


References


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References


In the presence of English


References


Appendix

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Goal of the survey:

This study is about the English language, and not only that which we encounter in school but also in many other situations. We would very much like to know what opportunities you have for contact with this language, what you think about it, and if and when you use it. This isn't a language test on which you have to do really well. What we are interested in is what you personally think about each question asked.

It takes about 30 minutes to fill out the questionnaire. When a line ('....................') follows a question, you are to write your answer on that line. When a number appears in parentheses ('1') you are to cross out the number that corresponds to your answer. Further instructions are on the survey. You'll find additional instructions in the questionnaire.

If you have any questions, please ask us at anytime.

1. What is your birthday? Day:................... Month:.................... 19....
2. Sex:  1. Male  
      2. Female
3. Did you have English instruction in primary school?  
      1. Yes  
      2. No
4a. Did you ever live in a country where you've had to use English to make yourself understood?  
      1. Yes  
      2. No

If no, please continue with question 4b.

If yes, name the countries in which you have used English, and give for each country how long you've lived in that country.

<table>
<thead>
<tr>
<th>In which country</th>
<th>how long</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4b. Have you ever been on vacation in a country where you've had to use English to make yourself understood?  
      1. Yes  
      2. No

If no, please continue with question 5.

If yes, name the countries in which you have used English, and give for each country how often you've visited that country.

<table>
<thead>
<tr>
<th>In which country</th>
<th>how often</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. How well do your parents and siblings know English?
For each person put an “x” through the number that seems right to you. Please answer only about family members who live with you at home.

<table>
<thead>
<tr>
<th></th>
<th>father</th>
<th>mother</th>
<th>siblings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>1</td>
<td>1</td>
<td>1 1 1 1 1</td>
</tr>
<tr>
<td>Good</td>
<td>2</td>
<td>2</td>
<td>2 2 2 2 2</td>
</tr>
<tr>
<td>not good/not bad</td>
<td>3 3 3 3 3</td>
<td>3 3 3 3 3</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td>4</td>
<td>4</td>
<td>4 4 4 4 4</td>
</tr>
<tr>
<td>very bad</td>
<td>5</td>
<td>5</td>
<td>5 5 5 5 5</td>
</tr>
<tr>
<td>Doesn't know any</td>
<td>6 6 6 6 6</td>
<td>6 6 6 6 6</td>
<td></td>
</tr>
</tbody>
</table>

Please give the ages of your siblings (in years) .... .... .... .... ....

6. Which media is there at home and which media do you personally use?

Please put an “x” in the space below each media that answers the questions below. If a particular item is not available at home or if you don't use it, just leave the space between the parentheses blank.
Answer questions b and c according to your use of the media in any case, even if you don't have access to a particular item at home.

<table>
<thead>
<tr>
<th>video</th>
<th>CD's/cassettes</th>
<th>walkman</th>
<th>computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Is this item available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>at home? ( )</td>
<td>( )</td>
<td>(...)</td>
<td>(...)</td>
</tr>
<tr>
<td>b. Do you use it yourself? ( ) ( )</td>
<td>(...)</td>
<td>(...)</td>
<td></td>
</tr>
<tr>
<td>c. How many hours per week do you yourself use it? .... .... .... .... ....</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Do you listen to radio broadcasts in English outside of school?
1. Yes
2. No

If no, please continue with question 8.
If yes,
a. On which stations? .................................................................................................
b. How often do you listen to such broadcasts?
   1. Less than once a month
   2. 1-3 times a month
   3. Once a week
   4. More than once a week

8. Outside of school, do you watch TV broadcasts in English? (This includes English-spoken
broadcasts on non-English networks)
   1. Yes
   2. No

If no, please continue with question 9.

If yes, list the networks you watch and indicate for each network how often you watch it.

<table>
<thead>
<tr>
<th>Network</th>
<th>less than once a month</th>
<th>1-3 times a month</th>
<th>once a week</th>
<th>more than once a week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

9. About how many hours a week do you listen to music?
Please write down the total number of hours in an entire week (Radio, on CD's and other media):
......................... hours

10. Do you listen to music more often with English texts or with [Dutch/German/French/etc.
select what applies in your country, more than one if necessary in separate questions] texts?

   1. Only English
   2. Mainly English
   3. Somewhat more English
   4. About the same for each
   5. Somewhat more *
   6. Mainly *
   7. Only *

11. How important is the text to you in music?

   a. For * language music
      1. Very important
      2. Rather important
      3. Less important
      4. Not at all important

   a. For English language music
      1. Very important
      2. Rather important
      3. Less important
4. Not at all important
a. For music with texts in other languages than * and English
   1. Very important
   2. Rather important
   3. Less important
   4. Not at all important

12. Which opportunities do you have for contact with the English language?
Below is a list of opportunities in which one can come into contact with the English language. Make an “x” on the number that best matches your situation: “1” means “very often”, “2” means “often”, etc.

<table>
<thead>
<tr>
<th>Opportunity</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Parents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>b. Siblings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>c. Friends</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>d. Music in the radio</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>e. Talking in the radio</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>f. TV</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>g. Cassettes/CDs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>h. At the movies</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>i. Newspapers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>j. Magazines</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>k. Books</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>l. Computer</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>m. Traveling abroad</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

13. Do you like the English language?
   1. Very much
   2. More like than dislike
   3. More dislike than like
   4. Not at all

14. How important is it for you to know English?
   1. Very important
   2. Rather important
   3. Less important
   4. Not at all important

15. What advantages are there for knowing English?
Below is a list of some advantages of English. Indicate with an “x” how strongly you agree with them.
In the presence of English

<table>
<thead>
<tr>
<th></th>
<th>agree completely</th>
<th>rather agree</th>
<th>rather disagree</th>
<th>don't agree at all</th>
</tr>
</thead>
</table>
a. With English I can make myself better understood abroad | 1 | 2 | 3 | 4 |
b. With English I can understand music texts better | 1 | 2 | 3 | 4 |
c. With English I can manage more easily with computer and other technical equipment | 1 | 2 | 3 | 4 |
d. With English I can more comfortably carry on a conversation | 1 | 2 | 3 | 4 |
e. A lot of things sound better in English | 1 | 2 | 3 | 4 |
f. For a lot of things there's no equivalent * expression | 1 | 2 | 3 | 4 |
g. You need English for further education | 1 | 2 | 3 | 4 |
h. With English I have a better chance to get a good job | 1 | 2 | 3 | 4 |
i. With English I can read books in English | 1 | 2 | 3 | 4 |
j. With English I can understand English TV programs without subtitles | 1 | 2 | 3 | 4 |
k. What other advantages does the English language have in your opinion? 

1.............................................................................................
2.............................................................................................
3.............................................................................................

16. How would you judge your English speaking, listening, writing and reading ability? Cross out the closest matching number

<table>
<thead>
<tr>
<th></th>
<th>good</th>
<th>rather good</th>
<th>rather bad</th>
<th>bad</th>
</tr>
</thead>
</table>
a. speaking | 1 | 2 | 3 | 4 |
b. listening | 1 | 2 | 3 | 4 |
c. writing | 1 | 2 | 3 | 4 |
d. reading | 1 | 2 | 3 | 4 |

17. In the next section we are interested in your opinion about where you have acquired English.

Which portion of your English knowledge have you acquired through school instruction, which portion through the media, and which portion through other sources?
Appendix

Give your approximate portions in percent. That is: write '100' if you think that you have learned all of your English in school, or write '0' if you think you haven't learned any of your English in school at all. Or whatever numbers between 0 and 100 you think is right.

Make sure the total adds up to 100%!

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Through school:</td>
<td>...........%</td>
</tr>
<tr>
<td>Through the media:</td>
<td>...........%</td>
</tr>
<tr>
<td>Other sources:</td>
<td>...........%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

18. How easy would it be for you to manage - in English - the situations listed below?

Mark for each situation whether it would be easy '1', rather difficult '2', very difficult '3', or probably impossible '4' for you to do the following in English.

<table>
<thead>
<tr>
<th>Situation</th>
<th>easy</th>
<th>rather difficult</th>
<th>difficult</th>
<th>probably impossible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Give directions in English to foreigners/tourists in your home town</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Talk in English with a friend while waiting in line for a movie</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Get information in English at a concert ticket office</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Read a newspaper article in English about sports or music</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Understand the lyrics of pop songs in English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Write a letter of complaint in English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Write a short essay in English about a familiar topic</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Take a telephone message in English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Understand a TV interview about nature</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Take part in English in a discussion in history class</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Interview for a job in English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Translate * songs and poems into English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Write a poem or song in English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. On the telephone, understand a native speaker who is talking English slowly and carefully, that is, who is deliberately adapting his language use to suit you</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. Understand news reports on the radio in English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. In a face-to-face conversation talk about everyday subjects, for example, public transport and openings hours of shops</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
17. In a face-to-face conversation, understand an English man who is speaking slowly and carefully, that is, who is deliberately adapting his language use to suit you

18. Introduce yourself in social situations and use appropriate greetings and leave-taking expressions in English

19. Understand two Englishmen when they are talking rapidly with each other

20. Ask for directions on the street in English

21. In a face-to-face conversation with an Englishman who deliberately talks slowly and carefully, indicate whether he speaks about events in the past, the present or the future.

22. Carry on a telephone conversation in English with a native speaker

23. Understand an English-spoken movie without subtitles

24. In a face-to-face conversation with a native speaker, make inquiries in English about everyday topics, such as train departure times and tourist attractions

25. In a face-to-face conversation with a native speaker, present your views on topical issues such as the unification of Europe or the environment

26. Explain in a shop in English what you need

27. On the telephone, understand a native speaker who is speaking English as quickly and colloquially as he/she would with another native speaker

28. Understand the English text of a pop song on the radio that you've never heard before

29. In a face-to-face conversation with a native speaker, talk in English on events in the past, present or future, using the correct verbal forms

30. In a personal conversation with a native speaker, understand simple English sentences, such as “What is your name” and “Where do you live”

31. Understand sports reports (e.g. a soccer match) on the radio in English

32. In a personal conversation with a native speaker, give information about yourself, for example, age, hobbies and education

33. In a face-to-face conversation understand a native speaker who is speaking as quickly and
Appendix

1. Primary education
2. Secondary education
3. Higher vocational education
4. University education

24. What is your father's level of education
   [*Adapt to national educational system]
   1. Primary education
   2. Secondary education
   3. Higher vocational education
   4. University education

25. What is your mother's profession? .............................................
26. What is your father's profession? .............................................
27. What was your last school grade for English? ............................

28. School type: .................................................................
29. Grade level: .................................................................

Now go on to the vocabulary test!
Appendix B
Vocabulary test

The last part of this questionnaire consists of a list of 120 words. Look at each word and decide if you know it. If you know it, mark the circle next to "yes", and if you don't know it, mark the circle next to "no". For words that look familiar to you, but you don't know the meaning of, mark "no". Warning: Some words in the list have been made up and aren't real words in English.

<table>
<thead>
<tr>
<th></th>
<th>Do you know the meaning of these words</th>
<th></th>
<th>Do you know the meaning of these words?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>freeze</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>2.</td>
<td>employ</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>3.</td>
<td>moule</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>4.</td>
<td>control</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>5.</td>
<td>damage</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>6.</td>
<td>jemmert</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>7.</td>
<td>initial</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>8.</td>
<td>handkerchief</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>9.</td>
<td>goff</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>10.</td>
<td>blind</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>11.</td>
<td>content</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>12.</td>
<td>turn off</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>13.</td>
<td>prevent</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>14.</td>
<td>solid</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>15.</td>
<td>lester</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>16.</td>
<td>nest</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>17.</td>
<td>expect</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>18.</td>
<td>put up</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>19.</td>
<td>hegedoxy</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>20.</td>
<td>razor</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>21.</td>
<td>opinion</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>22.</td>
<td>strength</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>23.</td>
<td>washing machine</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>24.</td>
<td>australian</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>25.</td>
<td>annoy</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>26.</td>
<td>tear</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>27.</td>
<td>rubbish</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>28.</td>
<td>capital</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>29.</td>
<td>attard</td>
<td>yes O</td>
<td>no O</td>
</tr>
<tr>
<td>30.</td>
<td>obligation</td>
<td>yes O</td>
<td>no O</td>
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</table>
Appendix

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<thead>
<tr>
<th>Do you know the meaning of these words?</th>
<th>Do you know the meaning of these words?</th>
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<tr>
<td>61. captivise</td>
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<tr>
<td>62. arrange</td>
<td>yes O no O</td>
</tr>
<tr>
<td>63. silent</td>
<td>yes O no O</td>
</tr>
<tr>
<td>64. life</td>
<td>yes O no O</td>
</tr>
<tr>
<td>65. hold on</td>
<td>yes O no O</td>
</tr>
<tr>
<td>66. steep</td>
<td>yes O no O</td>
</tr>
<tr>
<td>67. dislike</td>
<td>yes O no O</td>
</tr>
<tr>
<td>68. disaddle</td>
<td>yes O no O</td>
</tr>
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<td>69. insist</td>
<td>yes O no O</td>
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<tr>
<td>70. look after</td>
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</tr>
<tr>
<td>71. frequent</td>
<td>yes O no O</td>
</tr>
<tr>
<td>72. perform</td>
<td>yes O no O</td>
</tr>
<tr>
<td>73. interisation</td>
<td>yes O no O</td>
</tr>
<tr>
<td>74. perricate</td>
<td>yes O no O</td>
</tr>
<tr>
<td>75. coal</td>
<td>yes O no O</td>
</tr>
<tr>
<td>76. grain</td>
<td>yes O no O</td>
</tr>
<tr>
<td>77. yallop</td>
<td>yes O no O</td>
</tr>
<tr>
<td>78. punctual</td>
<td>yes O no O</td>
</tr>
<tr>
<td>79. favourite</td>
<td>yes O no O</td>
</tr>
<tr>
<td>80. lamble</td>
<td>yes O no O</td>
</tr>
<tr>
<td>81. fancett</td>
<td>yes O no O</td>
</tr>
<tr>
<td>82. whapple</td>
<td>yes O no O</td>
</tr>
<tr>
<td>83. lorey</td>
<td>yes O no O</td>
</tr>
<tr>
<td>84. wealthy</td>
<td>yes O no O</td>
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<tr>
<td>85. immagical</td>
<td>yes O no O</td>
</tr>
<tr>
<td>86. rapid</td>
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</tr>
<tr>
<td>87. camp</td>
<td>yes O no O</td>
</tr>
<tr>
<td>88. sparling</td>
<td>yes O no O</td>
</tr>
<tr>
<td>89. blame</td>
<td>yes O no O</td>
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<td>90. apsitis</td>
<td>yes O no O</td>
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<tr>
<td>91. sew</td>
<td>yes O no O</td>
</tr>
<tr>
<td>92. various</td>
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</tr>
<tr>
<td>93. print</td>
<td>yes O no O</td>
</tr>
<tr>
<td>94. combustable</td>
<td>yes O no O</td>
</tr>
<tr>
<td>95. crown</td>
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</tr>
<tr>
<td>96. industry</td>
<td>yes O no O</td>
</tr>
<tr>
<td>97. neighbour</td>
<td>yes O no O</td>
</tr>
<tr>
<td>98. turn back</td>
<td>yes O no O</td>
</tr>
<tr>
<td>99. take back</td>
<td>yes O no O</td>
</tr>
<tr>
<td>100. ripe</td>
<td>yes O no O</td>
</tr>
<tr>
<td>101. sort</td>
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<td>102. method</td>
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</tr>
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<td>103. catling</td>
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<tr>
<td>104. float</td>
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</tr>
<tr>
<td>105. rhoden</td>
<td>yes O no O</td>
</tr>
<tr>
<td>106. barite</td>
<td>yes O no O</td>
</tr>
<tr>
<td>107. popular</td>
<td>yes O no O</td>
</tr>
<tr>
<td>108. official</td>
<td>yes O no O</td>
</tr>
<tr>
<td>109. deaf</td>
<td>yes O no O</td>
</tr>
<tr>
<td>110. admit</td>
<td>yes O no O</td>
</tr>
<tr>
<td>111. australian</td>
<td>yes O no O</td>
</tr>
<tr>
<td>112. chin</td>
<td>yes O no O</td>
</tr>
<tr>
<td>113. pungid</td>
<td>yes O no O</td>
</tr>
<tr>
<td>114. turpin</td>
<td>yes O no O</td>
</tr>
<tr>
<td>115. organise</td>
<td>yes O no O</td>
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<tr>
<td>116. tobacco</td>
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<tr>
<td>117. matsell</td>
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<tr>
<td>118. duty</td>
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<tr>
<td>119. secretary</td>
<td>yes O no O</td>
</tr>
<tr>
<td>120. give under with</td>
<td>yes O no O</td>
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That's all. Thank you again very much for your participation!
### Appendix C

*Age by research group with the mean, the standard deviation (s.d) and the number of students from whom data are available (N)*

<table>
<thead>
<tr>
<th>Research groups</th>
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<th></th>
<th></th>
<th></th>
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<td></td>
<td>mean</td>
<td>s.d.</td>
<td>minimum</td>
<td>maximum</td>
<td>N</td>
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<td>14.30</td>
<td>1.43</td>
<td>12</td>
<td>18</td>
<td>767</td>
</tr>
<tr>
<td>Netherlands (bilingual school)</td>
<td>14.67</td>
<td>1.48</td>
<td>12</td>
<td>18</td>
<td>305</td>
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<tr>
<td>Flanders</td>
<td>16.01</td>
<td>.73</td>
<td>15</td>
<td>18</td>
<td>208</td>
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<td>Wallonia</td>
<td>15.09</td>
<td>.52</td>
<td>14</td>
<td>16</td>
<td>117</td>
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<td>Germany</td>
<td>15.19</td>
<td>.66</td>
<td>14</td>
<td>18</td>
<td>639</td>
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<tr>
<td>France</td>
<td>16.06</td>
<td>.96</td>
<td>14</td>
<td>18</td>
<td>145</td>
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<tr>
<td><strong>Total sample</strong></td>
<td>14.93</td>
<td>1.28</td>
<td>12</td>
<td>18</td>
<td>2181</td>
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Appendix D
The students’ self-assessment for communicative activities concerning speaking, listening, writing and reading with the mean (m), the standard deviation (s.d.) and the number of students on which the means are based (N)

<table>
<thead>
<tr>
<th>Research groups</th>
<th>Nn (N=765)</th>
<th>Nb (N=320)</th>
<th>Bd (N=197)</th>
<th>Bl (N=115)</th>
<th>G (N=627)</th>
<th>F (N=142)</th>
<th>Total sample (N=2166)</th>
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</thead>
<tbody>
<tr>
<td>In English, you can:</td>
<td>M</td>
<td>s.d.</td>
<td>m</td>
<td>s.d.</td>
<td>m</td>
<td>s.d.</td>
<td>m</td>
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<tr>
<td>give information about yourself</td>
<td>3.5</td>
<td>.6</td>
<td>3.9</td>
<td>.3</td>
<td>3.3</td>
<td>.7</td>
<td>3.6</td>
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<tr>
<td>order a simple meal</td>
<td>3.5</td>
<td>.6</td>
<td>3.9</td>
<td>.4</td>
<td>3.6</td>
<td>.6</td>
<td>3.6</td>
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<tr>
<td>ask for directions on the street</td>
<td>3.4</td>
<td>.6</td>
<td>3.9</td>
<td>.4</td>
<td>3.6</td>
<td>.6</td>
<td>3.4</td>
</tr>
<tr>
<td>explain in a shop what you need</td>
<td>3.4</td>
<td>.6</td>
<td>3.8</td>
<td>.4</td>
<td>3.4</td>
<td>.6</td>
<td>3.2</td>
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<tr>
<td>introduce yourself</td>
<td>3.5</td>
<td>.7</td>
<td>3.7</td>
<td>.5</td>
<td>3.2</td>
<td>.8</td>
<td>3.0</td>
</tr>
<tr>
<td>talk with a friend</td>
<td>3.3</td>
<td>.7</td>
<td>3.8</td>
<td>.4</td>
<td>3.5</td>
<td>.6</td>
<td>3.0</td>
</tr>
<tr>
<td>give directions</td>
<td>3.2</td>
<td>.6</td>
<td>3.8</td>
<td>.4</td>
<td>3.3</td>
<td>.6</td>
<td>3.2</td>
</tr>
<tr>
<td>talk about everyday topics</td>
<td>2.9</td>
<td>.7</td>
<td>3.7</td>
<td>.5</td>
<td>2.8</td>
<td>.7</td>
<td>3.0</td>
</tr>
<tr>
<td>inquire about everyday topics</td>
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<td>.8</td>
<td>3.6</td>
<td>.5</td>
<td>2.9</td>
<td>.8</td>
<td>3.0</td>
</tr>
<tr>
<td>sustain a telephone conversation</td>
<td>3.0</td>
<td>.7</td>
<td>3.6</td>
<td>.6</td>
<td>2.9</td>
<td>.8</td>
<td>2.5</td>
</tr>
<tr>
<td>present the history of your country</td>
<td>2.7</td>
<td>.8</td>
<td>3.6</td>
<td>.5</td>
<td>2.7</td>
<td>.9</td>
<td>2.3</td>
</tr>
<tr>
<td>talk about past, present, and future</td>
<td>2.6</td>
<td>.8</td>
<td>3.4</td>
<td>.6</td>
<td>2.5</td>
<td>.8</td>
<td>2.7</td>
</tr>
<tr>
<td>present your views on current issues</td>
<td>2.5</td>
<td>.8</td>
<td>3.3</td>
<td>.6</td>
<td>2.4</td>
<td>.8</td>
<td>2.1</td>
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<tr>
<td>Have a job interview</td>
<td>2.4</td>
<td>.8</td>
<td>3.1</td>
<td>.7</td>
<td>2.5</td>
<td>.8</td>
<td>2.3</td>
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<tr>
<td>understand simple sentences</td>
<td>3.9</td>
<td>.4</td>
<td>4.0</td>
<td>.3</td>
<td>4.0</td>
<td>.2</td>
<td>4.0</td>
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<tr>
<td>understand native speaker (adjusted)</td>
<td>3.6</td>
<td>.6</td>
<td>3.9</td>
<td>.4</td>
<td>3.9</td>
<td>.4</td>
<td>3.6</td>
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<tr>
<td>understand native speaker on the telephone (adjusted)</td>
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<td>.6</td>
<td>3.9</td>
<td>.4</td>
<td>3.8</td>
<td>.4</td>
<td>3.6</td>
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<tr>
<td>understand past, present, future (adjusted)</td>
<td>3.3</td>
<td>.7</td>
<td>3.8</td>
<td>.4</td>
<td>3.5</td>
<td>.7</td>
<td>3.4</td>
</tr>
<tr>
<td>understand lyrics of pop songs</td>
<td>3.2</td>
<td>.7</td>
<td>3.5</td>
<td>.6</td>
<td>3.2</td>
<td>.7</td>
<td>2.6</td>
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<tr>
<td>get information about a ticket</td>
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<td>3.7</td>
<td>.4</td>
<td>3.3</td>
<td>.7</td>
<td>3.1</td>
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<tr>
<td>Take a telephone message</td>
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<td>.8</td>
<td>3.7</td>
<td>.5</td>
<td>3.2</td>
<td>.7</td>
<td>2.6</td>
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<td>understand sport reports</td>
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<td>3.4</td>
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<td>2.8</td>
<td>.8</td>
<td>2.8</td>
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<tr>
<td>understand moves without subtitles</td>
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<td>.7</td>
<td>3.6</td>
<td>.5</td>
<td>3.1</td>
<td>.7</td>
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<td>understand news reports on radio</td>
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<td>3.5</td>
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<td>.7</td>
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<td>understand text of a new pop song</td>
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<td>3.4</td>
<td>.6</td>
<td>2.8</td>
<td>.8</td>
<td>2.1</td>
</tr>
<tr>
<td>understand native speaker (normal)</td>
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<td>.8</td>
<td>3.4</td>
<td>.6</td>
<td>2.8</td>
<td>.8</td>
<td>2.2</td>
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<td>3.3</td>
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<td>.8</td>
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<td>understand two native speakers talking fast</td>
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<td>3.2</td>
<td>.6</td>
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<td>.8</td>
<td>1.9</td>
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<td>Read newspaper article on sports</td>
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<td>.7</td>
<td>3.7</td>
<td>.5</td>
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<td>write a short essay</td>
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<td>3.0</td>
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### Appendix E

**Summary of main findings recoded on a five point scale**

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<th>Bi</th>
<th>G</th>
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<td>x</td>
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<td>x</td>
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<td>x</td>
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<td>x</td>
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<td>Use Eng. during Holidays</td>
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<td>x</td>
<td>x</td>
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<td>Self-assessment Listening</td>
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<td>x</td>
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Appendix F

Gender of students by research group in percentages of the number of students from whom data are available (N)

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<td></td>
<td></td>
<td>boys n</td>
<td>%</td>
<td>girls n</td>
<td>%</td>
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<td>Netherlands</td>
<td></td>
<td>379</td>
<td>47.3</td>
<td>416</td>
<td>51.9</td>
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<tr>
<td>Netherlands (bilingual school)</td>
<td></td>
<td>160</td>
<td>48.8</td>
<td>166</td>
<td>50.6</td>
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<tr>
<td>Flanders</td>
<td></td>
<td>89</td>
<td>42.8</td>
<td>118</td>
<td>56.7</td>
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<tr>
<td>Wallonia</td>
<td></td>
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<td>65.3</td>
<td>41</td>
<td>34.7</td>
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<td>Germany</td>
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<td>47.8</td>
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### Appendix G

**Direct effects of Family Variables, Contact and Proficiency:**

*Unstandardized estimates (maximum likelihood) for total sample (N=1570), with dummies for the distinguished groups (group Nn=reference category)*

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<th>Group</th>
<th>Contact</th>
<th>Proficiency</th>
<th>R²</th>
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<td>EngSib</td>
<td>Nb</td>
<td>Bd</td>
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<td>.07***</td>
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<td>.06**</td>
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<td>Media 2</td>
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<td>Media: info</td>
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<td>.11***</td>
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<td>Proficiency</td>
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* = p<.05, **=p<.01 ***=p<.001
Appendix H

Total effects of Family Variables, Contact and Proficiency: Unstandardized estimates
(maximum likelihood) for total sample (N=1570), with dummies for the distinguished groups (group Nn is reference category)

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<td>Media: info</td>
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<td>Proficiency</td>
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<td>Attitudes</td>
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<table>
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<tr>
<th>Contact</th>
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<table>
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<tr>
<th>Attitudes</th>
<th>Estimation</th>
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<th>Advantages</th>
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<td>.11***</td>
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R²

* = p<.05, ** = p<.01, *** = p<.001
## Appendix I

### Multisample Analysis: unstandardized estimates of total effects

<table>
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<th>Family Variables</th>
<th>Contact</th>
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<tr>
<td><strong>Contact</strong></td>
<td></td>
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<tr>
<td>Family/friends</td>
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<td>.07***</td>
</tr>
<tr>
<td>Media 1</td>
<td>--</td>
<td>.04***</td>
</tr>
<tr>
<td>Media 2</td>
<td>--</td>
<td>.04***</td>
</tr>
<tr>
<td>Vacations</td>
<td>.12*</td>
<td>.22****</td>
</tr>
<tr>
<td><strong>Proficiency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-assessment</td>
<td>.04***</td>
<td>.05***</td>
</tr>
<tr>
<td>Vocabulary test</td>
<td>.02****</td>
<td>.00***</td>
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<tr>
<td>Attitudes</td>
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<td>.05***</td>
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<td>Importance</td>
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<td>.00 (3)</td>
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<tr>
<td>Advantages</td>
<td>.01**</td>
<td>.02***</td>
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1=Nn, 2=Nb, 3=Bd, 4=Bf, 5=G, 6=F  
*=p<.05, **=p<.01, ***=p<.001
A.C.C., 20
acculturation, 5, 6
Admiraal, 56
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ccontent-based language teaching, 126
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Witte, 21
Wode, 30
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