



Why would you ever study French?!

Language Learning Motivation of Secondary-School Pupils in Belgium: A Comparison between Flemish and Walloon last-grade Pupils

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I hereby declare that, in line with the Faculty of Arts' code of conduct for research integrity, the work submitted here is my own original work and that any additional sources of information have been duly cited.





Acknowledgements

Why would you ever study French at University?! This question – which arose countless of times when I told people I was studying English and French Literature and Linguistics at KU Leuven – provided my main motivation to write a dissertation about language learning motivation. This master’s thesis project signals the end of my last year at the Faculty of Arts at KU Leuven. I still cannot believe how much I have learned from this project: it proved to me that I was able to learn how to draw up an online survey and to work with statistical analysis. More importantly, this master’s thesis made me realize that humanities students can conduct in-depth quantitative and qualitative research which relates to current concerns in Belgian society. I would not have made these insights without the support of a large number of people who I would like to thank.

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Abstract

Al meer dan twintig jaar wijzen officiële rapporten en onderzoeken op de kritieke achteruitgang van de (vreemde)talenkennis van Belgische leerlingen in het secundair onderwijs. Ondanks de noodkreten van verschillende Taal- en Letterkundigen, professoren en taalleerkrachten om het talenonderwijs in Vlaanderen en Wallonië te versterken, blijft de beslissing om een overkoepelend talenplan te creëren uit. Ondertussen worden Belgische leerlingen geconfronteerd met een groeiende polarisering tussen de Franstalige en Nederlandstalige Gemeenschap die resulteert in een wederzijdse stereotypering.

Internationaal onderzoek wijst uit dat taalmotivatie een belangrijke factor is bij het leren van vreemde talen op school. Concreet zorgt een hoge taalmotivatie en een positieve perceptie van de vreemde taal en haar bijhorende gemeenschap voor een hogere taalvaardigheid bij leerlingen. In België staat onderzoek naar taalmotivatie nog in haar kinderschoenen ondanks de crisis in het talenonderwijs. Daarom onderzoekt en vergelijkt deze masterthesis de taalmotivatie van Vlaamse leerlingen in de laatste graad secundair onderwijs om Frans te leren en van Waalse leerlingen om Nederlands te leren. Het doel van dit masterproject is om een motivatieprofiel op te stellen van de Belgische leerling in de laatste graad.

Wat is het motivatieprofiel van de Belgische leerling? Zijn er verschillen in de taalmotivatie van Vlaamse en Waalse leerlingen? Zijn er verschillen tussen jongens en meisjes? Heeft CLIL een effect op de taalmotivatie van Belgische leerlingen? Om deze vragen te beantwoorden werden twee online vragenlijsten opgesteld, een Franstalige en Nederlandstalige, die peilen naar negen motivatiefactoren: *Motivation Intensity, Desire, Attitudes toward the Language, Integrative Orientation, Instrumental Orientation, Teacher Evaluation, Course Evaluation, Anxiety* en *Self-efficacy*.

De resultaten van deze masterthesis tonen aan dat de taalmotivatie van Belgische leerlingen redelijk laag is. Een logische bevinding was dat de Waalse leerlingen meer taalmotivatie hadden, aangezien de Waalse leerlingen vrijwillig Nederlands kozen als vreemde taal en niet Engels terwijl Vlaamse leerlingen verplicht zijn om Frans te leren. De resultaten tonen ook aan dat zowel Vlaamse als Waalse meisjes gemotiveerder zijn om de andere landstaal te leren en dat Vlaamse leerlingen in ASO meer gemotiveerd zijn om Frans te leren dan leerlingen in TSO. Een verontrustende bevinding is dat zowel Vlaamse als Waalse leerlingen een negatieve perceptie hebben van de andere landstaal en dat terwijl ze wel gemotiveerd zijn om toegang te krijgen tot de andere taalgemeenschap. Dit zou erop kunnen wijzen dat Nederlandstalige leerlingen zich al bewust zijn van het stereotype beeld van de Franstalige gemeenschap en omgekeerd. Deze lage taalmotivatie samen met de negatieve



attitudes zou één van de oorzaken kunnen zijn dat de taalvaardigheid van Belgische leerlingen achteruitgaat. Een aanmoedigende bevinding was dat zowel Vlaamse als Waalse leerlingen die CLIL volgen een hogere taalmotivatie rapporteerden en ook positiever waren tegenover elkaars taal en taalgemeenschap. Al deze resultaten tonen aan dat de taalmotivatie- en attitudes van Belgische jongeren zich op een kritiek niveau bevinden en meer aandacht verdienen om het talenonderwijs in Vlaanderen en Wallonië te versterken.

Keywords: Taalmotivatie – Attitude – Vlaanderen – Wallonië – CLIL

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Introduction

Why would you ever study French at University?! This question arose each time when I told people I was studying English and French Literature and Linguistics at KU Leuven. Not only did this question doubt myself and my foreign language competences, it also made me doubt the relevance of studying languages at university since this question was asked countless times. It made me wonder why, indeed, people are motivated or unmotivated to learn another language, in particular French. What is more, multiple official reports and (popular) media articles about the declining proficiency in French and Dutch among Belgian youngsters intrigued me. These reports raised common concerns about why Flemish pupils as well as Walloon pupils seem to have lost interest in studying foreign languages and made me ask, in particular, if Belgian secondary-school pupils suffer from a lack in language learning motivation.

Language learning motivation or L2 motivation is a complex but widely studied construct which involves people's motivation to learn a foreign language. Research in L2 motivation falls into the scope of social psychology and second language acquisition research (SLA) as well as educational research. Since L2 motivation has been investigated in multiple scientific disciplines, there is a growing body of literature that recognises the importance of motivation for language learners. To date, multiple factors have been found to influence language learners' motivation, including classroom-factors related to the course and the teacher, social factors and attitudinal factors related to the target language and the target language community (Dörnyei, 1994; Graham, 2004; Csizér & Dörnyei, 2005; Dewaele, 2018; Chaffee et al., 2020). Moreover, language learners' gender and age have also been found to significantly impact one's L2 motivation (Nikolov, 1999; Williams et al., 2002; Ruyffelaert & Hadermann, 2012). More importantly, previous studies have reported that pupils with higher L2 motivation levels developed more positive attitudes toward the target language and, therefore, developed a higher proficiency in the target language (Dörnyei, 1994; Dörnyei, 1998). In recent years, SLA researchers have examined L2 motivation levels of pupils in bilingual programs, in particular CLIL, and compared them with L2 motivation levels of pupils in general programs (Elzenga & de Graaff, 2015; De Smet et al., 2019). They found that pupils developed more positive attitudes toward the target language and that CLIL positively influences pupils' L2 motivation in general. Thus, there is a multitude of factors which fall into the scope of language learning motivation which makes it a difficult construct to examine in detail within one study.

Despite the key importance of L2 motivation, there are few studies in Belgium that investigate the current state of affairs concerning the motivation of Flemish or Walloon language learners (Mettewie, 2004; Ruyffelaert & Hadermann, 2012; De Smet et al., 2019). This raises considerable concerns since multiple official reports have shown that Flemish pupils' proficiency in

French and Walloon pupils' interest and proficiency in Dutch are in decline. Therefore, this master's thesis aims to fill this research gap by investigating the language learning motivation of last-grade pupils in secondary schools in Flanders as well as Wallonia. In particular, this dissertation will examine six main research questions: What is the motivational profile of Belgian last-grade pupils in secondary school? Are they more instrumentally oriented or integratively oriented? Are there any differences between Walloon language learners and Flemish language learners? Are there any differences between boys and girls? Are there any differences between pupils in general programs, technical programs and vocational programs and programs in arts? And what is the influence of CLIL? Thus, the major objective of this study was to investigate and to compare the L2 motivation of Flemish pupils learning French and Walloon pupils learning Dutch.

By means of two online questionnaires that were based on Kissau et al. (2019), data was collected from fifty Belgian schools in Flanders and Wallonia; altogether, 2744 French-speaking and Dutch-speaking Belgian pupils participated in this master's thesis. Topics covered in the surveys include nine motivational constructs, such as *Motivation Intensity*, *Desire*, *Attitudes toward the Language*, *Integrative Orientation*, *Instrumental Orientation*, *Teacher Evaluation*, *Course Evaluation*, *Anxiety* and *Self-efficacy*. Furthermore, the survey asked background information about pupils' French or Dutch class and their study program.

This paper has been divided into five parts. The first chapter of this master's thesis provides a detailed theoretical overview of language learning theories and previous research in L2 motivation examined on an international level and on a Belgian level. The second chapter is concerned with the methodology used in this master's thesis and gives more information about the participants and the surveys drawn up for this study. The third chapter presents the results of this study by focusing on the six research questions. The fourth chapter includes a detailed discussion of the main findings and the implications of the findings to foreign language education in Flanders and Wallonia as well as to future research into the discipline of language learning motivation. Finally, the conclusion presents a brief summary of the findings and the importance of these results to improve the organisation of foreign language education in Flanders as well as Wallonia.

Chapter 1 Language Learning Motivation Theory

Why do you learn a language? This seemingly simple question asking for people's language learning motivation has been widely studied for multiple languages within different scientific fields and from countless different perspectives. In fact, motivation has been found a crucial factor in an educational context, particularly in a language learning context: it has been widely accepted that motivated students are likely to develop better language aptitudes and communication skills (Dörnyei 1994, 1998). This literature review provides a detailed overview of studies concerning language learning motivation. In the first section, the term 'motivation' is defined and its importance in a language learning context. The second part discusses three language learning motivation theories relevant for this master's thesis. The third section presents a broad framework of previous international research about L2 motivation per motivation factor. Finally, the fourth section explores foreign language education systems in Belgium and Belgian studies up to date about L2 motivation.

1.1 Definition and Importance of Language Learning Motivation

In everyday life, motivation is defined as "[the] enthusiasm for doing something" or "[the] willingness to do something, or something that causes such willingness" (Cambridge Dictionary). In scientific research, however, motivation has a far more complex definition, because its meaning differs in each field of study, such as psychology, social psychology and (foreign or second) language acquisition research (Mettewie 2004: 57). There is little scientific consensus in what motivation actually means, as Dörnyei states, there is no "super-theory" of motivation that concludes all possible types of motivation (Dörnyei 2011: 4). Because of this terminological and theoretical complexity, there are multiple motivation theories developed within psychology, second language acquisition research (SLA) and research in applied linguistics.

According to Dörnyei, most researchers agree with the term motivation as a construct that "concerns the direction and magnitude of human behaviour, that is: the choice of a particular action, the persistence with it and the effort expended on it" (Dörnyei 2011: 4). Thus, motivation explains "*why* people decide to do something, *how long* they are willing to sustain the activity and *how hard* they are going to pursue it" (Dörnyei 2011: 4). This definition proves that motivation is one of the main characteristics of human behaviour and that's the reason motivational research is grounded in social psychological research. Motivational psychologists aim to examine for:

The *motors* of human behaviour in the *individual* rather than in the social being, focusing traditionally on concepts such as instinct, drive, arousal, need, and on personality traits like anxiety and need for achievement, and more recently on cognitive appraisals of success and failure, ability and self-esteem. (Dörnyei 1994: 274).

The main social psychological framework of motivation research is developed by Canadian psychologists Gardner and Lambert who created the *Attitude and Motivation Test Battery* (AMTB) (Dörnyei 1994: 273). This social psychological model examines “motivational components grounded in the social milieu [of language learners]” (Dörnyei 1994: 273), but it also contains an educational dimension which tests pupils’ attitudes toward classroom factors, such as the teacher and the course. According to a definition provided by Gardner, motivation consists of four elements, such as “a goal, a desire to attain the goals, positive attitudes toward learning the language and effortful behaviour to that effect. (Oxford & Shearin 1994: 13). In this way, Gardner and Wallace argued that language learning motivation is “socially and culturally bound” (Dörnyei 2003: 4) and is closely related to subjects such as multiculturalism and language contact (Dörnyei 2003: 4). A more detailed account of Gardner and Wallace’s social psychological model is given in section 1.2.

While L2 motivation research was initiated in social psychology, L2 motivation came into the scope of second language acquisition and applied linguistics experts and educational specialists since the 1990’s. Because of this shift to educational domains, there are multiple factors found to influence language learners’ L2 motivation, including teacher-specific components, course-specific components and group-specific components (Dörnyei 1994: 275-276). Moreover, there are several cognitive aspects which also influence one’s motivation to learn, such as self-confidence, self-efficacy and the need for success or achievement (Dörnyei 2003: 273; 276). Thus, language learning motivation, which is the main focus of this master’s thesis, can broadly be defined as *why* someone is studying a language and *why* someone is working so hard at learning a language (Oxford & Shearin 1994: 12).

As indicated above, motivation is crucially important for language learners: previous research has found a positive relation between positive language attitudes, high motivational levels and high language proficiency levels (Gardner & Wallace, 1959; Dörnyei, 1994). This finding implies that motivation affects the success of language learners (Dörnyei 1998: 117) and that insights in students’ language learning motivation could lead to foreign language programs in line with students’ desires. Besides, Kissau et al. (2019) argue that “understanding the motivational influences of language learners in different countries and cultures has the potential to help guide and shape curriculum that meets student needs and interests.” (p. 19). This view is supported by many researchers in the field of SLA, such as Oxford and Shearin (1994), Dörnyei (1994, 2003), Williams (2002), Mettwie (2004) and Elzenga and de Graaff (2015). Altogether, L2 motivation is a multifaced construct which has been increasingly studied by researchers in social psychology as well as in applied linguistics and the number of published studies continues to rise (Boo et al. 2015). Without a doubt, studies in L2 motivation can lead to important insights in possible discrepancies between education policies, teachers’ and students’ needs in foreign language learning.

1.2 Language Learning Motivation Theories

The following part of this literature review moves on to describe in greater detail the multiplicity of language learning motivation theories. The first section explains the Gardnerian social psychological model and the second section discusses Deci and Ryan's Self-determination theory. The third section concerns the comprehensive 3-level framework of Dörnyei, called the L2 Motivational Self System which is "a progression from Gardner's theory" (Dörnyei & Ushioda 2011: 80).

1.2.1 The Gardnerian social psychological model

Gardner and Wallace (1959) developed the first solid language learning motivation theory within social psychology, called *The Attitude and Motivation Test Battery* (AMTB). As indicated earlier, the social dimension of language learning motivation is in focus in this model together with educational elements, such as the teacher and the classroom. In this test battery, Gardner and Wallace propose two types of motivation in a language learning context i.e., the integrative and the instrumental orientation of motivation. When pupils are integratively motivated, they study languages in order to become part of the language community and to "learn more about the language group" (Gardner & Wallace 1959: 267). When pupils have more instrumental reasons to study languages, they see more "pragmatic gains of L2 proficiency, such as getting a better job or a higher salary" (Dörnyei 1994: 274). Using this model, their study indicated that when Canadian students of French were more integratively oriented, they were more successful in acquiring French and they showed more positive attitudes toward French. In this way, the psychologists could link high motivation levels with higher proficiency levels which is an important finding for pupils to make progress in language learning. The Gardnerian social psychological model is perceived as the main framework in L2 motivation research which is still valid in recent times.

1.2.2 The Self-Determination theory

In 1985, Deci and Ryan developed the *Self-Determination Theory* which combines principles from psychology, such as personality development, with self-motivation factors (Deci & Ryan 2000: 68). This theory differentiates between intrinsic motivation and four types of extrinsic motivation: *Intrinsic motivation* is "the inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore and to learn" (Deci & Ryan 2000: 70). *Extrinsic motivation* refers to external factors, such as rewards or social pressure, which motivates people to act or to learn something. According to Deci and Ryan (2000), extrinsic motivation has four dimensions: external regulation, introjected regulation, identified regulation and integrated regulation (pp. 71-72). *External Regulation* refers to actions performed because of a demand while *Introjected Regulation* is about actions performed in order to "avoid feelings of guilt or anxiety" (Deci & Ryan 2000: 72). In

addition, *Identified Regulation* indicates motivation because an action is perceived as important for the individual and *Integrated Regulation* is about actions being valued and extended to other individuals' needs. Without a doubt, Deci and Ryan's model is the pivoting point of motivation studies in psychology and SLA which is still valued today.

1.2.3 The L2 Motivational Self System

Developed in 2005, Dörnyei's L2 Motivational Self System combines Gardner and Wallace's *integrative/instrumental dichotomy* from social psychology with theories from motivational psychology focusing on the 'self' i.e., the language learner as an individual achieving goals (Dörnyei & Ushioda 2011: 80-81). The model is considered as a major motivational framework within psychology and SLA research since it focusses on the identity of the language learner. The L2 Motivational Self System contains three main components:

- *Ideal L2 Self*, meaning the imaginative idea of the language learners' identity as a perfect and ambitious L2 learner with "hopes, aspirations [and] desires" (Csizér & Dörnyei 2005: 616). This imaginative construction can be a major motivation factor to learn a foreign language because it blurs the discrepancy between the language learners' actual identity and their ideal personality. Gardner and Wallace's integrative and instrumental orientation of motivation are included in this component.
- *Ought-to L2 Self*, this component concerns the qualities the language learners think they need or *ought to* possess in order to achieve certain outcomes, such as "various duties, obligations, or responsibilities" (Csizér & Dörnyei 2005: 617). This component includes "more extrinsic types of instrumental motives" (Dörnyei & Ushioda 2011: 86).
- *L2 Learning Experience* which includes motivation factors from the social environment and the experience of the language learner, such as "the impact of the teacher, the curriculum, the peer group or the experience of success" (Dörnyei & Ushioda 2011: 86).

Overall, the model tests seven motivation factors which can be classified into these three categories, namely *integrativeness, instrumentality, attitudes toward L2 speakers, cultural interest, vitality of the community, milieu and linguistic self-confidence* (Csizér & Dörnyei 2005: 618-619). The L2 Motivational Self System is the highpoint from multiple L2 motivation theories developed in the 1990's, such as *Need Theories, Expectancy-Value theories, Equity theories* and *Reinforcement theories* (Oxford & Shearin 1994). Together, these three theories developed a valid framework for the current understanding of L2 motivation and further influenced the direction of the field of SLA and psychology.

1.3 International Research in Language Learning Motivation

1.3.1 Main Framework

The complexity and the interdisciplinary character of (L2) motivation has challenged researchers to conduct studies which include all motivation constructs and attitudinal factors found so far to influence pupils' L2 motivation. Dewaele et al. (2018), for instance, focusses on the relation between anxiety and the foreign language teacher and classroom experience but not on language attitudes. As a consequence, there are relatively few studies which developed a detailed motivational profile of language learners across different regions or countries. A recent study by Kissau et al. (2019) developed different motivational profiles of language learners of four different countries, such as China, Germany, New Zealand and The United States. This master's thesis is an approximate replication of Kissau et al. (2019) since this study examined the exact same motivation constructs and used a methodology partly similar to the methodology used in Kissau et al. (2019). The differences and similarities between these studies are discussed in more detail in the second chapter. In Kissau et al. (2019) nine motivation constructs are measured based on the AMTB by Gardner and Wallace: *Motivation Intensity, Desire, Attitudes toward the Language, Integrative Orientation, Instrumental Orientation, Teacher Evaluation, Course Evaluation, Anxiety and Self-efficacy* (pp. 23-24).

In order to create motivational profiles of each language learner, Kissau et al. (2019) used a mixed methodology by combining a motivation survey and follow-up interviews with a random number of participants (pp. 23-24). Most survey questions utilised a 5-point Likert scale to indicate a degree of agreement or disagreement with the statement. In addition, some participants were asked in a ten-minute interview to elaborate on their motivation to learn the target language. Pupils who participated were between 13 and 16 years old and had different nationalities and different foreign languages to learn. 225 German students and 184 Chinese students studying English, 132 American students studying Spanish and 38 students of New Zealand studying German completed the survey.

Overall, Kissau et al. (2019) found that students of those four countries had positive attitudes toward the language they were learning whereas their motivational profile varied. The Chinese and German students, for instance, indicated more instrumental reasons for learning another language (Kissau et al. 2019: 31). Moreover, the American students were more anxious to use the target language than the Chinese students but they were more confident than the German students (Kissau et al. 2019: 26). With these results in mind, Kissau et al. (2019) searched for misalignments between the teacher and the language learner in order to open the debate to introduce foreign language teaching which meets students' needs and motivations to learn. These findings can encourage researchers to combine several motivation constructs and target populations in future projects about language learning motivation. The following sections give an overview of major studies per motivation construct which has been shown to influence L2 motivation.

1.3.2 Integrative/Instrumental Dichotomy

As explained in section 1.2, the most influential motivation theory is the integrative/instrumental dichotomy established by Gardner and Lambert (1959). Their two-sided *Orientation Index* presupposes “an intention on the part of the students to learn the language with various aims in mind” (Gardner & Wallace 1959: 267). If language learners are integratively-oriented, they are highly motivated to learn the target language because of social and cultural reasons. The integrative orientation of motivation is about the pupil’s positive attitude toward the target language and “is associated with a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community” (Dörnyei 1994: 274). When language learners are more instrumentally oriented, they are primarily motivated to learn another language for “the potential pragmatic gains of the L2 proficiency, such as getting a better job or a higher salary” (Dörnyei 1994: 274).

A large and growing body of literature has investigated the integrative/instrumental dichotomy: indeed, this dualism has created important insights in how and why pupils learn a new language. Over the past two decades, the majority of L2 motivation studies has implemented the integrative/instrumental dichotomy (Nikolov, 1999; Williams et al., 2002; Graham, 2004; Mettewie, 2004, Hadermann & Ruyffelaert, 2012, MacIntyre & Vincze 2017, Kissau et al., 2019) together with other motivation constructs which influence language learners’ motivation. A longitudinal study by Nikolov (1999), for instance, found that “instrumental motivation increases with age” (Nikolov 1999: 53), which means the older the pupil learning English, the more the pupil perceived the knowledge of English as useful.

A key study investigating the integrative/instrumental dichotomy is that of Csizér and Dörnyei (2005), in which Dörnyei applies his L2 Motivation Self System with integrative motivation as a central theme (Csizér & Dörnyei 2005: 616). By combining seven motivation constructs (such as *integrativeness, instrumentality, attitudes towards L2 speakers, cultural interest, vitality of L2 community, milieu and linguistic self-confidence*) in one questionnaire about German and English, Csizér and Dörnyei created different motivational profiles in a similar way as Kissau et al. (2019). They created four different motivation groups ranging from ‘least motivated Hungarian students’ (G1), ‘most motivated Hungarian students’ (G4) and two in-between groups (G2 and G3) which showed significant differences in language learning motivation. Csizér and Dörnyei (2005) found, for instance, that pupils in Group 3 were more instrumentally and integratively motivated to learn English than Group 2 whereas pupils from Group 2 had more positive attitudes toward the English language and culture (Csizér & Dörnyei 2005: 637). Pupils in Group 4 had “successfully developed a salient ideal L2 self” (Csizér & Dörnyei 2005: 655) because they were intrinsically motivated and understood the personal and professional gains of learning English.

1.3.3 Language Attitudes

The second motivation construct which is widely studied within L2 motivation research is language attitudes i.e., the feeling or opinion a language learner has of the target language. However, there is only a small number of studies whose primary focus is on language attitudes while there are several studies which indicated that language attitude is an important aspect of L2 motivation among other motivation constructs (for example Csizér & Dörnyei, 2005; Dewaele et al., 2018). Students' perception of a language has been found an important factor in L2 motivation, because if students perceive the target language as unusable or not 'fun' to learn, they are less motivated to study that language. To determine the effect of language attitudes on language learning motivation, Williams et al. (2002), for instance, compared 228 British pupils learning French and German. This study examined four motivation areas, such as *Attitude, Identity, Agency* and *External factors*; the attitude dimension includes the desire to do your best in the foreign language class, pupils' need to learn the language and Gardner's integrative orientation of motivation (Williams et al. 2002: 515). Williams et al. (2002) reported that "a strong desire to be successful at French or German is expressed" (p. 521) but the students exhibited a more positive attitude toward German. Consequently, those students studying German attributed more positive feelings towards their teachers and "rated more highly their personal ability and success" (Williams et al. 2002: 520).

Furthermore, Williams et al. (2002) found profound differences between boys and girls concerning their perception of the target language and their attitude toward the foreign language. French was being perceived as a feminine language, thus not 'being cool' for boys to learn (Williams et al. 2002: 503) while German was seen as more masculine. Surprisingly, this difference in language attitude resulted in a lower intrinsic motivation on the part of the boys to learn French or to perceive French as a valuable and interesting language to learn.

In the same vein, Chaffee et al. (2020) examined language attitudes of 1673 Canadian psychology students in order to determine if gender stereotypes still live among university students. Chaffee et al. (2020) reported that the participants thought of STEM disciplines (Science, Technology, Engineering and Mathematics) as typically masculine study subjects whereas language learning was perceived as a typical feminine scientific domain (Chaffee et al. 2020: 305). Consequently, this study examined if this stereotypical idea of language learning as a feminine discipline could influence "men's interests, intentions, attitudes and sense of belonging toward foreign language learning" (Chaffee et al. 2020: 307). They found that men believing in traditional masculine gender roles showed more negative attitudes towards learning foreign languages. More importantly, these men were also more negative about their foreign language learning skills and thus showed less intention to study languages in the future (Chaffee et al. 2020: 312).

Next, Graham (2004) examined the attitudes of English students towards French: the purpose of this study was to understand the reasons behind English students' achievement levels in order to avoid further dropouts in foreign language learning education. This study demonstrated that few pupils expressed positive attitudes towards French and that the perceived difficulty of French was one of main reasons to give up French classes (Graham 2004: 186). In addition, most students suffered from a lack of confidence while the majority of students achieved high grades (Graham 2004: 177). Because this dissimilarity led to unmotivated language learners or language learners giving up, Graham argues that there is a "need to encourage students to adopt a more positive approach to success and failure" (Graham 2004: 187).

More recently, a number of studies have begun to examine language attitudes in bilingual education programs in which some general courses are taught in a foreign language without focusing on language learning. A study by Elzenga and de Graaff (2015) compared the motivation to learn French and English of secondary-school pupils in general programs with pupils in a bilingual program. They found that Dutch pupils have a more positive attitude towards English instead of French regardless of the education program (Elzenga and de Graaff 2015: 23). Similarly, Garcia and Jurado (2018) found that Spanish pupils highly value the bilingual program in which they learn English as a second language. Moreover, they argue that "the bilingual program improves students' attitude and motivation" (Garcia and Jurado 2018: 333) because pupils understood the value of learning English for the future while they enjoyed participating in class. A more detailed account of the link between L2 motivation and bilingual education is given in section 1.3.6.

1.3.4 Course and Teacher Evaluation

Perceptions of the foreign language teacher, the foreign language course and the classroom environment have also been found to influence language learning motivation (Dörnyei, 1994, 1998; Oxford and Shearin, 1994). It is Dörnyei (1994) who first distinguishes between course-specific, teacher-specific and group-specific motivational components (p. 277). As discussed earlier, there is a large number of published studies since the 1990's that have described the influence of course- and teacher-specific components within general language learning motivation research (Nikolov, 1999; Williams et al., 2002; Graham, 2004; Kissau et al., 2019). Nikolov (1999), for instance, demonstrated that Hungarian children between 6 and 14 years of age were most motivated to learn a language because of the teacher, classroom practice, intrinsically motivated activities and tasks (p. 45). There are several recent studies discussed below which primarily explored the relationship between the perception of the teacher and the classroom environment and students L2 motivation.

One study by Çankaya (2018) examined demotivation factors which could influence Turkish university students learning English, such as class characteristics, class environment and the foreign

language teacher (Çankaya 2018: 7). Class characteristics such as focus on grammar, on translation and exams were found to be most demotivating whereas teacher competence and style were found least demotivating for Turkish language learners (Çankaya 2018: 8-9). This result implies that the teacher's efforts increased the students' motivation to learn English and that "the teacher's attitude, teaching competence, personality, language proficiency, personality and teaching style do not demotivate the learners" (Çankaya 2018: 14).

A more in-depth study by Drakulić (2019) examined the relationship between the L2 motivation of Croatian pupils in primary school and the perception of their language teacher. Drakulić argues that the teacher's instructional competence and personal characteristics influenced students' level of L2 motivation the most (Drakulić 2019: 368). This means that language learners were more motivated to learn the target language when they perceived their teacher as 'competent' and therefore, they will be more motivated to achieve the same level of language knowledge and communication skills as the teacher (Drakulić 2019: 368). All studies discussed above indicate that (foreign) language teachers and the classroom environment are actual external factors which influence pupils' language learning motivation.

1.3.5 Anxiety and Self-efficacy

Another factor found to influence people's L2 motivation is language learners' emotions, in particular anxiety, self-confidence and self-efficacy. Self-efficacy is defined as believing in one's abilities or as "a person's belief that they can be successful when carrying out a particular task" (Cambridge Dictionary). The most influential theory about self-efficacy is the *Social Cognitive Theory* developed in 1986 by Bandura: this model examines how humans as cognitive agents think about their actions in order to perform. This includes examinations of how human agents or humans as learning beings think about their own abilities which can motivate them to act, as Bandura explains:

Efficacy beliefs play a central role in the self-regulation of motivation through goal challenges and outcome expectations. It is partly on the basis of efficacy beliefs that people choose what challenges to undertake, how much effort to expend in the endeavor, how long to persevere in the face of obstacles and failures, and whether failures are motivating or demoralizing. (Bandura 2001: 10).

Moreover, in the *Social Cognitive Theory*, Bandura showed that there is a negative correlation between a learner's anxiety levels and self-efficacy levels (Kissau et al. 2019: 25). For instance, if people are anxious in a learning situation, they report lower scores for their belief in their own competences and vice versa. Following Bandura's research concerning anxiety and self-efficacy,

several researchers in the domain of SLA have examined the effects of anxiety levels and self-efficacy levels on pupils' L2 motivation (such as MacIntyre & Vincze, 2017; Dewaele et al., 2018; Luo et al., 2020).

MacIntyre and Vincze (2017), for example, examined the effect of ten positive and nine negative emotions of Italian language learners' motivation. They found a strong positive correlation between motivation constructs, including the integrative/instrumental dichotomy and Dörnyei's ideal self, and positive emotions. Furthermore, they reported that language anxiety was "predicted by two positive and two negative emotions" (MacIntyre & Vincze 2017: 79) i.e., the feeling of amusement, feeling peaceful, the feeling of embarrassment and sadness. This means that language anxiety can be a motivator when a language learner thinks his or her self is in danger; the language learners is going to "avoid communication", for example, to avoid making mistakes to create a better self-image (MacIntyre & Vincze 2017: 79). Altogether, this study indicated that positive as well as negative emotions are linked with pupils' motivation to learn a foreign language.

Another study by Dewaele et al. (2018) explored the relationship between foreign language enjoyment (FLE), foreign language classroom anxiety (FLCA) and teacher/classroom-specific variables in two top performing schools in the UK (London). Dewaele et al. (2018) found that students who showed more positive attitudes towards the target language indicated higher scores on FL enjoyment and FL anxiety (Dewaele et al. 2018: 691), because they are more eager to master the language. In addition, they reported that pupils who spend a lot of time speaking the foreign language enjoyed the FL classes more than other pupils (Dewaele et al. 2018: 692). However, there is an ongoing debate about how much time pupils as well as teachers should spend on speaking the foreign language in class in order to experience high foreign language enjoyment.

Finally, a very recent study by Luo et al. (2020) examined if anxiety, while often perceived as a negative emotion, could positively influence pupils' foreign language learning motivation. This study found a positive correlation between intrinsic motivation and facilitating anxiety which contributes to good performances (Luo et al. 2020: 64). Extrinsic motivation, on the other hand, was positively correlated with debilitating anxiety and facilitating anxiety which contributed to the idea that anxiety can be a motivating factor and demotivating factor at the same time (as previously examined by MacIntyre & Vincze 2017). Thus, anxiety is a very complex emotion and debate continues about the possible positive and negative effects of anxiety on students' language learning motivation.

1.3.6 CLIL / Immersion programs

Content and Language Integrated Learning (CLIL) is a type of bilingual education in which pupils can take a course within a foreign language, for instance history in French. As indicated before, a part of the curriculum is taught in the target language in order to unite language learning and the learning of content or subject matter (De Smet et al. 2019: 3). Since pupils are increasingly exposed to the target language, they are expected to acquire the course' subject while implicitly improving their language knowledge. According to De Smet et al. (2019), previous research has established that CLIL has positive effects on language learning (De Smet et al. 2019: 4). CLIL is also believed to have social-cultural benefits and to positively impact the motivation of teachers and pupils in secondary school. Yet, a theoretical framework of the impact of CLIL on pupils' L2 motivation is still to be developed since only few studies use CLIL as a general indication for motivation.

One study by Elzenga and de Graaff (2015), as indicated previously, examined the motivation of 248 pupils (in the first year and third year of secondary school) learning French and English in two bilingual schools, called *tto-scholen*, in the Netherlands. Two participant groups were in the bilingual program (in English or French) and two other groups took general programs in which English and French foreign language courses are implemented. Elzenga and de Graaff (2015) designed a questionnaire for English as well as French to measure motivation constructs including ideal L2 self, language attitudes, interest in culture and self-confidence. They observed that pupils in the bilingual program were more motivated to learn English even if pupils in the general program were also very positive toward learning English. However, the most surprising aspect of the study is in the L2 motivation to learn French: in the first year of secondary school, students in the general program show a more positive attitude toward the French language and culture in contrast with pupils in the bilingual program (Elzenga & de Graaff 2015: 23). Yet, in the third year of secondary school, the L2 motivation of pupils in the general program decreased whereas third-year pupils in the bilingual program became more interested in French language and culture and showed more self-confidence (Elzenga & de Graaff 2015: 24). This result indicates that bilingual teaching programs can improve pupil's motivation to learn a foreign language.

This view is supported by Jurado and Garcia (2018), as mentioned earlier (cf. 1.3.3), who have shown that Spanish pupils in primary schools were highly motivated to learn English and had a positive attitude towards the bilingual program (pp. 337-338). Most participating children enjoyed the lessons and understood the value of learning English: in this way, the bilingual program improved pupils' attitude toward English (Jurado and Garcia 2018: 338). However, pupils indicated they lack in confidence when the teacher was talking in English (Jurado and Garcia 2018: 337). So Jurado and Garcia (2018) argue that this feeling of 'shyness' needs to be tackled, because pupils have to feel safe and self-confident in the foreign language class in order to advance.

1.3.7 Age and Gender

Several studies discussed above have also explored the relationship between pupils' age and gender and their language learning motivation: they have shown that girls are often more motivated than boys and that intrinsic motivation levels decrease with age (Williams et al. 2002: pp. 507-509). Nikolov (1999), for example, found that younger children (between 6 and 8 years old) indicated more teacher-oriented reasons for being motivated to learn English (Nikolov 1999: 44). Older children (between 8 and 14 years of age) reported more classroom-related factors that motivated them to learn English: they thought the classes were interesting and they perceived the foreign language classroom as a place where you "don't need to be afraid." (Nikolov 1999: 43). Altogether, Nikolov (1999) reported that the older the pupils, the more instrumental oriented reasons pupils indicated to be motivated in English class (p. 53).

Three years later, Williams et al. (2002), as mentioned earlier, found that younger English students (year 7) had definitely higher scores on all motivation constructs for learning a foreign language than the year 8 and 9 students (p. 516). The younger students also indicated higher perceived ability scores as well as higher perceived success scores than the older students. The female students also showed higher motivation levels than male students: they showed, for instance, more positive attitudes toward French and German (Williams et al. 2002: 522). Thus, this study could confirm a decrease of motivation levels with age and the imbalance of language learning motivation between two participant genders.

Next, Csizér and Dörnyei (2005) also reported, in their longitudinal study, that girls always had more positive attitudes toward the target languages than boys (Csizér & Dörnyei 2005: 641). According to Csizér and Dörnyei (2005), this difference in attitude is the reason that girls will develop higher language proficiency levels. In the same vein, Dewaele (2018) found in his study that girls had higher foreign language enjoyment levels (FLE) while they also had higher scores on foreign language classroom anxiety (FLCA) (Dewaele 2018: 684).

To conclude this section, the studies presented thus far provide evidence that motivation is an important aspect of language learning. Nine motivation factors have been discussed, namely integrative/instrumental orientation of motivation, language attitudes, the impact of the teacher and the course, anxiety and self-efficacy, CLIL/immersion programs and age and gender. While evidence reviewed here suggests that the number of studies in language learning motivation are increasing, it remains a question whether L2 motivation has come into the scope of Belgian SLA experts. In order to solve that question, the next chapter explains the Belgian foreign language education system(s) and discusses Belgian studies about language learning motivation.

1.4 Belgian Research in Language Learning Motivation

1.4.1 Linguistic situation in Belgium

Belgium is a small European country of 11.5 million inhabitants with a complex political institution and complex linguistic situation. Belgium has three official languages, namely Dutch, French and German but there are few people who are actually bilingual or trilingual. Geographically speaking, Belgium is divided into three Regions: the Flemish Region in the north (i.e., Flanders), the Walloon Region (i.e., Wallonia) in the south and Brussels-Capital Region at the heart of the country. Flanders is theoretically a monolingual region where people speak Dutch, Wallonia is also considered a monolingual region where they speak French (except for a German-speaking minority) and Brussels is officially bilingual. These three Regions are responsible for “territorial matters”, such as “town planning, transport, environment, water, energy, economy, etc.” (Mettewie & Van Mensel 2020: 2).

Next to the Regions, Belgium has three official Language Communities, in particular the Flemish Community, the French Community and the German Community. They are in charge of culture, language, health, social protection, scientific research and, most important for this master’s thesis project, education (Belgian Federal Government). In theory, each Region or Language Community is linguistically homogenic (apart from Brussels-Capital Region) but there are so-called municipalities located around Brussels in which the language of the people does not correspond to the official language of that Region (Mettewie & Van Mensel 2020: 2). Thus, Belgium is, linguistically speaking, a melting pot of both monolingual and bilingual language communities which are seldom in common agreement. This linguistic complexity constantly challenges administrative and educational authorities as well as politicians, official negotiations and the forming of the seven governments.

Furthermore, there is an enduring tension between the Communities and Regions, as Mettewie and Van Mensel (2020) argue “the constant exercise of balancing the power of the different Communities and Regions in Belgium is burdened by a socio-economic, cultural and political heritage that is characterised by two facts.” (Mettewie & Van Mensel 2020: 2). One of those historical events that has influenced power balance in Belgium is the “lack of recognition of Dutch” (Mettewie & Van Mensel 2020: 2): Dutch is often seen as a language having a low social status and without international influence and recognition (Buyl & Housen 2014: 179). The second event is the “reversing of the economic gravity in the 1960’s” (Mettewie & Van Mensel 2020: 2) which caused a shift from Walloon coal and steel industries to chemical activities in Flanders. As a result, the French language of the elite suffered a loss of prestige while Dutch became the new prestigious language in Belgium with a growing political and economic influence (Buyl & Housen 2014: 179). So, during the 20th century, Dutch gained the status of a symbolic language against oppression of the French elite i.e., the French-speaking community in Wallonia, which resulted in a strong polarisation between the French-community and Dutch community which still exists today.

1.4.2 Foreign language education in Belgium: Flanders versus Wallonia

The historical events, linguistic divisions and balancing power relationships discussed above have challenged the organisation of foreign language education in Belgium. There are three stages of education in Belgium (Flanders and Wallonia): three years of pre-school from the age of 3 to the age of 6, six years of primary school from the age of 6 to 12 and six years of secondary school until pupils are 18 years old. The six years in secondary school are bundled in three grades: the first grade (Year 1 and 2, pupils from 12 to 14 y/o), the second grade (Year 3 and 4, pupils from 14 to 16 y/o) and the third grade (Year 5 and 6, pupils from 16 to 18 y/o). Belgian pupils are required to go to primary school and secondary school until the age of the 18 after which they can go to university or go to a college of higher education or they can enter the labour market. This course is the same for all Belgian pupils besides the language community, region or province in which they are going to school.

One striking fact of foreign language education in Belgium is the official prohibition by the national law of 1963 of bilingual or multilingual education (Buyl & Housen, 2014; Mettewie & Van Mensel, 2020). It should be noted that when this law was enacted, educational matters were still a national competence while, in recent times, the Language Communities are in charge of education. The official prohibition of bilingual education in Belgium resulted mostly from socio-economic and historical factors, of which some are mentioned earlier (cf. 1.4.1) and the growing polarisation between the Dutch- and French-speaking community. However, bilingual education, called 'immersion' or CLIL (Content and Language Integrated Learning) or EMILE (*Enseignement de Matières par Intégration d'une Langue Etrangère*) was implemented in Wallonia since 1998. In Flanders, CLIL was first organised in secondary schools in 2014 after intense political debates about the possible 'threat' of a 're-Frenchification' (Mettewie & Van Mensel 2020: 11). In both language communities, CLIL offers general subjects taught in the target language, for instance geography in English or Dutch in Wallonia and history in English or French in Flanders. Unlike CLIL or immersion in Wallonia, CLIL in Flanders is strictly regulated and restricted to only 20% of the total curriculum while a parallel Dutch program should always be available for pupils who do not want to participate in CLIL (Mettewie & Van Mensel 2011: 11).

While bilingual programs are only recently implemented in Flanders and Wallonia, CLIL is one of the European strategies to promote multilingualism and diversity (European Commission). The relative absence of bilingual education in a European country with three official languages is a striking conclusion since CLIL is found to be one of the solutions to increase language contact and to stimulate more positive language attitudes (De Smet et al. 2019). Nevertheless, there is not only a disparity between Wallonia and Flanders in the organisation of bilingual education but also in the organisation of general foreign language education.

In Flanders, the Dutch-speaking community, there are four types of secondary education (called 'tracks') with each having multiple study programs students can freely choose. First, you have general secondary education (gse/ASO in Dutch) which focus on general knowledge in mathematics, science, modern and classical languages, economics and social sciences. Pupils in ASO normally have three or four hours of French class a week depending on the study program they choose to follow. Second, there is secondary education in the arts (sea/KSO in Dutch): pupils in this track combine courses of visual arts with the same courses as pupils in ASO. Third, there is technical secondary education (tse/TSO in Dutch) which combines general knowledge in mathematics, science and modern languages with some practical knowledge in either technology, electrics, management, or social sciences. Similarly to pupils in ASO, pupils in the technical track have three to four hours of French class each week depending on the focus of their study program. The vocational secondary education (vse/BSO in Dutch) is the last type of secondary education in Belgium: its study programs are designed to fully prepare pupils to start working, as car technician, hairdresser, (male) nurse etc., after secondary school. Pupils in BSO only have two hours of French each week but this mainly depends on the school policy.

Thus, French is the compulsory FL1 in all education types and all study programs in Flanders with "traditionally more teaching hours than the FL2, [namely] English" (Mettewie & Van Mensel 2020: 5). Most pupils have three hours of English throughout all grades of secondary school, which makes English the most-taught FL, after French, in Flemish secondary schools. Additionally, some pupils have two to four hours of German or Spanish, mostly in language-based study programs.

In Wallonia, the French-speaking community, the four types of education (general, artistic, technical or vocational) are also established but their study programs seem less uniformly organized than in Flanders (Fédération Wallonie-Bruxelles). For the sake of clarity, this master's thesis does not focus on education types in Wallonia but on the hours of foreign language instruction per week. Walloon pupils can choose between two main FL1 language classes: Dutch or English. So Dutch is not the compulsory FL1 in Wallonia and pupils' choices strongly depends on what their school offers and on the availability of qualified language teachers. This choice is often regarded as a choice between 'a small non-influential language' and 'a successful global language' which resulted in "declining popularity of Dutch as an FL1 in Wallonia" (Mettewie & Van Mensel 2020: 6). In contrast with foreign language education in Wallonia, pupils in French-speaking schools in Brussels are required to have Dutch as their FL1. The number of Dutch instruction hours even increases with age: it starts with three hours of Dutch in the second grade and ends with up to five hours in the third grade. Taken together, the result of this surreal multiplicity of foreign language education policies and bilingual education policies is a continuum of language proficiency levels in Dutch of the French-speaking community and in French of the Dutch-speaking community.

1.4.3 Belgian Foreign Language Education in crisis

Over the past 20 years, popular press articles as well as official reports about the teaching of foreign languages within the Belgian educational system has given rise to an alarming number of concerns which encompass the decrease of (foreign) language proficiency levels of pupils and university students (Vlaamse Overheid, 2018; *VRT NWS* 16 January 2020, *De Standaard* 23 November 2020). These concerns also encompass a decreasing number of Bachelors' and Masters' degrees earned in languages (KU Leuven 2021; KU Leuven 2020, *Het Laatste Nieuws* 30 January 2020, *VRT NWS* 19 January 2017) and, as indicated earlier, an increasing polarisation between Wallonia and Flanders (Barrera-Vidal, 2013; Mettewie & Van Mensel, 2020). Moreover, there seems to be a growing reluctance of Walloon pupils to learn the other national language, as numbers of enrolments for Dutch classes are in decline (Barrera-Vidal, 2013; *VRT NWS* 13 June 2018).

First, there are multiple European and Belgian official reports that adduce crucial evidence of a significant decline in the language proficiency of Belgian pupils. A study by the Flemish government (Vlaamse Overheid 2018) about Flemish primary-school pupils' proficiency in French showed that less than 50% of Flemish pupils acquired the final attainment level of French reading skills. Moreover, this study reported that pupils who had more hours out-of-class exposure to French had better scores on French reading and French listening skills (Vlaamse Overheid 2018). In the same vein, Flemish professors in French literature and linguistics are concerned about low proficiency levels in French of first year students who started studying languages, economics or law (*VRT NWS* 16 January 2020, *De Standaard* 23 November 2020).

Second, the number of enrolments for Bachelors of Arts courses or Master of Arts programs in Belgium fell into decline (*VRT NWS* 19 January 2017). At the Faculty of Arts of KU Leuven (location Leuven), for example, the number of enrolments for a Master of Arts has almost been halved (-40%) in only four years' time (KU Leuven 2020). Moreover, the number of academic starters in Bachelors of Arts at KU Leuven (location Leuven) lowered steadily from 190 starters (2013-2014) to 153 starters (2016-2017), to 130 starters (2019-2020) (KU Leuven 2021). As a result, there is an acute shortage of qualified French language teachers in Flanders (VDAB 2021) and a tarnished image of language programs against the popularity of STEM-programs. (*Het Laatste Nieuws* 30 January 2020). This shortage in qualified teachers particularly threatens the quality of foreign language education in Flanders as less pupils will be taught a sufficient level of French.

Third, there is a growing polarisation between French-speaking Wallonia and Dutch-speaking Flanders, especially in the French- and Dutch-speaking Belgian media in which each language community is represented as 'the other' and two opposing camps are created (Mettewie & Van Mensel 2020: 2). On the one hand, French is still perceived as "the language of social oppression" by the Flemish Community (Mettewie & Van Mensel 2020: 11), and, on the other hand, Dutch is

perceived as a language without an international character (Buyl & Housen 2014: 179). This negative attitude towards the other Langue Community results in a lack of communication between the two main Belgian language communities and a decreasing number of Walloon pupils who choose Dutch as their FL1 (Barrera-Vidal 2013). According to the Eurobarometer of 2012, cited in Barrera-Vidal (2013), only 7% of Walloon youngsters between 15 and 24 years old had learned Dutch (p. 31), which is an alarming low number.

For many years, these crucial issues were surprisingly neglected by Belgian politics despite multiple urgent calls for action by teachers, professors in Literature and Linguistics, professors in Education Studies, universities and language institutes. The 'Vlaams Talenplatform', for example, is an association of several professors of major Flemish universities who have developed a four-point action plan in 2020 to reinforce (foreign) language education in Flanders (Vlaams Talenplatform 2020). In this plan, the professors argue, for instance, that (media) campaigns should revalue language learning, bilingualism and study programs concerning (foreign) language learning (Vlaams Talenplatform 2020). In 2018, Dutch-speaking professors from the Free University in Brussels (VUB) also developed a five-point action plan for a reevaluation of language learning and bilingualism in Flanders (*Knack* 1st of October 2018). In this plan, the professors also argue to revalue the teaching of literature and culture and argue that pupils should be able to start earlier with CLIL. Finally, all the concerns discussed above confirm that Belgian (foreign) language education is facing a severe crisis that undermines the traditional idea of Belgium as a polyglot country.

1.4.4 Belgian Language Learning Motivation research: state of the art

Surprisingly, in Belgium, few studies investigated the language learning motivation of secondary-school pupils despite the crisis in foreign language education in Flanders and Wallonia. A key study comparing L2 motivation levels of Belgian pupils is that of Mettewie (2004), which examined the motivation, language attitudes and proficiency of 686 Belgian French-speaking, Dutch-speaking and bilingual pupils (Mettewie 2004). This PhD project studied eight attitudinal and motivational constructs, such as *Attitude toward Dutch and French* (1); *Attitude toward language communities* (2); *Attitude toward Belgium* (3); *Attitude toward bilingualism* (4); *Attitude toward foreign languages* (5); *Motivation* (6); *Educational attitudes* (7) and *Parental support* (8) (Mettewie 2004: 270). The study links those eight constructs with pupils' social-cultural background and language proficiency (Mettewie 2004: 271). This study found that French-speaking and Dutch-speaking pupils had a more positive attitude toward their own L1, an effect known as "in-group favouritism", which creates a polarity between pupils' native language, L1-culture and community and the native language, culture and community of the 'other' (Mettewie 2004: 273). More importantly, Mettewie (2004) argued that

pupils who had more contact with the other community as well as bilingual pupils had more positive attitudes toward the other language community and culture and that those students were also more motivated to learn the language of the other community (p. 274). Nevertheless, this study found that frequent intensive language contact between the two language communities in Belgium is needed in order to have a significant influence on pupils' language attitude and L2 motivation.

Regarding the difference between French-speaking pupils' and Dutch-speaking pupils' attitude toward the other national language, Mettewie also found that Walloon pupils had rather negative attitudes toward Dutch (Mettewie 2004: 276). Even if they understood the value of learning Dutch, Walloon pupils regard Dutch as an unattractive and difficult language to learn. Flemish pupils, on the other hand, remained neutral about French while they were very negative about their French class (Mettewie 2004: 276). Flemish pupils were also more negative about the French community which again, together with the negative attitudes of Walloon pupils, implied a polarisation between the two language communities (Mettewie 2004: 276). In addition, Mettewie (2004) showed that there was a positive correlation between language proficiency and integrative attitudes toward the language, such as attitude toward the language community, culture, Belgium as a country, attitude toward bilingualism or foreign languages (p. 278). Thus, Mettewie argues that more positive attitudes and motivation positively influence Belgian pupil's foreign language skills (Mettewie 2004: 278).

In Flanders, Ruyffelaert and Hadermann (2012) (Ghent University) also examined L2 motivation and attitudes; 126 Flemish pupils in all grades of a secondary school in Ghent filled in a survey about their motivation to learn French. In line with Mettewie's (2004) findings, Ruyffelaert and Hadermann reported that the decline of pupils' knowledge of French was linked to pupils' perception of French as a "very difficult and complex language" (Ruyffelaert & Hadermann 2012: 164). They also found a difference in motivation related to gender: female language learners had more integrative motivation to learn French than male language learners (Ruyffelaert & Hadermann 2012: 163-164). Because of their higher motivation levels, girls are expected to achieve more progress and, eventually, to develop higher French-language proficiency levels.

Furthermore, De Smet et al. (2019) examined the relation between CLIL and language learning motivation and attitudes in a Belgian context. In this study, 896 francophone pupils learning Dutch or English in CLIL or non-CLIL (in primary school and secondary school) filled in a "self-report questionnaire" (De Smet et al. 2019: 7-8). De Smet et al. (2019) showed that pupils in CLIL had more positive attitudes and a higher motivation: CLIL-pupils became more familiar with English or Dutch and, therefore, they perceived the target language as not difficult (De Smet et al. 2019: 13). Similarly, an official report in 2017 indicated that CLIL increased French and English learning motivation as well as pupils' self-confidence (Vlaamse Onderwijsinspectie 2017: 133). Pupils in CLIL also developed

better language skills, such as proficiency in speaking French, listening to French and knowledge of vocabulary. In spite of these positive results, CLIL is still perceived in Flanders as a controversial teaching method facing some serious challenges, such as recruiting language teachers (Vlaamse Onderwijsinspectie 2017: 130-133).

In the same vein, a recent longitudinal study by Bulté et al. (2020) also examined the effects of CLIL the motivation of Flemish pupils' learning French. They found that, overall, pupils showed positive attitudes towards the CLIL program even if these pupils perceived the bilingual program as difficult (Bulté et al. 2020: 5). No evidence was found of CLIL having an effect on pupil's general motivation but they reported that pupils in CLIL achieved more progress in French reading skills and French listening skills (Bulté et al. 2020: 5). To date, more studies have investigated the impact of CLIL on pupils' language proficiency instead of the link between CLIL and pupils' motivation levels (Buyl & Housen, 2014; Hendriks & Van Goethem, 2020). A longitudinal study by Buyl & Housen (2014), for instance, compared early immersion education outcomes of French-speaking pupils with outcomes of German and Swedish pupils. By using vocabulary and grammar tests, the researchers reported that Walloon pupils scores had already acquired "specific and substantive lexical and grammatical knowledge in English" (Buyl & Housen 2014: 190) comparable to the European mean scores. Nonetheless, the influence of (early) immersion on French-speaking and Dutch-speaking is very understudied, particularly the relation between the CLIL and motivational constructs on a Belgian level.

More recently, a number of Master's degree dissertations have begun to examine (language learning) motivation of Belgian pupils, such as Maerevoet, 2017; Lauranne, 2015; Valckx, 2014. Maerevoet (2017), reported that Flemish pupils in secondary school were rather negative about the French language and French classes, because they perceive French as a difficult language to learn (Maerevoet 2017: 62-63). Surprisingly, Maerevoet (2017) found that third-grade male pupils were more positive about francophone culture while third-grade female pupils showed stronger desires to be in contact with French-speaking pupils (Maerevoet 2017: 63). Nevertheless, the French courses are not popular with the respondents and perceived only as a compulsory subject matter instead of a leisure activity. Next, Lauranne (2015) analysed data of motivation levels and attitudes towards French and Dutch of 90 pupils in Belgian secondary schools with an immigration background. Lauranne (2015) reported that while pupils understood the value of learning Dutch in Belgium, French was seen as a more useful language because of its international character (Lauranne 2015: 172). In order to solve that imbalance, Lauranne proposes to promote CLIL as a way to increase pupils language learning motivation for Dutch as well as French (Lauranne 2015: 172).

Related to the topic of L2 motivation, Peters (KU Leuven) examined Belgian language learners' proficiency in relation with pupils' contact with the target language. A recent cross-sectional

study by Peters et al. (2019), for instance, showed that Flemish students, even if they have more hours of French instruction, achieve higher proficiency levels in English. While there was a positive correlation between length of instruction and vocabulary knowledge in English and French, this result is due to more out-of-school exposure to English (Peters et al. 2019: 747). This means that Flemish pupils who were more exposed to English language media and “TV programs, films, songs, books and magazines in English” (Peters et al. 2019: 762) achieved a higher proficiency in English. This result implies that teachers should encourage pupils to be involved with the target language, in this case French and English, outside the classroom.

Apart from Mettewie’s PhD project (2004), the literature review of Belgian studies revealed that very little is currently known about the language learning motivation of Belgian pupils in secondary school. This gives rise to concerns since the Belgian foreign education clearly is in state of crisis and Flemish and Walloon pupils proficiency levels in the other national language is seriously decreasing. Therefore, this master’s thesis aims to fill this research gap by providing a multifactorial study in which multiple attitudinal and motivational factors, the impact of CLIL and the impact of classroom-related factors are combined. Moreover, this master’s thesis aims to compare the L2 motivation of Flemish and Walloon pupils to give an extensive overview of all Belgian pupils’ language learning motivation.

Chapter 2 Methodology

2.1 Research Questions

As discussed in the previous chapter, there are multiple factors which influence language learners' motivation, especially in an educational context. This master's thesis examines the L2 motivation of Belgian pupils, in particular last-grade pupils in Flanders, the Dutch-speaking community and Wallonia, the French-speaking community of Belgium. As previously stated, this study is an approximate replication of Kissau et al. (2019); the online surveys drawn up for this dissertation were partly based on their motivation survey. However, this dissertation adopts a different perspective by focusing on L2 motivation of two language learners' groups within one country instead of focusing on the variation in motivation factors across nations, as examined in Kissau et al. (2019). Moreover, this master's thesis aims to overcome Kissau et al.'s major limitations.

First, this thesis involves a much larger sample size of pupils across Belgium: more than 2700 pupils participated in this study in contrast to the 574 participants in Kissau et al. (2019). Second, both French-speaking pupils and Dutch-speaking pupils from schools in all Belgian provinces (including Brussels) were included to develop a general motivational profile of Belgian language learners. Third, the different foreign language policies are taken into account as well as the country's constitutional state and cultural differences. Above all, little research is conducted on language learning motivation on a Belgian level and thus this master's thesis aims to create a solid framework for future Belgian L2 motivation research. Therefore, nine motivation variables were examined in this master's thesis, such as *Motivation Intensity*, *Desire*, *Attitudes toward the Language*, *Integrative Orientation*, *Instrumental Orientation*, *Teacher Evaluation*, *Course Evaluation*, *Anxiety* and *Self-efficacy*. Against the theoretical background of previous research in L2 motivation, the following research questions were addressed:

- (1) What is the motivational profile of Belgian last-grade pupils in secondary school?
- (2) Are Belgian last-grade pupils more instrumentally oriented or more integratively-oriented?
- (3) Are there any differences between the language learning motivation of boys and girls?
- (4) Are there any differences between the motivational profile of Walloon pupils (who do not have mandatory Dutch classes) and the motivational profile of Flemish pupils (who are all required to take French classes)?
- (5) Do language learning motivation levels vary between Flemish and Walloon pupils within different study programs?
- (6) To what extent does the CLIL-program (or immersion programs) influence Belgian pupils' motivation to learn another language?

2.2 Hypothesis

As discussed in chapter 1, little research is conducted in the field of language learning motivation in Belgium in comparison with the large number of international studies concerning L2 motivation, both on a European and a non-European level. Nevertheless, the decreasing proficiency levels in French in Flanders and in Dutch in Wallonia are important topics in the Belgian media landscape and raise concern by all education authorities in the French-speaking community and Dutch-speaking community of Belgium (cf. Chapter 1). Because of the complexity of language education policies and cultural differences within Belgium, it remains difficult to predict the current L2 motivation levels of Belgian pupils, especially since the global pandemic of COVID-19. In general, one can expect very low motivation levels on the part of the Flemish pupils because learning French is a compulsory subject in each study program. With the literature review in mind, the following hypotheses were formulated:

- (1) In general, very low L2 motivation levels are expected because Flemish pupils regard French as a difficult language to learn and Flemish pupils show negative attitudes toward French, as reported in Mettewie's PhD thesis (2004). Similarly, Walloon pupils show negative attitudes toward Dutch even if they understand the value of high proficiency levels in Dutch (Mettewie 2004). Therefore, we can expect very low L2 motivation levels of Belgian pupils in the last grade of secondary school.
- (2) One may expect, out of the cultural context and complex language education policies in Belgium (Mettewie & Van Mensel 2020), that Flemish as well as Walloon pupils are more instrumentally oriented. This means that their main driving force to learn the other national language is future job opportunities or future academic opportunities. This hypothesis can be linked with the popularity of STEM Education (Science, Technology, Engineering and Mathematics) in Flanders (*Het Laatste Nieuws* 30 January 2020)
- (3) As indicated by multiple previous studies, female language learners tend to be more motivated to learn foreign languages than male language learners (Williams et al., 2002; Graham, 2004; Csizér & Dörnyei, 2005; Chaffee et al., 2020). Thus, we can expect that Belgian girls show higher L2 motivation levels than Belgian boys.
- (4) One can expect that Flemish pupils are more motivated to learn French since they have more hours of French language instruction than Walloon pupils. Since Walloon pupils are not required to take Dutch classes and prefer to take English classes instead of Dutch classes in recent times (Barrera-Vidal 2013: 31-32), we can expect that Walloon pupils show lower L2 motivation levels than Flemish pupils.

- (5) Similarly, one can expect that pupils in general programs are more motivated because they have more hours of language instruction than pupils in vocational programs. Thus, pupils in general programs are more exposed to a foreign language, which could lead to a higher L2 motivation since they are more involved with this language (Peters et al. 2019).
- (6) Finally, as indicated in earlier studies, pupils in CLIL programs (Flanders) or immersion programs (Wallonia) are more motivated to learn another language. As a consequence, they show more positive attitudes toward the foreign language (De Smet et al. 2019). A similar positive influence of CLIL is therefore possible in this master's thesis.

2.3 Sampling procedure

In this master's thesis, the snowball sampling procedure was applied in order to draw up a representative image of the language learning motivation of Belgian last-grade pupils in secondary school (Everitt & Skrondal 2010). This procedure implies that the researcher encouraged members of her personal network to participate, to send their school websites or to contact teachers and (lady) principals they personally knew. In their turn, these network contacts further encouraged other people and acquaintances to participate or to send their school websites. In this way, a large sample was collected of Belgian French-speaking and Dutch-speaking pupils in the last grade of secondary school which represents the population of interest of this dissertation. Moreover, this sampling procedure allowed to create a geographical spread of participating schools in all Walloon and Flemish provinces in Belgium.

The way the data was collected differs in Flanders and Wallonia, because of the language boundary and the difference in educational system in both regions. First, in Flanders, as already indicated, the data collection started with contacting schools from the researcher's personal network: friends and family were asked to send their school websites or mail addresses from teachers and (lady) principals they personally knew. People interested in the project received a general email which explained the aim and procedure of the study and the target group which were ought to send in the survey. When a school or teacher confirmed their participation, their personal data (name and email) were filed in an excel-document shared with Aaricia Herygers, a master student in linguistics. Herygers' master's thesis (2021) also examines the motivational profile of Belgian last-grade students but the focus is on English and German instead of Dutch and French.

Secondly, a Facebook message was posted in the Facebook group "Voor alle leerkrachten Frans" which is a group open to Belgian teachers of French to share questions, teaching material and handy teaching tips. The same post was also shared at the official Facebook page of the French department of the Faculty of Arts in Leuven "Vakgroep Frans KU Leuven". Both social media posts reached multiple enthusiastic teachers of French who wanted to participate and even reached some

teachers of Dutch in Wallonia who were acquainted with Dutch-speaking teachers of French. Thus, using extensive social networks was a very effective way to reach schools in all five provinces of Flanders.

Thirdly, extra schools were contacted on the basis of their geographical location to make sure all major Flemish cities were included in the study. The selection of extra schools was not based on any existing official list; however, some schools were deliberately not being contacted because they already confirmed their willingness to participate in Herygers’ study (2021). This strategy helped to avoid any overlap between pupils (i.e., pupils having to fill in two similar questionnaires about two different languages), which could lead to participant drop-out. In case of an accidental overlap, by the use of social media or personal acquaintances, the teachers of French were asked to let pupils who followed German courses fill in the German survey instead of the French motivation survey.

Finally, as shown in Table 1, a total of 91 schools in Flanders were contacted of which 37 schools actually participated in this master’s thesis. This number of participating schools generates a response rate of 40.66%, which is widely regarded as an acceptable response rate for survey research. There were only six schools which explicitly turned down the request to participate due to the global pandemic of COVID-19 or the large number of thesis research requests they received. It is impossible to calculate the response rate of the actual participants because, in general, researchers have little control with an online survey to know exactly the number of participants they could have reached.

Table 1: Participating Schools in Flanders

Province	Schools contacted	Filled in Questionnaire
Antwerp	19	8
Limburg	17	7
East Flanders	16	8
Flemish Brabant	25	9
West Flanders	14	5
Total	91	37

The data collection of schools in Wallonia and Walloon teachers of Dutch started with the professional network of the researchers’ family. Some family members had several colleagues working in the French-speaking department of their company or have friends in Wallonia and they stimulated both colleagues and friends to get in touch with the researcher. With their help, the researcher was able to contact multiple Walloon schools and school principals in different provinces who were acquaintances of my family member’s French-speaking colleagues.

Because of the lack of a personal network in Wallonia, “le portail de l’enseignement en fédération Wallonie-Bruxelles” (Fédération Wallonie-Bruxelles) was also used to search lists of schools in each French-speaking province. Schools were randomly selected from these lists on the

basis of their location and number of inhabitants in order to include participants from all large cities of all five Walloon provinces. Because of the language policy, Brussels originally was not included in this research; one enthusiast teacher working in Brussels, however, did encourage her pupils to fill in the survey. Next, a Facebook message was posted in “Ressources professeurs de langues” and “Profs de Néerlandais: échanges d’idées et partages”, two groups in which French-speaking language teachers can ask each other teaching material and creative ideas to teach languages.

In sum, as shown in Table 2, out of 57 Walloon schools which were contacted, only thirteen schools participated in this master’s thesis. This number of participating schools generates a response rate of 22.80%, which is a significant lower number in comparison with the Flemish participating schools. However, these numbers were not unexpected since Wallonia has fewer inhabitants and schools than Flanders even if the former region is geographically larger. Therefore, this dissertation used a convenience sample of 50 schools throughout Belgium.

Table 2: Participating Schools in Wallonia and Brussels

Province	Schools contacted	Filled in Questionnaire
Hainaut	10	1
Liège	10	3
Luxembourg	11	4
Namur	13	3
Walloon Brabant	11	1
Brussels	2	1
Total	57	13

2.4 Respondents

Both surveys were published on the 3rd of January 2021: schools and teachers who already confirmed their participation during the months of November and December received the hyperlink by email. Participants were asked to fill in the questionnaire before the 29th of January: this closing date allowed participating schools and teachers the possibilities to plan the organisation of the survey in a school context. The survey could be filled in during class under supervision of the teacher or at home in a voluntary way or as part of homework assignments. In this way, the data collection was closely supervised and hundreds of pupils were encouraged to participate. In the following sections, the pilot study, the number and diversity of Flemish respondents and Walloon respondents who participated in this dissertation are discussed.

2.4.1 Pilot study

In November 2020, twenty-three Flemish students of a school in the province of Flemish Brabant filled in a paper version of the French motivation survey to try out the questionnaire in a class

context. Pupils were asked to fill in the survey within 15 minutes time and were encouraged to write down any weird formulations and unclear or confusing information regarding the questions or answer options. Because of their feedback and concerns, multiple small adjustments were made to the survey, such as the choice of number of subjects which are taught in a class context. The number of options for the question ‘When did you start learning French?’, for instance, was also expanded and specified. Moreover, certain questions were reformulated because they sounded “unnatural” or “weird” for most pupils. The final survey differs significantly from the draft used in this try out class and, as a consequence, the answers from these twenty-three pupils were not included in the final study.

2.4.2 Flemish pupils learning French

According to Qualtrics, the French motivation survey was clicked open 2868 times but a considerable number of pupils did not reach the actual questionnaire and could not tackle the survey information. Data of 422 language learners was deleted because these pupils filled in less than 50% of the survey, meaning that pupils didn’t even complete the first and most important part of the survey. Six answers were deleted because they filled in the same degree of agreement, i.e.; neutral option, for each question in all blocks in the first part of the questionnaire. Furthermore, 72 pupils explicitly refused to participate and one pupil did not finish the survey on top of a refusal to fill in his or her school and study program. These answers were also removed from the original data collection; therefore, 501 answers were deleted before analysing the data collection. Fifteen small data adaptations were made, for instance, when pupils had filled in the wrong province of their school.

Consequently, data of 2367 Flemish pupils were selected and included in this master’s thesis. Table 3 gives an overview of the gender of the Flemish respondents and the province in which they go to school. The respondents are almost equally divided over all Flemish provinces with the province of Limburg on top with 572 respondents. Of all Flemish respondents, 57.46% identify themselves as female, 40.64% identifies as male and 1.39% identifies as non-binary. Twelve answers contain missing data but these twelve pupils did fill in the first part of the survey and were thus included in the data.

Table 3: Flemish Participants per Province

Province	Gender			Total
	M	V	X	
West Flanders	97	232	3	332
East Flanders	200	321	11	532
Antwerp	237	241	6	484
Flemish Brabant	181	247	7	435
Limburg	247	319	6	572
Total	962	1360	33	2367

Of the 2637 Flemish respondents, 1211 pupils were in the fifth grade (51.2%) and 1127 pupils were in the sixth grade (47.6%). Seventeen pupils (0.7%) followed a seventh specialisation year in a study program of Vocational Secondary Education (BSO). Only 6% (n = 141) indicated they follow a bilingual program (CLIL). Most Flemish pupils had three hours of French classes per week (62.7%) or four hours of French classes per week (26.1%). The majority of participants (87,5%) were native speakers of Dutch but a variety of pupils had another native language (L1) such as French, Arabic, Turkish or Punjabi. More importantly, a quarter of the respondents (24.3%) reported to speak another language at home on top of their native language, such as Dutch, English or French. This means that one fourth of the respondents can be considered as bilingual or speaking at least two languages at home. Table 4 presents the answers to the statement ‘When did you start learning French?’: it shows that a large majority of Flemish pupils (73.1%) started learning French during the 5th year of secondary school. Fourteen answers contain missing data but these fourteen pupils did fill in the first part of the survey and were thus included in the data.

Table 4: When did you start learning French?

Start learning French	Gender			Total
	M	V	X	
Pre-school	47	98	5	150
Primary school: 1 st -3 rd year	58	85	4	147
Primary school: 4 th year	110	116	4	130
Primary school: 5 th year	708	1003	19	1730
Primary school: 6 th year	21	25	1	47
Secondary school: 1 st year	16	33	0	49
Total	960	1360	33	2367

2.4.3 Walloon pupils learning Dutch

According to Qualtrics, the Dutch motivation survey was clicked open 562 times but, similarly to the French motivation survey, a large number of pupils did not even tackle the opening information of the survey. Again, 163 answers were removed from the data collection when they were filled in for less than 50%, meaning that not even the first part of the questionnaire was filled in. There was only one pupil who had always filled in the same degree of agreement, i.e., the neutral option, which had to be deleted. Only 20 respondents explicitly declined to participate and one answer was deleted because of missing data and because of containing an email address of one of the teachers contacted for this study. In sum, 185 answers were deleted from the original data collection for several reasons such as missing data, unfinished results and dubious answers. As a consequence, 377 usable answers remained to analyse; eleven answers were still adapted because pupils had mistaken the province of their school’s location and some pupils answered ‘yes’ instead of filling in their school’s name.

Table 5 gives an overview of the gender of all Walloon respondents and the province or region in which their school is located. The majority of participants are girls which go to school in

Namur (92 pupils) and boys which go to school in Namur (52 pupils) or girls in Liège (50 pupils). Of all Walloon respondents, 63.66% identifies as female while 33.95% identifies as male and only 1.59% identifies as non-binary. Again, three answers contain missing data about their gender and province in which they go to school but they were still included in the data because those pupils filled in the first and most important part of the survey.

Table 5: Walloon Participants per Province (including Brussels)

Province	Gender			Total
	M	V	X	
Hainaut	2	7	0	9
Namur	52	92	1	145
Walloon Brabant	18	28	3	49
Liège	32	50	0	82
Luxembourg	12	34	0	46
Brussels	12	29	2	43
Total	128	240	6	377

Of the 377 Walloon respondents, 183 pupils were in the fifth grade (48.54%), 187 pupils were in the sixth grade (49.60%) and only 4 pupils (1.06%) indicated they followed a seventh specialisation year. 56 pupils (14.85%) indicated they were in a bilingual program (CLIL or immersion). The majority of Walloon respondents had 4 hours of Dutch (61%) or 3 hours of Dutch each week (25.2%). The large majority of pupils were native speakers of French (91.5%) but again a quarter of the respondents (25.5%) indicated to speak another language at home, such as English or Turkish. In Table 6, answers on the question ‘When did you start learning Dutch’ are presented; what strikes one most is that there are a lot of differences between the respondents start of learning the other national language. 26.53% of the Walloon pupils indicated they started learning Dutch during pre-school while 28.65% indicated they started during the first three years of primary school. Moreover, 16.45% filled in that they only started learning Dutch at secondary school which makes these numbers far less uniform compared to the data of the Flemish pupils. Data of seven Walloon pupils were not included in the table since they contain missing data but they were included in the study.

Table 6: When did you start learning Dutch?

Start Learning Dutch	Gender			Total
	M	V	X	
Pre-school	37	60	3	100
Primary school: 1 st -3 rd year	39	67	2	108
Primary school: 4 th year	16	20	1	37
Primary school: 5 th year	18	36	0	54
Primary school: 6 th year	3	6	0	9
Secondary school: 1 st year	14	48	0	62
Total	127	237	6	377

2.5 Motivation survey

Qualtrics Survey Software, which is available for KU Leuven students, was used, instead of the more popular platform Google Forms, to compose an online survey. Surveys created in Qualtrics can be shared through an online link which is easy to distribute to schools and teachers via email. It was found important to limit physical contact between the researcher and the participants, because of the global pandemic of COVID-19 (which started in 2020). Therefore, not a single school was personally attended to carry out research: schools received all information about the procedure by email. Because of the two different target populations, Flemish and Walloon last-grade pupils, two nearly identical questionnaires were drawn up in Dutch and French. Both surveys start with information about the professing of personal data and a short introduction in which the pupils were asked to confirm their full participation. The researcher's name and email were included in order to give pupils the opportunity to ask questions about the survey. Right before the actual start of the survey, the theoretical framework of this master's thesis by Kissau et al. (2019) was also mentioned.

Both questionnaires consist of four parts, namely Language Attitudes, Background Information about the participant, Background Information about French classes (Flanders) and Dutch classes (Wallonia) and Extra Questions. The survey is a mix of translated questions of the original framework survey by Kissau et al. (2019) and multiple adjustments (i.e., extra questions) by the author of this paper to adapt the survey to the Belgian language learning context.

The first and most important part of the questionnaire consists of the translated questions of Kissau et al. (2019) motivational profile research survey. It consists of nine blocks of four or five questions categorised into nine language attitudes variables which are proven prone to influence language learning motivation. As mentioned before, these variables are *Motivation Intensity* (M1-M5), *Desire* (D1-D5), *Attitudes toward the Language* (A1-A5), *Integrative Orientation* (I1-I4), *Instrumental Orientation* (In1-In4), *Teacher Evaluation* (T1-T5), *Course Evaluation* (C1-C5), *Anxiety* (An1-An5) and *Self-efficacy* (S1-S5). In fact, two versions of this first section are made, a mobile version and a computer version, to encourage the target group to fill in the survey. This part of the survey utilised a 5-point *Likert scale* in which the participants were asked to indicate their degree of agreement or disagreement with the statements. According to Dörnyei (2010) the *Likert Scale* is "simple, versatile, and reliable" (Dörnyei 2010: 27), thus a method which is often used in survey research. Two important changes should be noted in comparison with Kissau et al.'s (2019) *Foreign Language Motivation Survey*: the absence of titles and the shift of the section of the Background Information to the end of the survey. The titles of the nine blocks, which mention the nine variables mentioned earlier, are left out because they could influence the participants' responses. Moreover, the section of Background Information which opens the survey of Kissau et al. (2019) was moved to the end of the survey in order to minimize the drop-out of pupils in the middle of the survey.

The second part of the questionnaire consists of eleven questions about personal information of the participant. First, participants were asked to fill in their gender, their study program, their mother language and their type of education. In Flanders, as mentioned in chapter 1, there are four types of secondary education: general secondary education (gse/ASO in Dutch), vocational secondary education (vse/BSO in Dutch), technical secondary education (tse/TSO in Dutch) and secondary education in the arts (sea/KSO in Dutch) (European Union). Pupils were also asked to fill in their school's full name and to indicate the province in which their school is situated. Furthermore, a question about CLIL was included because this type of education can lead to important insights in the Belgian motivation to learn another language. It should be noted that the name of the participant was never asked in the questionnaire because the primary focus of this master's thesis research is on the motivation of a group of pupils instead of an individual pupil.

The background information in relation with French/Dutch classes makes up the third part of the questionnaire. How many hours of French/Dutch do you have at school? When did you start learning French/Dutch? What's the gender of your language teacher? Which textbook do you use in class? The information to be drawn out of these questions was found important to find a possible link between the motivation of a pupil and the (early) exposure to language. None of these questions were open questions; participants could choose one option from an existing list for each question to avoid dubious responses.

The fourth and final set of questions was a not replication of Kissau et al.'s survey (2019) but they were added by the author of this master's thesis because they may influence Belgian pupils' language learning motivation. The first question asked participants what was most taught most during French or Dutch classes: vocabulary, grammar, communication skills, writing skills, reading skills, orthography, literature and culture or listening skills. Participants could divide 100 points over all these subject matters in order to indicate their focus in their French or Dutch classes. Subsequently, participants were asked if they want to study languages at university after they graduate since last-grade pupils are expected to think about their future study program. Due to the global pandemic of COVID-19, participants were also asked if the pandemic had any influence on their motivation to learn French or Dutch. Finally, participants were free to write any comments on the survey or their French/Dutch classes and their motivation to learn another language.

Because of some minor human errors, both surveys had to be adjusted when they were already released: in the Dutch motivation survey, Brussels was added in the options to answer the question 'In which province do you go to school?'. On the 9th of January, choice randomisation was discovered in three of nine blocks of questions in the first part of the French motivation survey (one block in the mobile version and two blocks in the pc version). This randomisation was ruled out to avoid any dubious answers as a result of inattention of the participant.

2.6 Data analysis

Before analysing the data, data of all Flemish and Walloon were manually cleared, adapted and coded in two different Microsoft Excel spreadsheets. Next, the IBM SPSS Statistics platform was used to execute statistical analyses in relation to the reliability of the data, the validity of the data and the effects of one variable to another. First, Cronbach's alpha was measured to examine the "internal consistency of the participants' survey responses" (Kissau et al. 2019: 24). Second, descriptive statistics, such as means and standard deviations, were analysed to draw up a general motivational profile of the Flemish pupils as well as the Walloon pupils. These descriptive statistics were also used to discover whether Belgian pupils were more instrumentally oriented or more integratively-oriented. Third, *independent-samples t-tests* were conducted to test whether there were differences between the L2 motivation of Flemish and Walloon pupils and to test whether there were any differences between boys and girls. *Independent-samples t-tests* were also conducted to test whether there were any differences between the L2 motivation of pupils in general programs and pupils in bilingual programs (CLIL/immersion).

Next, multiple analysis of variance (ANOVA) were executed to analyse which variable has an influence on another variable, thus to discover significant experimental effects. In order to execute the right analysis and interpret data outcomes, Andy Field's manual *Discovering Statistics using SPSS: Third Edition* was consulted (Field 2009) as well as *Laerd Statistics* (Laerd Statistics 2018). Moreover, Pearson correlation coefficients were used, for example, to confirm Bandura's self-efficacy theory (1986) in which he claims that there is a negative relationship between the means of the motivation factors anxiety and self-efficacy (Kissau et al. 2019: 24). Finally, the qualitative data was manually analysed in order to draw conclusions about the data of the survey's open questions. The following part of this study moves on to describe in greater detail the results of the French and Dutch motivation survey.

Chapter 3 Results

In this chapter, the results of the French and Dutch motivation questionnaire will be presented. First, the descriptive statistics (means and standard deviations) of the motivation factors are discussed together with Cronbach's alpha. In the second section, inferential statistics are presented to make generalisations between the two language-learners' groups. The third section discusses Pearson correlation coefficients and, finally, the fourth section analyses the qualitative results concerning the open questions of the Dutch and French motivation questionnaire.

3.1 Descriptive Statistics

Descriptive statistics and Cronbach's alpha of the motivational profile of Flemish pupils learning French and Walloon pupils learning Dutch are presented in Table 7. Closer inspection of the table shows that these are all fairly average scores i.e., between 2.5 and 3 on the maximum score of 5. Very low average scores ($\leq 2/5$) or very high average scores ($\geq 4/5$) are absent in the average means of all pupils. The motivation factor which received the lowest score was *Attitude toward L2 (French or Dutch)* with an average score of 2.53/5 (French motivation survey) and 2.57/5 (Dutch motivation survey). The motivation factor which received the highest score was *Teacher Evaluation* with an average score of 3.75/5 (French motivation survey) and 3.95/5 (Dutch motivation survey). Moreover, the results indicate that Walloon pupils are more motivated to learn Dutch than Flemish pupils learning French.

Table 7: Descriptive Statistics of Ten Motivation Factors

Motivation Factor	Flemish pupils learning French (N = 2367)			Walloon pupils learning Dutch (N = 377)		
	Mean (max = 5)	Standard Deviation	Alpha	Mean (max = 5)	Standard Deviation	Alpha
Motivation Intensity	2.89	0.64	0.65	2.94	0.73	0.71
Desire	3.02	0.75	0.75	3.26	0.73	0.75
Attitude	2.53	0.92	0.90	2.57	0.90	0.86
Integrative Orientation	3.32	0.92	0.85	3.63	0.82	0.81
Instrumental Orientation	3.15	0.74	0.64	3.08	0.75	0.53
Teacher Evaluation	3.75	0.89	0.90	3.95	0.82	0.88
Course Evaluation	2.85	0.85	0.89	3.22	0.86	0.88
Anxiety	2.81	1.02	0.88	2.97	0.99	0.84
Self-efficacy	3.19	0.85	0.87	3.00	0.87	0.84
General Motivation	3.10	0.55	0.91	3.19	0.53	0.74

3.2 Inferential Statistics

3.2.1 Comparison between Flemish and Walloon pupils

To compare the difference between the language learning motivation of Flemish and Walloon pupils, *independent-samples t-tests* were carried out. One interesting finding is that seven out of ten score differences in motivation constructs between Walloon and Flemish pupils are significant i.e., *Desire, Integrative Orientation, Teacher Evaluation, Course Evaluation, Anxiety, Self-efficacy* and *General Motivation*. No significant difference was found on the *Motivation Intensity* ($p = .179$), the *Instrumental Orientation* ($p = .122$) and *Attitude toward language (French or Dutch)* ($p = .406$) between the two language-learners' groups. Most importantly, there was a significant difference in *General Motivation*, $t(2742)=-2.90$, $p = .004$, which includes all motivation constructs mentioned in Table 7. In order to create a more in-depth analysis of the differences between the two groups of pupils, *independent-samples t-tests* were also conducted on each survey question concerning the motivation factors grouped per motivation factor.

Motivation Intensity

No significant differences were found between the two groups on the motivation factor *Motivation Intensity* in general. Even if this difference in overall score is not significant, differences in individual statements can still be significant. In this way, three of the five statements investigating pupils' motivation intensity, as shown in Table 8, were found to be significantly different between Flemish and Walloon pupils ($p < .001$). While Walloon pupils indicated a slightly higher motivation intensity in general, Flemish pupils indicated statistically higher scores on 'I really work hard to learn French' (M2), $t(2742)=1.93$, $p < 0.001$. In addition, Flemish pupils also had significantly higher scores on 'I try to understand all the French or Dutch language I hear (in the street, on the radio) and I see (on the internet, on television).' (M4), $t(2472)=3.45$, $p < 0.001$. Even though no significant difference was found on statement M5 ('I keep up to date with my French/Dutch classes by working on it almost every day.', it should be noted that both language-learners groups indicated low scores (≤ 2).

Table 8: Descriptive Statistics of Questions Motivation Intensity

Motivation Construct	Flemish pupils (N = 2376)		Walloon pupils (N = 377)	
	Mean (Max = 5)	Standard Deviation	Mean (Max = 5)	Standard Deviation
Motivation intensity	2.89	0.64	2.94	0.73
Stay on task in FL classes (M1*)	2.98	0.97	3.32	1.06
Work hard to learn FR/NL (M2)	2.78	1.00	2.68	1.06
Asking for help in FL class (M3)	3.41	1.11	3.47	1.10
Try to understand FR/NL (M4*)	3.38	1.10	3.17	1.24
Working daily for FR/NL (M5*)	1.90	0.87	2.07	0.92

*Indicates p-value below .05

Desire

Three out of five questions (D1, D3, D4) indicating the desire to learn French/Dutch were found significant (all having $p < .001$) regarding the difference between the two groups (Table 9). The most interesting significant difference is the scores of statement D4 'I would like to learn as much of the foreign language I am studying as possible', $t(2742)=-8.07$, $p < .001$, because of the largest mean difference (-0.48). This result indicated that, in general, Walloon pupils would like to learn more about Dutch than Flemish pupils want to learn about French. Furthermore, while the different results on D5 'If it were up to me, I would spend all my time in school learning French/Dutch' are not significant, it shows very low scores for both language-learners' groups. At the same time, both Walloon and Flemish pupils wish to be very fluent in the foreign language they are studying (D2).

Table 9: Descriptive Statistics of Questions Desire

Motivation Construct	Flemish pupils (N = 2376)		Walloon pupils (N = 377)	
	Mean (Max = 5)	Standard Deviation	Mean (Max = 5)	Standard Deviation
Desire*	3.02	0.75	3.26	0.73
Wish learning FL earlier (D1*)	3.15	1.31	3.41	1.26
Wish to be fluent in FR/NL (D2)	4.13	0.98	4.16	0.93
Wish to very naturally (D3*)	3.61	1.11	4.03	1.00
Wish learning all of FL (D4*)	2.66	1.06	3.14	1.12
Wish learning FL all day (D5)	1.53	0.79	1.58	0.78

*Indicates p-value below .05

Attitude

Similarly to *Motivation Intensity*, the differences of three out of five questions (A1, A4, A5) indicating pupils' attitude toward French/Dutch were found significant. While both groups indicated very low scores on *Attitude*, Flemish students showed significantly more negative attitudes toward French in general ($p < .001$) based on three statements. The most striking result to emerge from this data is the difference between Walloon pupils and Flemish pupils on statement 'Studying a foreign language is an important part of the school program' (A5), $t(2742)=4.43$, $p < .001$. These results indicated that Walloon pupils of Dutch find the target language less important in a required school context than Flemish pupils even if they voluntarily choose to learn Dutch as an L2.

Table 10: Descriptive statistics of Questions Attitude

Motivation Construct	Flemish pupils (N = 2376)		Walloon pupils (N = 377)	
	Mean (Max = 5)	Standard Deviation	Mean (Max = 5)	Standard Deviation
Attitude toward language	2.53	0.92	2.57	0.90
Learning FR/NL is great (A1*)	2.17	1.03	2.37	1.01
Enjoy learning FR/NL (A2)	2.37	1.05	2.41	1.05
Learning everything of FL (A3)	2.43	1.08	2.47	1.22
Love learning FR/NL (A4)	2.41	1.08	2.63	1.16
Important part in school (A5*)	3.25	1.20	2.96	1.15

Integrative Orientation

Interestingly, all differences in the scores of *Integrative Orientation* were highly significant: I1 ($p < .001$), I2 ($p = .027$), I3 ($p < .001$), I4 ($p < .001$). This finding, presented in Table 11, showed that Walloon pupils actually had more intrinsic motivation to learn Dutch than Flemish pupils learning French since they indicated higher mean scores on all four questions. What stands out of the table is the difference between data of the two groups on I1 i.e., ‘Studying French/Dutch is important to me because it will allow me to be more at ease with people who speak it’, $t(2742)=-7.68$, $p < .001$. It showed that Walloon pupils have a higher motivation to learn Dutch to become part of the Dutch-speaking community and to speak Dutch in order to bond with multiple groups of people.

Table 11: Descriptive Statistics of Questions Integrative Orientation

Motivation Construct	Flemish pupils (N = 2376)		Walloon pupils (N = 377)	
	Mean (Max = 5)	Standard Deviation	Mean (Max = 5)	Standard Deviation
Integrative Orientation*	3.32	0.92	3.63	0.82
Important to be at ease with native speakers (I1*)	3.58	1.07	4.03	1.11
Important to meet people (I2*)	3.52	1.11	3.65	1.04
Important to do activities of diverse cultural groups (I3*)	3.25	1.09	3.46	1.03
Understand art/literature (I4*)	2.96	1.13	3.36	1.11

*Indicates p-value below .05

Instrumental Orientation

In the same vein as *Motivation Intensity*, no significant differences were found between the two groups on the overall score of the *Instrumental Orientation* of motivation. Yet, the differences in three out of four questions between Dutch and French language-learners are found statistically significant (I2, $p < .001$, I3, $p = .006$ and I4, $p < .001$). What is interesting about the data in Table 12 is that pupils learning Dutch indicated significantly higher scores on I2 ($t(2742)=4.26$, $p < .001$) and I3 ($t(2472)=2.75$, $p = .006$). This means that Flemish language learners are more motivated to learn a language because they think learning French makes you a knowledgeable and respectable person.

Table 12: Descriptive Statistics of Questions Instrumental Orientation

Motivation Construct	Flemish pupils (N = 2376)		Walloon pupils (N = 377)	
	Mean (Max = 5)	Standard Deviation	Mean (Max = 5)	Standard Deviation
Instrumental Orientation	3.15	0.74	3.08	0.75
Important for career (I1)	2.95	1.08	2.90	1.26
Makes me knowledgeable (I2*)	3.13	1.08	2.88	1.21
Makes me respectable (I3)	2.78	1.10	2.61	1.13
FL is useful to get a job (I4*)	3.71	1.04	3.94	1.01

*Indicates p-value below .05

Teacher Evaluation

Similar to the *Integrative Orientation* of motivation, all differences in scores of *Teacher Evaluation* between Flemish and Walloon pupils are found highly significant; T1 ($p < .001$), T2 ($p = .001$), T3 ($p = .011$), T4 ($p < .001$), T5 ($p = .016$). Surprisingly, as Table 13 shows, most mean scores are relatively high (> 3.5) in comparison to mean scores on other motivation constructs, such as *Attitude* (≤ 2.5). This result showed that both groups accord a high esteem for their foreign language teacher while the significant differences between both language-learners' groups are relatively small. The largest significant difference can be found in statement T4 'I think teacher of French/Dutch is reliable', $t(2742)=-5.34$, $p < .001$, which indicated that Walloon pupils have more trust in their foreign language teacher.

Table 13: Descriptive Statistics of Questions Teacher Evaluation

Motivation Construct	Flemish pupils (N = 2376)		Walloon pupils (N = 377)	
	Mean (Max = 5)	Standard Deviation	Mean (Max = 5)	Standard Deviation
Teacher Evaluation*	3.75	0.89	3.95	0.82
Friendly teacher of FR/NL (T1*)	3.96	1.02	4.17	0.98
FL Teacher does his/her job (T2*)	3.82	1.01	4.01	0.95
FL Teacher respect feelings (T3*)	3.53	1.11	3.68	1.08
FL Teacher is reliable (T4*)	3.60	1.11	3.92	1.01
FL Teacher makes the most out of class-time (T5*)	3.84	1.04	3.98	0.95

*Indicates p-value below .05

Course Evaluation

Table 14 shows that four out of five question score differences in *Course Evaluation* between the two language-learning groups are highly significant: C1 ($p < .001$), C2 ($p < .001$), C3 ($p < .001$), and C5 ($p < .001$). Interestingly, Flemish pupils indicated significantly lower levels of course satisfaction in comparison with the Walloon pupils. For instance, the significant differences between scores on C2 'I enjoy French/Dutch classes' ($t(2742)=-10.20$, $p < .001$) and C3 'My French/Dutch classes are really rewarding', ($t(2742)=-12.14$, $p < .001$) are very remarkable results.

Table 14: Descriptive Statistics of Questions Course Evaluation

Motivation Construct	Flemish pupils (N = 2376)		Walloon pupils (N = 377)	
	Mean (Max = 5)	Standard Deviation	Mean (Max = 5)	Standard Deviation
Course Evaluation*	2.85	0.85	3.22	0.86
My FR/NL class is good (C1*)	3.28	1.00	3.68	0.96
I enjoy FR/NL class (C2*)	2.38	1.03	2.98	1.19
FR/NL class is rewarding (C3*)	2.85	0.96	3.49	0.91
FR/NL class is satisfying (C4)	2.83	1.02	2.82	1.02
FR/NL class is agreeable (C5*)	2.88	1.09	3.11	1.13

*Indicates p-value below .05

Anxiety

For *Anxiety*, four out of five differences in scores between pupils of French and pupils of Dutch have been found significant; An2 ($p = .018$), An3 ($p < .001$), An4 ($p = .011$) en An5 ($p = .039$). Since Walloon pupils indicated significantly higher mean scores on this motivation construct, Walloon pupils are significantly more anxious to talk in Dutch than Flemish pupils are anxious to talk in French in a class context, $t(2742)=-2.87$, $p = .004$. The difference in scores on statement An3, i.e. 'I feel very insecure when I am speaking in French/Dutch during class', is particularly interesting ($t(2742)=-5.56$, $p < .001$) and stresses Walloon pupils' level of insecurity in Dutch classes.

Table 15: Descriptive statistics of Questions Anxiety

Motivation Construct	Flemish pupils (N = 2376)		Walloon pupils (N = 377)	
	Mean (Max = 5)	Standard Deviation	Mean (Max = 5)	Standard Deviation
Anxiety*	2.81	1.02	2.97	0.99
Embarrassed to answer (An1)	2.61	1.22	2.55	1.22
Nervous and confused when I am speaking in FL class (An2*)	3.14	1.26	3.31	1.28
Feel insecure in FL class (An3*)	3.04	1.28	3.44	1.28
Classmates speak better (An4*)	2.99	1.25	3.17	1.26
Afraid being embarrassed (An5*)	2.27	1.17	2.40	1.30

*Indicates p-value below .05

Self-efficacy

Finally, four out of five differences in *Self-efficacy* scores between Flemish and Walloon pupils are highly significant; S1 ($p < .001$), S3 ($p < .001$), S4 ($p < .001$), S5 ($p < .001$). In general, Flemish pupils feel significantly more competent and confident of their knowledge of French than Walloon pupils of their knowledge of Dutch, $t(2742)=4.04$, $p < .001$. Furthermore, the largest significant difference can be found on scores of statement S1 'I feel that I am able to understand a conversation in French/Dutch', $t(2742)=11.32$, $p < .001$. However, the different scores on statement S3 'I expect to do well in French/Dutch class' indicate that Walloon pupils expect to have better grades than Flemish pupils.

Table 16: Descriptive Statistics of Questions Self-efficacy

Motivation Construct	Flemish pupils (N = 2376)		Walloon pupils (N = 377)	
	Mean (max = 5)	Standard Deviation	Mean (max = 5)	Standard Deviation
Self-Efficacy*	3.19	0.85	3.00	0.87
Able to understand FR/NL (S1*)	3.37	1.06	2.71	1.11
Able to write well in FR/NL (S2)	2.87	1.08	2.79	1.17
Expect to do well in FL class (S3*)	3.17	0.99	3.49	1.01
Understand conversation (S4*)	3.47	1.03	3.27	1.12
Able to speak well in FR/NL (S5*)	3.08	1.11	2.75	1.13

*Indicates p-value below .05

3.2.2 Bilingual education (CLIL / Immersion)

In order to find differences between pupils following a monolingual program or a bilingual program, *independent-samples t-tests* were conducted in the Dutch motivation survey and the French motivation survey. Table 17 shows the descriptive statistics of the motivational profile of Flemish pupils in general programs and Flemish pupils following the CLIL program (in French and/or English). Four differences in motivation constructs are found significant: *Attitude toward L2* (English or French) ($p = .003$), *Integrative Orientation* ($p = .003$), *Self-efficacy* ($p < .001$) and *General Motivation* ($p = .011$). This result implies that Flemish pupils following the CLIL program have a higher intrinsic motivation ($t(2353)=-2.93$, $p = .003$), and, more importantly, are significantly more motivated to learn the target language ($t(2353)=-2.35$, $p = .019$). Moreover, Flemish pupils in general programs are significantly less confident of their French knowledge and competences ($t(2353)=-3.56$, $p < .001$) and showed significantly more negative attitudes toward the target language ($t(2353)=-2.93$, $p = .003$). It should be noted, however, that the significant differences between Flemish pupils in the general program and Flemish pupils in the CLIL program are rather small.

Table 17: Descriptive Statistics CLIL and Flemish Pupils

Motivation Construct	Flemish pupils in General Programs (N = 2214)		Flemish pupils in CLIL Program (N = 141)	
	Mean (max = 5)	Standard Deviation	Mean (max = 5)	Standard Deviation
Motivation Intensity	2.90	0.64	2.84	0.52
Desire	3.01	0.75	3.11	0.72
Attitude toward L2*	2.51	0.92	2.75	0.86
Integrative Orientation*	3.31	0.91	3.54	0.92
Instrumental Orientation	3.14	0.74	3.23	0.69
Teacher Evaluation	3.74	0.90	3.79	0.77
Course Evaluation	2.84	0.85	2.91	0.74
Anxiety	2.82	1.02	2.70	0.93
Self-efficacy*	3.18	0.85	3.44	0.79
General Motivation*	3.09	0.55	3.21	0.49

*Indicates p-value below .05

Subsequently, Table 18 below shows the descriptive statistics of the motivational profile of Walloon pupils in general programs and Flemish pupils following an immersion program in Dutch. These results are very similar to the Flemish data: four differences in motivation constructs are found to be significant i.e., *Attitude toward Dutch* ($p = .028$), *Anxiety* ($p = .040$), *Self-efficacy* ($p < .001$) and *General Motivation* ($p = .017$). Again, this result indicated that Walloon pupils following an immersion program are significantly more motivated to learn Dutch than Walloon pupils in general programs, $t(372)=-2.40$, $p = .017$). Furthermore, they are statistically less anxious to speak Dutch in class ($t(372)= 2.06$, $p = .040$) and they show more positive attitudes toward Dutch ($t(372)=-2.21$, $p = .028$).

Table 18: Descriptive Statistics CLIL and Walloon Pupils

Motivation Construct	Walloon pupils in General Programs (N = 318)		Walloon pupils in CLIL Program (N = 56)	
	Mean (max = 5)	Standard Deviation	Mean (max = 5)	Standard Deviation
Motivation Intensity	2.94	0.74	2.96	0.68
Desire	3.27	0.73	3.23	0.74
Attitude toward Dutch*	2.53	0.91	2.82	0.77
Integrative Orientation	3.61	0.79	3.75	0.95
Instrumental Orientation	3.07	0.74	3.18	0.80
Teacher Evaluation	3.94	0.80	4.00	0.69
Course Evaluation	3.19	0.87	3.38	0.83
Anxiety*	3.02	0.99	2.72	1.00
Self-efficacy*	2.92	0.84	3.50	0.90
General Motivation*	3.16	0.53	3.34	0.53

*Indicates p-value below .05

3.2.3 Gender

Independent-samples t-tests were also conducted in order to analyse possible differences between Walloon boys' and Walloon girls' language learning motivation. Pupils identifying themselves as 'nonbinary' were not included in the data because they were a group too small to compare. As can be seen from Table 19, five motivation factors are found significantly different between the two gender groups i.e., *Motivation Intensity*, *Desire*, *Attitude toward Dutch*, *Integrative Orientation* and *Anxiety*. This means that, for example, Walloon girls are significantly more anxious to speak Dutch in class compared to Walloon boys, $t(366)=4.16$, $p < .001$. Nonetheless, Walloon girls have a statistically significant higher level of motivation intensity ($t(366)=2.67$, $p < .008$), a higher desire to learn Dutch ($t(366)=2.58$, $p = .010$) and actually show more intrinsic motivation ($t(366)=2.15$, $p = .031$). It should be noted, however, that the significant differences between the gender groups are rather small.

Table 19: Descriptive Statistics of Gender Walloon Pupils

Motivation Construct	Walloon girls (N = 240)		Walloon boys (N = 128)	
	Mean (max = 5)	Standard Deviation	Mean (max = 5)	Standard Deviation
Motivation Intensity*	3.03	0.74	2.81	0.70
Desire*	3.34	0.75	3.13	0.66
Attitude toward Dutch*	2.65	0.95	2.44	0.77
Integrative Orientation*	3.71	0.82	3.52	0.97
Instrumental Orientation	3.07	0.77	3.12	0.72
Teacher Evaluation	3.99	0.83	3.88	0.79
Course Evaluation	3.28	0.89	3.12	0.79
Anxiety*	3.12	0.97	2.69	0.95
Self-efficacy	2.97	0.89	3.07	0.84
General Motivation	3.21	0.55	3.16	0.48

*indicates p-value below .05

Similarly, *independent- samples t-tests* were conducted in the French motivation survey to find differences between in Flemish girls' and boys' L2 motivation. As shown in Table 20, all motivation constructs are found significantly different between the two gender groups, except *Teacher Evaluation*. Flemish girls actually reported higher scores on each motivation factor which means that Flemish girls have more intrinsic motivation ($t(2320)=12.94, p < .001$), have a significantly more positive attitude toward French ($t(2320)=10.08, p < .001$) and show more desire to learn the language.

Table 20: Descriptive Statistics of Gender Flemish Pupils

Motivation Construct	Flemish girls (N = 1360)		Flemish boys (N = 962)	
	Mean (max = 5)	Standard Deviation	Mean (max = 5)	Standard Deviation
Motivation Intensity*	2.96	0.62	2.80	0.65
Desire*	3.19	0.68	2.79	0.76
Attitude toward French*	2.69	0.91	2.31	0.88
Integrative Orientation*	3.53	0.82	3.05	0.95
Instrumental Orientation*	3.24	0.69	3.02	0.78
Teacher Evaluation	3.77	0.87	3.73	0.91
Course Evaluation*	2.92	0.85	2.76	0.83
Anxiety*	2.94	1.04	2.61	0.95
Self-efficacy*	3.24	0.85	3.15	0.84
General Motivation*	3.18	0.53	3.00	0.55

*indicates p-value below .05

3.2.4 Gender and education type in the Dutch motivation survey

To establish whether there are interaction effects between gender and CLIL-education on Walloon pupils' language learning motivation, two-way ANOVAs were conducted. No evidence was found of significant interactions between gender and CLIL on Walloon pupils' L2-motivation but there were significant effects of either CLIL or gender on pupils L2-motivation. For instance, Walloon pupils in the CLIL-program have a significant higher score on *Attitude toward Dutch* than Walloon pupils in the general program ($p = .028$). There was also a significant effect of CLIL on Walloon pupils' *Self-efficacy* ($p < .001$) and, more importantly, a significant effect of CLIL on Walloon pupils' *General Motivation* ($p = .029$). This means that CLIL-pupils have higher overall scores on their language learning motivation than pupils in the general program. Nevertheless, only 1.7% of the variance in *Attitude* and *Self-efficacy* (adj. $R^2 = .017$) can be attributed to Walloon pupils' difference in gender.

Furthermore, there were some significant effects of gender on Walloon pupils' language learning motivation: on pupils' intrinsic motivation ($p = .035$) and on Walloon pupils' anxiety to speak Dutch ($p = .013$). However, the motivation factors *Anxiety* and *Self-efficacy* indicated very low adjusted R squared scores (adj. $R^2 = .043$ and adj. $R^2 = .051$ resp.) which means there is little variance in these motivation constructs that can be completely attributed to the influence of the CLIL.

3.2.5 Gender and education type in the French motivation survey

Overall, ten three-way ANOVAs were conducted with the data of the French motivation survey in order to determine whether there are interaction effects between gender, CLIL-education and the education tracks – ASO (n = 1730) and TSO (n = 555) – on Flemish pupils’ language learning motivation. The two other education types, BSO (n = 39) and KSO (n = 31), as well as Gender X were not included in the ANOVAs because these groups were too small to compare and the ANOVAs would violate Levene’s test for homogeneity of variances in SPSS Statistics should they be included.

First of all, there was a significant effect of gender on Flemish pupils’ *Motivation intensity* ($p = .005$) and on Flemish pupils’ *Attitude toward French* ($p < .001$). These results indicated that female pupils in Flanders showed more need to learn the target language and showed more positive attitudes toward French than boys in Flanders. There was also a small effect of the education track on Flemish pupils’ attitude toward French ($p = .022$, adj. $R^2 = .044$) which showed that pupils in ASO have higher opinions of French than pupils in TSO. Furthermore, there was a statistically significant two-way interaction between the education track and CLIL for *Attitude toward French*, $F(1, 2245) = 4586$, $p = .032$).

Finally, in order to compare in more detail the language learning motivation of Flemish pupils in ASO with pupils in TSO, *independent-samples t-tests* were also conducted. As Table 21 shows, eight motivation constructs scores are found to be significantly between the two language learners groups. Overall, Flemish pupils in ASO reported to be more intrinsically motivated (*Integrative Orientation*), to be more positive toward French (*Attitude*) and to be more confident about their foreign language competences (*Self-efficacy*). Surprisingly, Flemish pupils in TSO indicated significantly higher scores for *Teacher Evaluation* and *Course Evaluation*.

Table 21: Difference in Study Programs Flemish Pupils

Motivation Construct	Flemish pupils in ASO (N = 1730)		Flemish pupils in TSO (N = 555)	
	Mean (max = 5)	Standard Deviation	Mean (max = 5)	Standard Deviation
Motivation Intensity	2.90	0.62	2.90	0.67
Desire*	3.07	0.70	2.86	0.84
Attitude toward French*	2.55	0.91	2.44	0.93
Integrative Orientation*	3.40	0.88	3.09	0.96
Instrumental Orientation*	3.19	0.69	2.99	0.84
Teacher Evaluation*	3.64	0.90	4.03	0.79
Course Evaluation *	2.80	0.85	2.96	0.81
Anxiety	2.83	1.00	2.75	1.06
Self-efficacy*	3.28	0.80	2.99	0.92
General Motivation*	3.11	0.53	3.06	0.61

*indicates p-value below .05

3.3 Pearson correlation coefficients

Pearson correlation coefficients were used in order to measure possible linear relationships between two motivation constructs. First, *Anxiety* and *Self-efficacy* were combined, because Bandura's *Social Cognitive Theory* (1986) already found a negative relationship between the two motivation factors (Kissau et al. 2019: 24). The French motivation survey and the Dutch motivation survey could confirm Bandura's self-efficacy theory because there is a negative relationship between the means of the pupils' responses to anxiety and self-efficacy. This means when Belgian pupils indicated higher scores for *Anxiety*, they indicated lower scores for *Self-efficacy* or when they indicated lower scores for *Anxiety*, they indicated higher scores for *Self-efficacy*. The negative correlation was found stronger between the responses of the Flemish pupils ($r = -.514, p < .05$) than the responses of the Walloon pupils ($r = -.461, p < .05$).

Second, the *Integrative Orientation* of motivation and the *Instrumental Orientation* were combined because, according to Gardner and Wallace (1959), pupils are either more motivated for integrative reasons or for instrumental reasons (Gardner & Wallace 1959: 267). However, a positive correlation was found between these two motivation orientations, which shows that if pupils indicated higher scores for integrative motivation than they also indicated higher scores for instrumental orientation. Again, the positive correlation was stronger between the responses of Flemish pupils ($r = .551, p < .05$) than the responses of the Walloon pupils ($r = .368, p < .05$).

Third, the *General Motivation* and the *Hours of French or Dutch classes* were combined because more exposure to the target language – not only in a school-context, but also in an out-of-school context – has been found to have a positive effect on pupils' language learning motivation (De Smet et al. 2019, Peters et al. 2019). In the French motivation as well as the Dutch motivation survey, a small positive correlation was found between pupils' general motivation and the hours of French or Dutch classes they have. The positive correlation was found stronger between the responses of the Walloon pupils learning Dutch ($r = .269, p < .001$) than the responses of the Flemish pupils learning French ($r = .225 + p < .001$).

3.4 Qualitative results

The Dutch motivation survey as well as the French motivation survey asked participants to complete three open questions that asked for external factors that could influence their motivation. Those questions were 'Do you consider to study languages at university?', 'Did the global pandemic of COVID-19 influence your main motivation?' and 'Do you want to add something to the discussion of your language learning motivation or the survey in general?'. In addition, the participants were asked to indicate what subject matter was most focused on in their French or Dutch classes. The pupils

could divide 100 points over eight topics, such as vocabulary, grammar, communication skills, writing skills, reading skills, orthography, literature and culture or listening skills. The results of these questions are presented in this section.

First, when asked about the possibility to study languages at university, a majority of the participants indicated that they were not interested in studying languages or did not like the target language because it is too complex to learn. A large number of respondents also indicated that they would not study languages at university because they thought either French or Dutch would not be profitable to carry out their future job. As one Walloon participant said:

Je ne souhaite pas faire d'études de langues étrangères ni en université ni en haute école. Je veux être professeur de gym ou de math (encore à voir) donc je n'aurai pas besoin de langues étrangères pour mon futur boulot. De plus, j'étudie plus la langue pour que l'on me comprenne et non pour la parler parfaitement. (Walloon pupil from Liège)

However, multiple respondents commented that they have the desire to pursue language courses within their future study program and they see the value of language skills. The two comments below indicate that multiple Belgian pupils do not necessarily want to study languages at university but they still want language classes to make an important part of their curriculum:

Nee, ik vind talen wel interessant en ik wil graag dat ze een deel uitmaken van mijn studie en latere beroep, maar om er 100% de focus op te leggen is voor mij te veel. (Flemish pupil from Flemish Brabant)

Je ne souhaite pas faire des études dans les langues mais j'aurai des cours de langues. Cela ne le dérange pas car je sais que ça me sera toujours utile et cela me permettra de rester en contact avec les langues. (Walloon pupil from Liège)

A small group of participants stated that they would study languages to become translators or teachers. Most students indicated that they were more interested in studying English instead of French or Dutch as one Walloon pupil states 'Oui, mais anglais car c'est la langue internationale alors que le néerlandais ne sert qu'en Flandre et aux Pays-Bas.' (Walloon pupil from Namur). A minority of students were very motivated to study languages, as one student indicated:

Bien sûr! J'aimerais approfondir les langues à l'université, aussi bien en anglais qu'en néerlandais car je suis tout simplement convaincue que les langues sont indispensables pour un bon cursus scolaire. Ça peut aussi permettre de voyager, de faire de nouvelles rencontres,

d'ouvrir de nouvelles portes et donc plus de possibilités professionnelles. (Walloon pupil from Walloon Brabant)

Second, pupils were asked if the global pandemic of COVID-19 influenced their language learning motivation since a majority of Belgian pupils were often homebound during the school year from September 2020 to June 2021. Of 2367 Flemish participants, 829 pupils (35%) indicated that the pandemic had an impact on their motivation to learn French. Most Flemish pupils reported a strong decrease in motivation to learn French, because the class environment was absent and the opportunities to speak French with other pupils was seriously reduced. As one pupil put it: 'Door het lange thuis zitten in het voorjaar heb ik lange tijd geen Frans meer gesproken, ook de opdrachten die we nu thuis krijgen is vooral Frans schrijven en niet Frans gebruiken. (Flemish pupil from a school in Flemish Brabant). Most pupils indicated that not only their language learning motivation had diminished but also their overall motivation to learn had diminished due to online classes and social isolation. Nevertheless, there was a small number of Flemish respondents who indicated that they started reading French books, started listening to French music and tried to watch French television series without subtitles because of COVID-19 and the reduced hours of French class online.

A similar picture was found in the Dutch motivation survey: of 377 Walloon participants, 149 pupils (39.5%) reported that COVID-19 had influenced their motivation to learn Dutch. Those pupils also indicated an overall decrease in motivation as well as a decrease in language learning motivation. As a Walloon pupil from Liège commented: 'Le néerlandais qui doit se parler, s'écouter... n'est pas propice aux cours en distanciel. Je préfère être avec mes camarades et mon prof pour apprendre la langue.'

Third, the participants were asked to divide 100 points over eight subject matters typically taught during French or Dutch classes. In Table 16, on the next page, Flemish pupils indicated that, on average, most of the time French class focuses on grammar (20/100), vocabulary (19/100). Literature and culture received the lowest points (6/100) together with orthography (9/100). Likewise, the Walloon pupils indicated that vocabulary (21/100) and grammar (16/100) are most brought into focus during French class. Dutch literature and culture also received the lowest points in the Dutch motivation survey (4/100) as well as orthography (9/100).

Table 22: Descriptive Statistics of Subject Matter Focus

Subject Matter	Flemish pupils (N = 2328)		Walloon pupils (N = 351)	
	Mean (max = 100)	Standard Deviation	Mean (max = 100)	Standard Deviation
Grammar	20	11.07	16	11.15
Vocabulary	19	10.30	21	12.88
Reading skills	10	6.17	13	8.09
Orthography	9	6.17	9	6.67
Communication skills	15	10.39	12	10.21
Writing skills	12	6.48	12	6.00
Listening skills	9	6.00	13	7.76
Literature and culture	6	6.81	4	5.08

Finally, pupils could leave a comment on the survey or to the discussion of language learning motivation in general. 176 Flemish pupils (7.4%) and 28 Walloon pupils (7.4%) left a comment, mostly about the content of their language class, the languages they speak at home and frustrations about the target language. The comments below illustrate that language learning (motivation) is a theme that occupies a major place in Belgian pupils' daily life. These comments were manually selected, because they tie in with the main results of Belgian pupils' language learning motivational profile presented above. In summary, the results in this chapter show that Flemish pupils' L2-motivation differs from Walloon pupils' L2-motivation whereas a number of common L2-motivation issues emerged. The next chapter, therefore, moves on to discuss these differences and resemblances.

Je trouve important que chaque belge sache parler deux langues du pays, la communication en sera ainsi facilitée... une langue du pays en plus de la langue maternelle devrait être obligatoire!! (Walloon pupil from Walloon Brabant)

Je trouve qu'il devrait avoir plus d'échange de correspondant entre flamand et wallon.
(Walloon pupil from Namur)

Normalement, je suivais histoire et géographie en Néerlandais mais cette année, le cours d'histoire est donné en Français, parce qu'ils n'ont pas trouvé de remplaçant Néerlandophone. (Walloon pupil from Namur)

C'est une langue que j'ai souvent négligé dans mon enfance mais je commence à l'apprécier via la musique et certaine [SIC] séries et c'est une langue que j'aimerais beaucoup plus approfondir. (Walloon pupil from Brussels)

Naar mijn gevoel ligt de focus in de Franse les te veel op leren vanuit theorie en niet vanuit lezen en luisteren. Er zou meer focus op het spreken van Frans moeten zijn want na 6 jaar Frans kan ik nog amper mezelf uitdrukken in iets ingewikkeldere situaties.

(Flemish pupil from West Flanders)

Ik denk dat de inhoud van mijn lessen Frans beter ingevuld zou moeten worden. Meer focus op de vaardigheden zoals het vlotter kunnen praten schrijven en begrijpen. En woordenschat die we echt kunnen gebruiken. Want ik heb het gevoel na die 7 jaar Frans dat ik totaal nog niks kan. (Flemish pupil from West Flanders)

Ik vind dat de focus van de lessen en vooral de examens Frans verkeerd liggen. Het is vooral gefocust op schrijven en de woordenschat uit de les gebruiken en niet zozeer leren om een conversatie te voeren en je duidelijk te maken in het Frans. Vaak is de woordenschat die geleerd moet worden ook niet echt nuttig om Frans te kunnen gebruiken. Er zou meer moeten gefocust worden op het spreken en uitdrukken in het Frans.

(Flemish pupil from Flemish Brabant)

Door taalkampen Frans te doen van jongsaftaan [SIC], vind ik Frans leuker om te doen/leren.

(Flemish pupil from East Flanders)

Ik had graag CLIL gevolgd in de derde graad. Jammer genoeg waren er te weinig deelnemers waardoor er geen CLIL werd gegeven in de derde graad. Hierbij zou het gaan om chemie in het Engels te volgen gedurende 2u per week. (Flemish pupil from Antwerp)

Chapter 4 Discussion

The objective of this master's thesis was to develop a motivational profile of Belgian last-grade pupils and to compare the language learning motivation between Flemish pupils and Walloon pupils. By means of two online motivation surveys, data was collected from fifty schools located all over Belgium i.e., in the French-speaking and Dutch-speaking community. In this chapter, the main findings of this project will be discussed per research question. The final two sections discuss educational implications and suggestions for further research.

4.1 Motivational profile of Belgian last-grade pupils

The first research question of this master's thesis addressed the development of a motivational profile of Belgian last-grade pupils. As mentioned in the literature review, Flemish pupils reported rather negative attitudes toward French and the French-speaking community in previous studies (e.g., Mettewie, 2004). Likewise, Walloon pupils' perception about Dutch was very negative (Mettewie, 2004; Mettewie & Van Mensel 2020). Therefore, it was hypothesized that Belgian last-grade pupils' language learning motivation level would be rather low.

The current study found that Flemish pupils learning French and Walloon pupils learning Dutch indicated fairly average scores on the motivation constructs; between 2.5 and 3 on the maximum scores of 5. In comparison with the results of Kissau et al. (2019), however, Belgian pupils showed considerably lower language learning motivation levels. Participants in Kissau et al. (2019) reported few if any scores below 3.5 and several scores above 4 on the maximum of 5 (p. 25). A likely explanation is that participants in Kissau et al. (2019) had deliberately chosen the L2 for which they filled in the motivation questionnaire. Nevertheless, Walloon pupils in this master's thesis' project also showed rather low motivation levels even if they voluntarily choose Dutch as their L2.

Another important finding was that Flemish language learners' as well as Walloon language learners' lowest mean score was on *Attitude* and *Course Evaluation*. While most Belgian pupils indicated that learning French or Dutch is an important part of their study program, they perceived their L2 as a difficult and unattractive language to learn. In addition, the motivation scores indicated that Belgian pupils have a low esteem of their foreign language class while the foreign language teacher was regarded with high esteem. There are similarities between the negative attitudes toward the foreign language and the foreign language class expressed by the Dutch- and French-speaking participants in this study and those described by Mettewie (2004) and Maerevoet (2017). The findings of these studies together with this master's thesis results suggest that Belgian pupils tend to have a negative attitude towards their L2. This raises concerns because, in the literature (De

Smet et al. 2109), positive attitudes toward a language and a language community have been found to contribute to increasing L2 proficiency levels.

The second research question regarded the more instrumental orientation or more integratively orientation of Belgian pupils' motivation to learn another national language. Because of Belgium's sociocultural history (Mettewie & Van Mensel 2020) and the increasing polarisation between the Dutch- and French-language community, it was hypothesized that Belgian pupils would be more instrumentally oriented. However, Flemish and Walloon pupils reported higher scores on *Integrative Orientation*; meaning that they are more motivated to learn the target language in order to become part of the other language community. This finding was particularly unexpected for the Flemish pupils who are all required to learn French in secondary school, in contrast to the Walloon participants who choose to learn Dutch. This finding indicated that Flemish pupils and Walloon pupils want to become part of each other's language community and culture and that they are relatively motivated to learn the target language in order to communicate with non-native speakers. This does not exclude, however, that Belgian pupils are also motivated to learn French or Dutch because of instrumental reasons, such as finding a job in the future.

Taken together, these findings seem to suggest that Belgian last-grade pupils understand the values of learning another national language and want to speak the language fluently. However, the pupils reported that they were not involved with the language since they don't work hard for their foreign language class. More importantly, Belgian last-grade pupils do feel the need to become part of the French- and Dutch-speaking community but they reported negative attitudes toward each other's language. These rather contradictory results may be due to widely-held stereotyped perceptions of the other national language: it could be that Flemish pupils in secondary school already perceive Walloon pupils as 'the other' and vice versa. Therefore, it is possible that this attitude problem and the low L2 motivation levels found in this master's thesis can be linked to a growing polarisation in Belgian society between the French and Dutch language community (Mettewie & Van Mensel 2020).

4.2 Difference in gender

On the question about the differences between the language learning motivation of boys and girls in Belgium, this study found that Walloon girls as well as Flemish girls are more motivated to learn the target language than their male fellow students. Walloon girls reported significantly higher scores on *Motivation Intensity, Desire, Attitude toward Dutch, Integrative Orientation* and *Anxiety* whereas Flemish girls had significantly higher scores on each motivation construct (except for *Teacher Evaluation*), especially on *Desire, Attitude toward French* and *Integrative Orientation*. Thus, Belgian female language learners show higher levels of language learner motivation and have a more positive

perception of the other national language. This finding supports evidence from previous studies (e.g., Williams et al., 2002; Csizér & Dörnyei, 2005; Ruyffelaert & Hadermann, 2012) which found that female pupils had higher motivation levels and therefore developed higher proficiency levels.

A possible explanation for this phenomenon might be that Belgian boys perceive language learning as a feminine domain, so learning French or learning Dutch might be regarded as not 'cool' for boys. The tendency for Belgian boys to choose STEM disciplines (Science, Technology, Engineering and Mathematics) at secondary school as well as at university (VRT 2020) together with the public perception of STEM as a masculine subject matter could also explain the lower language learning motivation of Belgian boys. These gender stereotypes were previously examined by Chaffee et al. (2020) who found that, because of these stereotypes, male language learners showed less intention to study languages in the future (Chaffee et al. 2020: 312). The qualitative data of this study also indicated that there are few Belgian pupils, boys and girls, who consider to study languages at university.

4.3 Comparison between L2 motivation of Flemish pupils and Walloon pupils

The fourth research question concerned the differences between the motivational profile of Walloon pupils (who do not have mandatory Dutch classes) and the motivational profile of Flemish students (who are all required to take French classes). As indicated earlier, the overall results indicated that Walloon pupils are more motivated to learn Dutch than Flemish pupils are motivated to learn French. This outcome is in contrast with the hypothesis presented in the second chapter which predicted that Flemish pupils would be more motivated because they have more hours of French instruction. This outcome is due to the fact that Walloon participants in this master's thesis project all voluntarily chose to learn Dutch as their L2 instead of English in contrast with the Flemish participants for whom French is a compulsory subject. This section compares the two language learner groups per motivation factor examined. It is not easy to draw firm conclusions since this study compares Walloon pupils who choose an optional L2 course with Flemish pupils with a compulsory L2 course.

Regarding *Motivation Intensity*, Flemish pupils indicated to work more to learn French than the Walloon pupils to learn Dutch. Nonetheless, both groups indicated that they did not work daily for their French or Dutch classes. Obviously, Walloon pupils showed more *Desire* to learn Dutch while both language learners' groups indicated they really want to speak fluently the target language. These findings seem to suggest that both Flemish pupils as well as Walloon pupils want to achieve a high proficiency in French and Dutch respectively without being actively involved with the language.

As previously discussed, both groups have negative attitudes toward the target language but Flemish pupils showed even more negative attitudes toward French. They do not think learning French is enjoyable but they still think it is important that French is included in their study programs.

What is surprising is that Walloon pupils thought learning Dutch was significantly less important to be included in their programs in comparison with Flemish pupils learning French. This result may be explained by the fact that Dutch is an optional course in Walloon foreign language education. Nevertheless, the results of *Integrative Orientation* showed that Walloon pupils had more intrinsic motivation to learn Dutch. Flemish pupils reported higher levels of instrumental oriented motivation since they believe that learning French makes you a knowledgeable person.

Furthermore, both Flemish pupils and Walloon pupils reported high scores for *Teacher Evaluation*: both groups perceive their foreign language teacher as friendly and someone who knows their job. Overall, Walloon pupils accord a higher esteem for their foreign language teacher as well as their foreign language courses. Unlike Flemish pupils learning French, Walloon pupils think studying Dutch is more rewarding and is more enjoyable. Nonetheless, Walloon pupils are significantly more anxious and insecure to talk in Dutch than Flemish pupils to speak in French. Confirming Bandura's *Social Cognitive Theory* (1986), cited in Kissau et al. (2019), Walloon pupils were found to be significantly less self-confident (*Self-efficacy*). However, they reported to expect significantly better grades for Dutch than the Flemish pupils expect to have for their French class. The finding that Walloon pupils have more positive attitudes toward French but also show more language learning anxiety is consistent with those of Dewaele et al. (2018) who could link positive attitudes with higher FL anxiety and FL enjoyment.

Altogether, this study has been able to demonstrate that Walloon pupils are more motivated to learn Dutch than Flemish pupils are motivated to learn French. However, care needs to be taken when directly comparing the two groups of learners since Dutch is an optional course in Wallonia and French a compulsory course in Flanders. It is therefore difficult to extrapolate these results to all last-grade pupils in Belgium.

4.4 Difference between study programs

The fifth research question of this master's thesis sought to determine if there were any differences between the L2 motivation of last-grade pupils in different study programs. This study found that Flemish pupils in the general track (ASO) had significantly more intrinsic motivation to learn French; they also feel more need to learn French (*Desire*) and feel more confident about their proficiency in French (*Self-efficacy*). What is surprising is that Flemish pupils in TSO gave higher scores to *Teacher Evaluation* and *Course Evaluation* than Flemish pupils in ASO.

A possible explanation for these results may be that pupils in ASO are more motivated to learn French because they often have more hours of foreign language instruction and, thus more language contact in school. This higher level of language contact could also explain why pupils in ASO show a slightly more positive *Attitude toward French*. It is difficult to explain the higher scores

attributed to the teacher and the course on the part of pupils in TSO; it might be related to the widespread belief that pupils in technical programs have a better relationship with their teachers than pupils in general programs. The current investigation was limited by Flemish pupils in ASO and TSO, because of the low number of Flemish participants in BSO and KSO and the complexity of the Walloon foreign language education system.

4.5 Influence of CLIL or immersion programs

With respect to the final research question, this master's thesis found that bilingual programs, in this case CLIL or immersion programs, are positively related to Belgian pupils' language learning motivation. More importantly, Flemish pupils as well as Walloon pupils in bilingual programs showed significantly more positive attitudes toward French and Dutch respectively. These pupils also reported higher levels of intrinsic motivation than their colleagues in general study program and they reported to be more confident about their knowledge of the target language. Moreover, Walloon pupils in bilingual programs indicated to be less anxious to speak in Dutch than Walloon pupils in general programs. It should be noted that a considerable group of Flemish and Walloon participants were taking a bilingual program in English instead of French or Dutch.

These results reflect those of Elzenga and de Graaff (2015) and De Smet et al. (2019) who also found that CLIL increased pupils' L2 motivation and attitude toward the target language. As a consequence, pupils in CLIL developed higher proficiency levels in French or English and became more confident of their language skills (Vlaamse Onderwijsinspectie 2017). There are several possible explanations for these positive effects of CLIL. First, pupils are increasingly exposed to the target language without explicit focus on French/Dutch or English language knowledge. It is possible that in this environment in which language learning is implicit, pupils are less anxious to use the target language because the focus is on the course' subject instead of proficiency in French, Dutch or English. In this way, the target language could be perceived as 'less difficult' and 'more fun' to learn which could motivate pupils to be involved with the language in school as well as out of school. This explanation may confirm the findings of Peters et al. (2019) who found that more out-of-school exposure to English led to higher proficiency levels. It is therefore possible that this increase in exposure to French and Dutch due to CLIL can result in higher proficiency levels of Belgian pupils.

Furthermore, Belgian pupils reported a strong decrease in language learning motivation and motivation in general due to the global pandemic of COVID-19. A majority of Flemish pupils, for instance, indicated that the lack of communication in online language courses and the absence of a classroom environment were very demotivating. Moreover, several Flemish pupils indicated that due to COVID-19 they had fewer hours of L2 instruction and they often did not have to take French exams which resulted in more anxiety and declining proficiency levels. These findings imply that pupils

believe interaction and communication are important factors in the foreign language class. Again, this is a crucial conclusion since language contact has been found to increase pupils’ language learning motivation and to improve pupils’ attitudes toward the language and the language community (Mettewie, 2004; Peters, 2019). So, this master’s thesis results could confirm previous studies concerning the positive influence of CLIL on pupils’ language learning motivation.

Taken together, this study shows that Belgian last-grade pupils in secondary school have rather low language learning motivation levels and have negative attitudes to each other’s language. Since high levels of language learning motivation has been linked in previous studies (Dörnyei 1994, Dörnyei 1998) with better language knowledge and more success in language proficiency, it is possible that this positive correlation also becomes valid in the negative sense of direction. This means that it is possible to hypothesise that negative language attitudes and low motivation levels could lead to lower language proficiency levels. It can thus be suggested that the negative language attitudes and the low motivation levels reported in this master’s thesis by Walloon and Flemish secondary-school pupils is one of the contributing factors of the decline of Belgian pupils’ language proficiency.

As shown in figure 1, the above hypothesis could connect all factors which are identified as crucial concerns within the crisis of foreign language education in Flanders and Wallonia. If positive attitudes and higher motivation levels are linked with higher proficiency levels, it can be suggested that negative attitudes and lower motivation levels are linked with lower proficiency levels. This lower proficiency in languages is then likely to increase pupils’ anxiety levels and to decrease pupils’ self-efficacy which, in their turn, could lead to fewer academic starters in language programs. Consequently, this decline in enrolments for Bachelors and Masters of Arts leads to an acute shortage of qualified foreign language teachers which automatically implies a deterioration of foreign language education. All these factors may suggest that foreign language education in Flanders and Wallonia is in a vicious circle.

Figure 1: Possible vicious circle in Belgian foreign language education



4.6 Educational implications

The results of this dissertation show that Belgian French- and Dutch-speaking pupils in the last grade of secondary school adopt negative attitudes toward their L2 and suffer from a lack of language learning motivation. There is, therefore, a definite need for targeted interventions and aligned action plans to boost pupils' L2 motivation levels and to revalue foreign language education in Wallonia and Flanders. Due to the constitutional complexity and the sensitivity of language policies in Belgium, the author of this master's thesis is aware that the development of possible action plans implies challenging collaborations between several language institutions, educational and political organisations on a national and a regional level.

First, one avenue could be CLIL or immersion: it should be possible for pupils to start earlier in bilingual programs and to take more courses within another language. This recommendation is in line with several other studies (Mettewie, 2004; Bulté et al., 2020) and the call for action by the *Vlaamse Talenplatform* (Vlaamse Talenplatform 2020). There are multiple studies which have shown that pupils in CLIL or immersion programs develop more positive attitudes toward the target language, develop higher motivation levels and, therefore, achieve higher proficiency levels in the long run (Elzenga & de Graaff, 2015; De Smet et al. 2019). In this light, Flemish as well as Walloon school should also promote bilingualism and multiculturalism, two key values of the European body of thoughts, in order to create a spirit of togetherness through language and culture instead of dividedness through language borders.

Moreover, CLIL could also decrease Belgian pupils' anxiety to speak the target language and to boost Belgian pupils' self-confidence and motivation to learn a foreign language. A recent experiment by Stefaan De Vos, a CLIL teacher in West-Flanders, introduced CLIL to Flemish pupils in vocational study programs. He experienced that these pupils became less anxious to be involved with French and they were more motivated to learn French because it was linked to practice (Van De Pontseele 2021). In this way, Stefaan De Vos could bring French language contact outside the classroom environment and within pupils' social world. Therefore, CLIL could be a very effective solution to motivate Belgian pupils to be involved with their foreign language.

Second, Walloon and Flemish foreign language education may focus more on sociocultural components of language learning instead of focusing solely on theoretical aspects of language learning (Dörnyei 1994: 281). By bringing more French and Dutch culture as well as literature into the classroom, teachers can encourage pupils to become more involved with the other language community. Moreover, promoting and integrating more youth exchange programs between Walloon schools and Flemish schools could also counter Belgian pupils' stereotyped ideas of each other's language community. In this way, Belgian pupils learn to build bridges of friendship and understanding between French- and Dutch-speaking community in Belgium (Barrera-Vidal 2013).

Third, Walloon and Flemish foreign language education networks could also encourage language contact and exposure to foreign languages out of school. As Peters et al. (2019) argues “teachers should encourage learners to engage with the foreign language outside of the foreign language classroom and should show learners how they can best do this” (p.773). Teachers can, for instance, give hints and tips for games, television series, films, songs and expositions in the Dutch or French language. Through these extra-curricular activities, pupils could value more the importance of language learning and could perceive the target language and culture more positive since they are more exposed by the language.

Finally, in line with the action plan developed by the *Vlaams Talenplatform* (Vlaamse Talenplatform 2020), the different governments of Belgium should promote language learning and create a positive image of Language and Literature studies. They should emphasise the professional and personal values of bilingualism and underline the importance of high proficiency levels in French and Dutch within Belgian business undertaking. There is a need for media campaigns concerning the sociocultural and socio-economic added value of language knowledge, especially in the aftermath of the global pandemic of COVID-19 which resulted in a strong decrease of pupils’ L2 motivation and general motivation. Altogether, Walloon and Flemish foreign language education policies should break the vicious circle of pupils’ negative attitudes toward French and Dutch, pupils’ low L2 motivation levels and pupils’ declining language proficiency levels.

4.7 Limitations and suggestions for further research

The findings of this master’s thesis contribute to existing knowledge of language learning motivation on an international level as well as a Belgian level. Nonetheless, a number of limitations need to be considered. First, the two language learners’ groups were difficult to compare directly since they involve pupils with an optional L2 course and a compulsory L2 course. Moreover, the number of Walloon participants was lower in comparison with the number of Flemish participants. In order to develop a complete scope of Belgian pupils’ language learning motivation, future research should compare L2 motivation among pupils with required courses of French/Dutch and among pupils with optional L2 courses.

Second, the number of participants in vocational programs (BSO) and in the arts (KSO) was too small to compare with other participants. More importantly, this study was limited by the complexity of the organisation of Walloon study programs in order to compare L2 motivation among Walloon pupils in different programs and with Flemish pupils in different programs. Further investigation and experimentation into L2 motivation levels among pupils in different programs is strongly recommended.

Third, the scope of this study was limited in terms of only focusing on last-grade pupils but it would be interesting to assess pupils' language learning motivation levels in general programs and bilingual programs in all grades of secondary school (Elzenga & de Graaff 2015). Finally, the French and Dutch motivation survey did not evaluate the influence of pupils' socioeconomic status on L2 motivation and did not ask for pupils' grades or proficiency in Dutch or French. As previous studies found a positive correlation between positive attitudes and higher proficiency levels, the association of these factors merits more investigation in a Belgian context.

Despite these limitations, this master's thesis has offered insights in the language learning motivation of Walloon and Flemish last-grade pupils. Even if this is a multifactorial study, there are several motivation factors, including SES, this study does not account for. Therefore, further research in this field, including all L2 motivation constructs, would be of great help in our current understanding of language learning motivation in a Belgian context.

Conclusion

Why would you ever study French at University?! This is the question which triggered this master's thesis project and which served as the main inspiration to make a comparison between the language learning motivation of Flemish pupils and Walloon pupils. The main goal of this master's thesis was to develop a motivational profile of Belgian last-grade pupils since little research has been conducted concerning L2 motivation in a Belgian context.

The results of this investigation show that Belgian last-grade pupils suffer from low levels of language learning motivation. The most obvious finding to emerge from this study is that Walloon pupils reported higher language learning motivation, because they voluntarily choose to learn Dutch (instead of English) while Flemish pupils are required to take French classes. Furthermore, this study found that Walloon as well as Flemish girls are more motivated to learn Dutch or French respectively and that Flemish pupils in general programs (ASO) are more motivated to learn French than pupils in technical study programs (TSO).

One of the more significant findings to emerge from this study is that Flemish and Walloon last-grade pupils indicated very negative attitudes toward each other's language even if they showed to be motivated to become part of each other's language community. It is possible that this seemingly conflicting finding could imply that Belgian pupils are already aware of stereotypical ideas of 'the other'; that Flemish pupils have stereotypical images of Walloon pupils and vice versa. The low L2 motivation levels together with the negative attitudes found in this study could be one of the contributing factors of the declining proficiency in Dutch and French of Belgian pupils. Therefore, it was suggested that further investigation into language learning motivation in all grades of Belgian education is strongly recommended.

Finally, a key finding in this master's thesis is that pupils in bilingual programs, such as CLIL or immersion, indicated higher language learning motivation and more positive attitudes toward the target language. This finding contributes to existing knowledge of the relation between CLIL and L2 motivation by confirming the positive impact of CLIL found in previous studies (Elzenga & de Graaff, 2015; De Smet et al., 2019). Further investigation and experimentation into the effect of CLIL on the language learning motivation of Belgian pupils is strongly recommended in order to develop a full scope of L2 motivation levels and proficiency in French and Dutch.

Taken together, this master's thesis has offered insights in the language learning motivation of Walloon and Flemish last-grade pupils. It has shown that Belgian pupils' language learning motivation and attitudes have reached a critical point and should deserve particular attention from Belgian education policies. Above all, motivating Belgian language learners could be one of the crucial and necessary steps to reinforce foreign language education in Flanders and Wallonia.

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Appendix

Appendix A: French Motivation Questionnaire of the Pilot Study

Informatie over de verwerking van jouw persoonsgegevens
Onderzoek 'Language Learning Motivation of Last-stage Secondary Pupils:
A Comparison between Flemish and Walloon Students'
KU Leuven – Onder begeleiding van Professor Elke Peters
Vragen en info: charlotte.kinable@student.kuleuven.be

Sectie 1: Informatie over de verwerking van uw persoonsgegevens

In het kader van jouw deelname aan het onderzoek 'Language Learning Motivation of Last-stage Secondary Pupils in Belgium: A Comparison between Flemish and Walloon Students' zullen persoonsgegevens over jou verzameld en verwerkt worden. Deze verwerking zal gebeuren in overeenstemming met de Algemene Verordening Gegevensbescherming (AVG). In deze brief geven we je graag meer informatie over het gebruik en de bewaring van deze gegevens.

In de informatiebrief voor deelname aan het onderzoek vind je meer informatie over de categorieën van gegevens die over jou zullen verzameld worden tijdens dit onderzoek. Deze omvatten onder andere persoonsgegevens zoals jouw e-mailadres, leeftijd, studierichting en schoolgegevens.

Gebruik van jouw persoonsgegevens

Enkel persoonsgegevens die noodzakelijk zijn voor de doeleinden van dit onderzoek zullen verzameld en verwerkt worden. Het onderzoek is met name gericht op motivatie om een vreemde taal te leren. De verzamelde gegevens kunnen mogelijks opnieuw gebruikt worden in het kader van toekomstig wetenschappelijk onderzoek.

Je gegevens zullen in het kader van dit onderzoek geanonimiseerd worden. Dit wil zeggen dat gegevens die jou kunnen identificeren zoals jouw school worden losgekoppeld van de andere data van het onderzoek en vervangen worden door een unieke, willekeurige code. Op deze manier is het niet langer onmiddellijk zichtbaar welke gegevens van welke specifieke persoon afkomstig zijn. Enkel de onderzoeker kan via de unieke code de gegevens terug linken aan een specifieke persoon. Dit zal echter enkel in uitzonderlijke gevallen gebeuren, bijvoorbeeld indien jij beroep doet op je recht op inzage, rectificatie of het wissen van jouw gegevens. Ook in de wetenschappelijke output van dit onderzoek, zoals publicaties, zal je niet geïdentificeerd worden.

Als wettelijke basis voor de verwerking van jouw gegevens wordt het algemeen belang aangewend. Dit betekent dat het onderzoek zal leiden tot een vermeerdering van kennis en inzicht die de maatschappij (direct of indirect) ten goede komt.

Jouw gegevens zullen door de onderzoekers gedurende 10 jaar na afloop van het onderzoek bewaard worden op een beveiligde opslaglocatie van KU Leuven. Na deze periode zullen de persoonsgegevens definitief verwijderd worden indien ze niet meer noodzakelijk zijn voor de uitvoering van het onderzoek.

Jouw rechten

Je hebt het steeds recht om meer informatie te vragen over het gebruik van jouw gegevens. Daarnaast kan je beroep doen op het recht van inzage, het recht op verbetering (rectificatie) en het recht op het wissen van jouw gegevens voor zover deze rechten de doeleinden van het onderzoek niet onmogelijk maken of ernstig belemmeren. Indien je op één van deze rechten beroep wilt doen, kan je contact opnemen met de onderzoekers aan de hand van de contactgegevens aan het einde van deze brief.

Contactgegevens

KU Leuven fungeert als verwerkingsverantwoordelijke in het kader van dit onderzoek. Meer specifiek zullen enkel de onderzoekers Elke Peters en Charlotte Kinable toegang hebben tot jouw persoonsgegevens. Ingeval van specifieke vragen over dit onderzoek inclusief de verwerking van jouw persoonsgegevens kan je met hen contact opnemen via:

charlotte.kinable@student.kuleuven.be

elke.peters@kuleuven.be

Voor verdere vragen en bedenkingen over de verwerking van jouw persoonsgegevens kan je contact opnemen met Toon Boon, de functionaris voor gegevensbescherming voor wetenschappelijk onderzoek van KU Leuven (dpo@kuleuven.be). Gelieve hierbij te verduidelijken om welk onderzoek het gaat door vermelding van de titel en de namen van de onderzoekers.

Indien je, na contact te hebben opgenomen met de functionaris voor gegevensbescherming, een klacht zou willen indienen over hoe jouw informatie wordt behandeld, kan je terecht bij de Belgische Gegevensbeschermingsautoriteit (www.gegevensbeschermingsautoriteit.be).

Onderzoek 'Language Learning Motivation of Last-stage Secondary Pupils in Belgium: A Comparison between Flemish and Walloon Students'

KU Leuven – Onder begeleiding van Professor Elke Peters

Vragen en info: charlotte.kinable@student.kuleuven.be

Deze vragenlijst is een vertaalde vragenlijst gebaseerd op een internationale studie, onder leiding van Professor Scott Kissau, over de motivatie van leerlingen om een vreemde taal te leren. Het volledige artikel vind je via:

Kissau, Scott., Wangwang, C., Rodgers, M., Haudeck, H., & Biebricher, C. 2019. The motivational profile of adolescent foreign language learners: An international comparison. *International Journal of Language Studies*, 13(1), 19–40.

Sectie 2: Taalattitudes

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

1 = helemaal niet akkoord

2 = niet akkoord

3 = neutraal

4 = akkoord

5 = helemaal akkoord

- M1: Tijdens de les Frans laat ik mij niet afleiden en focus ik mij op de taken die ik moet doen voor de Franse les.
- M2: Ik werk heel hard om Frans te leren.
- M3: Als ik iets niet snap in de les Frans, dan vraag ik aan de leerkracht om hulp.
- M4: Ik probeer al het Frans dat ik hoor (op de radio of op straat) en dat ik zie (op de TV, internet, tijdens series) te begrijpen.
- M5: Ik werk bijna elke dag voor Frans zodat ik mee ben in de Franse les.

- D1: Ik wou dat ik vroeger was begonnen met het leren van Frans dan de leeftijd waarop ik nu begonnen ben met Frans te leren.
- D2: Ik zou graag vlot Frans willen praten.
- D3: Ik zou zo graag Frans willen leren zodat mijn Frans natuurlijk overkomt.
- D4: Ik zou zoveel mogelijk willen leren over de Franse taal.
- D5: Als ik zou kiezen wat we mochten leren op school, dan zou ik heel de dag door mijn tijd besteden aan het leren van het Frans.

- A1: Frans leren vind ik fantastisch.
- A2: Ik amuseer me tijdens het leren van Frans.
- A3: Ik zou graag in de toekomst zoveel mogelijk willen leren over het Frans.
- A4: Ik hou ervan om Frans te leren.
- A5: Ik vind het belangrijk dat Frans leren deel uitmaakt van mijn studierichting.

- I1: Ik vind het belangrijk dat ik Frans leer zodat ik meer op mijn gemak ben bij mensen die Franstalig zijn.
- I2: Ik vind het belangrijk dat ik Frans leer zodat ik kan afspreken of babbelen met een diverse groep mensen.
- I3: Ik vind het belangrijk dat ik Frans leer zodat ik makkelijker dingen kan gaan doen met jongeren van een andere cultuur.
- I4: Ik vind het belangrijk dat ik Frans leer, omdat ik zo de cultuur, kunst en literatuur van Franstalige landen/regio's beter zal begrijpen en beter zal waarderen.

- In.1: Frans leren vind ik enkel en alleen belangrijk omdat ik het later ga nodig hebben in mijn professionele carrière.
- In.2: Ik vind het belangrijk om Frans te leren omdat ik er een verstandiger persoon van word.
- In.3: Ik vind het belangrijk om Frans te leren omdat mensen me meer zullen respecteren en accepteren voor mijn Franstalige kennis.
- In.4: Ik vind het belangrijk om Frans te leren omdat het in de toekomst nuttig gaat zijn om een goede job te vinden.

- T1: Ik heb een vriendelijke leerkracht Frans.
- T2: Mijn leerkracht Frans is goed in zijn of haar job.
- T3: Mijn leerkracht Frans houdt rekening met de gevoelens van leerlingen.
- T4: Ik vertrouw mijn leerkracht Frans.
- T5: Mijn leerkracht Frans probeert er alles aan te doen om zoveel mogelijk uit haar of zijn lesuur te halen.

- C1: Mijn lessen Frans zijn goed.
- C2: Ik hou van de Franse les.
- C3: Mijn lessen Frans zijn echt verrijkend.
- C4: Ik haal voldoening uit mijn lessen Frans.
- C5: De les Frans is aangenaam om naartoe te gaan.

- An1: Ik ben beschaamd om vrijwillig te antwoorden op vragen van de leerkracht in de les Frans.
- An2: Ik word nerveus en verward als ik Frans moet praten tijdens de les Frans.
- An3: Ik ben heel onzeker als ik Frans moet praten tijdens de les Frans.
- An4: Ik heb altijd het gevoel dat mijn klasgenoten beter Frans praten dan ik.
- An5: Ik ben bang dat mijn klasgenoten mij zullen uitlachen als ik Frans praat.

- S1: Ik voel dat ik in staat ben om een gesprek in het Frans te begrijpen.
- S2: Ik voel dat ik goed genoeg kan schrijven in het Frans zodat ik een event, een persoon of een verhaal kan uitleggen.
- S3: Ik verwacht dat ik het goed zal doen in de lessen Frans.
- S4: Ik voel dat ik de meest belangrijke zaken kan halen uit een gesprek of een verhaal dat ik hoor of lees in het Frans.
- S5: Ik voel dat ik goed genoeg kan praten in het Frans zodat ik mezelf verstaanbaar kan maken als het over bepaalde onderwerpen gaat.

- E1: Ligt de focus in jouw les Frans vooral op grammatica, woordenschat, leesvaardigheid, spelling of spreekvaardigheid/communiceren?
- E2: Denk je eraan om talen in het hoger onderwijs te gaan studeren? Waarom wel of waarom niet?
- E3: Heeft de coronapandemie invloed gehad op je motivatie om Frans te leren?

Wil je zelf nog graag iets toevoegen?

Sectie 3: Achtergrondinformatie

- Wat is jouw gender? (Man/vrouw/x)
- Wat is het geslacht van je leerkracht Frans dit jaar? (Man/vrouw)
- Wanneer ben je begonnen met het leren van Frans?
< 4^{de}, 5^{de}, 6^{de} leerjaar of later of vroeger? _____
- Zit je in het ASO, TSO, BSO of KSO? _____
- Welke studierichting volg je?
< schrijf de volledige naam: _____
- Hoeveel uren Frans volg je in een normale schoolweek? _____
- Hoe heet jouw school? _____
- In welke provincie ligt jouw school? _____
- In welk jaar zit je?
< 5^{de} / 6^{de} / 7^{de} jaar specialisatiejaar
- Welke taal/talen spreek je het meeste thuis? _____
- Is er nog een tweede taal die je thuis spreekt? _____

Dit was het!

Heel hard bedankt allemaal voor jullie tijd en om mee te doen!

Charlotte Kinable

Appendix B: French Motivation Questionnaire Qualtrics

3-1-2021

Qualtrics Survey Software

Sectie 1: Informatie over de verwerking van jouw persoonsgegevens

'Language Learning Motivation of Last-stage Secondary Pupils in Belgium: A Comparison between Flemish and Walloon Students'

Beste leerling,

Via deze link word jij uitgenodigd om deel te nemen aan ons onderzoek 'Language Learning Motivation of Last-stage Secondary Pupils in Belgium: A Comparison between Flemish and Walloon Students' o.l.v. Professor Elke Peters (KU Leuven – Faculteit Letteren Antwerpen). Alvast bedankt om deze brief te lezen en om onze uitnodiging in overweging te nemen.

Het doel van dit onderzoek is om de motivatie van leerlingen in de laatste graad van het secundair onderwijs (jullie dus!), om Frans te leren te achterhalen. Via een online vragenlijst van **20 minuten** willen wij als onderzoekers te weten komen welk motivatieprofiel jij hebt en welke factoren invloed hebben op jouw motivatie om Frans te leren. De online vragenlijst kan ingevuld worden zonder begeleiding en wordt dus volledig *coronaproof* georganiseerd.

De resultaten van dit onderzoek kunnen gebruikt worden voor wetenschappelijke doeleinden en mogen gepubliceerd worden. Je naam wordt daarbij niet gepubliceerd, anonimiteit en de vertrouwelijkheid van de gegevens is in elk stadium van het onderzoek gewaarborgd. Weet dat de deelname aan dit onderzoek volledig vrijwillig is, je hebt het recht om op elk moment tijdens de vragenlijst je deelname stop te zetten.

Voor vragen kan je altijd terecht via e-mail bij masterstudent charlotte.kinable@student.kuleuven.be of Professor elke.peters@kuleuven.be die dit onderzoek begeleidt. Voor eventuele klachten of andere bezorgdheden omtrent ethische aspecten van deze studie kun je contact opnemen met de Sociaal-Maatschappelijke Ethische Commissie van KU Leuven: smec@kuleuven.be.

In het kort:

- Ik begrijp wat er van mij verwacht wordt tijdens dit onderzoek en ik weet dat ik zal deelnemen aan een online vragenlijst. Ikzelf of anderen kunnen baat hebben bij dit onderzoek in de vorm van feedback over motivatie om een vreemde taal te leren.
- Ik weet dat de resultaten van dit onderzoek enkel gebruikt worden voor wetenschappelijke doeleinden en gepubliceerd mogen worden. Ik weet dat ik het recht behoud om op elk moment mijn deelname aan het onderzoek stop te zetten.

Ik heb bovenstaande informatie gelezen en begrepen en heb antwoord gekregen op al mijn vragen betreffende deze studie. Ik stem toe om deel te nemen.

- Ja, ik stem toe om deel te nemen.
- Nee, ik stem niet toe om deel te nemen.

Informatie over de verwerking van jouw persoonsgegevens **Onderzoek 'Language Learning Motivation of Last-stage Secondary Pupils in Belgium: A Comparison between Flemish and Walloon Students'**

KU Leuven – Onder begeleiding van Professor Elke Peters
Vragen en info: charlotte.kinable@student.kuleuven.be

In het kader van jouw deelname aan het onderzoek 'Language Learning Motivation of Last-stage Secondary Pupils in Belgium: A Comparison between Flemish and Walloon Students' zullen persoonsgegevens over jou verzameld en verwerkt worden. Deze verwerking zal gebeuren in overeenstemming met de Algemene Verordening Gegevensbescherming (AVG). Hier geven we je graag meer informatie over het gebruik en de bewaring van deze gegevens.

Hier voor deelname aan het onderzoek vind je meer informatie over de categorieën van gegevens die over jou zullen verzameld worden tijdens dit onderzoek. Deze omvatten onder andere persoonsgegevens zoals jouw e-mailadres, leeGijid, studierichting en schoolgegevens.

Gebruik van jouw persoonsgegevens

Enkel persoonsgegevens die noodzakelijk zijn voor de doeleinden van dit onderzoek zullen verzameld en verwerkt worden. Het onderzoek is met name gericht op motivatie om een vreemde taal te leren. De verzamelde gegevens kunnen mogelijks opnieuw gebruikt worden in het kader van toekomstig wetenschappelijk onderzoek.

Je gegevens zullen in het kader van dit onderzoek geanonimiseerd worden. Dit wil zeggen dat gegevens die jou kunnen identificeren zoals jouw school worden losgekoppeld van de andere data van het onderzoek en vervangen worden door een unieke, willekeurige code. Op deze manier is het niet langer onmiddellijk zichtbaar welke gegevens van welke specifieke persoon afkomstig zijn. Enkel de onderzoeker kan via de unieke code de gegevens terug linken aan een specifieke persoon. Dit zal echter enkel in uitzonderlijke gevallen gebeuren, bijvoorbeeld indien jij een beroep doet op je recht op inzage, rectificatie of het wissen van jouw gegevens. Ook in de wetenschappelijke output van dit onderzoek, zoals publicaties, zal je niet geïdentificeerd worden.

Als wettelijke basis voor de verwerking van jouw gegevens wordt het algemeen belang aangewend. Dit betekent dat het onderzoek zal leiden tot een vermeerdering van kennis en inzicht die de maatschappij (direct of indirect) ten goede komt.

Jouw gegevens zullen door de onderzoekers gedurende 10 jaar na afloop van het onderzoek bewaard worden op een beveiligde opslaglocatie van KU Leuven. Na deze periode zullen de persoonsgegevens definitief verwijderd worden indien ze niet meer noodzakelijk zijn voor de uitvoering van het onderzoek.

Jouw rechten

Je hebt het steeds recht om meer informatie te vragen over het gebruik van jouw gegevens. Daarnaast kan je een beroep doen op het recht van inzage, het recht op verbetering (rectificatie) en het recht op het wissen van jouw gegevens voor zover deze rechten de doeleinden van het onderzoek niet onmogelijk maken of ernstig belemmeren. Indien je op één van deze rechten een beroep wilt doen, kan je contact opnemen met de onderzoekers aan de hand van de contactgegevens aan het einde van deze brief.

Contactgegevens

KU Leuven fungeert als verwerkingsverantwoordelijke in het kader van dit onderzoek. Meer specifiek zullen enkel de onderzoekers Elke Peters en Charlotte Kinable toegang hebben tot jouw persoonsgegevens. Ingeval van specifieke vragen over dit onderzoek inclusief de verwerking van jouw persoonsgegevens kan je met hen contact opnemen via:

charlotte.kinable@student.kuleuven.be

elke.peters@kuleuven.be

Voor verdere vragen en bedenkingen over de verwerking van jouw persoonsgegevens kan je contact opnemen met Toon Boon, de functionaris voor gegevensbescherming voor wetenschappelijk onderzoek van KU Leuven (dpo@kuleuven.be). Gelieve hierbij te verduidelijken om welk onderzoek het gaat door vermelding van de titel en de namen van de onderzoekers.

Indien je, na contact te hebben opgenomen met de functionaris voor gegevensbescherming, een klacht zou willen indienen over hoe jouw informatie wordt behandeld, kan je terecht bij de Belgische Gegevensbeschermingsautoriteit (www.gegevensbeschermingsautoriteit.be).

Indien je meer informatie wenst over de resultaten van het onderzoek, kun je jouw e-mailadres hieronder opschrijven.

Onderzoek 'Language Learning Motivation of Last-stage Secondary Pupils in Belgium: A Comparison between Flemish and Walloon Students'

KU Leuven – Onder begeleiding van Professor Elke Peters
Vragen en info: charlo1e.kinable@student.kuleuven.be

Deze vragenlijst is een vertaalde vragenlijst gebaseerd op een internationale studie, onder leiding van Professor Scott Kissau, over de motivatie van leerlingen om een vreemde taal te leren. Het volledige artikel vind je via:

Kissau, S., Wangwang, C., Rodgers, M., Haudeck, H., & Biebricher, C. (2019). The motivational profile of adolescent foreign language learners: An international comparison. *International Journal of Language Studies*, 13(1), 19–40.

****Korte beschrijving enquête**

Op de volgende pagina's zie je enkele stellingen staan. Lees deze aandachtig en antwoord spontaan.

Sectie 2a: Taalattitudes Frans MOBIEL

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik werk heel hard om Frans te leren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik probeer al het Frans dat ik hoor (op de radio of op straat) en dat ik zie (op de TV, internet, tijdens series) te begrijpen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tijdens de les Frans laat ik mij niet afleiden en focus ik mij op de taken die ik moet doen voor de Franse les.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Als ik iets niet snap in de les Frans, dan vraag ik aan de leerkracht om hulp.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik werk bijna elke dag voor Frans zodat ik mee ben in de Franse les.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik zou graag vlot Frans willen praten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Als ik zou kiezen wat we mochten leren op school, dan zou ik heel de dag door mijn tijd besteden aan het leren van het Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou zoveel mogelijk willen leren over de Frans taal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou graag Frans willen leren zodat mijn Frans natuurlijk overkomt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik wou dat ik vroeger was begonnen met het leren van Frans dan de leeftijd waarop ik nu begonnen ben met Frans te leren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik vind het belangrijk dat Frans leren deel uitmaakt van mijn studierichting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik hou ervan om Frans te leren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou graag in de toekomst zoveel mogelijk willen leren over het Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frans leren vind ik fantastisch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik amuseer me tijdens het leren van Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om

aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik vind het belangrijk dat ik Frans leer zodat ik makkelijker dingen kan gaan doen met jongeren van een andere cultuur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk dat ik Frans leer zodat ik meer op mijn gemak ben bij mensen die Franstalig zijn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk dat ik Frans leer zodat ik kan afspreken of babbelen met een diverse groep mensen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk dat ik Frans leer omdat ik zo de cultuur, kunst en literatuur van Franstalige landen/regio's beter zal begrijpen en beter zal waarderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik vind het belangrijk om Frans te leren omdat ik er een verstandiger persoon van word.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Frans leren vind ik enkel en alleen belangrijk omdat ik het later ga nodig hebben in mijn professionele carrière.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk om Frans te leren omdat het in de toekomst nuttig gaat zijn om een goede job te vinden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk om Frans te leren omdat mensen me meer zullen respecteren en accepteren voor mijn Franstalige kennis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Mijn leerkracht Frans probeert er alles aan te doen om zoveel mogelijk uit zijn of haar lesuur te halen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leerkracht Frans is goed in zijn of haar job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb een vriendelijke leerkracht Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leerkracht Frans houdt rekening met de gevoelens van leerlingen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vertrouw mijn leerkracht Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik hou van de Frans les.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn lessen Frans zijn echt verrijkend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn lessen Frans zijn goed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik haal voldoening uit mijn lessen Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De les Frans is aangenaam om naartoe te gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik heb altijd het gevoel dat mijn klasgenoten beter Frans praten dan ik.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben bang dat mijn klasgenoten mij zullen uitlachen als ik Frans praat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben heel onzeker als ik Frans moet praten tijdens de les Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik word nerveus en verward als ik Frans moet praten tijdens de les Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben beschaamd om vrijwillig te antwoorden op vragen van de leerkracht in de les Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik voel dat ik de meest belangrijke zaken kan halen uit een gesprek of een verhaal dat ik hoor of lees in het Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik verwacht dat ik het goed zal doen in de lessen Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel dat ik goed genoeg kan schrijven in een het Frans zodat ik een event, een persoon of een verhaal kan uitleggen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel dat ik goed genoeg kan praten in het Frans zodat ik mezelf verstaanbaar kan maken als het over bepaalde onderwerpen gaat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel dat ik in staat ben om een gesprek in het Frans te begrijpen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sectie 2b: Taalattitudes Frans

3-1-2021

Qualtrics Survey Software

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Tijdens de les Frans laat ik mij niet afleiden en focus ik mij op de taken die ik moet doen voor de Franse les.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Als ik iets niet snap in de les Frans, dan vraag ik aan de leerkracht om hulp.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik probeer al het Frans dat ik hoor (op de radio of op straat) en dat ik zie (op de TV, internet, tijdens series) te begrijpen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik werk bijna elke dag voor Frans zodat ik mee ben in de Franse les.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik werk heel hard om Frans te leren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik zou zoveel mogelijk willen leren over de Franse taal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Als ik zou kiezen wat we mochten leren op school, dan zou ik heel de dag door mijn tijd besteden aan het leren van het Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou graag Frans willen leren zodat mijn Frans natuurlijk overkomt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik wou dat ik vroeger was begonnen met het leren van Frans dan de leeftijd waarop ik nu begonnen ben met Frans te leren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik zou graag vlot Frans willen praten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik zou graag in de toekomst zoveel mogelijk willen leren over het Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik hou ervan om Frans te leren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik amuseer me tijdens het leren van Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk dat Frans leren deel uitmaakt van mijn studierichting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frans leren vind ik fantastisch.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik vind het belangrijk dat ik Frans leer zodat ik kan afspreken of babbelen met een diverse groep mensen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik vind het belangrijk dat ik Frans leer omdat ik zo de cultuur, kunst en literatuur van Franstalige landen/regio's beter zal begrijpen en beter zal waarderen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk dat ik Frans leer zodat ik makkelijker dingen kan gaan doen met jongeren van een andere cultuur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk dat ik Frans leer zodat ik meer op mijn gemak ben bij mensen die Franstalig zijn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik vind het belangrijk om Frans te leren omdat ik er een verstandiger persoon van word.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik vind het belangrijk om Frans te leren omdat mensen me meer zullen respecteren en accepteren voor mijn Franstalige kennis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frans leren vind ik enkel en alleen belangrijk omdat ik het later ga nodig hebben in mijn professionele carrière.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik vind het belangrijk om Frans te leren omdat het in de toekomst nuttig gaat zijn om een goede job te vinden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik vertrouw mijn leerkracht Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leerkracht Frans is goed in zijn of haar job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik heb een vriendelijke leerkracht Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leerkracht Frans probeert er alles aan te doen om zoveel mogelijk uit zijn of haar lesuur te halen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leerkracht Frans houdt rekening met de gevoelens van leerlingen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik haal voldoening uit mijn lessen Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn lessen Frans zijn echt verrijkend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De les Frans is aangenaam om naartoe te gaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Mijn lessen Frans zijn goed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik hou van de Frans les.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik heb altijd het gevoel dat mijn klasgenoten beter Frans praten dan ik.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben beschaamd om vrijwillig te antwoorden op vragen van de leerkracht in de les Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben bang dat mijn klasgenoten mij zullen uitlachen als ik Frans praat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik ben heel onzeker als ik Frans moet praten tijdens de les Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik word nerveus en verward als ik Frans moet praten tijdens de les Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Duid het antwoord aan dat het beste bij jou past of waar jij je het best in kan vinden. Het is de bedoeling dat je bij elke stelling een antwoord aanduidt. Vergeet niet om aandachtig de stellingen te lezen vóór dat je antwoordt.

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik voel dat ik in staat ben om een gesprek in het Frans te begrijpen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Helemaal niet akkoord	Niet akkoord	Neutraal	Akkoord	Helemaal akkoord
Ik voel dat ik goed genoeg kan praten in het Frans zodat ik mezelf verstaanbaar kan maken als het over bepaalde onderwerpen gaat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel dat ik de meest belangrijke zaken kan halen uit een gesprek of een verhaal dat ik hoor of lees in het Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik verwacht dat ik het goed zal doen in de lessen Frans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ik voel dat ik goed genoeg kan schrijven in een het Frans zodat ik een event, een persoon of een verhaal kan uitleggen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sectie 3: Algemene achtergrond

Nu volgen enkele algemene vragen.

Wat is jouw gender?

- M
- V
- X

Zit je in het ASO, TSO, BSO of KSO?

- ASO
- TSO
- BSO
- KSO

Welke studierichting volg je? (Schrijf de volledige naam)

In welk jaar zit je?

- 5de middelbaar
- 6de middelbaar
- 7de specialisatiejaar (BSO)

Hoe heet jouw school?

In welke provincie ligt jouw school?

- Antwerpen
- Limburg
- Oost-Vlaanderen
- Vlaams-Brabant
- West-Vlaanderen

Volg je "CLIL"?

CLIL = Content and Language Integrated Learning

Je volgt zo bijvoorbeeld de les aardrijkskunde in het Frans.

- Nee
- Ja

Welk vak of welke vakken volg je in CLIL en in welke taal of talen?

Welke taal spreek je het meest thuis?

- Nederlands
- Frans
- Engels
- Duits
- Arabisch
- Italiaans
- Pools
- Russisch
- Spaans
- Turks
- Andere:

Spreek je thuis nog een andere taal?

- Nee
- Ja

Welke taal of talen spreek je thuis nog?

- Nederlands
- Frans
- Engels
- Duits
- Arabisch
- Italiaans
- Pools
- Russisch
- Spaans
- Turks
- Andere:

Sectie 4: Achtergrond Frans

Presque fini!

De volgende vragen gaan over jouw lessen Frans.

Hoeveel uren Frans volg je in een normale schoolweek?

0 1 2 3 4 5 6 7 8 9 10

Uren Frans per week

Wanneer ben je begonnen met het leren van Frans?

- Kleuterklas
- Lager onderwijs: Eerste tot derde leerjaar
- Lager onderwijs: vierde leerjaar
- Lager onderwijs: vijfde leerjaar
- Lager onderwijs: zesde jaar
- Secundair onderwijs: eerste jaar

Wat is het gender van je leerkracht Frans dit jaar?

- M
- V
- X

Welk handboek gebruik je voor Frans?

- Geen of cursus van de leerkracht
- 7 à dire
- 7 à vous
- Beaufort
- Branché
- Ça marche
- Ça me convient
- Ça vous arrange?
- C'est parfait

- Coup de pouce
- En scène!
- Mistral (Plus)
- Plein Feu
- Quartier Français
- Quartier Latin
- Andere:

Sectie 5: EXTRA Frans

Waarop ligt de focus in jouw les Frans?
Het totaal moet 100 zijn.

Grammatica	<input style="width: 40px; text-align: center;" type="text" value="0"/>
Woordenschat	<input style="width: 40px; text-align: center;" type="text" value="0"/>
Leesvaardigheid	<input style="width: 40px; text-align: center;" type="text" value="0"/>
Spelling	<input style="width: 40px; text-align: center;" type="text" value="0"/>
Spreekvaardigheid/communicatie	<input style="width: 40px; text-align: center;" type="text" value="0"/>
Luistervaardigheid	<input style="width: 40px; text-align: center;" type="text" value="0"/>
Literatuur en cultuur	<input style="width: 40px; text-align: center;" type="text" value="0"/>
Total	<input style="width: 40px; text-align: center; color: red;" type="text" value="0"/>

Denk je eraan om in het hoger onderwijs talen te gaan studeren? Waarom wel of waarom niet?

Heeft de coronapandemie invloed gehad op je motivatie om Frans te leren?

- Nee
- Ja

Wil je zelf nog graag iets toevoegen?

Nee

Ja

Powered by Qualtrics

Appendix C: Dutch Motivation Questionnaire Qualtrics

31-5-2021

Qualtrics Survey Software

Section 1: Informatie over de verwerking van jouw persoonsgegevens

'Language Learning Motivation of Last-stage Secondary Pupils in Belgium: A Comparison between Flemish and Walloon Students'

Cher étudiant, Chère étudiante,

Ce lien hypertexte vous invite à participer à l'étude 'Language Learning Motivation of Last-stage Secondary Pupils in Belgium : A Comparison between Flemish and Walloon Students' sous la direction de Professor Elke Peters (KU Leuven – Faculté des lettres en Anvers). Je te remercie déjà pour lire cette lettre et pour considérer ta participation.

Le but de cette recherche est de faire un tour d'horizon de la motivation des étudiants dans les deux dernières années de la secondaire (vous donc !) pour étudier le néerlandais. Grâce à une enquête en ligne d'environ **15 minutes**, les chercheurs voudraient découvrir ton profil de motivation et les éléments qui influencent ta motivation pour étudier le néerlandais. L'enquête peut être remplie toute seule : elle est organisée d'une manière responsable et elle est donc *coronaproof*.

Les résultats de cette recherche peuvent être utilisés pour des fins scientifiques et peuvent être publiés. Tu restes toujours anonyme : l'anonymat et la confidentialité de tes données sont toujours garantis pendant le déroulement de cette étude. Tu sais que tu participes volontairement à l'étude et que tu as toujours le droit de cesser de remplir l'enquête.

Si tu as encore des questions, tu peux toujours m'envoyer un e-mail sur charlotte.kinable@student.kuleuven.be (étudiante de master) ou sur elke.peters@kuleuven.be ; Professeur Elke Peters supervise cette étude à la KU Leuven. Ainsi, au cas de plainte ou de soucis éthiques de cette étude, tu peux toujours prendre contact avec SMEC, « Sociaal-Maatschappelijke Ethische Commissie van KU Leuven » : smec@kuleuven.be.

En un mot:

- Je comprends ce que je dois faire dans cette étude et je sais que je serai participer à l'enquête en ligne. Moi et les autres peuvent profiter de cette étude au niveau de feed-back concernant la motivation pour étudier une autre langue.

- Je suis au courant que les résultats de cette recherche ne peuvent qu'être utilisés et publiés pour des fins scientifiques. Je sais que j'ai toujours le droit d'arrêter ma participation à l'étude.

Je certifie avoir lu et compris l'information ci-dessus et je confirme que toutes mes questions concernant cette étude sont répondues. Je consens à participer à l'étude.

- Oui, je consens à participer à l'étude.
- Non, je ne consens pas à participer à l'étude.

Information sur le traitement et la protection des données personnelles

Recherche 'Language Learning Motivation of Last-stage Secondary Pupils in Belgium: A Comparison between Flemish and Walloon Students'

KU Leuven – Sous la direction de Professeur Elke Peters Questions et information : charlotte.kinable@student.kuleuven.be

Pour cette étude "Language Learning Motivation of Last-stage Secondary Pupils in Belgium: A Comparison between Flemish and Walloon Students", les chercheurs collectent et traitent vos données personnelles. Ce dépouillement des données respecte les principes imposés par Le Règlement Général sur la Protection des Données (RGPD). Dans cette partie, nous vous donnez plus d'information sur la collecte, le traitement et la conservation des données personnelles.

En-dessous, vous trouvez plus d'information sur les catégories des données qui seront collectées pendant cette recherche. Ceci inclue, entre autres, ton adresse e- mail, ton âge, ta filière et tes données de l'école.

Le traitement des données personnelles

Les chercheurs ne collectent que et ne traitent que des données qui sont nécessaire pour les fins spécifiques de cette étude. La recherche se concentre sur la motivation des étudiants pour étudier une langue étrangère. Les données collectionnées peuvent être réutilisées pour des fins scientifiques dans le même cadre d'intérêt dans le futur. Vos données seront anonymisées pendant toute cette recherche. Ça veut dire que les données qui peuvent aider à vous identifier, comme les données de l'école, ne seront pas liées aux autres données de la recherche et seront remplacées par un code arbitraire et unique. De cette manière, l'un ne peut plus combiner des données et ne peut plus lier les données à une personne spécifique. Le chercheur seul peut connecter les données avec une personne spécifique, grâce à un code unique. Ce procédé se passe seulement dans des cas exceptionnels, si vous faites appel au droit

de regard, à la rectification ou à l'effacement des données. En plus, votre nom sera toujours anonymisé dans des publications scientifiques.

La base juridique du traitement des données est basée sur l'intérêt commun ou public. Ça veut dire que cette recherche aboutie à une connaissance plus profonde et une compréhension plus spécifique dont profitent (d'une manière directe ou indirect) la société en générale.

Vos données seront conservées par les chercheurs dix ans après la fin de la recherche dans un dépôt sécurisé de la KU Leuven. Après cette période, les données seront retirées définitivement si elles ne sont plus nécessaires pour la réalisation de cette étude.

Vos droits

Vous avez toujours le droit de demander plus d'information sur le traitement de vos données. En outre, vous pouvez toujours faire appel au droit de regard, au droit de la rectification et à l'effacement des données s'ils ne nuisent pas aux buts de cette recherche. Si vous voulez faire appel aux droits, vous pouvez toujours prendre aux contacts avec les chercheurs qui sont mentionnés à la fin de cette fiche d'information.

Contacter les chercheurs

La KU Leuven engage sa responsabilité dans le cadre de cette recherche. En plus, les chercheurs Elke Peters et Charlotte Kinable sont les seules personnes qui ont la permission d'utiliser vos données personnelles. Si vous avez encore des questions sur cette étude et le traitement des données, vous pouvez toujours prendre contact avec les chercheurs via :

charlotte.kinable@student.kuleuven.be

elke.peters@kuleuven.be

Si vous avez encore des questions ou réflexions concernant vos données, vous pouvez toujours prendre contact avec Toon Boon, le fonctionnaire pour l'administration des données pour des recherches scientifiques à la KU Leuven (dpo@kuleuven.be). Il est important que vous précisiez le titre d'étude et les noms

des chercheurs. Si vous voulez déposer une plainte concernant le traitement de vos données, après vous avez

prendre contact avec le fonctionnaire pour l'administration des données, vous pouvez envoyer un e-mail à l'Autorité de protection des données : (www.gegevensbeschermingsautoriteit.be).

Si tu veux rester au courant des résultats de cette recherche, tu peux remplir ta adresse e-mail au-dessous.

Questionnaire 'Language Learning Motivation of last-graders in Belgium: A Comparison between Flemish and Walloon Students'

KU Leuven – Sous la direction de Professor Elke Peters

Questions et information: charlo1e.kinable@student.kuleuven.be

Cette enquête est une enquête traduite de l'anglais et elle est basée sur une recherche internationale, sous la direction de professeur Scott Kissau, concernant la motivation des étudiants pour étudier une langue étrangère. Vous trouvez l'article intégrale via :

Kissau, S., Wangwang, C., Rodgers, M., Haudeck, H., & Biebricher, C. (2019). The motivational profile of adolescent foreign language learners: An international comparison. *International Journal of Language Studies*, 13(1), 19–40.

**Korte beschrijving enquête

Sur les pages suivantes, tu vois plusieurs positions. Lisez-les attentivement et essayez d'y répondre.

Section 2a: Taalattitudes Nederlands MOBIEL

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Si je ne comprends pas tout pendant le cours de néerlandais, je demande de l'aide au professeur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je travaille beaucoup pour apprendre le néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je travaille tous les jours pour le cours de néerlandais de sorte que je sois au courant de ce qu'on étudie dans le cours de néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Pendant le cours de néerlandais, j'essaie de ne pas détourner mon attention de la tâche et j'essaie de me concentrer sur mon travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'essaie de comprendre tout le néerlandais que j'entends (dans la rue et à la radio) et que je vois (à la télévision, sur internet).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Je voudrais apprendre le plus possible sur la langue néerlandaise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'aurais voulu avoir commencé à apprendre le néerlandais à l'école plus tôt/à un plus jeune âge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je voudrais savoir parler le néerlandais de sorte que je parle la langue d'une manière naturelle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si je pouvais décider de ce qu'on étudie à l'école, je voudrais étudier le néerlandais toute la journée.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je voudrais savoir parler le néerlandais sans fautes et sans problèmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Apprendre le néerlandais est une activité merveilleuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A l'avenir, je voudrais étudier le néerlandais d'une manière approfondie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je m'amuse bien quand j'étudie le néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je crois qu'apprendre le néerlandais prend une place importante dans mon éducation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'aime bien étudier le néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Je trouve qu'il est important d'apprendre le néerlandais de sorte que je sois plus à l'aise chez des néerlandophones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je trouve qu'il est important d'apprendre le néerlandais de sorte que je puisse rencontrer des jeunes différents et que je puisse parler avec un groupe de jeunes diverse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Je trouve qu'il est important que j'apprenne le néerlandais de sorte que je puisse sortir avec des jeunes d'une autre culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je trouve qu'il est important que j'apprenne le néerlandais, parce que je comprendrai mieux et j'apprécierai mieux la culture, l'art et la littérature des pays et des régions néerlandophones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Je trouve qu'il est important que j'apprenne le néerlandais, parce que ce savoir m'aidera plus tard à trouver un job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je trouve qu'il est important que j'apprenne le néerlandais, parce que ça fait de moi une personne plus intelligente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je trouve qu'il est important que j'apprenne le néerlandais, parce qu'on me respectera plus quand j'aurai une bonne maîtrise du néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Apprendre le néerlandais n'est important qu'en vue de ma future carrière professionnelle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Mon professeur(e) de néerlandais fait bien son travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon professeur(e) de néerlandais essaie d'utiliser pleinement le temps en classe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon professeur(e) de néerlandais tient compte des sentiments des étudiants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai confiance en mon professeur(e) de néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon professeur(e) de néerlandais est une personne gentille.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Mes cours de néerlandais sont enrichissants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Mes cours de néerlandais sont de bonne qualité.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mes cours de néerlandais me donnent de la satisfaction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je pense que les cours de néerlandais sont agréables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'aime bien le cours de néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Je n'ai pas confiance en mes capacités quand je dois parler néerlandais pendant le cours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je trouve gênant de répondre volontairement aux questions posées dans les cours de néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis très stressé et je me sens confus quand je dois parler néerlandais pendant les cours de néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai l'impression que mes camarades de classe maîtrisent mieux le néerlandais que moi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai peur que mes camarades de classe se moquent de moi si je parle néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Je me sens être capable d'identifier les priorités dans une conversation ou une histoire que je lis ou que j'entends en néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je pense maîtriser le néerlandais suffisamment bien pour pouvoir décrire un évènement, une personne ou pour raconter une histoire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je m'attends à ce que tout se passe bien pour moi pendant les cours de néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je me sens être capable de bien parler le néerlandais de sorte que ce que je raconte soit compréhensible pour mes interlocuteurs néerlandophones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je me sens être capable de suivre une conversation en néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2b: Taalattitudes Nederlands

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
J'essaie de comprendre tout le néerlandais que j'entends (dans la rue et à la radio) et que je voie (à la télévision, sur internet).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si je ne comprends pas tout pendant le cours de néerlandais, je demande de l'aide au professeur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je travaille tous les jours pour le cours de néerlandais de sorte que je sois au courant de ce qu'on étudie dans le cours de néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je travaille beaucoup pour apprendre le néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pendant le cours de néerlandais, j'essaie de ne pas détourner mon attention de la tâche et j'essaie de me concentrer sur mon travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Je voudrais apprendre le plus possible sur la langue néerlandaise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je voudrais savoir parler le néerlandais sans fautes et sans problèmes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
J'aurais voulu avoir commencé à apprendre le néerlandais à l'école plus tôt/à un plus jeune âge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je voudrais savoir parler le néerlandais de sorte que je parle la langue d'une manière naturelle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si je pouvais décider de ce qu'on étudie à l'école, je voudrais étudier le néerlandais toute la journée.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
A l'avenir, je voudrais étudier le néerlandais d'une manière approfondie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je m'amuse bien quand j'étudie le néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je crois qu'apprendre le néerlandais prend une place importante dans mon éducation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apprendre le néerlandais est une activité merveilleuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'aime bien étudier le néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Je trouve qu'il est important d'apprendre le néerlandais de sorte que je puisse rencontrer des jeunes différents et que je puisse parler avec un groupe de jeunes diverse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je trouve qu'il est important d'apprendre le néerlandais de sorte que je sois plus à l'aise chez des néerlandophones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je trouve qu'il est important que j'apprenne le néerlandais de sorte que je puisse sortir avec des jeunes d'une autre culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je trouve qu'il est important que j'apprenne le néerlandais, parce que je comprendrai mieux et j'apprécierai mieux la culture, l'art et la littérature des pays et des régions néerlandophones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Je trouve qu'il est important que j'apprenne le néerlandais, parce que ça fait de moi une personne plus intelligente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apprendre le néerlandais n'est important qu'en vue de ma future carrière professionnelle.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je trouve qu'il est important que j'apprenne le néerlandais, parce que ce savoir m'aidera plus tard à trouver un job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je trouve qu'il est important que j'apprenne le néerlandais, parce qu'on me respectera plus quand j'aurai une bonne maîtrise du néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
J'ai confiance en mon professeur(e) de néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon professeur(e) de néerlandais fait bien son travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon professeur(e) de néerlandais tient compte des sentiments des étudiants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon professeur(e) de néerlandais est une personne gentille.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mon professeur(e) de néerlandais essaie d'utiliser pleinement le temps en classe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Mes cours de néerlandais sont enrichissants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mes cours de néerlandais sont de bonne qualité.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'aime bien le cours de néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mes cours de néerlandais me donnent de la satisfaction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je pense que les cours de néerlandais sont agréables.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
J'ai peur que mes camarades de classe se moquent de moi si je parle néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis très stressé et je me sens confus quand je dois parler néerlandais pendant les cours de néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'ai l'impression que mes camarades de classe maîtrisent mieux le néerlandais que moi.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Je trouve gênant de répondre volontairement aux questions posées dans les cours de néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je n'ai pas confiance en mes capacités quand je dois parler néerlandais pendant le cours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Je vous invite à indiquer la réponse qui vous convient le mieux. Il est important que tu essaies de répondre à toutes les questions. N'oublie pas de lire chaque question avec attention avant de répondre.

	Je ne suis pas du tout d'accord	Je ne suis pas d'accord	Neutre	Je suis d'accord	Je suis tout à fait d'accord
Je me sens être capable de bien parler le néerlandais de sorte que ce que je raconte soit compréhensible pour mes interlocuteurs néerlandophones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je m'attends à ce que tout se passe bien pour moi pendant les cours de néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je pense maîtriser le néerlandais suffisamment bien pour pouvoir décrire un évènement, une personne ou pour raconter une histoire.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je me sens être capable d'identifier les priorités dans une conversation ou une histoire que je lis ou que j'entends en néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je me sens être capable de suivre une conversation en néerlandais.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: Algemene achtergrond

Il y a encore des questions générales.

Quel est ton sexe ?

- M
- F
- X

Tu suis quelle filière ?

Vous êtes en ...

- 5e année
- 6e année
- 7e année

Tu suis des cours à quelle école secondaire ?

Tu suis des cours dans quelle province ?

- Brabant wallon
- Hainaut
- Liège
- Luxembourg
- Namur
- Bruxelles

Est-ce que tu suis le programme de "CLIL"?

CLIL = Content and Language Integrated Learning

Tu suis des cours de géographie en néerlandais par exemple.

Non

Oui

Vous suivez quels cours dans le programme de CLIL?

Quelle langue parles-tu le plus à la maison ?

Le français

Le néerlandais

L'anglais

L'allemand

L'arabe

L'italien

Le polonais

Le russe

L'espagnol

Le turc

Autre:

Est-ce que tu parles encore une autre langue à la maison ?

Non

Oui

Tu parles encore quelle langue à la maison?

- Le néerlandais
- Le français
- L'anglais
- L'allemand
- L'arabe
- L'italien
- Le polonais
- Le russe
- L'espagnol
- Le turc
- Autre:

Section 4: Achtergrond Nederlands

Bijna klaar!

Les questions qui suivent se concentrent sur les cours de néerlandais.

À quel âge tu as commencé à étudier le néerlandais ?

- En maternelle
- A l'école primaire: 1e - 3e année
- A l'école primaire: 4e année
- A l'école primaire: 5e année
- A l'école primaire: 6e année
- A l'école secondaire: 1e année

Combien d'heures de cours de néerlandais as-tu par semaine ?

0 1 2 3 4 5 6 7 8 9 10

Heures
néerlandais/semaine

Quel est le sexe de votre professeur(e) de néerlandais ?

- M
- F
- X

Tu utilises quel manuel dans le cours de néerlandais?

- Aucun/livre du professeur de néerlandais.
- Accent op Taalent
- Beeldwoordenboek
- Comment le dire en néerlandais?
- Graag gedaan
- Harrap's
- Kaméleon
- La grammaire néerlandaise
- Minigrammatica - Le kit de survie en néerlandais
- Pratique de A à Z du néerlandais
- Ter Sprake - Spraakkunst
- Autre:

Section 5: EXTRA Nederlands

Est-ce que le cours de néerlandais se concentre plutôt sur ...

La grammaire	<input type="text" value="0"/>
Le vocabulaire	<input type="text" value="0"/>
La compréhension écrite	<input type="text" value="0"/>
La compréhension orale	<input type="text" value="0"/>
La compréhension en lecture	<input type="text" value="0"/>
L'orthographe	<input type="text" value="0"/>
La conversation/la communication	<input type="text" value="0"/>
La littérature et la culture	<input type="text" value="0"/>
Total	<input type="text" value="0"/>

Est-ce que tu considères à faire des études de langues à l'université ou une haute école?
Pourquoi ou pourquoi pas?

Est-ce que la pandémie de Covid-19 a influencé ta motivation pour étudier le néerlandais ?

Non

Oui

Tu veux encore ajouter quelque chose ?

Non

Oui

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