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## Are Polish CLIL learners more willing to communicate in English than non-CLIL learners?

Willingness to communicate (WTC) is the probability that one will choose to initiate communication given the opportunity to do so. We investigated the second language (L2) WTC (L2WTC) in Polish teenagers aged 16-19 ( $N = 177$ ) attending bilingual Content and Language Integrated Learning (CLIL) and general English classes in the same Polish school. Using a tailor-made WTC questionnaire, we gathered data twice, before and after the summer holidays, assuming that WTC would depend on the time of testing. The results did not reveal high WTC in English in both groups, and the time of testing did not influence the results. Students' age, but not gender, influenced the L2WTC, with older students being more willing to communicate than the younger ones. Contrary to expectations, L2WTC in the bilingual CLIL and non-CLIL groups did not differ. The findings suggest that the bilingual programmes in Polish secondary schools may not increase students' WTC in English.

*Key words:* L2WTC, English language learning, CLIL, teenage learner, gender, age

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When given the possibility to communicate in the second language (L2) some students will try to speak, while others will not say much. This means that even after several years of extensive L2 study (in-class or out of class, on their own), some learners will not become L2 speakers (MacIntyre, 2007). It is not possible to find one set of explanations why certain students are unwilling to use the L2. Taking into account all individual, social, situational, and linguistic aspects influencing the decision, a person's willingness to communicate (WTC) in the L2 is defined very broadly as "the psychological preparedness to use the L2 when the opportunity arises" (MacIntyre, 2007, p. 2). Since the main facilitator of language use is the decision to start the interaction in the L2, the construct of WTC revolves around the specific time when the student chooses to become an L2 speaker.

Although numerous studies have investigated individual differences in L2WTC (e.g., Baker & MacIntyre, 2003; Donovan & MacIntyre, 2004; MacIntyre, 2007), there is little research on whether WTC depends on the type of L2 classroom where the interaction is taking place. A distinction important in this respect is that of general English language teaching (ELT) versus bilingual education, since they provide different opportunities for L2 use. In Europe, bilingual education in the form of content and language integrated language (CLIL) programmes is promoted at all levels (Mehisto et al., 2008), although not much research supports its primacy over ELT (Bruton, 2013). Several factors present in CLIL, such as the type of input, interaction, and output, may indeed impact success in L2 use (Dalton-Puffer, 2011). Also, some research in the Spanish context suggests that students in bilingual education have higher levels of WTC in English than other learners (Lasagabaster & Sierra, 2009; Menezes & Juan-Garau, 2015). However, research measuring whether attending CLIL education has an impact on L2WTC is still scarce, and it does not cover a variety of contexts. Since the types of CLIL teaching differ vastly across Europe (Dalton-Puffer, 2011; Mehisto et al., 2008), students' L2WTC may differ substantially from context to context (e.g., between Spain and Poland), and between the types of CLIL provision (e.g., differing in L2 input, interaction demands, and output types required). Thus, the current study aimed at examining L2WTC among secondary school English language learners in Poland, some of whom experienced CLIL in partial immersion. Using a tailor-made questionnaire, the study compared students' L2WTC in CLIL classes with that of students in general ELT classes. Additionally, it focused on gender and age-related differences, because these individual differences are still under-researched with respect to L2WTC and CLIL classes. This is the first study comparing L2WTC in CLIL and non-CLIL classes in the Polish context.

## **Literature Review**

### **Willingness to Communicate in L1 and L2**

The concept of willingness to communicate (WTC) first appeared in research

on the native language (L1, McCroskey & Baer, 1985). Willingness to communicate in L1 is defined as a stable, personality-based, trait-like predisposition. Research on L1WTC (MacIntyre, 1994) showed a strong correlation between WTC and self-perceived competence, which means that people are willing to communicate in different situations when they identify themselves as confident enough to communicate successfully. Also, individuals show personality-based L1WTC tendencies that are similar across different situations.

Willingness to communicate in L2 is a more complex construct than WTC in L1. Some researchers claim that L2WTC, just like L1WTC, is a stable personality trait (McCroskey & Richmond, 1990), while others suggest that it changes due to individual variables such as self-esteem, motivation, and perceived communication competence (MacIntyre, 1994; Reid & Trofimovich, 2018; Yashima et al., 2004). Contrary to McCroskey and Richmond (1990), MacIntyre et al. (1998) claim that L2WTC is a situated construct because it can be modified by situational context or influenced by such variables as the teacher, topic, and classroom atmosphere (Kuuttila, 2014; Wang et al., 2021), or even types of tasks performed (Cao & Philp, 2006; Mystkowska-Wiertelak & Pawlak, 2014). Consequently, L2WTC is defined as "readiness to enter into discourse at a particular time with a specific person or persons, using L2" (MacIntyre et al., 1998, p. 547), and is suggested not to be a simple manifestation of L1WTC. In the L2 classroom, although the opportunity to communicate may be present, not all learners will be willing to communicate or will be able to use the chance to speak. For example, if an L2 teacher asks students a question, some learners will signal their readiness to answer. If only one student answers the question in the L2, all of the students who have signalled readiness may be willing to communicate in the L2, but will not be able to manifest it (MacIntyre et al., 1998). Thus, we have conceptualized L2WTC as resulting from a complex interplay of the social and individual context, affective and cognitive factors, motivational propensities, situated antecedents, and behavioural intentions.

To present the factors underlying L2WTC, MacIntyre et al. (1998) constructed a pyramid model which presents the complexity of L2WTC in its multilayered structure involving linguistic variables, psychological variables, and the situational context. The entire heuristic model consists of six categories that are referred to as "layers." Looking at the pyramid from the top to the bottom, the authors present the immediate, situation-based context as well as the most stable, enduring influences on L2 communication situations (MacIntyre et al., 1998). The point at which a person is ready to communicate in the L2 is located at the top of pyramid, and it is influenced by immediate situational factors as well as enduring influences. The top three layers (I, II, and III) represent "situation-specific influences on WTC at a given moment in time" (MacIntyre et al., 1998, p. 547). Layer I, the communication behaviour, represents the actual L2 use. Layer II, the behavioural intention, contains WTC, which does not entail the performance of a specific behaviour, but just the willingness to engage in an

action. Layer III contains situated antecedents, that is, factors that are directly linked to WTC. It comprises the desire to communicate with a specific person and state communicative self-confidence. The bottom three layers (IV, V, and VI) represent "stable, enduring influences on the process" (MacIntyre et al., 1998, p. 547). Layer IV contains motivational propensities: interpersonal motivation, intergroup motivation, and L2 self-confidence. Layer V pertains to the affective-cognitive context and contains a set of stable affective and cognitive variables, which are intergroup attitudes, social situation, and communicative competence. Layer VI contains variables pertaining to the social and individual context, including intergroup climate and personality (Macintyre et al., 1998, p. 547). Although the WTC model has some limitations because it does not describe the inter-relationships of the components, the pyramid shape still allows to notice the mutual influence of various factors.

### **Research into Variables Underlying WTC**

The pyramid model integrates communication behaviour with L2 learning, because it views communication behaviour broadly, as "such activities as speaking up in class, reading L2 newspapers, watching L2 television, or utilizing a L2 on the job" (MacIntyre et al., 1998, p. 547), that is, as integrating all four skills (speaking, listening, reading, and writing). MacIntyre et al. (1998) argue that language teachers should develop learners' willingness to seek opportunities for L2 development and to actively communicate in different situations. Thus, much research has investigated the role of WTC in L2 acquisition and its relationship with variables impacting the acquisition of the L2.

Some studies have explored the impact of demographic variables on L2WTC. For example, MacIntyre et al. (2003a) investigated the influence of gender on L2WTC in French immersion. They observed an increase in girls' L2WTC around the age of puberty, whereas boys' L2WTC remained constant. Also, Donovan and MacIntyre (2004) studied gender and age differences among younger and older teenagers and university students and reported higher levels of L2WTC in females. Finally, Amiryousefi (2018) examined whether interest and motivation to communicate with the instructor predicted L2WTC across genders and age groups. They found differences between females and males, as well as adolescent and adult participants. Overall, however, few studies have investigated the mediating role of age and gender on L2WTC.

More studies have focused on the impact of affective and cognitive variables. Some explored the relationship between self-confidence and L2WTC, finding self-confidence to be an antecedent of L2WTC (Baker & MacIntyre, 2003; Dewaele & Dewaele, 2018; MacIntyre & Charos, 1996; Reid & Trofimovich, 2018). Also, both communicative anxiety and self-perceived communication competence have been shown to affect L2WTC. If a student experiences opportunities to communicate in the L2 in various situations, their self-perceived communicative competence

and L2WTC increase. Therefore, L2WTC is influenced by "a combination of the student's perception of his or her second language proficiency, the opportunity to use that language, and a lack of apprehension about speaking" (MacIntyre & Charos, 1996, p. 17). These results were later corroborated by Baker and MacIntyre (2003) and MacIntyre and Doucette (2010), who showed that L2WTC and frequency of L2 communication were strongly related to the level of anxiety and perceived competence. Also Dewaele and Dewaele (2018) confirmed that classroom anxiety, frequent L2 use by the teacher, but also a positive attitude towards the L2 and high levels of social L2 enjoyment strongly predicted L2WTC. Finally, in two large-scale studies, Khajavy et al. (2018) and Wang et al. (2021) found that the positive impact of enjoyment played a stronger role in promoting L2WTC than the negative impact of anxiety did in reducing L2WTC.

Willingness to communicate in L2 has also been examined in relation to learner individual differences other than anxiety, such as communication apprehension, perceived competence, and integrative motivation (MacIntyre et al., 2001, 2003b). For instance, MacIntyre et al. (2001) investigated the relationships between personality, attitudes, self-confidence, motivation, and L2WTC inside and outside classroom. The results showed significant correlations between WTC inside and outside the classroom. The latter also related to motivation for language learning. Further studies examined the effects of motivation and WTC on reported L2 use (Hashimoto, 2002), WTC, and L2 communication (Yashima, 2002; Yashima et al., 2004). Hashimoto (2002) found that both motivation and the level of WTC affected L2 use in the classroom, because higher motivation was positively correlated with higher perceived competence. Finally, Yashima (2009) established that high levels of international posture (an ability to relate oneself to the international community) lead to increased L2WTC. This construct is also related to Gardner's (2012) integrative motive, but broader and not focused on a particular group of native speakers. Instead, Yashima (2009) proposed that when learners imagine themselves communicating in English in the real world, they envision some social context in which they can participate by using English, which increases their L2WTC.

In a series of situated, micro-scale studies, Mystkowska-Wiertelak et al. examined the dynamic nature of L2WTC in the classroom (Mystkowska-Wiertelak & Pawlak, 2014; Pawlak et al., 2016; Pawlak & Mystkowska-Wiertelak, 2015). As opposed to large-scale questionnaire research into L2WTC, they studies focused on communication within particular classrooms (e.g., selected pairs of students). They utilized a micro-level analysis of L2WTC self-reported by the selected students at a number of points throughout the lessons. For instance, Pawlak et al. (2016) investigated factors that may shape Polish students' L2WTC during English conversation classes. They found that the extent to which WTC fluctuated within a lesson was impacted by a range of contextual and individual factors. Interestingly, the level of WTC increased when students were given the opportunity to communicate with familiar interlocutors in small groups or pairs, and on topics related to personal experiences. This ties in with the pyramid

model. As claimed by MacIntyre et al. (1998, p. 554) when discussing Layer V of their model, "[i]t is easy to recognize that the topic of the communication will significantly affect the ease of language use: Topical expertise and the familiarity with a certain register will boost one's linguistic self-confidence, whereas a lack of these may inhibit even a generally confident speaker."

The effectiveness of the self-confidence boost when communicating has been tested longitudinally in smaller-scale studies. Yashima et al. (2018) combined a situated study with a longitudinal 12-week classroom intervention during which Japanese participants practiced discussing in smaller groups prior to the whole-class discussion. Participants were reminded that they had to practice discussion before moving to study at English-speaking universities, so they could imagine themselves communicating in such situations. Yashima et al. (2018) aimed to integrate the findings concerning factors influencing situated L2WTC and trait-like L2WTC. They found that preparation for discussing increased the overall L2WTC in the group and helped the less anxious participants boost their state self-confidence (Layer IV of the pyramid model). Finally, Reid and Trofimovich (2018) focused on Chinese university students studying in the US, some of whom volunteered to work in kindergarten classrooms for five weeks. Quantitative pre-post L2WTC testing and qualitative analyses showed an increase in L2WTC of the volunteering participants, which extended to other social contexts. Overall, it seems that familiarizing learners with discussion topics, creating ample opportunities to communicate in safe environments, and helping L2 learners to imagine themselves interacting in social contexts can boost their state self-confidence and thus increase L2WTC, which has obvious pedagogical implications.

### **Content and Language Integrated Learning and its Effect on WTC**

Considering that L2WTC depends on the opportunities to communicate in the L2 in various situations and the learner's self-confidence in speaking, the context of learning (e.g., programme, type of class) could potentially influence L2WTC (MacIntyre & Charos, 1996). The situational context will be in a reciprocal relationship with multiple factors, from patterns of class interaction to task types (Cao & Philp, 2006; Reid & Trofimovich, 2018). In this respect, a teaching approach that should be beneficial for increasing L2WTC is CLIL, which has been promoted in Europe to encourage students to learn two other languages in addition to their mother tongue. Learning an L2 during content lessons is supposed to increase students' L2 proficiency by giving them additional practice opportunities without taking up extra time in the curriculum (Bruton, 2011; Mehisto et al., 2008). Besides language gains, the philosophy of CLIL assumes active learning and growth of risk-taking, self-expression, cultural awareness, global citizenship, and spontaneous talk (Coyle, 2007; Dalton-Puffer, 2011). However, CLIL methodologies differ across Europe, so CLIL is rather seen as an umbrella term for different ways of developing students' linguistic competence

and problem-solving abilities by teaching content subjects in another language (Dalton-Puffer, 2011). Just like in general language teaching, the success of CLIL-based methods may depend on learner-related individual differences (see the overviews in Otwinowska, 2013; Otwinowska & Foryś, 2017).

There is relatively little research on individual learner differences in CLIL learning of English as compared to general ELT classes, and most pertains to affective factors. For instance, Thompson and Sylvé (2015) compared CLIL and non-CLIL students' anxiety levels in a large-scale study in the Swedish context. Already at the beginning of the CLIL programme, results on the Foreign Language Classroom Anxiety Scale (FLACS; Horwitz, 1986) indicated that the CLIL students were less anxious and more self-confident in using the L2 in comparison to the non-CLIL students. Further, Heras and Lasagabaster (2015) compared CLIL and non-CLIL secondary school students' motivation, self-esteem, and achievements. They found no differences in the affective factors between CLIL and non-CLIL learners. However, CLIL classes helped to diminish the motivational gap between males and females, usually present in non-CLIL classes. In another longitudinal study in the Spanish context, Lasagabaster and Doiz (2017) did not find differences between the motivational factors in CLIL classes and non-CLIL classes. Also, a large-scale study by Mearns et al. (2020) conducted in the Dutch context did not find evidence that CLIL classes helped sustain learners' motivation better than non-CLIL classes.

On the other hand, Navarro Pablo and García Jiménez (2018) examined young teenagers in both primary and secondary state schools in Spain attending CLIL and non-CLIL classes. They found CLIL primary learners to achieve higher scores in use of English, vocabulary, and speaking, and CLIL secondary learners to achieve higher scores in all English skills and vocabulary. Also the motivation of CLIL students was higher, which runs contrary to the two Spanish studies presented above. Still, a question remains whether motivation was operationalized similarly across the studies mentioned. The authors attributed some of those differences to the age of the learners in their sample. For the older, secondary school learners, the positive differences in English achievement between the CLIL and non-CLIL classes were more pronounced than for the younger, primary school learners. Other studies conducted in the primary school context have shown that CLIL may be demotivating. If CLIL learning of demanding subjects (e.g., math or science) is implemented too early, it may have a negative impact on children's attitudes due to the proficiency gap (e.g., Otwinowska, 2013; Otwinowska & Foryś, 2017). According to Muñoz (2015, p. 10), "older CLIL students benefit from CLIL more than younger CLIL students as far as their achievement in the target language is concerned." This may be due to the fact that older learners possess higher level of L1 literacy skills that may transfer to the L2 and determine their overall achievement in the L2.

Although WTC is believed to be the variable that influences both L2 learning and teaching (Macintyre et al., 1998), the relationship of WTC and achievement

in CLIL versus non-CLIL learning contexts is under-researched (Menezes & Juan-Garau, 2015). The existing studies are also diverse in scale and scope. For instance, in a large-scale study in Sweden, Sylvén and Thompson (2015) found that CLIL secondary school students had more interest and more positive attitudes towards learning English. They were also more self-confident and willing to communicate in English, relative to non-CLIL students, who were more anxious when using the L2. Lialikhova (2018) ran a small-scale qualitative study on Norwegian teenagers' motivation to engage in classroom oral activities and their WTC. After six weeks of CLIL intervention, most students' motivation and WTC increased compared to their regular English as foreign language (EFL) lessons. Similarly, in another large-scale study in the Balearic Islands, Menezes and Juan-Garau (2015) found that secondary school learners in CLIL classes exhibited L2WTC levels above the non-CLIL participants. However, the learners with higher WTC also had better grades in English, in all likelihood signaling a higher proficiency, which may have been a confounding variable in the data. Thus, it is important to control for learners' proficiency in the studies. As pointed out by Zarobe and Lasagabaster (2010), many CLIL students have to pass school entrance exams, which promotes learners with higher proficiency. Also Rumlich (2013) highlighted that many students who opted for CLIL education were high achievers. If learners' proficiency is not taken into account in WTC research in CLIL, it may be difficult to disentangle the effects of proficiency and L2WTC.

Overall, although there is a considerable amount of research into L2WTC, the impact of CLIL and non-CLIL settings on WTC is still under-researched. Also, the results might be biased by differences in the learners' L2 proficiency in the two types of settings. Thus, our study investigated the differences in L2WTC levels among secondary school learners taught English using CLIL and learners taught English in non-CLIL classes. Because the investigation was carried out in one school where learners' L2 proficiency was generally high, the study may help to circumvent the effect of unequal proficiency of CLIL and non-CLIL learners. Also, since there is little research on age and gender differences in L2WTC (Amiryousefi, 2018) and on age and gender differences in CLIL (see Heras & Lasagabaster, 2015; Navarro Pablo & García Jiménez, 2018), we decided to compare students across genders and across two grade levels.

## **The Current Study**

### **Study Context, Aim, and Research Questions**

The current study was carried out in Poland, a mainly monolingual country, where forms of bilingual education are not commonly implemented in the school curriculum. At the time of data collection, there were only 94 upper-secondary schools offering such programmes (Pawlak, 2015) out of 3880 upper-secondary schools in Poland. Content and language integrated learning programmes are



primarily offered in upper-secondary schools (ages 16-19)<sup>1</sup>, and only to selected classes, not entire schools. Some schools require learners to take additional language proficiency exams to take part in the programmes (Czura & Papaja, 2013). The teaching of any subject in Poland has to be consistent with the Ministry of Education's regulations (Pawlak, 2015). In CLIL education, the school needs to conduct at least two content subjects in the L2, except for Polish language and history of Poland, which have to be taught in Polish. Importantly, due to lack of standardized regulations for CLIL, such classes in Poland tend to differ from school to school and many schools that implement CLIL in their curriculum restrict themselves to only few CLIL characteristics (e.g., the teacher speaks both languages and presents learners with L2-L1 vocabulary lists, but focuses on the content rather than on the language).

Our study aimed to investigate the L2WTC in English in the case of Polish secondary school students learning English in CLIL classes and compare it to the L2WTC of students following a general EFL programme in the same school. The study also aimed to trace any changes of L2WTC over time in both types of classes, controlling for the learners' grade level (age) and gender. Therefore, the following research questions were asked:

RQ1: Are Polish secondary school CLIL students more willing to communicate than non-CLIL students?

RQ2: Does their L2WTC depend on the time of measurement (3 months apart)?

RQ3: Do grade level and gender have an effect on the learners' L2WTC?

RQ4: Do grade level and gender have a different effect on the learners' L2WTC in CLIL vs non-CLIL classes?

Given the results from the previous studies, we hypothesized that attending a CLIL class should increase students' L2WTC compared to attending a non-CLIL class due to the amount of input and opportunities for language use increasing their self-confidence (Baker & MacIntyre, 2003; Dewaele & Dewaele, 2018; Reid & Trofimovich, 2018). We also assumed that CLIL students might have higher international posture (e.g., Yashima, 2009), because they should more easily imagine themselves communicating in English in future work-related situations. Based on previous research, we also hypothesized that L2WTC might depend on learners' grade level (age) and gender (Amiryousefi, 2018; Donovan & MacIntyre, 2004; MacIntyre et al., 2003a). On the other hand, since attending CLIL programmes could attenuate gender differences (Heras & Lasagabaster, 2015), we wanted to check if L2WTC would differ between in CLIL and non-CLIL classes.

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<sup>1</sup> The schooling system in Poland changed in 2019. Since then, upper-secondary school programmes have lasted four years. The current study was conducted before the change, that is, in the three-year system.

## The School Context

The current study was conducted in a large city in Poland, at a state secondary school running bilingual programmes offered only to a group of carefully selected students, who succeeded in the entrance exams in L2 English. At the time of data collection, the school was one of the few Polish schools to implement a bilingual CLIL programme enabling students to take the International Baccalaureate (IB) school-leaving (maturity) exam in English. The programme provides an internationally accepted qualification for entry into higher education and is recognized by many universities worldwide (see International Education; <https://www.ibo.org>). In the school year when data collection took place, the school opened one IB class, where elements of law, geography and math, were taught in English. Apart from the IB course, the school offered five other classes, two of which followed a CLIL programme. One was a class with extended math and IT, with economy conducted in English. Another was a class with extended Polish and general history, and social studies partly conducted in English.

Since the school was one of the most highly-ranked in the city and school admission is very highly competitive, all learners (even those in the non-CLIL classes) were at least at the upper-intermediate English proficiency level (B2/B2+ CEFR). Such a level should be enough to avoid problems with the impact of L2 proficiency on the WTC results (see Rumlich, 2013; Zarobe & Lasagabaster, 2010), even though the students in the CLIL programme were preselected based on an additional exam.

Further, two school characteristics should be mentioned that may be informative of CLIL programmes in Poland. First, the CLIL classes in the school were conducted by subject teachers who were fluent English speakers, but did not devote 100% of time to English. They used standard subject books written in Polish, which were accompanied by English-language handouts with general information about the topic of the lesson, and vocabulary lists to memorize at home. The teachers explained new topics in English, but students' L1 Polish was also used during the class. Moreover, students were required to know the content both in Polish and English.

Second, in both the CLIL and non-CLIL classes, English language results were highly emphasized. The CLIL classes used a well-designed foreign language teaching programme: each class was divided into two groups, each group was offered 6 lessons of English (45 minutes) per week. The general English classes were taught by two teachers responsible for different language skills: One teaching reading, listening, and speaking and the other teaching grammar, writing, and literature. However, the school also had a special policy as far as the general English (non-CLIL) classes were concerned. The non-CLIL classes had fewer English lessons per week (4 lessons, 45 minutes each), but the English lessons were varied and were conducted with the use of educational tools and digital technologies. All students (both in CLIL and non-CLIL classes) worked in groups and took part in language projects involving meeting students

from other countries and communicating in English. Overall, students attending non-CLIL classes may have presented a similar level of English to those enrolled in the CLIL programme.

## Participants

Altogether, 177 students (98 from the bilingual CLIL classes and 79 the non-CLIL classes) aged 16-19, took part in the study. More than three-fourths of the sample (144 students) were female, which mirrored the proportion of males and females in the classes. Among the CLIL students, 50 (51%) came from Grade 1 and were aged 16-17, and 48 (49%) came from Grade 2 and were aged 18-19. Among the non-CLIL students, 36 (45%) came from Grade 1 and were aged 16-17, and 43 (54%) came from Grade 2 and were aged 18-19.

Grade 1 students were assigned to their classes at the beginning of the school year on the basis of the results of the national exams, entrance tests (organized by all bilingual schools in the city before the beginning of school year), and placement tests, which helped to divide learners into language groups according to their scores. Altogether, students' English language proficiency ranged from upper-intermediate (B2/B2+) at the end of Grade 1 to advanced (C1) at the end of Grade 2. As for students' L2 exposure during English classes, according to the background questionnaire (see the Appendix) most participants agreed that the L1 could be used for explaining new or difficult words and questions, and also when managing class discipline and solving problems. Nearly half (45%) of the students stated that the use of the L1 during classes in English was necessary because it helped them to understand grammar issues better.

## Instruments

The study used a tailor-made questionnaire in English (see the Appendix), which consisted of an introduction and four parts that used closed-ended Likert scale items. The introduction included questions concerning general information about the students' gender, their English instructor, and family background. The main body of the questionnaire (53 questions divided into 4 parts, with items on a 1-5 Likert scale) measured L2WTC among CLIL and non-CLIL classes. The instrument was based on MacIntyre et al. (2001), Cao and Philp (2006), McCroskey and Richmond (2013), as well as Ryan (2009), and Levine (2003). A combination of all those studies helped us to create a tool which not only measured the learners' L2WTC, but also touched upon their beliefs on the use of L1 in the CLIL and general English classes. The Cronbach's  $\alpha$  of the entire questionnaire was .892, which is highly acceptable for an instrument's internal consistency (according to Loewen & Plonsky, 2015, results between .70 and .80 may be considered acceptable, although higher are preferable; see also Plonsky & Derrick, 2016).

Part 1 (Items 1-15) and 2 (Items 16-22) presented situations in which a person

might choose to communicate or not to communicate in L2 English. Participants were asked to indicate their level of willingness to communicate in each type of situation, by choosing one option from 1 (never willing) to 5 (always willing). Part 1 contained 15 questions describing situations in the English classroom. Items 1, 2, 3, 5, 6, 9, and 10 were taken from Cao and Philp (2006), Items 4 and 7 were adapted from McIntyre et al. (2001), and Items 13 and 14 were adapted from McCroskey and Richmond (2003). The remaining Items 8, 12 and 15 were created to check the use of the Polish language during students' participation in their English classes (see the Appendix). Part 2 contained seven questions illustrating situations outside an English language classroom. Items 16 and 22 were taken from MacIntyre et al. (2001), whereas Items 17 and 21 were adapted from the same source. Items 18-20 were original. The Cronbach's  $\alpha$  was .825 for Part 1, and .861 for Part 2, both of which are acceptable and normal (Loewen & Plonsky, 2015)

In Parts 3 (Items 23-40) and 4 (Items 41-53, see the Appendix), participants were asked to indicate how much they agreed with the presented statements on a scale from 1 (strongly disagree) to 5 (strongly agree). Part 3 included statements related to their international posture (concerning motivation, self-confidence, and interests in international activities and news). Items 26, 29, and 32 were adapted from MacIntyre et al. (2001), whereas Items 26, 29, 32 were adapted from Ryan (2009). The remaining items were original. Part 4 contained 13 items checking the students' use of English in their current class and was taken from Levine (2003). The Cronbach's  $\alpha$  was .699 for Part 3 and .835 for Part 4, both of which are acceptable and normal.

## Procedure

The Consent was obtained from the headmaster of the school to conduct the study. The study was conducted by the first author during the learners' regular lessons, and under the control of the class teacher. At the beginning of each session, participants were informed about the purpose of the study, they learned that the questionnaire was completely anonymous, and were asked for their consent to take part in the study. They were instructed how to provide their own code and how to fill in the sheet. Finally, participants were asked to read the items and then complete the questionnaire on their own in one sitting, clearly marking their answers. Each group of participants needed approximately 20 minutes to perform the task. At the end, the questionnaires were collected and grouped according to class profiles.

Participants completed the same version of the questionnaire twice. The first timepoint for the survey was at the end of June, in the last week of school before the summer holidays. The second timepoint was at the beginning of September, in the first school week after the summer holidays, so the gap between the two points was around three months. We assumed that secondary school learners' L2WTC might change after the summer holiday period, roughly three months after the first

testing, either leading to a decrease (due to lack of classes) or to an increase (due to possible out-of-school L2 contact with foreigners during holidays).

## Data Analysis

The negative items in the questionnaire were recoded. The statistical analyses were performed in *R* (R Core Team, 2017). The analyses included a series of two-way analyses of variance (ANOVAs) carried out to compare the L2WTC results of the CLIL and the non-CLIL classes before the summer holidays and after the holidays. We looked for the main effects of group (CLIL vs. non-CLIL), and main effects of testing time (Testing 1 before the holidays vs. Testing 2 after the holidays), grade (Grade 1 vs. Grade 2), or gender (Male vs. Female), and the interaction effects of group and testing time, testing time and grade, or testing time and gender. Post-hoc Tukey's tests were used.

## Results

Table 1 provides the descriptive statistics for all the measures compared between the CLIL and non-CLIL groups: the means and SDs for Parts 1, 2, 3, and 4 of the L2WTC questionnaire and the total score, for the surveys conducted before (Testing 1) and after the summer holidays (Testing 2). Table 2 shows descriptive statistics for the CLIL and non-CLIL groups and their breakdown into the Grade 1 and Grade 2 learners, as well as females and males in each group. The subsections below include the results of statistical comparisons of each of the measures.

### WTC in the CLIL vs. non-CLIL Classes at the Two Times of Testing

To answer RQ1 (Are Polish secondary school CLIL students more willing to communicate than non-CLIL students?) and RQ2 (Does their L2WTC depend on the time of measurement?), we conducted a mixed two-way ANOVA with group (CLIL vs. non-CLIL), a repeated measure of testing time (Testing 1 vs. Testing 2), and group  $\times$  testing time interaction. There was homogeneity of variances, as assessed by Levene's test,  $F(3, 350) = 1.366, p = .25$ . The ANOVA revealed no statistically significant effect of group  $F(1, 350) = 0.143, p = .71, \eta_p^2 = .00$ , no statistically significant effect of testing time  $F(1, 350) = 0.076, p = .78, \eta_p^2 = .00$ , and no statistically significant interaction between group and testing time,  $F(1, 350) = 0.008, p = .929, \eta_p^2 = .00$ . The comparison for the L2WTC total scores at the two times of testing is presented in Figure 1. The results clearly show that the CLIL and non-CLIL classes did not differ on their L2WTC, and that their L2WTC did not change from the first to the second time of testing.

Another series of  $2 \times 2$  ANOVAs was carried out to compare Parts 1-4 of the L2WTC questionnaire between CLIL and non-CLIL classes at the two times of testing. None of the ANOVAs yielded any statistically significant effects of

Table 1. *Descriptive Statistics for the L2WTC Questionnaire Carried out Before (Testing 1) and After Summer Holidays (Testing 2).*

Testing	CLIL classes					Non-CLIL classes				
	Part 1	Part 2	Part 3	Part 4	Total	Part 1	Part 2	Part 3	Part 4	Total
Testing 1	47.40	26.70	59.53	44.04	177.69	49.08	25.57	60.53	43.73	178.91
Mean (SD)	(10.65)	(5.59)	(7.61)	(6.54)	(21.08)	(9.42)	(6.70)	(7.31)	(8.55)	(23.91)
Testing 2	48.89	25.59	58.85	43.92	177.27	48.61	25.39	59.61	44.40	178.02
Mean (SD)	(9.42)	(6.41)	(6.67)	(8.05)	(22.84)	(10.82)	(6.63)	(7.81)	(8.30)	(26.94)

group, time of testing, or their interaction, so their results will not be presented for the sake of brevity.

The Effect of Grade and Gender on the WTC at the Two Times of Testing

In order to answer RQ3 (Do grade level and gender have an effect on the learners’ L2WTC?), another series of two-way ANOVAs was conducted on the total sample to check the effects of the learners’ grade and gender on L2WTC. The analyses are reported and illustrated one by one. The descriptive statistics for the first set of analyses are presented in Table 2.

First, a mixed 2 × 2 ANOVA was conducted to test for the effects of grade (Grade 1 vs. Grade 2), testing time (Testing 1 vs. Testing 2), and grade × testing time interaction. Grade was a between-subjects factor and the Testing time was a within-subject factor. There was homogeneity of variances, as assessed by

Figure 1. *WTC in English in the CLIL vs. non-CLIL classes before holidays (Testing 1) and after holidays (Testing 2).*

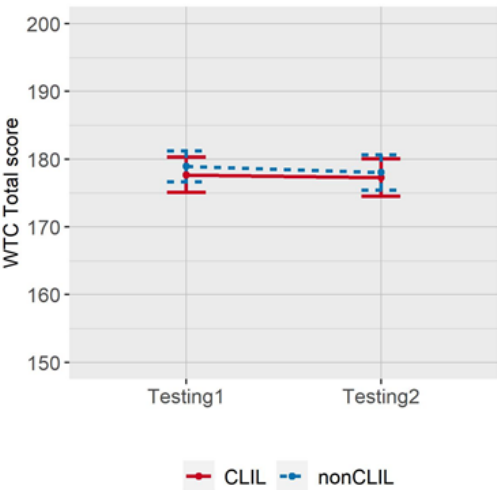
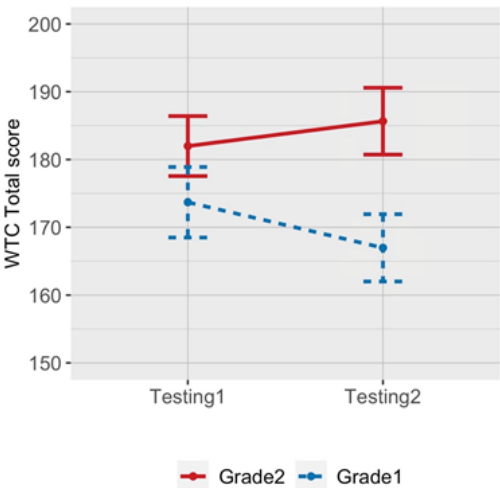


Table 2. Descriptive Statistics for the Total L2WTC Score Depending on the Grade and Gender of the Learners.				
Testing	Grade 1	Grade 2	Female	Male
Testing 1 Mean (SD)	173.69 (22.61)	181.98 (22.52)	180.96 (23.58)	173.97 (20.95)
Testing 2 Mean (SD)	166.97 (21.60)	185.65 (25.09)	179.06 (23.92)	175.33 (27.82)

Levene’s test,  $F(3, 350) = 1.155, p = .33$ . The ANOVA showed no statistically significant effect of testing time  $F(1, 350) = 0.089, p = .765, \eta^2_p = .00$ , but a statistically significant main effect of grade,  $F(1, 350) = 29.374, p < .001, \eta^2_p = .076$  (moderate effect size). There was also a statistically significant interaction of grade and time of testing,  $F(1, 350) = 4.359, p = .04, \eta^2_p = .01$  (small effect size), such that older learners showed higher L2WTC in Testing 2 ( $M = 185.64, SD = 25.08$ ) than the younger learners ( $M = 166.97, SD = 21.60$ ). A post-hoc Tukey’s test showed that in Testing 2, older learners’ L2WTC was statistically significantly higher than younger learners’ L2WTC,  $p = .004$ , though the effect size was small,  $\eta^2_p = .01$ . The comparison is illustrated in Figure 2.

In the next step, we wanted to establish the effect of gender on the learners’ L2WTC. We conducted a mixed  $2 \times 2$  ANOVA with gender as a between-subjects factor and testing time as a within-subjects factor. The variances were homogeneous, as assessed by Levene’s test,  $F(3, 350) = 1.387, p = .25$ . The ANOVA revealed a statistically significant main effect of gender on learners’ L2WTC  $F(1, 350) = 4.023, p = .045$  (at the level of a trend) with a small effect size ( $\eta^2_p = .01$ ),

Figure 2. WTC in younger vs. older learners at the two times of testing.



a statistically nonsignificant main effect of testing time  $F(1, 350) = 0.082, p = .774, \eta^2_p = .00$ , and a statistically nonsignificant interaction of gender and time of testing  $F(1, 350) = 0.372, p = .554$ . The post-hoc Tukey's tests did not reveal any statistically significant differences between males and females in Testing 1 ( $p = .252$ ) and Testing 2 ( $p = .757$ ), which means that males and females did not differ significantly in their L2WTC. The comparison is illustrated in Figure 3.

### Effects of Grade and Gender on L2WTC in CLIL vs non-CLIL Classes

Finally, we checked whether grade level and gender would have different effects on the learners' L2WTC in CLIL vs non-CLIL classes. The descriptive statistics for the comparisons are given in Table 3.

We first explored whether grade had an effect on the total WTC score (Parts 1-4 of the questionnaire) in the CLIL and non-CLIL groups at the two times of testing. Two between-subjects  $2 \times 2$  ANOVAs were conducted for Testing 1 and Testing 2 separately to check whether the effect of grade (Grade 1 vs. Grade 2 learners) held for the different groups (CLIL vs. non-CLIL). The variances were homogeneous in both testing times, as assessed by Levene's test, T1:  $F(3, 173) = 0.304, p = .82$ , T2:  $F(3, 173) = 1.650, p = .18$ . For Testing 1, the ANOVA showed a statistically significant main effect of age,  $F(1, 173) = 5.803, p = .017, \eta^2_p = .03$  (small effect size), but no effect of group,  $F(1, 173) = 1.097, p = .296, \eta^2_p = .00$ , or the grade and group interaction  $F(1, 173) = 0.027, p = .87, \eta^2_p = .00$ . Still, Tukey's post-hoc tests did not confirm the grade effect. For Testing 2, the ANOVA yielded

Figure 3. *WTC in female vs. male learners at the two times of testing.*

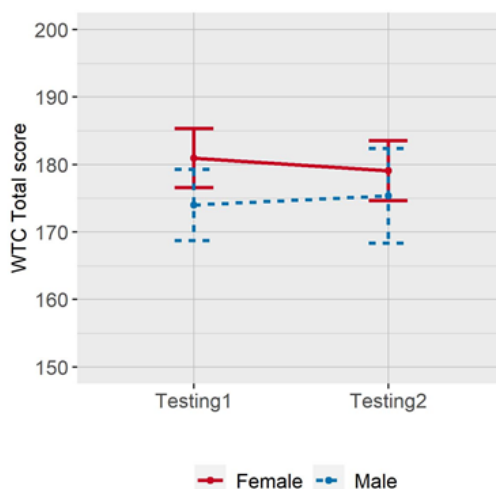




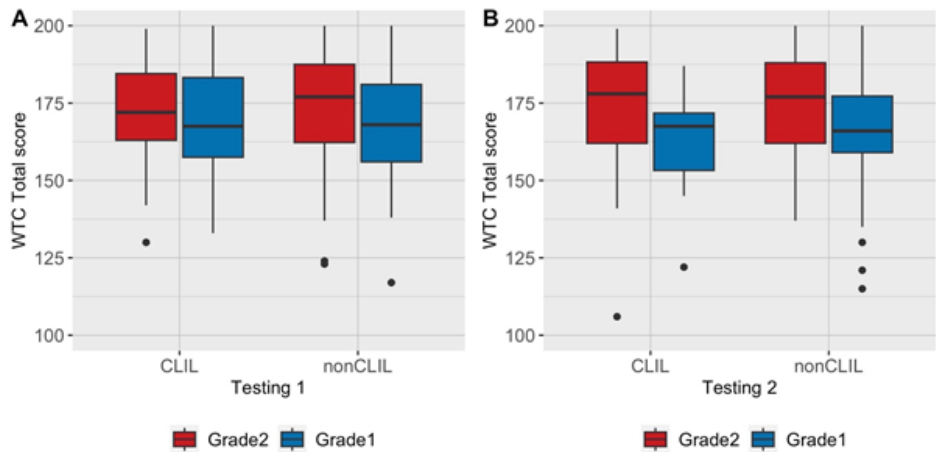
Table 3. *The Comparison of CLIL and Non-CLIL Classes According to the Grade and Gender of the Learners at the Two Times of Testing.*

Testing	CLIL classes				Non-CLIL classes			
	Grade 1	Grade 2	Female	Male	Grade 1	Grade 2	Female	Male
Testing 1	170.00	180.20	180.94	173.39	174.69	183.62	180.96	174.42
Mean (SD)	(19.34)	(21.21)	(21.37)	(20.28)	(23.46)	(23.75)	(24.70)	(21.75)
Testing 2	168.60	180.81	182.80	169.17	166.38	190.11	176.95	180.25
Mean (SD)	(20.62)	(22.94)	(18.87)	(24.78)	(22.10)	(26.34)	(25.80)	(29.44)

a statistically significant main effect of grade  $F(1, 173) = 27.207, p < .001, \eta^2_p = .14$  (large effect size). Tukey’s post-hoc tests revealed that the grade effect was observed only for non-CLIL learners: younger non-CLIL learners ( $M = 166.381, SD = 22.101$ ) showed statistically significantly less WTC than the older non-CLIL learners ( $M = 190.113, SD = 26.347$ ), but the CLIL learners did not differ across grades. The ANOVA did not yield an effect of group  $F(1, 173) = 1.875, p = .172, \eta^2_p = .01$ , or the grade and group interaction,  $F(1, 173) = 2.228, p = .137, \eta^2_p = .01$ . The comparisons are illustrated in Figure 4. Overall, within the non-CLIL group, Grade 2 non-CLIL learners were more willing to communicate than Grade 1 learners, but the non-CLIL and CLIL learners did not differ statistically significantly across the grades and times of testing.

We next explored whether gender had an effect on the total WTC score in the CLIL and non-CLIL groups at the two times of testing. Again, two between-subjects  $2 \times 2$  ANOVAs were conducted for Testing 1 and Testing 2 separately to

Figure 4. *WTC in Older vs. Younger Learners of CLIL and non-CLIL Classes. Panel A: Testing 1. Panel B: Testing 2.*



check whether the effect of gender (males vs. females) held for the different groups (CLIL vs. non-CLIL). The variances were homogeneous in both times, as assessed by Levene's test, T1:  $F(3, 173) = 0.562, p = .64$ , T2:  $F(3, 173) = 2.283, p = .08$ . For Testing 1 the ANOVA showed the main effect of gender at the trend level  $F(1, 173) = 3.807, p = .053, \eta^2_p = .02$  (small effect size), and no effect of group  $F(1, 173) = 0.013, p = .909, \eta^2_p = .01$ , or the gender and group interaction  $F(1, 173) = 0.092, p = .889, \eta^2_p = .01$ . For Testing 2, the ANOVA did not yield a statistically significant main effect of gender  $F(1, 173) = 0.888, p = .347, \eta^2_p = .01$ , or group  $F(1, 173) = 0.013, p = .908, \eta^2_p = .01$ , but an effect of gender and group interaction  $F(1, 173) = 4.408, p = .037, \eta^2_p = .02$  (small effect size). Still, Tukey's post-hoc tests did not confirm the effect. The comparisons are illustrated in Figure 5.

## Discussion

The current study can be placed between Layer IV and V of MacIntyre et al., (1998) pyramid model of L2WTC. Layer IV contains motivational propensities and L2 self-confidence related to Yashima's (2009) international posture, while Layer V contains a set of stable affective and cognitive variables such as intergroup attitudes, social situation, and communicative competence. We assumed that a CLIL class, which should provide more input and opportunities for language use, would increase students' L2WTC compared to a non-CLIL context thanks to increasing their self-confidence, but also due to students' higher international posture (e.g., Yashima, 2009). Thus, the aim of the current study was to investigate whether Polish CLIL teenage learners of English were indeed more willing to communicate than their non-CLIL peers despite a comparable L2 proficiency. Additionally, we explored the gender and grade effects on learners' WTC between CLIL and non-CLIL classes.

To answer our first research question whether Polish secondary school CLIL students more willing to communicate than non-CLIL students, we compared the average scores on a L2WTC questionnaire between groups. First, the results showed that the CLIL students were not more willing to communicate than their non-CLIL counterparts. Thus, despite the common assumption that students attending bilingual classes should be more willing to communicate in the second language (Mehisto et al., 2008) and some previous research in the Spanish context (Menezes & Juan-Garau, 2015; Sylvén & Thompson, 2015), the overall results of the current study did not support that. However, it is worth pointing out that the secondary school students were overall not very willing to communicate in their L2 English (on average, they scored 49% on the L2WTC questionnaire). Answering the second research question, the students' L2WTC did not depend on the time of measurement, which were three months apart (before or after the summer holidays). We assumed that during the holidays, some students would go abroad or spend some time on English summer courses and camps. Thus, their motivation to learn and L2WTC might have changed. Some of them would meet

native speakers of English, get to know the culture of the country they visited, and in the end, visualize themselves communicating in English. We hoped that this change could be observed in the current study. However, neither the lack of English classes during holidays, nor the possible out-of-class contact with foreigners speaking English during the holiday period had any impact on the learners' WTC across the three-month difference between testing before and after the summer holidays. Overall, the first and the second research questions have to be answered negatively. Polish secondary school CLIL students were not more willing to communicate than non-CLIL students and their L2WTC did not depend on the time of measurement.

Our findings go against those by Sylvén and Thompson (2015), who found secondary school students in CLIL classes to be more self-confident and more willing to communicate in English relative to non-CLIL students. However, a pattern of results similar to ours was also obtained by Heras and Lasagabaster (2015) and Mearns et al. (2020). Both these studies did not find evidence that participating in CLIL classes helped students perform better on their lessons or increased their motivation in comparison with non-CLIL students. A pertinent question at this point is why participating in the bilingual programme in the Polish secondary school did not increase students' WTC in L2, even though the exposure to the target language in CLIL programmes was more extensive than in general EFL (Bruton, 2011; Mehisto et al., 2008). Our findings might result from individual cognitive and affective differences among learners (Otwinowska, 2013; Otwinowska & Foryś, 2017) such that some students might feel less comfortable, or even cognitively overloaded, learning in English. Still, the current study collected data from a relatively large sample of learners, which would even out such differences across individuals.

Rather, the difference between our results and those by Sylvén and Thompson (2015) could probably be explained by differences in the types of CLIL classes examined in the studies. Since CLIL is an umbrella term for various forms of bilingual education that differ across Europe (Dalton-Puffer, 2011), CLIL is differently understood in various countries and even in different schools. In Poland, much teaching effort concentrates on the content because it translates into the results on the school-leaving exams, which are very important for students' future careers as well for the schools' rankings. Possibly, the teachers in our CLIL classes had concentrated mostly on the content rather than the language and may not have encouraged much in-class communication. The idea that Polish CLIL classes do not promote classroom interaction was already put forward by Papaja (2014), who also discussed a lack of clear specifications for Polish bilingual programmes, as well as problems with resources and materials for teachers. So, the lack of differences between in L2WTC the Polish CLIL and non-CLIL students in our study may have stemmed from the way of teaching in the CLIL classes. If the CLIL classes concentrated on the content and the teacher's input rather than classroom interaction, students' L2WTC might not

have been high. In this context, it is also worth remembering the situated, micro-level study by Pawlak et al. (2016) whereby the level of L2WTC increased when students could communicate in small groups or pairs, and on topics related to personal experiences. Possibly, content-oriented CLIL classes do not give students enough opportunity for such type of communication.

Our third and fourth research questions concentrated on the individual differences, that is, whether learners' grade and gender had an effect on their L2WTC and whether the effect differed in CLIL and non-CLIL classes. The study found that learners' grade level, but not their gender, had an effect on their L2WTC. This finding is similar to Dewaele and Dewaele (2018), but different from Donovan and MacIntyre (2004), who found that both older learners and females were more willing to communicate. In our case, the level of L2WTC increased with age, but only for the non-CLIL classes. Obviously, language learners need time to achieve a certain level of proficiency, which correlates with their age. Thus, older learners become more confident and willing to use the target language (Dewaele & Dewaele, 2018). This finding also corroborates the idea of Muñoz (2015) who suggested that older students benefit more than younger learners as far as their achievement in the L2 is concerned. However, this result must be treated with caution because the difference in age in our groups was very small, so perhaps other factors were at play, such as familiarity with the programme as such or the overall maturity of the learners affecting their self-confidence and L2WTC. As for the lack of gender differences, Heras and Lasagabaster (2015) proposed that attending CLIL classes could level up motivational differences between males and females, so this result could be expected.

Our study has several limitations. The first one is the use of the tailor-made L2WTC questionnaire as the only measure. Although it was based on well-established instruments and had good internal consistency across the questionnaire and its parts, the use of a single scale (e.g., McIntyre et al., 2001) could have yielded different results. Also, the instrument was long, which could have been boring for teenage participants, and contained items which could have been answered without much in-depth reflection or adequate consideration. Possibly, introducing classroom observation and assuming a micro- rather than a macro-perspective on WTC (as proposed by Pawlak et al., 2016) could help to observe more differences in WTC between the CLIL and non-CLIL learners. Another limitation of the study is that our data were gathered in only one secondary school running a CLIL programme. On the one hand, this was done to avoid the impact of L2 proficiency on the results (Rumlich, 2013; Zarobe & Lasagabaster, 2010), because learners in the school were of upper-intermediate and advanced English proficiency (although a lack of an additional proficiency measure could be seen as another limitation). On the other hand, following Dalton-Puffer (2011), we may assume that there are many different types of CLIL classes even within the same city. In some schools, students might only learn specific vocabulary concerning the content, while in other schools, the whole

lesson might be conducted in the target language. That is why the lack of strict control over what can be considered "CLIL education" is another limitation of this study. Although we still believe the school where we conducted our research is a relatively unbiased representation of secondary schools with CLIL programmes in Poland, for future research, more than one institution should be chosen to compare the results across several schools. Also, the types of CLIL classes conducted should be more precisely evaluated and larger age differences should be accounted for.

## Conclusions

Despite obtaining more input and higher exposure to the L2, which theoretically should increase L2WTC, Polish CLIL learners in our study were not more willing to communicate in English than the non-CLIL learners. The level of L2WTC increased with age, but not for the CLIL learners. These results afford a conclusion that we should be cautious in stating that CLIL programmes guarantee higher communicative skills than general ELT classes. This might depend on the types of activities the learners are engaged with or the opportunities to interact with others provided in class by the teachers. An obvious pedagogical implication is to make the CLIL classes more interactive, engage students in pair work and groupwork, and rely less on the teacher-provided input. Teachers could also increase learners' international posture by letting them visualize how the L2 can be useful in their future jobs. This also means that CLIL teachers, who often specialize in content subjects and not language teaching, should receive more training on class management and tasks types promoting L2 communication.

However, it needs to be emphasized that the current findings were based only on the respondents' questionnaire answers and not on observing their real classroom behaviour. Therefore, more reliable conclusions concerning L2WTC in CLIL classes will only be possible following studies with diversified methods of assessing L2WTC and a better control of how CLIL is implemented in a particular school. In future research comparing L2WTC in CLIL and non-CLIL classes, it is advisable to observe lessons to find out more about the methods used. It is necessary to check to what extent CLIL classes in a particular setting focus on teacher input and classroom peer-to-peer interaction. Only having a better picture of "CLILness" in a particular school, and combining observations with large-scale L2WTC questionnaires and situated micro-scale studies in CLIL classes would allow to have a clearer picture of how CLIL affects L2WTC.

### **Conflict of Interest Disclosure**

The Authors have no conflicts of interest to declare.

### **Funding**

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### **Research Ethics Statement**

The research was part of Paulina Plichta's MA thesis defended at the Institute of English Studies, Faculty of Modern Languages UW. There is no Research Ethics Committee at the Faculty and such an approval is not required in the case of MA theses. The thesis supervisor (and co-author of this paper), dr hab. Agnieszka Otwinowska-Kasztelaniec made sure that the ethical guidelines are followed in the course of the research.

The study is purely correlational and it did not require any experimental manipulation. No personal data was processed, all answers were coded and anonymized. Prior to the study, consent was obtained from the director of the school. The students were approached in their classes. All students were 16+ (between 16 and 19 years of age, which is considered young adults). They were informed about the purpose of the study and about the fact that the study was anonymous. Information was provided at the beginning of the questionnaire in the participants' native language, Polish. Students ticked a box in the questionnaire indicating their consent. This is in accordance with the guidelines of the Rector's Committee for the Ethics of Research Involving Human Participants at the University of Warsaw.

### **Data Availability Statement**

Data can be obtained from the corresponding author upon reasonable request.

### **Authorship Details**

Paulina Plichta: research concept and design, collection and/or assembly of data, writing the article, critical revision of the article, final approval of the article. Karolina Muszyńska: data analysis and interpretation, writing the article, critical revision of the article, final approval of the article. Agnieszka Otwinowska: research concept and design, data analysis and interpretation, writing the article, critical revision of the article, final approval of the article.

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## Appendix

### Questionnaire items

1. Age: \_\_\_\_\_
2. Gender: FEMALE ☐ MALE ☐
3. Class profile: \_\_\_\_\_
4. Did you grow up in bilingual or trilingual household? YES ☐ NO ☐
5. What grade do you anticipate earning in your English course you are currently completing?  
1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐
6. Is your current English instructor a native speaker of the target language? YES ☐  
NO ☐

In the questions 1-2 choose as many answers as you agree with, in question 3 choose only one answer.

#### 1. When do you think that the use of Polish in the English class is necessary?

- ☐ for explaining new or difficult words
- ☐ for conducting a part of discussions
- ☐ for explaining difficult questions
- ☐ to motivate students (e.g. telling jokes, riddles etc.)
- ☐ managing the class discipline and solving problems

#### 2. Why do you think the use of mother tongue is necessary?

- ☐ it helps me understand new or difficult words better
- ☐ it helps me understand grammar issues better
- ☐ it makes me feel less lost
- ☐ it facilitates learning

#### 3. What percentage of time do you think mother tongue should be used in the classroom?

- ☐ 0%
- ☐ 5%
- ☐ 10%
- ☐ 15%

Below there are two sections presenting different situations in which a person might choose to communicate, or not to communicate in English in class. Assume that you have completely free choice and indicate how much you are willingness to communicate in each situation.

- 1 = never willing
- 2 = sometimes willing
- 3 = usually willing
- 4 = often willing
- 5 = always willing

#### PART 1 – Situations in the English language classroom

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Volunteer an answer in English when the teacher asks a question in class.  | 1 | 2 | 3 | 4 | 5 |
| 2. Answer a question in English when you are called upon by the teacher.  | 1 | 2 | 3 | 4 | 5 |
| 3. Talk to your teacher in English before or after class.   | 1 | 2 | 3 | 4 | 5 |
| 4. Ask the teacher a question in English in class.  | 1 | 2 | 3 | 4 | 5 |
| 5. Ask the teacher a question in English in private.  | 1 | 2 | 3 | 4 | 5 |
| 6. Present your opinions in English in class.   | 1 | 2 | 3 | 4 | 5 |
| 7. Participate in pair discussion in English in class.  | 1 | 2 | 3 | 4 | 5 |
| 8. Participate in an English language lesson where the teacher uses Polish to translate difficult grammar structures. | 1 | 2 | 3 | 4 | 5 |
| 9. Help others answer the question in English.  | 1 | 2 | 3 | 4 | 5 |
| 10. Sing a song in English.   | 1 | 2 | 3 | 4 | 5 |
| 11. Read out the conversations in English from the textbook.  | 1 | 2 | 3 | 4 | 5 |
| 12. Participate in an English language lesson where teacher gives instructions in Polish.                             | 1 | 2 | 3 | 4 | 5 |
| 13. Give a speech in English in front of your class.  | 1 | 2 | 3 | 4 | 5 |
| 14. Speak in English without preparation in front of class  | 1 | 2 | 3 | 4 | 5 |
| 15. Participate in English language classroom where teacher uses Polish to deal with discipline problems.             | 1 | 2 | 3 | 4 | 5 |

#### Part 2 – Situations outside the English language classroom

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 16. Have a conversation with a stranger in English if he/she talks to you first.   | 1 | 2 | 3 | 4 | 5 |
| 17. Talk with my friends in English outside the classroom.   | 1 | 2 | 3 | 4 | 5 |
| 18. Talk to some native speakers of English (British, American, Canadian, Australian) who are facing problems in my country because they do not know our language.       | 1 | 2 | 3 | 4 | 5 |
| 19. If introduced to a native-speaker of English (British, American, Canadian, Australian) try your abilities in communicating with him/her in English.                  | 1 | 2 | 3 | 4 | 5 |
| 20. Talk with some non-native speakers of English (Japanese, French, German Canadian, etc.) who are facing problems in my country because they do not know our language. | 1 | 2 | 3 | 4 | 5 |
| 21. Read a book or watch a movie in English.   | 1 | 2 | 3 | 4 | 5 |
| 22. Read reviews in English for popular movies.  | 1 | 2 | 3 | 4 | 5 |

Read the sentences below (23- 53) and circle one number to indicate how much you agree or disagree with the statements.

- 1=strongly disagree  
2=disagree  
3=neither disagree nor agree  
4=agree  
5=strongly agree

Part 3. Situations concerning motivation, self-confidence and interest in international activities/ news.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 23. Compared to my classmates, I think I study English relatively hard.  | 1 | 2 | 3 | 4 | 5 |
| 24. I often think about the words and ideas that I learn about in my English classes.  | 1 | 2 | 3 | 4 | 5 |
| 25. If English were not taught at school, I would study it on my own.  | 1 | 2 | 3 | 4 | 5 |
| 26. I really try to learn English.   | 1 | 2 | 3 | 4 | 5 |
| 27. When I have assignments to do in English, I try to do them immediately.  | 1 | 2 | 3 | 4 | 5 |
| 28. I find studying English more interesting than other subjects.  | 1 | 2 | 3 | 4 | 5 |
| 29. I want to make friends with international students living in Poland.   | 1 | 2 | 3 | 4 | 5 |
| 30. I try to avoid talking with foreigners if I can.   | 1 | 2 | 3 | 4 | 5 |
| 31. I would like to share an apartment with an international student in future while studying.                                   | 1 | 2 | 3 | 4 | 5 |
| 32. I want to live in a foreign English speaking country.  | 1 | 2 | 3 | 4 | 5 |
| 33. I often read and watch news about foreign countries.   | 1 | 2 | 3 | 4 | 5 |
| 34. I often talk about situations and events in foreign countries with my family and/or friends.                                 | 1 | 2 | 3 | 4 | 5 |
| 35. I generally feel anxious using English   | 1 | 2 | 3 | 4 | 5 |
| 36. I generally find trying to communicate in English frustrating.   | 1 | 2 | 3 | 4 | 5 |
| 37. I view it as a rewarding or worthwhile challenge when I have to use English to communicate (rather than fall back to Polish) | 1 | 2 | 3 | 4 | 5 |
| 38. I believe that the more English students use in the classroom, the better they will be at communicating in English.          | 1 | 2 | 3 | 4 | 5 |
| 39. I believe that I must use English a great deal in the classroom in order to master the language.                             | 1 | 2 | 3 | 4 | 5 |
| 40. I believe that there are no situations in which the first language (Polish) should be used in the classroom.                 | 1 | 2 | 3 | 4 | 5 |

#### Part 4 - Use of English in your current class.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 41. My FL instructor uses English to communicate with students in the classroom.   | 1 | 2 | 3 | 4 | 5 |
| 42. My fellow students use English to communicate with the instructor in the classroom.  | 1 | 2 | 3 | 4 | 5 |
| 43. My fellow students use English to communicate with other students in the classroom.  | 1 | 2 | 3 | 4 | 5 |
| 44. I use English to communicate with my instructor in the classroom.  | 1 | 2 | 3 | 4 | 5 |
| 45. I use English to communicate with my fellow students in the classroom.   | 1 | 2 | 3 | 4 | 5 |
| 46. I use English to communicate within topic-based/thematic activities in the classroom.  | 1 | 2 | 3 | 4 | 5 |
| 47. I use English to communicate about grammar and usage in the classroom.   | 1 | 2 | 3 | 4 | 5 |
| 48. I use English to communicate about tests, quizzes, and other assignments in the classroom.   | 1 | 2 | 3 | 4 | 5 |
| 49. I use English to communicate with my instructor outside of class time (e.g., office hours, in the hall, before or after class).              | 1 | 2 | 3 | 4 | 5 |
| 50. I use the English to communicate with fellow English students outside of class time (e.g., in the hall, before or after class, over coffee). | 1 | 2 | 3 | 4 | 5 |
| 51. While working with a partner or group in my English class, I switch to Polish as soon as we are through with a particular activity           | 1 | 2 | 3 | 4 | 5 |
| 52. I understand what my instructor is saying in English.  | 1 | 2 | 3 | 4 | 5 |
| 53. When I do not understand what my instructor is saying in English, I request in English that she or he repeats or clarifies.                  | 1 | 2 | 3 | 4 | 5 |