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening to the radio in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to native speakers in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking to friends in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching TV in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online shopping in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of English while playing online games</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching films in English</td>
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<td></td>
<td></td>
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</table>

**Table 37: Orelia’s activities outside of the classroom**
## Results of the Study

### Paula

<table>
<thead>
<tr>
<th></th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading books in English</td>
<td>Watching films in English</td>
<td>Reading newspapers and magazines in English</td>
<td>Listening to the radio in English</td>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
<td></td>
</tr>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td>Talking to class members in English</td>
<td>Watching TV in English</td>
<td>Online shopping in English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching YouTube videos in English</td>
<td>Talking to friends in English</td>
<td>Talking to native speakers in English</td>
<td>Use of English while playing online games</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 38: Paula’s activities outside of the classroom

### Rita

<table>
<thead>
<tr>
<th></th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td>Watching films in English</td>
<td>Reading newspapers and magazines in English</td>
<td>Listening to the radio in English</td>
<td>Talking to class members in English</td>
<td></td>
</tr>
<tr>
<td>Watching YouTube videos in English</td>
<td>Reading books in English</td>
<td>Talking to native speakers in English</td>
<td>Talking to friends in English</td>
<td>Watching TV in English</td>
<td></td>
</tr>
<tr>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
<td>Use of English while playing online games</td>
<td>Online shopping in English</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 39: Rita’s activities outside of the classroom
Results of the Study

**Simon**

<table>
<thead>
<tr>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td>Watching films in English</td>
<td>Reading books in English</td>
<td>Talking to class members in English</td>
<td>Reading newspapers and magazines in English</td>
</tr>
<tr>
<td>Watching YouTube videos in English</td>
<td>Watching TV in English</td>
<td>Online shopping in English</td>
<td>Listening to the radio in English</td>
<td>Talking to friends in English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Talking to native speakers in English</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Use of English while playing online games</td>
</tr>
</tbody>
</table>

*Table 40: Simon’s activities outside of the classroom*

**Tina**

<table>
<thead>
<tr>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td>Listening to the radio in English</td>
<td>Reading newspapers and magazines in English</td>
<td>Reading books in English</td>
<td>Talking to native speakers in English</td>
</tr>
<tr>
<td>Talking to class members in English</td>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
<td>Watching TV in English</td>
<td>Watching films in English</td>
<td>Use of English while playing online games</td>
</tr>
<tr>
<td>Talking to friends in English</td>
<td></td>
<td></td>
<td>Watching YouTube videos in English</td>
<td>Online shopping in English</td>
</tr>
</tbody>
</table>

*Table 41: Tina’s activities outside of the classroom*
Results of the Study

Ursula

<table>
<thead>
<tr>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to English music on CDs, YouTube, etc.</td>
<td>Use of English while playing online games</td>
<td>Reading books in English</td>
<td>Reading newspapers and magazines in English</td>
<td></td>
</tr>
<tr>
<td>Watching YouTube videos in English</td>
<td></td>
<td>Listening to the radio in English</td>
<td>Talking to class members in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Watching films in English</td>
<td>Talking to friends in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Talking English in hotels, restaurants, shops, etc. in foreign countries</td>
<td>Talking to native speakers in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Online shopping in English</td>
<td></td>
</tr>
</tbody>
</table>

Table 42: Ursula’s activities outside of the classroom

4.1.2.11 Rating scales

The rating scales were used to gain insight into which emotions pupils generally experience when they use English outside of the classroom, before the participants gave detailed information in the focus group interviews. Below, the findings are outlined for each participant individually because later, the information from the rating scales is integrated into the analysis of the comments made in the focus group interviews by each participant. Here, each participant’s results will be presented in a table in order to be able to visualize the findings.
Results of the Study

<table>
<thead>
<tr>
<th></th>
<th>Extremely</th>
<th>Very</th>
<th>Rather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belinda</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy</td>
<td>Authentic</td>
<td></td>
<td>Modest</td>
</tr>
<tr>
<td>Focused</td>
<td>Fearless</td>
<td></td>
<td>Secure</td>
</tr>
<tr>
<td>Motivated</td>
<td>Shameless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>Unworried</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under pressure</td>
<td>Relaxed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 43: Summary of Belinda’s emotions*

<table>
<thead>
<tr>
<th></th>
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<th>Very</th>
<th>Rather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clara</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inauthentic</td>
<td>Shameless</td>
<td></td>
<td>Modest</td>
</tr>
<tr>
<td>Fearless</td>
<td>Relaxed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unworried</td>
<td>Unhappy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivated</td>
<td>Unfocused</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
<td>Secure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Very pressure-free</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 44: Summary of Clara’s emotions*

<table>
<thead>
<tr>
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<th>Extremely</th>
<th>Very</th>
<th>Rather</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daria</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fearless</td>
<td>Authentic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shameless</td>
<td>Happy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unworried</td>
<td>Motivated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Proud</td>
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<td>Secure</td>
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<tr>
<td>Positive</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pressure-free</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Content</td>
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</table>

*Table 45: Summary of Daria’s emotions*
### Results of the Study

#### Elisabeth

<table>
<thead>
<tr>
<th></th>
<th>Extremely</th>
<th>Very</th>
<th>Rather</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inauthentic</td>
<td></td>
<td>Modest</td>
<td>Focused</td>
</tr>
<tr>
<td>Fearless</td>
<td></td>
<td>Secure</td>
<td></td>
</tr>
<tr>
<td>Shameless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unworried</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Happy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive</td>
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<td></td>
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<tr>
<td>Positive</td>
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<td>Positive</td>
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<td></td>
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<tr>
<td>Positive</td>
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<td></td>
<td></td>
</tr>
<tr>
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*Table 46: Summary of Elisabeth’s emotions*

#### Ferdinand

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*Table 47: Summary of Ferdinand’s emotions*
## Results of the Study

### Gerald

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*Table 48: summary of Gerald’s emotions*

### Helena

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*Table 49: summary of Helena’s emotions*

### Isabella

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*Table 50: Summary of Isabella’s emotions*
## Results of the Study

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*Table 51: summary of Julia’s emotions*

### Kevin

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*Table 52: Summary of Kevin’s emotions*
Results of the Study

Leo

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*Table 53: Summary of Leo’s emotions*

Melanie

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*Table 54: Summary of Melanie’s emotions*
### Results of the Study

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*Table 55: Summary of Nico’s emotions*

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*Table 56: Summary of Orelia’s emotions*
Results of the Study

### Paula

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*Table 57: Summary of Paula’s emotions*

### Rita

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*Table 58: Summary of Rita’s emotions*

### Simon

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*Table 59: Summary of Simon’s emotions*
Results of the Study

Tina

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*Table 60: Summary of Tina’s emotions*

Ursula

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*Table 61: Summary of Ursula’s emotions*
4.2 Focus Group Analysis

In this section of the thesis, the results of the focus group interviews will be presented and discussed.

4.2.1 What comes to your mind when you hear the expression ‘Using English outside of school?’

In this section, the following introductory question will be analyzed:

- What comes to your mind when you hear the expression ‘Using English outside of school’?

In general, it should be noted that this question was used to get the members of the focus groups thinking about the topic ‘English outside of the classroom’. As mentioned above, in total, 19 students took part in the interviews and some had more than one association concerning the expression ‘English outside of the classroom’. While analyzing the data of the four focus groups, 10 distinct codes were identified:

- Communication with family members
- International meetings
- Reading (books, magazines)
- Skyping
- Social Networks (Facebook, Instagram)
- Speaking with foreigners
- Speaking with friends
- Vacations
- Watching TV
- Watching videos/watching YouTube videos

Figure 26 presents an overview of the different codes. The numbers represent how many participants referred to each code.
Each theme will be discussed in more detail below, and the most relevant comments made during the focus group interviews will be presented.

The most popular association pupils had with the phrase ‘English outside of the classroom’ was watching videos/watching YouTube videos. To be precise, 9 participants (out of 19) stated that they associate watching videos/watching YouTube videos with using English outside of school.

The first thing that comes to my mind is YouTube because I always watch YouTube videos in English. I feel like that’s more original than the German ones. And also, it really teaches someone a lot about the language. [Paula]

I think of YouTube because I often watch English YouTube videos. [Simon]

Participant Paula stated that she immediately thinks of YouTube when she hears the phrase ‘English outside of the classroom’ and that she always watches YouTube videos in English because she feels they are more original than the YouTube videos in German. In addition, Paula feels that she learns a lot by watching YouTube videos in English. Simon states that he thinks of YouTube simply because he often watches YouTube videos in English. All of the other comments were similar to those presented above, and simply state that watching YouTube videos is associated with the expression “English outside of the classroom”.

The second most frequent association was reading. To be precise, 4 participants (out of 19) talked about reading in English. Participants Daria and Ferdinand simply stated that they think
of the activity reading when they hear the term “English outside of the classroom”. Participant Gerald stated that he reads letters or newspapers in English, which he finds on the Internet. Participant Helena reported that she reads interviews with celebrities in English.

What about you? [Anna]
Reading only. Reading. [Daria]
Reading? You like to read? [Anna]
Yes. [Daria]
Reading and watching TV or YouTube. [Ferdinand]

Nothing. Because I am not talking English outside of school? [Gerald]
You don’t talk, but do you do something else? [Anna]
Yes. I am reading letters or newspapers in the Internet. [Gerald]

I sometimes read interviews in English with stars. [Helena]

Another association frequently made was talking to family members and relatives in English. Three participants (out of 19) highlighted the fact that English is used to talk to family members and relatives.

Ah and… ahm …I do have family members, which live in other countries and ahm…we always speak English. [Clara].
So you speak English to each other. Where do they live? [Anna]
In Italy and Albania. And… Yeah. [Clara]

I just talk English with my relatives. [Ferdinand]

My dad comes from Egypt. And I don’t speak Egyptian, so I always have to speak English with my relatives. [Tina]

Clara always speaks English with her relatives because they come from other countries such as Italy and Albania. Tina also uses English to communicate with her relatives from Egypt, as does Ferdinand, who does not state explicitly where his relatives are from.

Three other participants (out of 19) emphasized that another common association is speaking with foreigners. Isabella, Nico and Rita associate “English outside of the classroom” with being able to communicate with people who do not speak German.

[…]And I also dance ballet and there they only speak English or other languages. So I talk there in English. [Isabella]

[…]Or for example, when you meet a ‘Flüchtling’ and you can’t speak his language, you can speak with him in English. [Nico]

I think… ahm… when you met people in England and they ask you some things and you answer them. Maybe explain them the way to somewhere, or… Yeah. [Rita]

Isabella does ballet, which brings her into contact with dancers from all over the world. She uses English in order to be able to communicate with them, which is why she associated
Results of the Study

situations like these with the phrase “English outside of the classroom”. Nico gave the example of meeting a refugee and wanting to communicate with him or her. Interestingly, later in the focus group interviews, numerous participants mentioned that a refugee attended their school, and that they therefore often have contact with him or her in English. Another participant, Rita, associated “English outside of the classroom” with communicating with strangers in England.

Two pupils (out of 19) stated that they associate speaking with friends with the expression ‘English outside of the classroom’.

So I sometimes speak English with my friend because just for fun […] [Julia]

Chatting with friends on the phone. Even when we’re talking German with each other, we use English slang words or something. [Melanie]

Julia claims that she speaks English with a friend just for fun, whereas Melanie noted that she uses English words and slang even when she is speaking German to her friends.

Another association which was made by two participants (out of 19) was talking on vacations.

Vacations. [Elisabeth]
Okay, when you are on vacation, you talk English? [Anna]
Yeah. [Elisabeth]

[…] if I travel somewhere where they don’t speak German, I speak English with people. [Kevin]

Watching TV in English was another association which was made by two pupils (out of 19).

Reading and watching TV or YouTube. [Ferdinand]

So I sometimes speak English with my friend because just for fun and I watch TV shows. [Julia]

The associations international meetings, Skyping and social networks were made by one participants each (Leo, Nico, Orelia).

4.2.2 When (in which situations) do you use English outside of the classroom?

In this section, the following introductory question will be analyzed:

- When (in which situations) do you use English outside of the classroom?

With regard to the situations in which pupils use English outside of the classroom, it is important to mention that some of the 19 participants named more than one situation in which
they use English outside of the classroom. The 12 following codes were identified during the data analysis:

- Communicating on vacation
- Communicating with foreigners
- Communicating with friends
- Communicating with relatives
- The internet
- Playing online games
- Reading
- Social networks (Instagram, Facebook)
- TedX talks
- Watching movies
- Watching TV shows
- Watching YouTube videos

With a large lead, the most prominent theme which emerged is watching YouTube videos when participants were asked to name situations in which they use English outside of the classroom, 12 participants (out of 19) talked about using English outside of the classroom when watching YouTube videos.

I watch many YouTube Videos. [Isabella]
Yeah, sometimes when I am chatting with my friends and when I watch YouTube ‘cause I think it’s more interesting on English than on German. [Orelia]

They are only in English. Or… Channels like Asap THOUGHT or Think Pang. [Melanie]
Mhm. [Anna]
Such about Science and Biology. [Melanie]

Isabella and Orelia commented, in the same vein as the other participants, that they watch YouTube videos in English outside of the school context. Melanie talked specifically about certain channels that she likes to watch on YouTube, naming Asap THOUGHT and Think Pang, which she uses to inform herself about science and biology.

Six participants (out of 19) referred to communicating with foreigners. The second most frequent answer given by participants emphasized that they use English outside of the classroom when they talk to people from other countries who do not speak English:

Really talking is only when I am in other countries in summer or something. [Daria]
[...] and I also dance ballet and there they only speak English or other languages. So I talk there in English. [Isabella]

[...] if I travel somewhere where they don’t speak German, I speak English with people. [Kevin]

Ahm…in the next class to ours, there is an…ahm… pupil. And he…refugee. Yeah. And he is from Syria, I think. And we have to speak English with him because he is not so good at German. Yeah. [Rita]

Ah okay. So, he is in your class? [Anna]

No, in the next class. [Rita]

I don’t speak much English outside of the classroom… [Simon]

But it’s not only about speaking. Also… Anything you do in English. [Anna]

It’s the same actually. But…Yes. [Simon]

[...] Talking with the refugee in the neighbour class. [Tina]

Daria and Kevin both remarked that they speak English with people when they are on holidays in countries where German is not spoken, whereas Isabella emphasized that she speaks English in Austria to communicate with people in her ballet class because they only speak English. Rita and Tina both referred to when they talk to a pupil who attends their school, who is a refugee from Syria. Simon agreed and reported the same situation. They speak to him in English because he is not as proficient in German as he is in English.

Four participants (out of 19) referred to talking English to one’s relatives.

My sister studies English and so I often talk to her in English. [Belinda]

So you talk to her about her studies in English? [Anna]

Yes. And when we practice something... [Belinda]

You help her? (Laughter.) [Anna]

No, ahm… was ist studieren? [Belinda]

You can also say it in German. [Anna]

Ja sie studiert Englisch und dann reden wir halt gemeinsam, wenn ich was lernen muss oder wenn… einfach so zum Spaß. [Belinda]

Like I said, I do have relatives and I like speaking with them in English. I feel comfortable with it. And also at home, we just speak for fun together in English. And yeah. [Clara]

I just talk English with my relatives. [Ferdinand]

[...] Talking with relatives. [Tina]

Clara, Ferdinand and Tina all responded that they have relatives living in other countries and use English language to communicate with them. Clara has relatives living in Italy and emphasized before being asked that she feels comfortable talking to them. Ferdinand has relatives living in Australia and Tina has relatives living in Egypt, so they both claimed to use the English language as a means for communication. Belinda reported that she speaks English
with her sister, although she is Austrian as well. Her sister is studying English, and when Belinda has to study or just wants to speak English, they communicate in their mutual second language.

Three participants (out of 19) mentioned *reading* when asked about the situations in which they use English outside of the classroom:

I also read really many fan fictions and everything on the Internet and play online games, and YouTube of course. That place… Everything. [Elisabeth]

Yes. I am reading letters or newspapers in the Internet. [Gerald]
I sometimes read interviews in English with stars. [Helena]

Elisabeth commented that she reads quite a lot of fan fiction on the Internet, while Gerald said that he likes to read letters or newspapers online; Helena said that she sometimes reads interviews given by celebrities.

*Talking to friends* was another theme which emerged and was mentioned by two participants (out of 19).

Julia and Orelia both stated that they use English when they talk to their friends without giving further information.

So I sometimes speak English with my friend because just for fun […] [Julia]

Yeah, sometimes when I am chatting with my friends and […] [Orelia]

Two participants (out of 19) talked about *social networks*.

Ahm… If I watch something on YouTube, Facebook or some Apps. Ahm…Yeah. I think that’s it. [Leo]

Ahm… When I am on my Instagram, I don’t know…there are a lot of accounts that use English as a language and…Because it’s more international. And if they write a caption, I really try to understand it. Yeah. I think that’s it. [Paula]

Leo stated that he uses English when he uses social network sites, such as Facebook. Paula also talked about using English outside of the classroom while being active on social network sites. She referred to using Instagram and reported that she uses English when she reads the captions under pictures posted by other people. Paula noted that numerous accounts use English to write the captions for their pictures, and that she thinks this is the case because the language itself is more international.
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One participant (out of 19) referred to *playing online games* and using English outside of the classroom.

[…] and play online games, and YouTube of course. That place… Everything. [Elisabeth]

One participant (out of 19) mentioned *watching TV* when using English outside of the classroom.

[…] and I watch TV shows. [Julia]

One participant (out of 19) highlighted the aspect of *watching movies* when using English outside of the classroom.

Only when I watch movies or some videos on the Web, I think. [Nico]

One participant (out of 19) talked about the use of *the Internet* when participants were asked to report situations in which they use English outside of the classroom.

[…] or when I am searching something on the Web generally, because I feel like English writers write much more advanced and… about the topics I am interested than German writers. [Melanie]

Melanie explained that she uses English when she searches for something on the Internet. In her opinion, authors writing in English write in a more advanced way, and generally write about topics that are more interesting to her than the topics of German writers.

Figure 27 gives an overview of the codes identified and depicts the number of the participants who referred to each code.

![Figure 27: Situations in which English is used outside of the classroom](image-url)
4.2.3 Think back to a specific situation when you used English outside of the classroom. Describe the situation shortly and we will share these situations with each other.

In this section, the following transition question and the two key questions are analyzed:

- Think back to a specific situation when you used English outside of the classroom. Describe the situation shortly and we will share these situations with each other.
- How did you feel in this specific situation? / Can you remember any emotional reactions while using English outside of the classroom?
- Can you imagine the reasons why you felt…? / What could have made you feel…?

The three questions mentioned above are analyzed in the same section because they are closely related and cannot be looked at individually. Overall, the questions were used in the focus group interviews to get participants thinking about a specific situation in which they used the English language outside of the classroom, and to elicit their descriptions of the emotions they experienced when using English, as well as the reasons they believe they experienced specific emotions.

*Communication* was the major theme which emerged when analyzing the data of the focus group interviews in terms of the situation in which pupils speak English outside of the classroom. When asked to describe a specific situation, in which the pupils remembered using English outside of the classroom, all of the participants (19) described communicative situations.

Seventeen participants (out of 19) referred to *oral communication*. Only one participant reported a situation involving *written communication* and one participant reported watching a movie.

Five participants (out of 19) described a communicative situation, in which they were speaking to a person they are familiar with, rather than talking to a stranger.

Two participants described talking to their *relatives* in English:

Yeah, I am often in Italy and I do have my relatives there and yeah. My… I always talk with my aunt and my cousins. And I do feel comfortable about it because it wouldn't matter if I would say something wrong. She just would say that it’s wrong or something. And so, yeah. I like talking in English with them. [Clara]

Okay. Because you also feel comfortable with your family members? [Anna]

Yes. [Clara]
I just talk to my relatives and ahm… I actually don’t mind about speaking English with them because if I make a mistake they correct me. And they are my relatives, so it doesn’t matter if I make a mistake. [Ferdinand]
So you feel comfortable because you think you can say anything you want anyway? [Anna]
Yes, exactly. [Ferdinand]

Both of the participants, Clara and Ferdinand described their emotions when they used English outside the classroom as *comfortable* for similar reasons. Clara reported that she feels comfortable because it would not matter if she said something incorrect. There would be no consequence for her, in contrast, to speaking English in school, for instance. Furthermore, Clara claimed that she feels generally comfortable with her family members and likes talking to them, which probably also has a big impact on her feeling comfortable when she uses English. The questionnaire results support her statement as well. The findings show that she generally feels positive, secure and pressure-free when she uses English outside of the classroom, which might often be when she talks to her family members. Ferdinand also emphasized that he feels comfortable speaking English with his family members because it would not matter if he made a mistake. The findings of the questionnaire support his claim as he indicates that he generally feels very relaxed and secure when he uses English outside of the classroom.

One participant described communicating with *friends of his family* in English.

> We have friends in Hong Kong who don’t speak German so we talk to English… so we talk to them in English. [Kevin]
> And how do you feel while talking to them? [Anna]
> Quite normal. [Kevin]

Participant Kevin asserted that he feels *normal* talking to his family friends in English: using English in this context is nothing special to him.

Two participants reported a situation in which they went shopping with a refugee who attends the same school. They went shopping for a hat and used English to communicate with him.

> Ahm. We were on the street with the refugee from the next class and we talked with him and he wanted a hat, so we went with him to some shops and looked if we can find a hat and we talked to him what he wanted. [Rita]
> And how did you feel in this situation? [Anna]
> Yeah, really good. I was not…ahm. I just talked. I was not that… I don’t know. (Laughter) [Rita]
> And why do you think you felt good? [Anna]
> I don’t know because I think I like English and it’s cool to speak with other people because normally we use German. And I think it’s cool if we use another language. [Rita]

I was with Rita. And I think English is…we don’t have to think about we say so much in English. So I think it’s quite…I felt good speaking English. [Tina]
So it felt kind of natural for you? [Anna]
Yeah. [Tina]
Rita stated that the reason why she felt good while talking English to the refugee was that she is in favor of using a language other than German. She enjoys speaking in another language because she speaks German every day and therefore using English is something special to her. Tina agreed with Rita and stated that she too felt good because she realized that she does not have to think about everything she says anymore. Speaking English feels kind of natural to her. The findings of the questionnaire also indicate that she generally feels rather relaxed and pressure-free when she uses English outside of the classroom.

The other communicative situations reported involved talking to strangers/unknown people in English. Two participants reported situations in which they had a conversation with a man who sells the magazine “Megaphone” on the street.

- I sometimes speak with the man who sells Megaphone. And I often, in my head, it... everything sounds great and then I say it, and then I think “Oh that’s wrong” and then I am a little bit unsure if it’s correct. And yeah. [Belinda]
- Okay, you sometimes feel insecure when you talk? [Anna]
- Yeah. [Belinda]
- And why do you think you feel insecure? [Anna]
- Because I think I… think too much about it if it’s correct but ahm… the most time I think it’s no problem and I just think it’s a problem. [Belinda]

There was one man outside of the school, who was selling magazines. Me and Belinda were there. And he tried to talk to us about school and education. And…yeah. That’s the first thing that comes to my mind. [Paula]

- And how did you feel when you talked to him? [Anna]
- I kind of felt nervous because I knew he could speak English and I knew how well I could speak English, so I don’t know… I felt like I was speaking it wrong, even though it was probably the right way. I don’t know. Kind of nervous. [Paula]

Belinda described her feelings while using English with the word insecure. When she spoke with the man who sells Megaphone, she planned in advance what she was going to say. However, when she actually spoke to him, she no longer felt sure about what she said, and thought that her words might be incorrect, although they probably were not. In the questionnaire, Belinda also reported that she generally feels extremely under pressure when she uses English outside of the classroom.

Paula also reported that she and her friend spoke to the Megaphone salesman about the topic of school and education. She claims to have felt nervous because she knew that the man could speak English very well. Although she knew the extent of her knowledge of English, she still felt nervous when talking to him. Her questionnaire results also indicate that she generally feels rather insecure and worried when she uses English outside of the classroom. The situation reported by Paula can be seen as a form of upward social comparison, which Breckler et al.,
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(2006) refer to as “social comparison to someone who is better off or more skilled than we are” (p. 129).

Four participants (out of 19) described situations in which they spoke to strangers in foreign countries using English to communicate:

I was only talking English when I was in London and in other countries. And I think when, at the beginning, it’s strange and I think it’s… because to my parents I talk in German and not in English when I am in another country and if I talk to many people, then it’s okay. So then I get into it. [Daria]
Mhm. Then you get into it. Okay. So you sometimes feel a little bit insecure but when you start talking it gets better? [Anna]
Yes. [Daria]

Daria reported that she only speaks English when she is in a foreign country. At first, it feels a little bit strange to her to speak English because she never uses it apart from these situations. However, after a certain period of time, Daria said that she gets into it and gets more comfortable.

When I was in Persia with my mum, I can’t speak the language there. So I used English to speak with them. [Leo]
And how did you feel when you used English outside of the classroom? [Anna]
I feel…ahm… I don’t know. No idea. [Leo]
So you feel normal? Not embarrassed? [Anna]
Yeah. [Leo]
Can you imagine the reason why it’s normal for you to talk in English? [Anna]
Don’t know. No idea. [Leo]
Okay. [Anna]

When Leo was in Persia, he used English to communicate with the people around him. He had difficulties articulating his emotions. Only after he was asked if he felt normal and not embarrassed, did he agree and nod his head. However, he could not define a concrete reason why he felt normal.

Also when I was… In summer holidays, when I was in… in another country, like Malta. But it was a bit strange, because most of the people couldn’t really… speak English. Because yeah…it was strange to understand them. [Nico]
It was hard to understand them? [Anna]
Yeah. [Nico]
How did you feel? When you couldn’t understand them? [Anna]
Uncomfortable. [Nico]

Nico reported that he had been on holiday in Malta and had difficulty communicating with the people around him because their English was hard to understand. He stated that he felt uncomfortable because he was not able to understand everything that was said to him.

On holidays… I often must speak English because I can’t speak the other languages. And… I don’t know it was normal and they understand me but when they don’t, I try to explain it on another way. And then it’s… [Orelia]
Okay. And how do you feel when you use English when you are on vacation? [Anna]
Ahm... [Orelia]
Do you feel secure? Do you feel comfortable? [Anna]
I feel comfortable. I think because it’s not that difficult to speak for me. [Orelia]

Orelia also reported that she uses English to communicate when she is on vacation. In contrast to Nico, she does not feel uncomfortable when someone does not fully comprehend what she has said. When someone does not understand her, she claimed that she explains it in another way until the communication is successful. In general, she describes her feelings as comfortable because it is not difficult for her to speak English.

Three participants (out of 19) described situations in which they used English to communicate with people from foreign countries in Austria.

I dance at the opera and there I dance there with a company and sometimes, if I have to talk to them when we have to do… these or these …steps, then I talk to them in English. [Isabella]
Okay. And how do you feel when you talk to them in English? [Anna]
Quite normal. [Isabella]
Normal? Okay. [Anna]
Yeah. I don’t have to think about it very much. [Isabella]

I think you can use English when somebody asks about the way. And I also don’t feel uncomfortable because you get used to... and it’s... If you are used to, you don’t really have to think about what you are speaking about. But ahm… it just got normal. But sometimes you make mistakes. But that’s not like a really big problem. So…. I think it’s pretty normal to speak English. [Julia]

There were a few times when English people in Austria asked me about something because they thought I can speak English. Because I have glasses maybe… (Laughter). I don’t know. At first it was surprising, and I didn’t really know how to answer because I was so used to the German language, even if I can speak English. [Melanie]
So you felt surprised when they ask you on the street? [Anna]
Yeah. But it was quiet easy to get into the flow I guess. [Melanie]
So how would you describe your feelings when you used English outside of the classroom? [Anna]
Ahm... [Melanie]
Like with one word? [Anna]
Unexpected. [Melanie]

Isabella reported that she speaks English when she dances at the opera in order to communicate with people from all over the world. While speaking, Isabella claimed that she feels normal, and that speaking English is not frightening for her.

Julia described how she has been asked to describe the way to someone in English. She stressed that she normally gets used to speaking English very quickly, which is why she feels normal when she speaks English. Speaking English does not make Julia feel uncomfortable because she gets into speaking the foreign language fast. The questionnaire results support her statement.
because she indicated that she generally does not feel worried, but rather extremely relaxed and under no pressure when she uses English outside of the school context.

Melanie has experienced several incidents in which English people in Austria have asked her questions on the street. She reported that she was quite surprised when people addressed her in English because she is obviously used to speaking German in Austria. Although Melanie easily got into speaking English, she still described her feelings as unexpected and surprised. The questionnaire results also indicate that she generally feels content and happy when she uses English outside of the classroom, but also very insecure and under pressure sometimes, which might be the case in situations like those described above, in which speaking English comes as a surprise to her.

Two participants reported situations in which they do not communicate face to face in English, but use the Internet instead. Although these participants are also communicating with strangers, this is a separate category because they do not communicate face-to-face, but rather using modern technology, which creates distance between them.

I don’t really feel insecure but I don’t like my accent. I really have to work on it. And I was once on this website called Omegle and that’s like talking to strangers. And yeah, I could understand him and everything. And yeah… [Elizabeth]
And how did you feel when you could understand everything? [Anna]
Well, someone told me I had like this European accent and yeah. [Elizabeth]
Did you like it or not? [Anna]
Not really. [Elizabeth]

Yes. I played a computer game on my brother’s PC and ahm… There was a guy who just started talking while the game and then he didn’t know another language, and yeah… so I needed to talk to him in English. [Gerald]
And how did you feel? [Anna]
Normal too. [Gerald]

Elisabeth mentioned that she used the website Omegle, which is a Website that makes it possible to talk to strangers in English via the Internet. She reported that she did not feel insecure and maintains that she was able to understand everything said by the other person. However, the person Elisabeth was talking to told her that she had a European accent when she speaks English, which did not make her feel good or comfortable.

Gerald reported that, while playing an online game, he spoke English to another player, who did not understand German. Gerald said he felt normal, to him speaking English was not
something special or uncommon. The questionnaire results also show that he generally feels extremely relaxed and pressure-free when he uses English outside of the classroom.

Ursula did not describe a situation in detail. She explained that she often feels worried when she is speaking English to someone because she is afraid of making mistakes, which could result in her communication partner not being able to understand her. The findings of the questionnaire also reveal that she generally feels extremely fearful, worried, stressed insecure, and under pressure when she uses English outside of the classroom, which seem to reflect the fact that, as she mentioned in the interview, she is afraid of making mistakes.

But ahm…when I’m speaking, it’s always like…ahm. I always worry that I make a mistake or something. And someone cannot understand me… [Ursula]

As mentioned above, only one participant described a written act of communication. Helena described chatting with a friend on Skype and claimed that she feels normal when she communicates with her.

I have a friend. I don’t know her, but in the Internet. She just speaks English, so on Skype I write with her just in English. [Helena]

[…]

Ahm… I don’t really talk to her, I write to her. So… [Helena]

Okay, you write to her. [Anna]

So, I can think longer before I send the message to her. So, ahm…yeah. I feel quite normal. [Helena]

Helena emphasizes that she feels normal, which means that writing to her friend in English is nothing special or particularly stressful to her. She claims that this might be because, in contrast to speaking with another person face to face, when writing on Skype, she has more time to think about a message before she sends it. In accordance with her statement, the questionnaire also indicates that she generally feels very relaxed, rather secure and pressure-free when she uses English outside of the school.

Simon reported a situation, in which he watched a movie in English.

I can’t think of any situation right now. [Simon]

Okay. Anything in which you used English? [Anna]

Ahm. Yeah. I was there too but I didn’t think much. So… [Simon]

You can’t think of anything you do? Also when you watch a movie? Or read books? [Anna]

Okay. Sometimes I watch English movies… [Simon]

What kind of movies do you watch? [Anna]

Everything. Fantasy movies. Ahm…yeah. [Simon]

And how do you feel when you watch a movie in English? [Anna]

Very good because I understand everything. Yes. [Simon]

Okay. Do you watch it with subtitles or…? [Anna]

Ahm, so sometimes with English subtitles. So if there’s an accent, I can also understand it. [Simon]
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At first, the participant could not think of an answer to the question and said he also went shopping with the refugee looking for a hat, but the situation did not seem to be relevant for him. When given suggestions, such as reading books or watching movies, Simon stated that he sometimes watches English movies. While watching movies, he feels good because he is able to understand everything.

To sum up, when being asked to report a specific situation in which the participants used English outside of the classroom, ten different emotions were reported in the answers to the questions:

- Comfortable
- Good
- Nervous
- Normal
- Not insecure (Secure)
- Strange
- Uncomfortable
- Unexpected (Surprised)
- Unsure
- Worried

The emotion reported as experienced most often in a specific situation using English outside of the classroom was feeling normal. Six of the 19 participants talked about a situation in which they used English outside of the classroom in which they said they felt normal, and claimed that using English is nothing special to them. Another word frequently used to describe emotions while using English outside of the classroom was comfortable. Three participants stated that they felt comfortable using English outside of the classroom when they were asked to report on one specific situation. Three participants claimed that they feel good when they use English outside of the classroom. Feeling nervous, secure, strange, uncomfortable, unexpected/surprised, insecure and worried were all reported by one participant each.
4.2.4 Think back to a positive experience you had with using English outside of the classroom.

In this section, the following key questions are analyzed:

- Think back to a positive experience you had with using English outside of the classroom
- Can you think of a reason why you consider this experience to be positive?

The questions are analyzed in the same section because they are closely connected and cannot be looked at individually.

When students were asked to think about a positive experience they had using English outside of the classroom, numerous different situations were reported. 18 of the participants (out of 19) claimed that they had one or more positive experiences with using English outside of the classroom. Only one participant could not report a positive experience. Some students reported more than one positive experience. When analyzing the data, four different codes emerged concerning positive experiences with using English outside the classroom.

- **English for Communication Purposes**
- **Unconscious Learning and Thinking Processes**
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- Being Able to Understand English Data
- Improving One’s Skills

*Using English in order to communicate* was the most frequent answer given to this question. The majority of participants, 12 out of 19, referred to positive experiences while using English outside of the classroom in some sort of communicative situation.

Belinda claimed that she likes the feeling when she realizes that her English has improved. She talked about how it feels good when she is able to understand an utterance she would not have understood two years before. Moreover, she noted that it is positive for her to be able to communicate in other countries without making mistakes. The questionnaire results also indicate that Belinda feels extremely motivated, which could be why she experiences positive feelings when her English skills improve.

> I think I like the feeling when you know that, for example, two years ago you couldn’t understand this and now you can… can… then I think that’s just a good feeling because yeah, you can speak this language. And I… If I go to another country, I could talk to the people without extremely mistakes. Or many mistakes. And I like that. [Belinda]

Ferdinand spoke of a positive experience he had when talking to his relatives. He mentioned that this kind of situation is positive for him because his family members often teach him new vocabulary and help him expand his knowledge of English. He does not actively have to study new words, but still gets the chance to learn new words and phrases. The questionnaire results suggest that he feels extremely motivated when he uses English outside of the classroom and might therefore enjoy expanding his range of vocabulary.

> When I speak with my relatives… (Laughter.) I…They often tell me special vocabulary and I like it, because then I learn new vocabulary and yes. [Ferdinand]
> And yeah, you don’t have to study them, you just get to know them. [Anna]
> Yes. [Ferdinand]

Elisabeth writes fan fiction on the Internet and also reads stories by other fan fiction writers. The Internet gives her the possibility to communicate with other people who like the same stories, and to learn new words, which is why she considers this experience to be positive. In the questionnaire, Elisabeth indicated that she feels extremely motivated when using English outside of the classroom, which could be related to her initial decision to engage in story writing and her desire to increase her range of vocabulary and English skills.

> Well, as I said I write fan fiction and also read them. And I always like to learn new words with it and yeah. [Elisabeth]
> So you also feel positive because you learn new words when you write… [Anna]
> I can also talk to other people who like the same stories and…Yeah. [Elisabeth]
> Okay, that’s great. [Anna]
Daria talked about a trip to London with her parents a couple of years ago: her parents did not learn English in school, but only after they graduated. In London, her parents had difficulties communicating with and understanding English people. However, Daria was able to understand what other people were saying, which made it a positive experience for her. She enjoyed the feeling of being better at something than her parents.

Ahm, hm... (Laughter) One thing was when we were in London, I just remember that my parents … they didn’t learn English in school. But they learned it afterwards. That they didn’t understand the people and I understood them. And... That was cool. [Daria]
And why do you think you felt positive? Why was it a positive experience for you? [Anna]
I was better than my parents. (Laughter.) [Daria]
And that's a good feeling for you? [Anna]
Yeah, definitely. [Daria]
Okay. [Anna]

When asked to report on a positive experience she had using English outside of the classroom, Clara referred to talking with her cousin. Her cousin studies at Cambridge University and is constantly improving his English skills. Clara not only enjoys talking to him, she also likes that his English gets better and better every day. Moreover, Clara enjoys communicating with him because she learns new words and can expand her vocabulary. She is motivated to expand her range of vocabulary, which she also indicated in the questionnaire.

My cousin studies at the Cambridge University. And I really like talking to him because ahm… I always see how he gets ahm… better and better and I really like talking to him, because also... I don't know that much difficult vocabulary and he does, so I can always learn from him. And I also watch a lot of YouTube and… but also just, British or American YouTubers. And yeah, I also love watching them because I just think that if you watch something like this, you can easily just talk to other people in real life. [Clara]
Mhm. [Anna]

In the focus group interview, Kevin referred to situations in which he is able to communicate with people from foreign countries: these are positive for him because he is able to have interesting conversations with different people. Without being competent in English, he would not be able to communicate with them.

I don’t know. If you talk to people who don’t speak your mother tongue language, and then you just… you can communicate with them, even if they don’t know the language you really speak. So it’s quite interesting to talk to them. [Kevin]
And you think it’s positive because you can speak with someone you couldn’t otherwise? [Anna]
Yes. [Kevin]
Okay. [Anna]

Julia agreed with Kevin because she also thinks that being able to communicate with people from all over the world is a positive aspect of being able to speak English:

I have the same opinion as Kevin. I also think when you are on holiday and you meet new friends, you’re not sure where they are from, so you can use English to talk with them. And
to have fun because you don’t know which other languages they are speaking. And... You can use it everywhere, so it’s really nice to know the language. [Julia]
So it’s positive for you because you can communicate with... [Anna]
Everyone. Yes. [Julia]
Yeah. [Anna]

Isabella also referred to communicative situations when she was asked to report a positive experience she had while using English outside of the classroom. She had similar opinions as those mentioned above; she also likes the fact that she can communicate with foreigners using English. Moreover, Isabella enjoys when she uses new words or phrases in conversation, which she did not even know that she knew. She enjoys the feeling of having unconsciously picked up a new word which she can use in conversation. In agreement with her comments, the questionnaire results indicate that Isabella generally feels very positive, rather relaxed, rather secure and under no pressure when speaking English:

I like it very much when I speak English to someone because they don’t know speak my language and then I realize that I said a word, ahm... which I didn’t even noticed that I learned it. So, that I noticed that I’ve just learned it from hearing it. Not from learning it in class. So, I think that's really positive. [Isabella]
Okay, great. [Anna]

Participant Helena agreed with some of the other participants. She enjoys being able to communicate with everyone, especially peers, because English is taught in school in almost every country.

Well, I think, the same as Julia and Kevin. It’s just you… that in almost every country you learn English in school. And... so you can communicate with everyone. And it’s just nice to understand everyone. [Helena]
Yeah. I agree with you. [Anna]

Gerald reported a communicative situation as well when asked about positive experiences while using English outside of the classroom. He commented that he enjoys speaking English when he is outside of school, perhaps somewhere with his parents. Gerald prefers speaking outside of the classroom because he does not feel the pressure not to make mistakes, and can focus on talking itself. He does not have to fear consequences, which makes it a positive experience for him. The questionnaire findings show that he generally does not feel pressure and feels extremely relaxed and secure when using English outside of the classroom:

Ahm, I think if you are somewhere with your parents and nobody can speak English ahm… that good as you and then you only say “OK, you don’t have the pressure to make something wrong” and you don’t think “Ok, when I do or say something wrong, something else can happen or I can get a minus like in the school” and you are just talking. [Gerald]
That's positive for you? [Anna]
Yes. [Gerald]

Orelia reported that the first time she spoke to her cousin was in English because they do not share a common mother tongue. She does not speak Egyptian very well and her cousin is cannot
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speak German. Speaking English gave her the opportunity to communicate with him, which
would not have been possible otherwise.

Ich habe vergessen um was es geht. [Orelia]
Ahm. You should think back to a positive experience you had while using English outside
of the classroom. Anything that was positive for you. [Anna]
The first time I talked to my cousin… was in English. And that was positive. [Orelia]
Why was it a positive experience? [Anna]
Don’t know. ’Cause my cousin can’t speak German and I’m not so well in speaking
Egyptian, so we talked in English and it was really…cool. [Orelia]
Because you could talk to him? [Anna]
Yeah, exactly. [Orelia]

Participant Paula reported another, non-traditional, form of communication. She reported
posting a comment under a YouTube video. Paula got more than 500 likes which means that
numerous people agreed with her opinion. As a result of this, she realized that her comment
must have been without any mistakes and she felt good about her use of vocabulary and the
utterance in general. The questionnaire findings suggest that she generally feels very authentic,
overall positive and content when she uses English outside of the classroom. However, she also
indicated that she feels rather under pressure, which might be connected to her wish to produce
correct utterances as well as her good feelings resulting from the correctness of her comment.

Oh yeah. One time I left a comment under a YouTube Video and it got like 500 likes and
then I knew that it was without any ahm… Fehler…? [Paula]
Mistakes? [Anna]
Mistakes. And that my vocabulary was right. So, I felt good about that, kind of. [Paula]

Apart from communicative situations, four participants reported a situation in which
participants were able to understand certain kind of information in English which made it a
positive experience for them.

Nico reported that he had recently bought new speakers on the Internet. The website was written
in English and he felt happy about the fact that he was able to understand the information on
the website.

Once I bought a new sound box on the Internet. And the Website was English. [Nico]
Okay. [Anna]
I was happy that I could understand… [Nico]
That you could understand what you are going to buy? [Anna]
Yes. [Nico]
That you could read everything. [Anna]

Leo described a situation in which he watched a movie in English because it was not available
in German. He felt good because he was able to understand the action movie.

Yeah. I watched a movie in English and it was very nice but only in English available. So
ahm… yeah I understand… [Leo]
Which kind of movie did you watch? [Anna]
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An action movie. [Leo]
Mhm. [Anna]
And yeah, I understand… [Leo]
You felt good because you could understand the movie? [Anna]
Yeah. [Leo]

Rita reported reading a book when she was asked about positive experiences while using English outside of the classroom. She felt very *comfortable* while reading because she was able to understand most of the words and expressions in the books. Rita claimed to like the language in general and that she would read more books in the future. When she does not understand a word, she also enjoys looking up the meaning and even invents her own vocabulary.

Ahm… I think ahm… we have learned lots of English in the last five years or more. Last time I read a book and I felt very comfortable because I understood most of the words and yeah I think I will read lots of books in English because I just like it. I like the language. [Rita]
And you like that you can understand everything? [Anna]
Not everything. But I also like if I see new words then I can google… (Laughter) what they are meaning. So I also invent my vocabulary. [Rita]
Okay. [Anna]

Melanie thought of a particular TedX talk in English delivered by a man without arms and legs. She remembered the talk very well because she felt it was *inspiring and motivational* which is why this experience was positive for her.

I think one of the TedX talks, there was a man who didn’t have arms and legs. It was very inspiring and motivational to hear his speech. [Melanie]
Mhm. [Anna]
About life and such. [Melanie]

Two participants referred to situations which involved some kind of *unconscious thinking processes* in English.

Simon wrote his English test and reported that he found himself thinking in English immediately afterwards. Simon felt *surprised* when he suddenly thought in English.

Ahm… one week ago I wrote my English test. I remember that after that I was thinking of something and I was thinking it in English. And that was… [Simon]
Positive? [Anna]
Funny. [Simon]
Why was it funny? [Anna]
I wasn’t… I didn’t want to think English, but I just did it. And I was very surprised because… [Simon]
It just happened? [Anna]
It just happened. That’s the only thing I can think about. [Simon]
Okay. That’s great. [Anna]
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Tina also reported that when she spends time with the refugee at their school, she always tends to think in English afterwards and even wants to go on speaking English with other people. She claimed that it is positive for her when she knows she does not have to think hard about what to say. Unconsciously thinking and speaking in English is a positive experience for her.

When we are with the refugee, I always think English after...the lesson with him. If we are in town with him and I go into a shop and I want to say something, I have to pay attention that I don’t say it in English. So yeah... [Tina]
And it’s positive for you because...? Why? Can you explain it? [Anna]
Because...it’s just good to know that we don’t have to think about what we are saying. [Tina]
Mhm. Okay. [Anna]

Three participants mentioned situations in which they improved their English skills. Belinda talked generally about the positive feeling of improving one’s skills in a certain area such as English. She said that she likes the feeling of making progress in English and being able to speak the foreign language.

I think I like the feeling when you know that, for example, two years ago you couldn’t understand this and now you can... can... then I think that’s just a good feeling because yeah, you can speak this language. [Belinda]

Clara talked about watching YouTube videos of British and American YouTubers and emphasized that she thinks watching these videos improves her communication skills in English and makes it easier to talk to people in English in real life.

And I also watch a lot of YouTube and... but also just, British or American YouTubers. And yeah, I also love watching them because I just think that if you watch something like this, you can easily just talk to other people in real life. [Clara]

As mentioned above, Rita commented that she likes to come across new words and expressions and always looks up their meaning online.

But I also like if I see new words then I can google... (Laughter) what they are meaning. [Rita]

Ursula could not report any positive experiences using English outside of the classroom. The questionnaire results also show that she experiences a variety of negative emotions when speaking English, such as feeling extremely fearful, embarrassed, worried, stressed, generally negative, insecure, and under pressure.

Ahm... I’ve never felt really well...really good while I was speaking English. I don’t really like languages. And it’s something we have to know...and yeah. [Ursula]
So you don’t have any positive experiences...? [Anna]
No. [Ursula]
Results of the Study

Figure 29 gives an overview of the codes identified and depicts the number of participants referring to each code.

![Figure 29: Positive experiences](image)

Concerning the reasons why a situation was classified as positive, it has to be underlined that some participants stated more than one reason as to why a situation was perceived as positive. As the reported situations are very different from each other, and there are numerous reasons why these situations were classified as positive by the participants, six distinct reasons why a situation was perceived as positive were identified:

- Improving oneself
- Comparison
- Being able to communicate successfully
- Being able to understand English data
- No fear of mistakes
- Unconscious thinking processes

_Being able to successfully communicate with others_ was a reason for an experience to be classified as positive for five participants. Put differently, five participants asserted that being able to successfully communicate with someone who does not share the same mother tongue is the reason why the reported situation was considered to be positive.
Well, I think, the same as Julia and Kevin. It’s just you… that in almost every country you learn English in school. And… so you can communicate with everyone. And it’s just nice to understand everyone. [Helena]
Yeah. I agree with you. [Anna]

I like it very much when I speak English to someone because they don't know speak my language and then I realize that I said a word, ahm… which I didn’t even noticed that I learned it. So, that I noticed that I’ve just learned it from hearing it. Not from learning it in class. So, I think that’s really positive. [Isabella]
Okay, great. [Anna]

I have the same opinion as Kevin. I also think when you are on holiday and you meet new friends, you’re not sure where they are from, so you can use English to talk with them. And to have fun because you don’t know which other languages they are speaking. And… You can use it everywhere, so it’s really nice to know the language. [Julia]
So it’s positive for you because you can communicate with... [Anna]
Everyone. Yes. [Julia]
Yeah. [Anna]

I don’t know. If you talk to people who don’t speak your mother tongue language, and then you just… you can communicate with them, even if they don’t know the language you really speak. So it’s quite interesting to talk to them. [Kevin]
And you think it’s positive because you can speak with someone you couldn’t otherwise? [Anna]
Yes. [Kevin]
Okay. [Anna]

The first time I talked to my cousin… was in English. And that was positive. [Orelia]
Why was it a positive experience? [Anna]
Don’t know. ‘Cause my cousin can’t speak German and I’m not so well in speaking Egyptian, so we talked in English and it was really… cool. [Orelia]
Because you could talk to him? [Anna]
Yeah, exactly. [Orelia]

Helena, Isabella, Julia and Kevin all emphasized that they enjoy being able to communicate with everyone, no matter what languages they speak. Orelia reported a specific situation, in which she was able to communicate with her cousin from Egypt in English. Without English, this conversation would not have been possible because he only speaks Egyptian and English.

Another reason certain situations that were reported were perceived as positive is because they involve the participants improving their English skills and range of vocabulary. Five participants, Belinda, Clara, Elisabeth, Ferdinand and Rita mentioned situations in which using English outside of the classroom helped them to improve their knowledge of English.

I think I like the feeling when you know that, for example, two years ago you couldn’t understand this and now you can… can... then I think that’s just a good feeling because yeah, you can speak this language. [Belinda]
My cousin studies at the Cambridge University. And I really like talking to him because ahm…I always see how he gets ahm… better and better and I really like talking to him, because also…I don’t know that much difficult vocabulary and he does, so I can always learn from him. [Clara]

Well, as I said I write fan fiction and also read them. And I always like to learn new words with it and yeah. [Elisabeth]

When I speak with my relatives… (Laughter.) I…They often tell me special vocabulary and I like it, because then I learn new vocabulary and yes. [Ferdinand]
And yeah, you don’t have to study them, you just get to know them. [Anna]
Yes. [Ferdinand]

But I also like if I see new words then I can google… (Laughter) what they are meaning. So I also invent my VOC. [Rita]

All of these utterances underline the importance of expanding one’s range of vocabulary and learning new words for positive experiences while using English outside of the classroom. Belinda perceived the reported situation as positive because she was able to monitor her own progress, and realized she had improved her English skills, whereas Clara emphasized that she likes to communicate with her cousin and likes to see how he is making progress in English, and, at the same time, she enjoys the conversation because she can learn new vocabulary from him. Elisebeth also reported that she likes to expand her range of vocabulary, as did Ferdinand and Rita. Whereas Elisabeth improves her vocabulary by writing fan fiction, Ferdinand learns new words by talking to his relatives, and Rita googles the meaning of new words she comes across. When Rita stated that she “invents her vocabulary”, she probably meant that she improves or broadens her range of vocabulary.

One more reason why a certain situation was experienced as positive was that participants reported they were able to understand some kind of information or data in English. Four participants perceived a situation as positive because English data was understood.

I think one of the TedX talks, there was a man who didn’t have arms and legs. It was very inspiring and motivational to hear his speech. [Melanie]
[…]
About life and such. [Melanie]

Once I bought a new sound box on the Internet. And the Website was English. [Nico]
Okay. [Anna]
I was happy that I could understand… [Nico]
That you could understand what you are going to buy? [Anna]
Yes. [Nico]

Yeah. I watched a movie in English and it was very nice but only in English available. So ahm… yeah I understand… [Anna]
Which kind of movie did you watch? [Anna]
An action movie. [Leo]
Mhm. [Anna]
And yeah, I understand… [Leo]
You felt good because you could understand the movie? [Anna]
Yeah. [Leo]

Last time I read a book and I felt very comfortable because I understood most of the words and yeah I think I will read lots of books in English because I just like it. I like the language. [Rita]
And you like that you can understand everything?
Not everything. But I also like if I see new words then I can google… (Laughter) what they are meaning. So I also invent my VOC. [Rita]

Melanie reported that she listened to a TedX talk, in which a man without arms or legs gave a speech. She perceived the speech, which was only available in English, as very inspiring and motivational. Nico bought a sound box on the Internet and claimed that he felt happy because he was able to understand the Website, which was only available in English. Leo watched an action movie and reported having felt good because he was able to understand the movie. Rita said that she feels comfortable when she reads a book and is able to understand most of the English words used.

Another reason why situations were perceived as positive were the perception of unconscious thinking and learning processes in English. Three participants referred unconscious thinking and learning processes in English instead of German which created a positive experience.

[…] and then I realize that I said a word, ahm… which I didn’t even noticed that I learned it. So, that I noticed that I’ve just learned it from hearing it. Not from learning it in class. So, I think that’s really positive. [Isabella]

Ahm… one week ago I wrote my English test. I remember that after that I was thinking of something and I was thinking it in English. And that was… [Simon]
Positive? [Anna]
Funny. [Simon]
Why was it funny? [Anna]
I wasn’t… I didn’t want to think English, but I just did it. And I was very surprised because… [Simon]
It just happened? [Anna]
It just happened. That’s the only thing I can think about. [Simon]

When we are with the refugee, I always think English after… the lesson with him. If we are in town with him and I go into a shop and I want to say something, I have to pay attention that I don’t say it in English. So yeah… [Tina]
And it’s positive for you because…? Why? Can you explain it? [Anna]
Because… it’s just good to know that we don’t have to think about what we are saying. [Tina]

Isabella observed that she noticed herself having unconsciously learned a word from hearing it in a conversation. The fact that she did not learn it, but rather acquired it outside of the classroom, made it a positive experience for her.
Simon and Tina both reported situations which were perceived as positive because they started to think in English after using the language. Simon described that he felt funny when he realized that he was thinking in English. Tina commented that it is simply a good feeling for her when she thinks in English or wants to talk in English because she does not have to think about everything she says in the foreign language anymore. 

*Not having to fear consequences and making mistakes* was another reason mentioned by two participants.

Gerald claimed that he enjoys using English outside of the classroom because he does not have to fear consequences or be nervous about making mistakes, and he can simply concentrate on communicating:

> Ahm, I think if you are somewhere with your parents and nobody can speak English ahm… that good as you and then you only say “**OK, you don’t have the pressure to make something wrong**” and you don’t think “Ok, when I do or say something wrong, something else can happen or I can get a minus like in the school” and you are just talking. [Gerald] 
> That’s positive for you? [Anna] 
> Yes. [Gerald]

Paula shared the fact that getting ‘likes’ by a large number of other YouTube users convinced her that the utterance she produced did not contain any mistakes, which made her feel good about the utterance itself as well as her use of vocabulary.

> Oh yeah. One time I left a comment under a YouTube Video and it got like 500 likes and then I knew that it was without any ahm… Fehler…? [Paula] 
> Mistakes? [Anna] 
> Mistakes. And that my Vocabulary was right. So, I felt good about that, kind of. [Paula]

Another reason why a situation was considered to be positive was that the participant *compared herself to her parents*. One participant, Daria, perceived herself as being better at something than her parents, which gave her a good feeling.

> Ahm, hm… (Laughter) One thing was when we were in London, I just remember that my parents … they didn’t learn English in school. But they learned it afterwards. That they didn’t understand the people and I understood them. And… That was cool. [Daria] 
> And why do you think you felt positive? Why was it a positive experience for you? [Anna] 
> **I was better than my parents.** (Laughter.) [Daria] 
> And that’s a good feeling for you? [Anna] 
> Yeah, definitely. [Daria] 
> Okay. [Anna]

As mentioned before, Ursula did not report any positive experiences.
4.2.5 Tell me about negative experiences you had with using English outside of the classroom.

In this section, the following two key questions are analyzed:

- Tell me about negative experiences you had with using English outside of the classroom.
- Can you think of a reason why you consider this experience to be negative?

The questions are analyzed in the same section because they are closely connected and cannot be looked at individually.

When participants were asked to report negative experiences they had while using English outside of the classroom, several codes could be identified:

- Problems understanding someone
- Having blackouts
- Hatred on the internet
- Making mistakes
- Comparisons
The most dominant theme to emerge was experiencing problems understanding someone else talking English. Five pupils out of 19 reported a situation, which they considered to be negative because they faced difficulties understanding someone else’s utterances.

When I was younger, two years ago… I wasn’t that good in English. I… I didn’t learn that much in primary school in English. And… when I wrote with my friend on the Internet and she used so complicated words… I had to search every second word in the Internet, that was…yeah. [Helena]

So you felt negative because you…you needed help to communicate? [Anna]

Yeah. [Helena]

Okay. [Anna]

Helena reported an incident from two years previous. She had communicated with a friend of hers on the Internet and had problems understanding her utterances, which meant that she had to look up almost every second word in an online dictionary. In general, Helena did not feel very competent in English because she felt that she had not been taught much English in primary school. This experience of having problems successfully communicating with someone was negative for her because she needed external help to keep the conversation going. Although the questionnaire results generally indicated that she feels unworried, very relaxed, and pressure-free when she uses English outside of the classroom, she perceived this particular situation as negative and stressful.

Maybe, if some people don’t know English as well as you and then they don’t understand what you say. But they always just make pieces of English and they don’t really know what they say, but they say something. [Kevin]

And it’s negative for you because? [Anna]

Because I always think I have to understand them, but I don’t know what they are saying. They just have like little pieces of English. Yeah. [Kevin]

Mhm. [Anna]

Participant Kevin referred to situations in which communication between him and other people was not successful for a different reason than stated by Helena. Kevin claimed that he is sometimes not able to understand other peoples’ utterances because they are not good enough users of English and only produce “pieces of English”, which makes it hard to understand the message they want to convey. He considered these incidents of communication as strongly negative as he uses the word “really”. Kevin feels like he has to understand them but is not able to. Although the questionnaire findings suggest that Kevin generally feels extremely relaxed, secure and pressure-free, this particular situation was perceived as negative and uncomfortable for him because he was not able to communicate successfully.

In my case, it was nearly the same example as in Helena’s. My father brought some of his employees from Holland to us that they helped him to do some work outside and they weren’t able to speak German and then they talked to me in English, but I didn’t really understand one word. And… that really was negative because I don’t know, if you don’t
really understand what they say, but everybody else in your family does, then it’s not really good. [Gerald]
Yeah, it’s not a good feeling. [Anna]
Yes. [Gerald]

Gerald’s negative experience was an incident involving his father’s employees. The employees come from Holland and therefore Gerald had to use English to communicate with them. The employees were helping his father do garden work outside and visited the house. Gerald reported that this situation was negative for him because he had problems understanding their utterances. He claimed that he was not able to understand a single word. Gerald stated that he was the only one from his family who had difficulties understanding the visitors, which is why he thought of this incident when asked about negative experiences using English outside of the classroom. Although the questionnaire results found that Gerald generally feels very positive, pressure-free, and extremely secure when he uses English outside of the classroom, he still perceived this particular situation as negative and stressful because he experienced difficulties understanding a foreigner.

Ahm…So… at my last school, we had a week with English teachers. And at the first day…they were some native speakers. And I think it was very hard for me to understand the teachers because they were…their English was… Yeah. They were native speakers and for me… [Rita]
It was harder to understand…? [Anna]
I had to ask a lot of the words. But…it got…It went better. [Rita]
Then you felt negative because…? [Rita]
Because it was just…I felt kind of angry that I don’t….ahm…that I can’t….Ahm, I think I understood ahm…lot of the things but speaking with them was very hard for me because I just had not the vocabulary knowledge that…Yeah. [Rita]

Rita took part in an English week at her last school. On the first day, she met native speakers and had trouble understanding what they were saying. Rita reported that she was angry at herself because it was hard for her to communicate. She felt like she did not have the appropriate knowledge of vocabulary to engage in conversations with them.

In Egypt, my uncle…he lived in London, so he talks very fast and British English and it’s more difficult for me to understand British English. Sometimes he has a little bit of an accent… an Egyptian accent. So he always talks so fast and sometimes I don’t understand him and then I have the feeling that he thinks I can’t speak English, so… [Tina]
And it’s negative for you… [Anna]
Yeah because I don’t want him to think that I can’t speak English or…Yeah. [Tina]
Yeah, okay. [Anna]

Tina has an uncle from Egypt who lived in London, and so he speaks British English. Moreover, she reported that he talks very quickly and sometimes also has an Egyptian accent in English. When Tina talks to him, he sometimes has problems understanding what she wants to say. She claimed that this situation was negative for her because she fears that her uncle thinks she cannot speak English.
Four participants reported a situation in which they experienced a so-called blackout when using English outside of the classroom, that is, when no words in English came to them. Ferdinand talked about a situation in which he had a blackout while he was talking to his relatives. He could not think of any words to say, but got help from his family members when they noticed that he was experiencing a blackout:

- When I talk to my relatives … (Laughter.) [Ferdinand]
  You can repeat yourself. [Anna]
- When I talk to my relatives, I once had like a blackout and couldn’t think of any words, but they helped me, but I don’t think it’s really positive, yes. And it’s more negative. [Ferdinand]
- But not completely negative? [Anna]
- Yes, because they are still my relatives. [Ferdinand]

Clara referred to a similar incident. She experienced a blackout while talking to her relatives as well. However, this did not bother her so much and she continued to talk about blackouts in general. She said that it is frustrating not to be able to use a certain English word although she knows it already, or not to be able to answer a question because you cannot find the right words. Clara stated that she considers these situations to be “really” awkward, which emphasizes that she strongly felt embarrassed. She feels embarrassed in front of other people and does not want other people to think that she does not know English words.

- I think the same as Ferdinand said. Just when… I mean they are my relatives, and it doesn’t really mind. But just if you talk to people, and you actually know the word, but just for some reason you can’t think of it. Ahm… And then you just don’t say something. They ask you a question but you can’t answer it. Or I mean you understand the question but you just don’t find the words. That’s really awkward. And yeah… I don’t really like it. [Clara]
- You think it’s negative because you feel like awkward and… [Anna]
- Yeah. But you actually know it, but they don’t know that you know it. [Clara]
- Okay. [Anna]

Belinda talked about the phenomenon of having blackouts as well. She mentioned conversations in which she is not able to answer questions because the words are somewhere in her mind but she is not able to retrieve them successfully.

- I thought exactly the same because when you have like a blackout, then you just think something like “God what should I say” and they are waiting for your answer you just know I can’t say it because it’s somewhere in your mind but you don’t get it. [Belinda]
- That makes you feel… So that is more negative for you? [Anna]
- Yeah. [Belinda]

Julia also mentioned a blackout when asked to report negative experiences she had had while using English outside of the classroom. Although she did not explicitly use the word ‘blackout,’ she described a similar incident as the other participants. Julia said that she tends to get nervous when she wants to explain something to someone, but cannot find the right words, and might even forget what she wanted to say. She claimed that the situation can be “really” uncomfortable.
when the person she is talking to speaks English well, but she does not know how to answer the question.

I think when, ahm… you have to explain someone something and you don’t have the right words in your mind and you think so much about it that you get nervous because you forget what you wanted to say. And maybe the person is like really good in English and wants you to do something, but you don’t really know how to answer. So… you are in a really uncomfortable situation. [Julia]
OK. And that’s negative for you? [Anna]
Yes. [Julia]

Another theme which emerged was the experience of being confronted with hatred on the Internet. The Internet gives the people from all over the world the opportunity to communicate and share thoughts and opinions with each other. However, it can also be a forum for hatred, and negative and disrespectful comments can spread quickly. Three participants described negative experiences they had using the Internet.

Paula claimed that she connects negative experiences with coming across hateful, racist or discriminatory words on the Internet. She says the Internet is full of hatred: when she reads such discriminatory, hateful words, and she does not understand them, she looks them up, and then she sometimes feels really bad. Paula said she was shocked that people who use words like that still exist in our society and definitely that she thinks that experiences like this are negative for her.

Ahm… the negative thing was probably all the hate words towards any race or something like that. Because there are a lot of ahm… hate on the Internet and when you come across something like that, you think about like… what that means. And you search for it on the Web. Then you know what it means and you feel all of a sudden, really bad. That people like that still exist. And yeah…I think it’s probably the words they used that made it a lot worse. [Paula]
Okay. That made it for you a negative experience? [Anna]
Yeah. [Paula]

Nico agreed with Paula and stated that people have different opinions about certain subjects and also express these opinions online. When he reads negative and hateful comments about a certain nationality or religion, it puts him in a bad mood. Nico argued that he had not had as many bad experiences with hateful comments on German websites as on English ones, and acknowledged that this is probably because more people speak English than German:

When you search through the Web, you come across many hateful words…comments. And people have all different kinds of opinions regarding a specific subject. And…okay. When you read such comments against a race or religion, and they are really kind of negative and when it’s… ahm. When it’s also about you, kind of ahm…it puts your mood down. And I haven’t had so many bad experiences in German…in German Websites than in English. I guess that’s because much more people use English than German. [Nico]
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At first, Leo had difficulties thinking of a negative experience. After he had listened to several responses, he also stated that the Internet is full of hateful comments and that when he reads such comments, he feels bad.

Okay. Could you think of anything? [Anna]
Ahm... same thing. The Internet is... sometimes really really bad. And yeah... [Leo]
Why do you think so? [Anna]
‘Cause many haters write in English and yeah... and when you read this, you just like... ahm... just like. Yeah I don’t know. It feels bad. [Leo]

Making mistakes is also connected to negative experiences reported by pupils in the study. Two participants reported negative experiences in which they were worried about making mistakes.

Elisabeth does not like to make mistakes in general. She referred in particular to making mistakes online and stated earlier in the interview that she writes fan fiction. Elisabeth becomes worried after she writes something in English on the Internet and realizes that she has made a mistake. She does not like when other people notice that she has produced incorrect utterances online and considers experiences like this as negative.

I don’t like making mistakes, and so often you have to correct it when I see it and it's always this feeling “It’s already been online for hours and it’s wrong” and yeah. [Elisabeth]
So it makes you feel negative because you think other people see that it’s wrong. [Anna]
Yeah. [Elisabeth]

Isabella reported an incident that happened when she was on holiday in the 4th grade of primary school (10-11 years old). She was in Croatia with her family and said ‘Please’ instead of ‘You’re welcome’ when another woman thanked her. The woman Isabella was talking to started to laugh which made her think about the correctness of her sentence. Afterwards, she felt embarrassed that she had made a mistake and therefore considers this experience to be negative. However, she uses the phrase ‘a little bit’ which probably indicates that the incident was not totally negative for her.

Ahm, once were many years ago, I went in 4th grade to the primary school and I was in Croatia and there someone ahm... I gave someone something and she said “Thanks” and I said “Please” instead of “You are welcome” and afterwards I thought about it because she started to laugh and... this was a little bit embarrassing. [Isabella]
So it was negative for you because you felt embarrassed? [Anna]
Yeah. [Isabella]

Daria referred to a situation in which a friend made her feel inferior, and she internally compared herself to her friend. Daria and her friend went to the same primary school and therefore had the same level of English when they started attending high school. However, her friend improved significantly in English because she started speaking English every day. When
Daria showed her friend her tests from high school, the friend made her feel inferior because she made fun of her, and asked her why she made simple mistakes:

Ahm, I have friends. She goes to an English school. Also… She went to the same primary school, so we were on the same level. And then she started talking English every day and she was much more better than I was. And it’s always when ahm… I showed her the tests we had, and it’s always when she sees my mistakes and she says “Oh that’s so easy”… and something like that. [Daria]

So it makes you feel negative because you think she is better than you? [Anna]
Yeah. And she always says “Why did you make this mistake?” Yeah, it’s… I don’t know. [Daria]
Okay. [Anna]

Four participants, Melanie, Orelia, Simon and Ursula, did not report negative experiences they had while using English outside of the classroom because they claimed not to have experienced any negative situations.

Figure 31: Negative experiences
4.2.6 Have other people been important for you when you used English outside of the classroom in this specific situation?

In this section the following key questions are analyzed:

- Have other people been important for you when you used English outside of the classroom in this specific situation?
- If yes, which people?

Participants were asked if other people had been important for them when they used English outside of the classroom. This question sought to find out if other people had affected their use of English in a significant way, whether positively or negatively. Some participants were able to think of more than one person or group of people that had affected them.

Five codes were identified for these questions:

- Friends
- The internet
- Native speakers
- People with a higher level of English
- Relatives

Eight participants claimed that their relatives and family members affected their use of English in some way. Ferdinand noted that his relatives affect his English positively because they help him get to know new vocabulary by virtue of being native speakers.

(Laughter) My relatives. So if I talk to them, they help me and so they affect my English positive because if I don’t know a vocabulary I just ask them, and they tell me. And yes. [Ferdinand]

Clara emphasized that her cousin affects her English because not only is she forced to speak English with him as he does not speak German, but she also simply likes talking to him. Clara’s cousin also helps her learn new words and expand her range of vocabulary.

Yeah. I think my cousin does affect my English because yeah, I like talking with him and he speaks English and Italy so we can’t speak on German. And I can’t speak Italy. So…Italia. Ahm, yeah. I forgot what I want to say. Yeah. With my vocabulary he helps me, but I don’t want to get the British accent, I want to get the American accent. And… but I really don’t like the German accent. So that’s the main thing I want to get better in. [Clara]
Belinda stated that her sister affects her English because she praises her and tells her that she learns good and useful things at school, in comparison to other schools. Earlier in the interview, Belinda mentioned that her sister is studying English at university.

[…] And my sister because she says “Oh that was very good. And you are good for your age”. Or that we learn a lot good things in English, better than in other schools for example. [Belinda]

Helena mentioned that her 6-year old brother affects her use of English because he speaks English to her very often, although he has not yet really learned the language. Her brother shows an affection for the language and so she also reads English books to him, thought these are mainly children’s books.

I have a brother who is six years old. And he is just in a…phase? [Helena]
Yeah? (Laughter) [Anna]
He kind of loves English. But he can’t speak English… (Laughter). He tries. And it’s really cute and I help him a lot… and yeah. And we also read English books together. Children books. [Helena]
Okay. That’s cool! [Anna]

Leo reported that his dad affects his usage of English because he encourages him to use English outside of the classroom as well.

I think my dad wanted to help me to use English outside of the classroom, but… [Leo]
How did he try to do it? [Anna]
Ahm… He just said “I should do it”. So I did it. And it helped me a bit. Yeah. [Leo]
Okay. [Anna]

Nico and Orelia both explained that their parents affect their use of English. Nico said that his parents affect his English when they are on holiday altogether. His parents encourage him to ask for something or to order when they are in a hotel or restaurant.

I think my parents when we were on holiday. Often when I was smaller, when we were in a restaurant or hotel, my parents asked me to ask someone for something in English, but… [Nico]
Okay. [Anna]

My parents and my friends. [Orelia]

Simon claimed that his brother had affected his English because he showed him interesting YouTube Videos which got him interested in several different topics.

Some years ago, I was watching a lot of videos with my brother on YouTube and he showed me a lot of things because he is a lot older. That’s how I found all these stuff. All that stuff on YouTube. And… [Simon]
Okay. [Anna]
That’s how I got there. And I’m watching a lot of YouTube now. Yes. [Simon]

In addition, four participants noted that people on the Internet affect the pupils’ use of English.
For instance, Belinda talks about the effect YouTubers have on her use of English. She said that she likes to watch their videos because they talk about situations in daily life which she considers to be relevant for her own life.

I watch a lot of Buzzed. Really a lot of. I like it, because they’re so natural the YouTuber.
Do you know them? [Belinda]
Yes, I know them. [Anna]
And I think... Because there you... there are situations you… in daily life. Because sometimes we learn about, I don’t know about being on a plane or something and the vocabulary, it is not that important. I like that. […] [Belinda]

Elisabeth stated earlier in the interview that she writes fan fiction on the Internet and communicates with other teenagers who like the same stories as her. She states that these peers affect her use of English and that she wants her writing to become more sophisticated.

Ahm. I think... Some people I talk to. I also want to try to be more sophisticated when writing. And yeah. I think that’s the main reason. [Elisabeth]

Melanie reflected that she has already met many nice people on the Internet who are the same age. She stated that they have affected her use of English because she has learned the “language of teenagers” through communication with them.

I’ve met many nice people through the Internet, who are also the same age as me. So ahm…I learned through them kind of the English language of teenagers. [Melanie]

Paula stated that her English has been influenced by people on the Internet—particularly those from fan pages for the band One Direction have influenced her English. She likes to talk about the band with them.

Ahm. I’m a fan of a specific band. And... (Laughter) I think the people on the Internet… [Paula]
One Direction! [Melanie]
(Laughter)
Yeah. So there are a lot of fan pages on Instagram and they are normal teenagers like me. And they talk about some stories on an app. And I felt like that sounded really cool. So I downloaded these apps and they were basically stories that they invented about this band or…It really isn’t always about the band One Direction but it’s about… [Paula]
The people… [Melanie]
It’s about people, yeah… Who may be real or unreal. [Paula]
Okay. [Anna]

Two participants observed that their friends affect their use of English.

My friends… my friends ahm…often watch movies or videos on YouTube in English. Then they told me that’s much better than German and yeah. So I started to watch movies in English and talk more in English. And yeah. [Orelia]

Orelia remarked that her friends told her to watch movies and videos in English rather than in German because they consider them to be better in English. This lead Orelia not only start watching more movies and videos in English, but also to speak more English in general.
Isabella spoke of an American friend she had when she was in 2nd or 3rd grade (8 to 10 years old). The friend used to talk to Isabella in English, which is why she started to use English more in her everyday life.

Ahm. I have a good friend, but I lost contact with her, but she was an American and so when we were together, we often spoke English when I was like in second or third grade. I think in second grade. Also third. And yeah… so we talked together in English. And… Yeah I mean… [Isabella]
She affected you? She made you use English more? Or…? [Anna]
Yeah. But it wasn’t a big deal or something. [Isabella]

One participant stated that *people with a higher level of English* affect his use of English. Kevin said that he likes to talk to people who seem to be more competent in English than he is because it gives him the chance to learn new things, which is definitely a positive aspect for him.

I don’t know, if I talk to people who speak English better than me, then I learn new things and that is positive. Yes. [Kevin]

One participant mentioned that contact with *native speakers* affects her use of English. Rita reported that the English week at her school allowed her to get to know several different native speakers from all over the world. She got to know a variety of different accents and types of English and used English every day, which how she got used to talking English. She even claimed that she only spoke English for one or two weeks to everyone, even her parents.

Also on my English week last year because I learned the language very well. There were people from Australia, and Great Britain, and from America. And I think I … I got a lot of knowledge how to different English types there are. And I think I really got used to their language and I …for one or two weeks I just spoke English, also with my parents and I thought also English because I like the language. I don’t know. [Rita]

Five participants, Daria, Julia, Gerald, Tina and Ursula stated that no other people affect their English because they use English for themselves.

Figure 32 gives an overview of the themes identified and depicts the number of participants referring to each code.
4.2.7 Of all the aspects we have discussed today, what was most important for you?

In this section, the following all-things considered question is analyzed:

- Of all the aspects we have discussed today, what was most important for you?

This question is called an “All-Things Considered” question by Krueger (1998b) and is meant to give the participants the chance to reflect on all aspects of the conversation that have come up during the discussion, and to state what was most important to them personally (Krueger, 1998b, p. 26).

With regard to which aspects were most important to participants, numerous points which were crucial in the discussion were brought up, which will be discussed in the following paragraphs. Some participants named more than one important aspect. The following codes could be identified:

- Areas in which participants use English outside of the classroom
- The use of Internet and YouTube
- Improving oneself and the desire to get better in English
- Relative affecting one’s use of English

The most prominent theme was the question of \textit{where participants use English outside of the classroom}. Six participants referred to this aspect as being the most important aspect.
I don’t have much to add. But it’s interesting to hear what other people in my class do outside of the classroom. Speaking English. [Helena]

The most interesting thing was to see all the different opinions about how to use English outside of the school. But… I think that I will remember that… [Julia]
Maybe talking about when we used English. Like outside from here. From the school. [Kevin]
Yeah. Okay. [Anna]

Where we used English outside of the classroom. Ahm…yeah. Okay. [Leo]

Ahm… I think ahm… just the thing where we use English outside of school because I think it’s also very important because why do we learn it in school if we don’t use outside it and after it? [Rita]
Yeah. [Anna]

I think we always use English outside of school in the same situation or very similar situations. So we always say the same things. [Tina]

Another aspect which named by four different participants was the use of Internet and YouTube in English:

That all of us use YouTube. [Elisabeth]

I also wanted to say that actually, everyone is watching videos and stuff. That so… Yeah. [Daria]

Yeah. That we are watching videos. [Belinda]
I think all of us have single experiences in using English through the Internet. That’s something that all of us have in common. Even if we have other experiences with English. [Melanie]

The aspect of improving oneself and wanting to get better in English was also mentioned by two different participants, mainly in connection with the previous aspect: the Internet and watching YouTube videos. Improving oneself and working on one’s level of English seems to be an important pursuit to participants.

We all want to improve ourselves. [Elisabeth]

And reading something. We… I think all want to be better in English. [Belinda]

The following aspects were only mentioned by one participant.

Participant Ferdinand mentioned that his relatives having an influence on his use of English and helping him to expand his range of vocabulary as the most important aspect. He had likely never thought about that influence before he was asked about it in the interview.

I just remember my relatives. [Ferdinand]
A questions or anything you have said today? [Anna]
That my relatives affect my English and that they help me with my vocabulary. [Ferdinand]

Clara mentioned two important aspects when she answered the question. First of all, she noted that in contrast to when she speaks French, in English she does not have to think about what she is going to say. This is an aspect of using English outside of the classroom which she really likes and appreciates. Moreover, the question of which emotions are experienced while using English outside of the classroom also seems to have been important and interesting to her because she had never actively thought about it before:

I just think … Ahm…I often thought about this. That we learn French. And in French, I have to think what I want to say. And in English I just talk. (Everyone agrees.) And that is… I really like it. [Clara]

And also just the whole big questions how we feel about it. I didn’t really thought about this before… how I feel about using English outside of the classroom. That was a cool question. [Clara]

Julia stated that talking and using English in different countries is most important to her.

But… I think that I will remember that… I will remember talking in different countries, because I think that is the most important thing, so… [Julia]

Isabella claimed that the most important aspect of the interview for her was the question about the specific memory because it was interesting that everyone reported a different incident, which shows that there are numerous opportunities to use English outside of the classroom.

Ahm, I think I will remember ah the specific ahm… memory we have with using English outside of the classroom because it showed how many ways there are to use English outside of the classroom because we have all different experiences. [Isabella]

Gerald simply stated that the interview itself was interesting and gave him different ways to think about his use of English outside the classroom.

I think that it was just interesting and it gave you some more ways to think. That’s everything. [Gerald]

Nico stated that the question about the bad experiences was the most important for him because he realized he does not have any, which is positive for him.

Ahm…the question what good experiences we have outside of the classroom because there isn’t any. Ahm…no. The bad experiences. There isn’t any…I think. [Nico]

And that’s positive. [Anna]

Yeah. [Nico]

In contrast to Nico, Orelia commented that the question about the good experiences was the most important for her because she realized she has numerous positive experiences that she can remember.

I think the good experiences we had with using English because there are so many good experiences…I think this is really nice. [Orelia]
Paula talked about the importance of influence and stated that she can be influenced by the desire to communicate with someone. Wanting to communicate with someone might make her talk English more and contribute to her motivation to use the foreign language.

I think that people really can influence you, if you want to learn a language or not because you want to kind of… [Paula]
(Laughter)
Or… I don’t know. You really wanna talk with them also… [Paula]
Communicate through English. [Anna]

Simon stated that he would remember that throughout most of the discussion every participant in his focus group had talked about one distinct theme which must have been important to him or her.

I will remember that everyone only talked about one theme. She talked about the English week, she talked about YouTube, she talked about Egypt, and yeah… That’s what I will remember. [Simon]

One participant (Ursula) could not think of any important aspects of the discussion.

4.2.8 Is there anything you would like to add to the topics we have discussed?
The last question was an ending question which was intended to bring the discussion to an end. None of the participants had anything to add.
5 Discussion of the Results

The following chapter will discuss the main findings of the study described above. It consists of three main sections, which will each discuss one of the research questions introduced above.

5.1 Research Question 1

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<th>RQ1: In which contexts do EFL secondary school learners in Austria use the English language outside of the classroom?</th>
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In order to be able to define the contexts in which EFL secondary school learners in Austria use English outside of the classroom, this study made use of a questionnaire as well as focus group interviews, with a total of 19 participants. The results of the focus group interviews as well as the questionnaire showed that the activity which was most frequently carried out was *listening to music on YouTube* and *watching YouTube videos* in general. In the focus group, 12 out of 19 participants pointed to the fact that they tend to watch YouTube videos in English outside of the classroom, whereas the questionnaire results showed that 68% (13 out of 19) of the participants listen to music on YouTube very often, and 21% of the participants (4 out of 19) watch YouTube videos in general very often. Watching YouTube videos was also the most common association participants had with the phrase “English outside of the classroom”. To be precise, nine out of 19 participants referred to watching YouTube videos when they were asked to name associations they have with the phrase ‘English outside of the classroom’. YouTube is a well-known website which gives Internet users from all over the world the chance to watch, upload and share video clips on any topic they can think of (Balcikanli, 2009, p. 92). As Balcikanli observes:

> As far as language learning is concerned, YouTube is an unlimited resource for language acquisition/learning. To illustrate, one can listen to all kinds of spoken language (formal, neutral, informal) and genres (songs, parodies, debates, political speeches, talk shows, lectures) and learn a lot of vocabulary in context, which, without doubt, will help memorize more easily. (p. 92)

As the results show, using YouTube as a source of information as well as entertainment is not only very popular nowadays, it also has major benefits when it comes to language learning and acquisition. The website is also easily available to students and provides videos on a wide range of different topics, which makes it interesting for students.

Furthermore, the focus group results showed that *communication* in English in general is a major theme outside of the classroom. The second most frequent answer to the question of in
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which situations participants use English outside of the classroom was communicating with foreigners. Six out of 19 participants referred to communicating with foreigners. Apart from communication with foreigners, four out of 19 participants referred to communicating with relatives because some participants had relatives living in other countries. Talking to relatives and speaking with foreigners were tied for the 3rd most popular association, as three of the participants made a comment about each of these themes. In the focus group interviews, when asked to describe a specific situation in which participants remember using English outside of the classroom, all of the participants (19) described communicative situations, such as communicating with relatives, foreigners, friends, etc., which once more calls attention to the fact that communicating in English is a major theme. In the questionnaire, the aspect of communication showed mixed results. Analysis of the item *talking in hotels, shops, etc.* in foreign countries indicated that 37% (7 out of 19) of the participants use English often when they talk in hotels, shops, etc. in foreign countries, whereas the items *talking to class members, talking to friends* and *talking to native speakers* were identified as activities which are carried out less frequently. In short, communicating in the foreign language English seems to be an important aspect for the EFL learners in this study. All of the specific situations students were asked to describe were instances of communication, either with relatives, foreigners, friends or people on the Internet.

Another activity which was mentioned was *reading*. Three participants named situations in which they used English outside of the classroom when they read books, newspapers or magazines. The questionnaire also confirms that 21% (4 out of 19) of the participants said that they read books very often and 11% of the participants (2 out of 19) often. 11% of the participants (2 out of 19) read magazines and newspapers very often and 16% (three out of 19) often. As Day & Robb (2015) observe, reading in the target language can significantly contribute to improving one’s skills in a specific language (p. 3). Research has clearly indicated that EFL-learners who read often in the target language become fluent readers and at the same time, also improve their reading comprehension in general. In addition, they also learn new vocabulary and increase their listening, speaking and writing skills (Day & Robb, 2015, p. 3). Day and Bamford (1998) have also proven that EFL learners who tend to read more in the target language are generally also more motivated to learn the language and even show more positive attitudes towards learning the foreign language (as cited in Day & Robb, 2015, p. 3).
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Using English outside of the classroom on social network sites was mentioned by two participants (out of 19) in the focus group interviews and using English on the Internet in general by one participant (out of 19). The only item on the questionnaire which relates to this topic is doing shopping on the Internet and 11% of the participants (2 out of 19) claimed that they shop online very often, while 11% (2 out of 19) said often. Beatty (2015) states that “in recent years, a new wave of online resources has recognized the social nature of autonomous language learning through social media” (p. 96), such as Facebook or Twitter (Beatty, 2015, p. 96). As observed by Teeler (2000), the majority of the content on the Web and the interactions taking place online are carried out in English (as cited in do Carmo Righini, 2015, p. 89). Social media websites offer users a variety of possibilities to spread content they created all over the world over a short period of time, and the use of English instead of, for example, Spanish, in creating such a message, definitely helps to expand the reach as well as the impact of this message (do Carmo Righini, 2015, pp. 89–90). Therefore, it is not at all surprising that pupils of all ages come into contact with English by using social networks and the Internet in general, which has become an important part of their everyday lives.

Other activities conducted in English and mentioned by one participant each in the focus group interviews were: playing online games, watching TV, and watching movies. The results of the questionnaire showed that 11% of the participants (2 out of 19) very often use English while playing video games and 11% (2 out of 19) claim to use English while playing often. With regard to watching films, 5% of the participants (1 out of 19) claimed to watch films and TV in English very often, whereas 42% (8 out 19) claimed to watch films often, and 16% (3 out of 19) claimed to watch TV often. Television, movies and videos were considered to be particularly important for learning a foreign language. EFL-learners are often encouraged to watch movies and television outside of the classroom since research shows that this process can aid them in learning of vocabulary, as well as discourse and culture, as argued by Meinhof (1998) and Lin (2014) (as cited in Lin & Siyanova-Chanturia, 2015, p. 149). Watching TV and movies in English is considered to be particularly helpful because they may be able to compensate for the learners’ lack of experience in casual, everyday English (Lin & Siyanova-Chanturia, 2015, p. 149).

Furthermore, when participants were asked what was most important for them in the discussion, or what they would remember most, six participants out of 19 named the question of where participants use English outside of the classroom. Participants reported that it was interesting
Discussion of the Results

to find out where others use English outside of the classroom, and noted that many of them engage in the same activities outside of the classroom. In short, using English outside of the classroom seems to be an issue pupils are aware of.

To sum up, although the focus group interviews and the questionnaire findings showed slightly different results, watching YouTube videos and using English for communications seem to be the major areas in which participants used English outside of the classroom. Reading, watching films and TV, playing online games, etc. are other activities, which seem to be less popular but still worth mentioning.
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5.2 Research Question 2

**RQ2: How do EFL secondary school learners in Austria feel when they use the target language outside of the language classroom?**

In the focus group interviews, participants were asked to report a specific situation, in which they use English outside of the classroom, and to describe which emotions they experience while using the foreign language. As Pekrun et al. (2002) suggest, learners are likely to experience a wide range of different emotions in learning situations (p. 91), which is also evident in the present study.

The emotion which was reported most often was feeling *normal*. Six participants (out of 19) reported a situation in which they used English outside of the classroom and commented that they felt normal and that using English is nothing extremely special to them. Participants indicated that they do generally not feel under pressure and are either used to talking English or get into talking English fast, which might contribute to the experience of feeling normal.

Another emotion which was frequently reported was feeling *comfortable*. Three participants (out of 19) stated that they felt comfortable using English outside of the classroom. Two of the participants felt comfortable while talking to their relatives and indicate that they generally like talking to them, feel comfortable around their family members and are not afraid of making mistakes, which probably also has a big impact on their reported feeling. One participant stated that she felt comfortable as well when she talked English on vacation and did not experience difficulties while speaking, which made her feel comfortable. In contrast, *feeling uncomfortable* was experienced in a situation in which one participant (out of 19) was not able to understand other people talking English as they were not as proficient as him in English. In this case, the participant did not communicate with familiar people such as family members. Instead he talked to people he did not know in a foreign country, which might have contributed to feeling uncomfortable. In short, not being able to communicate successfully with unfamiliar people was connected to feeling uncomfortable in this particular situation.

Three participants (out of 19) also claimed to feel *good* when they use English outside of the classroom. Feeling good was reported by two participants when they went shopping with a class member, who cannot speak German as well as English. Feeling good was reported to be connected to either enjoying the aspect of using another language than German and being able
to do so, not having to think about or plan how to form utterances in a foreign language and being able to understand films in English. The aspect of successfully communicating with others and being able to understand English utterances seems to be connected to feeling good in this study.

*Feeling nervous, secure, strange, uncomfortable, unexpected/surprised, insecure and worried* were all reported by one participant each.

*Feeling nervous* was reported by one participant when communicating with the Megaphone salesman about the topic of school and education. She claims to have felt *nervous* because she knew that the man could speak English very well. The situation reported by Paula can be seen as a form of upward social comparison, which Breckler et al., (2006) refer to as “social comparison to someone who is better off or more skilled than we are” (p. 129). Although upward social comparison can have positive effects on an individual, for example, one may receive useful information on how to improve one’s skills in a certain area, etc., it is also possible to experience negative feelings such as frustration. Certain circumstances or performances can seem worse in comparison to an individual who is more proficient in a certain area: “upward comparisons can make us feel depressed or inadequate because others are more successful than we are” (Breckler et al., 2006, p. 129). In this case, feeling nervous might be connected to upward social comparison.

*Feeling secure (‘not insecure’) was reported by one participant as well. She claimed that she generally feels secure and does not worry about using English outside of the classroom. However, as her choice of words already indicate, (not insecure instead of secure), she did not totally feel secure about her use of English because she considers her accent to be too ‘European’.  

*Feeling strange* was reported in a situation in which the participant was not used to talking English and it came as a surprise to her. In short, feeling strange was connected to doing something different than one is used to in everyday life. *Feeling surprised* was experienced in a similar situation by another participant in which the participant was not prepared to speak English. Feeling surprised in this case was connected to being unprepared to talk English and doing something different as well.
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*Feeling insecure* was experienced by one participant in a similar situation as mentioned above. The feeling was experienced while communicating with the Megaphone salesman. Although the participant planned in advance what to say, the communication did not go as planned and she felt insecure about her utterances. In this case, feeling insecure was connected to not being able to follow a certain plan and worrying about producing incorrect utterances.

*Feeling worried* was experienced by one participant in connection with being afraid of making mistakes, which could result in her communication partner not being able to understand her. Worrying in this case was connected to fearing mistakes and producing unsuccessful communication.

Concerning positive and negative experiences when using English outside of the classroom, the clear majority, 18 out of the 19 participants were able to remember and report a positive situation. In comparison, negative situations were reported less frequently. Only 15 of the 19 participants claimed to have experienced a negative situation while using English outside of the classroom.

Concerning positive experiences, the majority of participants, 12 out of 19, referred to situations involving *using English to communicate*. Instances in which the participants were communicating with foreigners with different mother-tongues or relatives from other countries were reported. Four participants out of 19 reported other situations which *involved understanding English data*, such as speeches, information on websites, movies, or books and *improving one’s English skills* (3 participants out of 19), including increasing one’s range of vocabulary, and *unconscious thinking and learning processes* (2 participants out of 19), in which participants reported having started thinking in English unconsciously or having acquired new words without focusing on learning new vocabulary. Only one individual was not able to report a positive experience.

Negative emotions were experienced in situations involving *problems understanding someone else talking English* by five out of 19 participants. Participants reported having had difficulty understanding peers, relatives, foreigners, teachers on an English week, and other individuals speaking English. Moreover, *experiencing ‘blackouts’* while having conversations with others (4 out of 19) was also mentioned. Being confronted with *hatred on the Internet* (3 out of 19 participants) was understandably reported as eliciting negative emotions. Participants reported
that they tend to feel *bad* when they read hateful comments about a certain race or religion on the Internet, which appear much more often in English than in German. In addition, *making mistakes* (2 participants out of 19) and *unfavorable comparisons* (1 participant out of 19 participants) were mentioned as well. As mentioned above, four of the participants could not report any negative experiences at all.

When participants were asked about the most important aspects of the interview, one participant specifically stated that the overall aspect concerning the *affective dimension* was most important. Moreover, one participant pointed out that the positive experience with using English outside of the classroom was the most interesting part of the conversation, whereas one participant claimed that discussing negative experiences was the most important element of the discussion. However, the majority of the participants did not mention the affective dimension as being particularly important, which might mean that they are not aware of the impact of emotions on learning and achievement situations, or that it is not particularly relevant to their current experience of learning English.
5.3 Research Question 3

**RQ3: What do EFL secondary school learners in Austria think affects how they feel while using the English language outside of the classroom?**

Numerous reasons were identified concerning why certain emotions are experienced and why some situations are classified as positive and others as negative, when participants were asked to name positive as well as negative situations in which English was used outside of the classroom.

To begin with, five (out of 19) participants reported having had positive experiences because their attempt at communication was successful. Participants elaborated that they were either able to acquire new words and phrases while communicating, to communicate with foreigners who do not speak German or even talk to family members in English because they do not share a common mother tongue, which are all reasons why a situation was perceived as positive. Another reason why a situation was classified as positive was that learners were able to improve their English skills (reported by 5 participants out of 19). Learning new words and phrases and generally improving one’s skills in the foreign language through communicating, watching YouTube videos, reading books, etc. seem to create positive emotions on the side of the learners. In addition, being able to understand English data, such as films, books, websites, talks on the Internet, etc. (4 participants out of 19) was reported as a reason to perceive situations as positive. Feeling comfortable, good, motivated or happy were all reported to be connected to understanding material in English. Moreover, unconsciously thinking and learning in English (3 participants out of 19) has also been reported to contribute to classifying a situation as positive. Although these unconscious processes might have been surprising for participants, they still consider not consciously having to think about producing utterances as positive. Furthermore, not having to fear making mistakes or negative consequences (2 participants out of 19), and making favorable comparisons (1 participant out of 19) have been reported as well. As mentioned before, one of the participants could not report having had any positive experiences using English outside of the classroom.

Negative experiences were classified as negative because participants experienced problems understanding someone (5 out of 19 participants) which resulted in unsuccessful communication. Moreover, situations were perceived as negative because participants experienced blackouts (4 participants out of 19), mainly in oral conversations with relatives as
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well as unfamiliar people. Furthermore, when participants were confronted with hateful comments on the Internet (3 out of 19 participants), they classified such situations as negative and experienced bad feelings. This was reported to be more likely if utterances are produced in English, because such messages spread more quickly. In addition, making mistakes (2 out of 19 participants) which lead to feeling embarrassed or worried and unfavorable comparisons (1 participant out of 19) to individuals with a perceived higher level of English were experienced as negative as well. As mentioned above, four of the participants could not report having had any negative experiences at all. Concerning the negative experiences, the reasons behind them could not be clearly distinguished from the classification of experiences because they were too interrelated.

Why is it important to define and discuss the reasons why EFL learners experience certain emotions in learning situations? As explained in the Literature Review section above, the ability to identify why learners experience particular emotions is considered very important in order for educators to be able to facilitate the occurrence of positive emotions and prevent the occurrence of negative emotions, which both influence behavior and performance. In short, in order to be able to influence their behavior in learning situation, it is necessary to understand how individuals’ psychological experiences can significantly influence their behavior (Frenzel & Stephens, 2013, p. 15). Put differently, when the potential reasons or triggers for the experience of certain emotions can be identified (Frenzel & Stephens, 2013, p. 15), it is possible to foster the occurrence of positive emotions and eliminate negative emotions in learning situations, at least to a certain extent, which can have positive effects on the language learning process.

Apart from emotions, which have the power to affect participants’ use of English outside of the classroom, the research showed that other groups of people also have an effect on participants’ use of English outside of the classroom. To begin with, eight out of 19 participants underlined that relatives and family members affect their use of English. In addition, four (out of 19) participants pointed out that people on the Internet have an effect on the use of English outside of the classroom and two participants (out of 19) stated that friends effect participants’ use of English. One participant (out of 19) underlined that native speakers influence the use of English outside of the classroom as well as one participant (out of 19) who stated that people with a higher level of English affect the use of English. Finally, five out of 19 participants pointed out that nobody affects participants’ use of English.
Discussion of the Results

To sum up, learners have diverse reasons for experiencing certain emotions and although some participants were able to name reasons for experiencing certain emotions, the study was unable to provide a holistic insight into why certain emotions are experienced in different situations. However, the study was still able to identify and classify reasons why individual situations were perceived as positive or negative and provides an insight into potential triggers for emotions.
6 Conclusion

This study has tried to provide insight into its participants’ use of English outside of the classroom, and to explore which emotions pupils experience while using English outside of the classroom. First, the study showed that students engage in numerous activities using English outside of the classroom, such as watching YouTube videos, communicating with others, reading, playing online games, etc. Moreover, the findings revealed that students experience a variety of emotions while using and practicing English outside of the classroom, such as feeling normal, comfortable, good, nervous, not ‘insecure’ meaning secure, strange, uncomfortable, unexpected/surprised, insecure and worried. In contrast to negative experiences, almost every participant was able to report at least one positive experience. Positive emotions were experienced in situations involving using English to communicate, understanding English data, improving one’s English skills, and unconscious thinking and learning processes. Negative emotions were experienced in situations involving problems understanding someone else talking English, experiencing blackouts, being confronted with hatred on the Internet, making mistakes and unfavorable comparisons.

Unfortunately, this study was unable to form a holistic understanding of the reasons why participants experienced certain emotions, and some participants faced difficulties articulating why certain emotions or situations were perceived or classified as positive or negative. However, the study showed that students have a wide range of different reasons why certain emotions are experienced while using and practicing English outside of the classroom. The study still provides qualitative insight into the topic of “English outside of the classroom” and lists emotions which are experienced in non-educational instances of secondary school students learning and using a foreign language.

6.1 Pedagogical Implications

The study revealed that EFL learners use the English language in a variety of contexts outside of the classroom and experience a range of emotions while doing so. Although research has focused mainly on using and practicing English in educational contexts (Nunan & Richards, 2015, Preface), there should be no doubt that learning a foreign language is not restricted to the classroom and therefore a diversity of emotions can be experienced in out-of-school settings as well.
Firstly, it is important that teachers encourage students to use the English language outside of the classroom as well. There is much concrete evidence that the world outside of the classroom offers numerous opportunities to engage in activities using a foreign language and can be used to make progress. There should be no doubt that using and practicing a foreign language such as English outside of school has various benefits with regard to the learning process. We as language teachers need to make EFL learners aware of the fact that learning is not limited to the classroom and can definitely expand beyond school settings, which has numerous advantages for learning a foreign language such as English. Pupils leave school when they graduate, and it is essential that they understand that learning is not an activity which is connected to grades, exams and school. In contrast, learning should be considered to be a never-ending process and students should be made aware of the fact that opportunities to learn exist in the real world as well. How can teachers deliver this message to students? Teachers can make pupils aware of many activities they can engage in using English outside of the classroom. They could introduce and hand out lists of new books or films in English to students, which could be interesting for them. Students could also give presentations about books they read or films they have watched and make other pupils interested in out-of-class activities. In addition, teachers could arrange e-mail tandems with students from English speaking countries for their students which might go on after school has finished. Furthermore, students could write diary entries once a week for instance, in which they write down situations in which they encountered the English language or used it on purpose. Out-of-class activities could be connected to the classroom, for instance, when students are asked to write down new words they have acquired while using English outside of the classroom and to share them in group work once a week.

Moreover, as studies suggest, there is no doubt that emotions are a central component of every humans’ wellbeing and therefore have a powerful impact on various aspects of our lives, including language learning (Frenzel & Stephens, 2013, p. 27). Cognitive resources, learning strategies, motivation and self-regulation are three areas which are supposed to be affected by affective factors (Pekrun et al., 2002, p. 91). As affective factors have the ability to influence all of these aspects, it is important to foster the experience of positive emotions in the classroom and prevent the experience of negative emotions whenever possible in order to create positive effects on students’ language learning. Frenzel & Stephens (2013) underline as well that teachers should constantly “ask themselves how and if classroom material can be made more interesting for students and how learning can be made more enjoyable” (p. 35). Frenzel & Stephens (2013) suggest that in order to make learning more enjoyable, teachers should try...
their best to introduce humor into their lessons, for instance, by integrating funny associations and stories into the lesson, by incorporating funny figures into the learning material or even by dressing up as another character, such as Queen Elisabeth (p. 35). In addition, teacher could also try to foster the occurrence of positive emotions and eliminating negative emotions by avoiding punishments, praising students for good work, using group work activities, providing interesting and motivating material and avoiding the feeling of pressure in the classroom. In addition, students are also more likely to experience positive emotions instead of negative emotions, when they perceive a learning situation as controllable which means that teachers should try to facilitate perceived control in students (Frenzel & Stephens, 2013, p. 37). This goal could be reached by clearly structuring lessons, clearly articulation performance demands, effectively distinguishing between learning and testing, creating open learning opportunities in which students can set learning goals themselves and use their own learning strategies to reach their goal, and communicating controllable causes for success and failure (Frenzel & Stephens, 2013, p. 37)

By trying to increase the occurrence of positive emotions in the classroom, students might be more likely to use and practice English outside of the classroom as well, which has, as already mentioned, various benefits for the learning process. To sum up, teachers should try their best to motivate students to use the English language outside of the classroom and give them ideas how to do so. Moreover, it is important to foster the occurrence of positive emotions and eliminate negative emotions whenever possible in the classroom. We as teachers can contribute significantly to pupils’ decisions whether to engage in activities using English outside of the classroom and therefore should use our ability to motivate them to use the real world as an opportunity to learn.

6.2 Suggestions for Further Research

This study had a relatively small research population (in total 19 participants), which means that the findings cannot be generalized and that more studies dealing with the issue of affective factors and learning outside of the classroom will have to be carried out. Moreover, although the study was able to answer its research questions, there is a definite need to conduct further research in these areas, as other interesting questions arose during the data analysis of this project.
Concerning the areas in which English is used outside of the classroom, several questions arose:

- Do participants consciously engage in activities using English outside of the classroom to improve their English skills? Or are they more likely to concentrate on the activity itself and forget about the learning aspect?
- Which situations in which English is used outside of the classroom are most beneficial for the learning process of a foreign language?
- Which (affective) factors are most decisive concerning whether participants use English outside of the classroom?

Concerning emotions and affective factors in out-of-class learning situations, several more questions came up:

- How can emotions experienced while learning and using a foreign language outside of the classroom be classified?
- How do “achievement emotions” differ from emotions experienced in out-of-class learning situations?
- To which degree are participants aware of the effects emotions have on learning and achievement situations, and how well are they able to articulate them?
- To which degree are participants aware of the reasons they have for experiencing certain emotions in particular situations and how well are they able to articulate them?

In order to answer these questions and those which will undoubtedly continue to arise, it is necessary to conduct more research in this area. My suggestion would be to conduct more qualitative research on this topics, with a larger research population. Qualitative research seems to be better suited for the topic of emotions and affective factors in language learning because opinions, thoughts and feelings are able to be covered in more depth. However, the study carried out for this thesis still provides an overview of which kinds of activities EFL-learners engage in when using English outside of the classroom and provides insight into the emotions experienced by secondary school EFL-learners when using English outside of the classroom.
7 References


Benson, P. (2011a). Language Learning and Teaching Beyond the Classroom: An Introduction to the Field. In P. P. Benson & H. Reinders (Eds.), *Beyond the Language Classroom* (pp. 7–16). Basingstoke: Palgrave Macmillan Ltd.


Conclusion


Conclusion


Appendices

8 Appendices

Appendix A

Fragebogen

Ich bin Studentin der Anglistik in Graz und schreibe zurzeit meine Diplomarbeit zum Thema „English outside of the Classroom“ an der Karl-Franzens-Universität Graz. Ich bitte dich, mich bei meiner Untersuchung zu unterstützen und mir ein paar Fragen im Vorhinein zu beantworten, um deine Antworten im darauffolgenden Interview besser einordnen zu können. Die Ergebnisse werden ausschließlich für wissenschaftliche Zwecke verwendet und streng vertraulich behandelt. Alle Angaben bleiben natürlich anonym. Falls du Fragen zu meiner Arbeit hast, kannst du mich via anna.wurzinger@edu.uni-graz.at kontaktieren.

Diese Befragung ist kein Test! Es gibt also keine „richtigen“ oder „falschen“ Antworten. Es geht in erster Linie um deine persönlichen Erfahrungen Nur wenn du die Fragen ehrlich beantwortest, hilfst du mir bei meiner Untersuchung.

Danke im Voraus für deine Teilnahme!

A. Persönliche Daten
Bitte gib zunächst ein paar persönliche Informationen über dich an!

Name: __________________________________________

Geschlecht: □ weiblich □ männlich

Alter: □ 14-15 Jahre □ 15-16 Jahre □ 16-17 Jahre

Muttersprache(-n): □ Deutsch □ andere Sprache(-n):_________________________

B. Fragen

1. Hast du schon im Kindergarten Englisch gelernt?
   □ ja □ nein

2. Hast du schon in der Volksschule Englisch gelernt?
   □ ja □ nein

3. Sprichst du zu Hause Englisch?
   □ ja □ nein

4. Hast du Verwandte aus englischsprachigen Ländern?
   □ ja □ nein

5. Hast du Freunde aus englischsprachigen Ländern?
   □ ja □ nein

6. Hast du schon einmal in einem englischsprachigen Land gewohnt?
   (= mehr als 3 Monate)
   □ ja □ nein

7. Warst du schon einmal in einem englischsprachigen Land auf Urlaub?
   □ ja □ nein
8. Wie oft führst du die folgenden Aktivitäten auf Englisch in deiner Freizeit (= außerhalb des Englisch Unterrichts) aus?

<table>
<thead>
<tr>
<th>Aktivität</th>
<th>Sehr oft</th>
<th>Oft</th>
<th>Manchmal</th>
<th>Selten</th>
<th>Nie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zeitungen und Magazine lesen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Bücher lesen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Radio hören</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Musik auf CD's, YouTube, etc. hören</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Mit MitschülerInnen sprechen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Mit Freunden sprechen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Fernsehen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Filme ansehen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>YouTube Videos ansehen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Mit einem Native Speaker sprechen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>In Hotels, Restaurants, Geschäften, etc. in einem anderen Land sprechen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Online Spiele spielen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Im Internet einkaufen</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

9. Wie würdest du generell beschreiben wie du dich **fühlst**, wenn du Englisch außerhalb des Klassenraums verwendest?

- **Authentisch**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6

- **Ängstlich**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6

- **Peinlich berührt**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6

- **Besorgt**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6

- **Nicht authentisch**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6

- **Furchtlos**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6

- **Schamlos**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6

- **Unbesorgt**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
Vielen Dank für deine Antworten! 😊
Appendices

Appendix B

Focus Group Interview Questions

1. Tell me your name and what your favorite subject in school is.

2. We are here to talk about using the English language outside of the classroom. What comes to your mind when you hear the expression "using English outside of school?"

3. When (meaning in which situations) do you use English outside of the classroom?

4. Think back to a specific situation when you used English outside of the classroom. Describe the situation shortly and we will share these situations with each other.

5. How did you feel in this specific situation? / Can you remember any emotional reactions while using English outside of the classroom?

6. Can you imagine the reason why you felt.....? / What could have made you feel.....?

7. Which aspects or components of the situation could have made you feel......?

8. Think back to a positive experience you had with using English outside of the classroom.

   8.1 Can you think of a reason why you consider this experience to be positive?

   What happened that makes you describe your experience as positive?

9. Tell me about negative experiences you had with using English outside of the classroom.

   9.1 Can you think of a reason why you consider this experience to be negative?

   What happened that makes you describe your experience as negative?

10. Have other people been important for you when you used English outside of the classroom in this specific situation.......

   10.1 If yes, which people?

11. Of all the aspects we have discussed today, what was most important for you?

12. Is there anything you would like to add to the topics we have discussed?
Appendices

Appendix C

Example of Transcript

Focus Group Interview 1

(Laughter) = Laughter
… = Break

A= Interviewer
B= Belinda
C= Clara
D= Daria
E= Elisabeth
F= Ferdinand

A: So, we are here to talk about using English outside of the classroom. What comes to your mind when you hear the expression “English outside of school” or “outside of the classroom?” Just anything that comes to your mind.

B: Watching videos.
C: Ahm, yeah watching YouTube. Ah and… ahm ...I do have family members, which live in other countries and ahm…we always speak English.
A: So you speak English to each other. Where do they live?
C: In Italy and Albania. And... Yeah.
A: Okay.
D: Reading only. Reading.
A: Reading? You like to read?
D: Yes.
E: Vacations.
A: Okay, when you are on vacation, you talk English?
E: Yeah.
F: Reading and watching TV or YouTube. And I have relatives from Australia and… yes.
A: And you talk to them in English?
F: Yes.
A: Okay, great.

A: When, meaning in which situations do you use English outside of the classroom? Name some situations.

B: When I watch videos or when I really talk?
A: Yeah. Anything.
B: My sister studies English and so I often talk to her in English.
A: So you talk to her about her studies in English?
B: Yes. And when we practice something...
A: You help her? (Laughter.)
B: No, ahm… was ist studieren?
A: You can also say it in German.
B: Ja sie studiert Englisch und dann reden wir halt gemeinsam, wenn ich was lernen muss oder wenn… einfach so zum Spaß.
A: Okay.
C: Like I said, I do have relatives and I like speaking with them in English. I feel comfortable with it. And also at home, we just speak for fun together in English. And yeah.
A: Okay.
D: Really talking is only when I am in other countries in summer or something. But I… sonst… yeah, I only watch some videos. Yeah. (Laughter.)
A: Okay.
D: And that’s it.
E: I also read really many fan fictions and everything on the Internet and play online games, and YouTube of course. That place… Everything.
F: I just talk English with my relatives. And I watch YouTube Videos. Yes.

A: Okay, That’s great. And now I want you to think back to a specific situation in which you used English outside of the classroom. And describe it shortly. And also how you felt in this specific situation. You can choose anything, either something you have already mentioned or something else. Just describe it shortly.

B: I sometimes speak with the man who sells Megaphone. And I often, in my head, it… everything sounds great and then I say it, and then I think “Oh that’s wrong” and then I am a little bit unsure if it’s correct. And yeah.
A: Okay, you sometimes feel unsure when you talk?
B: Yeah.
A: And why do you think you feel unsure?
B: Because I think I… think too much about it if it’s correct but ahm… the most time I think it’s no problem and I just think it’s a problem.
A: Okay.
C: Yeah, I am often in Italy and I do have my relatives there and yeah. My… I always talk with my aunt and my cousins. And I do feel comfortable about it because it wouldn’t matter if I would say something wrong. She just would say that it’s wrong or something. And so, yeah. I like talking in English with them.
A: Okay. Because you also feel comfortable with your family members?
C: Yes.
D: I was only talking English in when I was in London and in other countries. And I think when, at the beginning, it’s strange and I think it’s… because to my parents I talk in German and not in English when I am in another country and if I talk to many people, then it’s okay. So then I get into it.
A: Mhm. Then you get into it. Okay. So you sometimes feel a little bit insecure but when you start talking it gets better?
D: Yes.
E: I don’t really feel insecure but I don’t like my accent. I really have to work on it. And I was once on this website called “Omegle” and that’s like talking to strangers. And yeah, I could understand him and everything. And yeah…
A: And how did you feel when you could understand everything?
E: Well, someone told me I had like this European accent and yeah.
A: Did you like it or not?
E: Not really.
A: Not really, okay.
F: I just talk to my relatives and ahm… I actually don’t mind about speaking English with them because if I make a mistake they correct me. And they are my relatives, so it doesn’t matter if I make a mistake.
A: So you feel comfortable because you think you can say anything you want anyway?
F: Yes, exactly.