

**Graduado o Graduada en Maestro en Educación Primaria
Lehen Hezkuntzako Irakaslean Graduatua**

**Trabajo Fin de Grado
Gradu Bukaerako Lana**

**Informal exposure, achievement
and motivation in young EFL learners.
A cross-sectional study.**

Estudiante/Ikasklea: Laura Andueza Erasun

Enlace vídeo: <https://youtu.be/gwTwjMoH8Pk>

Tutor: Raúl Azpilicueta-Martínez

**Departamento/Saila: Departamento de Ciencias Humanas y de la
Educación/Giza eta Hezkuntza Zientziak Saila**

Campo/Arloa: Inglés/Ingelesa

Mayo/Maiatza, 2021

Resumen

La exposición informal a la lengua objetivo es un factor importante en el aprendizaje de idiomas en niños/as. Igualmente, la motivación juega un importante rol en el caso de jóvenes aprendices de lenguas extranjeras. Sin embargo, todavía existe una escasez de estudios que analicen específicamente la exposición fuera de clase a la lengua objetivo en relación a i) los logros académicos en la asignatura de idioma extranjero, ii) las materias AICLE en inglés, y a iii) los niveles motivacionales. El presente estudio analiza la exposición fuera de la escuela, el rendimiento académico y los niveles de motivación en tres cursos de Educación Primaria con 80 alumnos/as de una escuela navarra, a través de un cuestionario adaptado y de un análisis de su rendimiento académico en las materias de 'Inglés' y 'Ciencias Naturales en inglés'. Los resultados indican que la exposición al inglés fuera de la escuela aumentó a lo largo de la etapa. Los niveles motivacionales y los logros académicos en ambas asignaturas también experimentaron incrementos sustanciales. El estudio provee evidencia de una asociación entre la exposición informal al inglés con el logro académico y con los niveles motivacionales del alumnado hacia la lengua inglesa durante la educación primaria.

Palabras clave: Motivación; aprendizaje informal; exposición informal; EFL; logros académicos.

Abstract

Informal exposure to the target language (TL) has proven to play an important role in language learning for young children. Likewise, motivation seems to play a major role for young learners in foreign languages (FLs). However, there is still a scarcity of studies specifically analysing out-of-class exposure to the TL in relation to i) academic achievement in the English foreign language (EFL) and content and language integrated learning (CLIL) subjects and ii) motivational levels. The present study addresses this niche by examining out-of-school exposure, academic achievement and levels of motivation in 1st, 3rd and 5th year of Primary Education with 80 students of a charter school of Navarre (Spain) through an adapted questionnaire and an analysis of their achievement in their 'EFL' and 'Natural Science' subjects. Results indicate that the exposure to English outside of school increased throughout the primary stage. Similarly, the academic achievement and motivational levels in the English foreign language and the subject of Natural Sciences (CLIL) also experienced a substantial increase. The study provides evidence of a relationship between informal exposure to English with academic achievement and the motivational levels of students towards the English language during primary education.

Key words: Motivation; informal learning; informal exposure; EFL; academic achievement.

INDEX

RESUMEN	1
ABSTRACT	2
ABBREVIATIONS	4
TABLES	5
FIGURES	6
INTRODUCTION	7-8
1. THEORETICAL FRAMEWORK	
1.1. Informal (out-of-school) exposure to English	9-16
1.1.1. Informal learning and types of exposure	9-16
1.2. Motivation	
1.2.1. Motivation and language learning	16-19
1.2.2. Motivation and CLIL	19-22
1.2.3. Motivation and informal learning	22-23
2. THE STUDY	
2.1. Research questions	24
2.2. Participants	24-25
2.3. Instruments and codification	25
2.4. Procedure and data collection	26
3. RESULTS	27-34
CONCLUSIONES	35-36
Limitaciones	37
Implicaciones pedagógicas	38-39
Líneas futuras de investigación	40
Agradecimientos	41
REFERENCES	42-45
APPENDICES	46-58
Appendix 1: Informal exposure questionnaire	46-48
Appendix 2: Motivation questionnaire	49-51
Appendix 3: Informal exposure (raw data)	52-54
Appendix 4: Academic achievement (raw data)	55
Appendix 5: Motivation (raw data)	56-58

ABBREVIATIONS

AICLE	Aprendizaje integrado de contenidos y lenguas extranjeras.....	33
CLIL	Content and language integrated learning.....	5
EFL	English as a foreign language.....	5
FL	Foreign language.....	5
ICA	Individual curricular adaptations.....	23
ILE	Inglés como lengua extranjera.....	34
ISEC	Índice socioeconómico y cultural.....	36
L1	First language.....	13
L2	Second language.....	5
MMOG	Massively multiplayer online games.....	9
OSLE	Out-of-school learning environments.....	6
TL	Target language.....	5
YL	Young learners.....	11
YLL	Young language learners.....	5

TABLES

Table 1. Evolution of informal exposure along the primary stage.	26
Table 2. Evolution of academic achievement in the EFL and CLIL (Natural Science) classes along the primary stage.	28
Table 3. Evolution of motivation towards English along the primary stage.	30

FIGURES

Figure 1. Evolution of informal exposure along the primary stage.....	25
Figure 2. Evolution of academic achievement in the EFL and CLIL (Natural Science) classes along the primary stage.....	28
Figure 3. Evolution of motivation towards English along the primary stage.....	30

INTRODUCTION

Research supports the notion that since informal learning benefits students, teachers should encourage their students to get out of the classroom and begin learning English through activities they enjoy (e.g., video gaming, TV viewing) (Nunan, 1989; Pickard, 1996; Wong & Nunan, 2011, as cited in De Wilde, et al., 2020; Guo, 2011).

The context in which learning occurs has been proven to make a crucial contribution to learning achievement (Guo, 2011); this is particularly true when studying or acquiring a language. Similarly, in accordance with De Wilde, et al. (2020), daily activities provide opportunities for informal learning. What is more, as claimed by Nunan (1989), classroom training may be incomplete as a learning method for improving English language proficiency. As a result, participation in out-of-school learning activities boosts language growth and can help with language acquisition.

There is general agreement on the relevance of raising consciousness among teachers (Hyland, 2004; Kuppens, 2010; Lai & Gu, 2011; Lamb, 2002; Nunan, 1997; Pickard, 1996; Sundqvist, 2009; Wong & Nunan, 2011) and incorporating a domain in teacher training programs (Pickard, 1996) or in the school curriculum (Wong & Nunan, 2011) in order to teach students how to use strategies and sources to practice the target language (TL) in their own learning surroundings, so that they can identify and make an advantageous use of it. Besides, in comparison to formal learning, which is directed by an authority, such as the teacher, informal learning is initiated by the learner (De Wilde et al., 2020).

However, the feasibility of out-of-class events is always questionable for English foreign language (EFL) educators. These affairs are linked to three problems: (1) a lack of an adequate English setting, (2) a lack of knowledge to carry out the task and (3) the inflexibility of the curriculum, timetable, textbook, or tests (Little, 2009). Furthermore, Pugh and Bergin (2005) argued that little is known about when and how out-of-school learning is determined by the school experience.

Secondly, motivation has proven to be a central factor in second language (L2) learning (Fernández Fontecha, 2014; Lasagabaster, 2011; Lasagabaster & Sierra, 2019; Pladevall-Ballester, 2018; Sylvén & Thompson, 2015). Students that are highly motivated tend to achieve higher grades than students who are less motivated, implying that motivation has a positive impact on English grades. (Gardner & Smythe, 1975).

Regarding the instructional setting, content and language integrated learning (CLIL), as put forward by different scholars (e.g. Coonan, 2012; Doiz, et al., 2014a; Pladevall-Ballester, 2018), is a motivational experience for foreign language (FL) learning in which young language learners (YLLs) are given opportunities to use and develop their FL while learning content subjects. Although the CLIL approach and motivation have a good relationship (Lasagabaster, 2011), the positive impact of CLIL on

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

L2 motivation has also been brought into question (e.g., Dalton-Puffer & Smit, 2013; Seikkula-Leino, 2007).

Research has also provided evidence that motivation decreases with age (MacIntyre, et al., 2002; Nikolov, 1999, as cited in Pladevall-Ballester, 2018). Despite the fact that students' motivation for other FLs has decreased over time, English may have become a unique case due to its status as the world language (Dörnyei et al., 2006, as cited in Lasagabaster & Doiz, 2017). In this sense, Dalton-Puffer and Smit (2013, as cited in Lasagabaster & Doiz, 2017) discussed that the initial high motivation to CLIL begins to decline once it is not anymore an innovation and becomes an ordinary practice. However, while CLIL learners have, in general, higher levels of FL motivation than non-CLIL students¹, the designation of such difference to CLIL exclusively cannot be supported, given that, often, CLIL students have already selected their taking part in optional CLIL programmes (Mearns et al., 2020). As a result, more research is required to decide whether motivation declines with age or maintains its level over time.

In respect to motivation and informal learning, Pugh and Bergin (2005) argued that there is little known about how the school environment affects learning outside the classroom. Yildirim (2020) looked into the effect of using out-of-school learning environments (OSLE) on science learning motivation in science classes. OSLE had a positive impact on increasing and maintaining students' motivation, according to the findings.

What is more, research conducted by Rennie (2007) concluded that out-of-school learning is student-centered and acts as an internal motivator. Equally interesting, another connected element is parents' influence at home, which is said to be a motivational factor (Desforges & Abouchaar (2003, as cited in Lasagabaster & Doiz, 2017) and Csizér & Kormos (2009, as cited in Lasagabaster & Doiz, 2017).

However, to the best of the author's knowledge at the time of writing, there are no studies specifically examining the effect of out-of-school exposure to the TL on motivation and academic achievement in CLIL learners in the primary education level.

All in all, there is a lack of research specifically addressing the interrelation between out-of-class exposure, academic achievement and motivation within the same study. Thus, the aim of the present work is to shed light on the way these three elements interact along the primary education stage, and to pave the way for subsequent studies in the field.

¹With the aim of avoiding excessive lexical repetition, the present work will use the terms 'non-CLIL' and 'EFL' indistinctly.

1. THEORETICAL FRAMEWORK

The theoretical framework of this study comprises two parts. The first part is devoted to describing the role of informal (out-of-school) exposure to English and the second part will attempt to delve into the role of motivation in young EFL learners.

1.1 INFORMAL (OUT-OF-SCHOOL) EXPOSURE TO ENGLISH

1.1.1 Informal Learning and types of exposure

Scholars have suggested different definitions to explain what informal learning constitutes. In the present subsection, we will attempt to provide an outline of some of the most relevant ones to the present study.

According to De Wilde, Brysbaert and Eyckmans (2020), informal learning arises from daily activities. The learning concept is undefined, as it emerges from the social context and is, consequently, not evaluated. It takes place whenever people have the need, motivation, and opportunity to learn (Marsick, & Watkins, 2001).

Guo (2011) argued that the context in which learning takes place makes a decisive contribution to successful learning; this holds especially true for the acquisition or learning of a language. Countries where English is not a main language also lack an authentic atmosphere for English. In such countries, the only instruction students have with English might be in-class instruction. On many occasions, learners are fully submerged in their own first-language world once they leave school, which seems to provide little exposure to English materials and little chances to see or use English in real settings.

Jay Cross (2006, as cited in Sockett, 2014) argued that “learning is that which enables you to participate successfully in life, at work and in the groups that matter to you, and that informal learning is the unofficial, unscheduled, impromptu way people learn to do their jobs” (p.8).

One student may learn English at home because his/her parents talk to him/her in English, while another student learns English by watching TV with English subtitles on. These are just two examples of informal learning, in which learners might not really be aware of their learning action. As Ivars Olmedo (2015) affirmed in her study carried out in Spain, the use of the FL outside of the classroom differs from learner to learner based on individual differences and learning strategies.

According to Nunan (1989), as cited in Guo (2011), classroom instruction seemed to be insufficient for the progress of English competence. On the other hand, engagement in out-of-school learning increased learners’ language development and fostered their language acquisition, expressing

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

the need to incorporate activities outside the classroom so as to achieve greater learning success. Therefore, students ought to develop the ability to acquire knowledge both inside and outside the classroom.

Informal learning implies domains that, for example, are inside the family community, the neighbourhood, and so on. It refers to circumstances in life that happen spontaneously. These are expressed in what a person reads, watches and listens to, and in his or her hobbies and social life as well (Maarschalk, 1988). These domains constitute central elements differentiating formal instructional settings from natural learning contexts (Lightbown & Spada, 2013).

Informal learning can be deliberately encouraged by an organization, or, conversely, it can take place despite an environment not highly conducive to learning (Marsick & Watkins, 2001). As these same authors indicate, it is true that informal learning is typically deliberate, but not highly organized. For instance, it involves self-directed learning, coaching, networking, mentoring, and performance planning which includes opportunities to analyse learning needs.

In contrast to formal learning, whose purpose is the learning itself, in informal learning the main objective is an unintended outcome. What is more, learning in informal situations is learner-initiated, in contrast to formal learning, which is directed by an authority, such as a teacher (De Wilde, et al., 2020).

Different authors have highlighted the importance of supplementing formal teaching with additional exposure to the TL, since “there is good evidence that formal class teaching is not enough to become proficient in a language. For this, formal teaching must be supplemented with informal learning in everyday settings” (Bybee & Hopper, 2001; Ellis, 2002; Ellis & Wulff, 2014, as cited in De Wilde, et al., 2020, p. 4). Classroom-only learning seems far from sufficient to practice the TL for EFL learners (Xiao & Luo, 2009, as cited in Guo, 2011), and it seems that more effort needs to be made to increase the opportunity for these learners to access English.

Moreover, Ivars Olmedo (2015) stated that even if learners have plenty of tools available to use in the FL, they may not be fully aware of the myriad of possible ways to use them to effectively learn the language. This is often an issue that has been frequently talked about by analysts concerned with out-of-school learning techniques. There is common consensus on the importance of raising awareness among teachers (Hyland, 2004; Kuppens, 2010; Lai & Gu, 2011; Lamb, 2002; Nunan, 1997; Pickard, 1996; Sundqvist, 2009; Wong & Nunan, 2011) and integrating a domain in teacher training programs (Pickard, 1996) or in the school curriculum (Wong & Nunan, 2011) in order to teach students how to use techniques and sources to practice the TL in their individual learning environments to identify and make a profitable use of it.

Therefore, research supports the pedagogical implication that informal learning yields positive

benefits to learners, and so teachers should encourage their students to have the tools and the desire to go out of school and start learning English through activities they most like (e.g., video gaming, TV viewing).

The following subsection will provide a summary of research findings on the most relevant types of exposure in relation to the present study.

Technology: online games, computer use and the Internet

Whenever learners are in contact with digital media, technology users certainly encounter the English language. In such cases, if media exposure is stable, the linguistic development of those users for whom English is a L2 should be affected (Ivars Olmedo, 2015). Furthermore, as Marsick and Watkins (2001) argued, technology is having an impact on the nature of informal learning, which might be improved with risen levels of awareness by learners.

Playing computer games can result in language learning in various ways. Thanks to repeated exposure to a given language during gaming, learners might pick up words and phrases (Ryu, 2013, as cited in De Wilde et al., 2020). Computer gaming also seems to correlate positively with learners' vocabulary knowledge (Hannibal Jensen, 2017, as cited in Peters, et al., 2019) and with learners' reading and listening skills. In fact, different studies have put forward how frequent gamers (i.e., more than five hours of gaming per week) get to know more words as well as use a more advanced lexicon than non-gamers (Sundqvist, 2019; Sundqvist & Sylvén, 2014; Sundqvist & Wikström, 2015; Sylvén & Sundqvist, 2012, as cited in Peters et al., 2019).

In their research, Ashraf et al. (2014) examined the efficacy of Iranian EFL students' online vocabulary learning games. The results showed that online games proved to be more successful in learning English vocabulary than learning vocabulary through traditional methodology. A related study by Yip and Kwan (2006) illustrated the positive influence that online games have on the learning of vocabulary by students. Musa and Fojkar (2019) affirmed that learners find it difficult to engage in conventional learning vocabulary, primarily because it only consists of memorizing common words and spelling.

What is more, learners unconsciously practice the language through interaction with native or more fluent peers when playing massively multiplayer online games (MMOGs). These collaborative and repeated practices may generate language learning (Ryu, 2013; Peterson, 2010, as cited in De Wilde et al., 2020).

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

TV viewing

Two studies made by d'Ydewalle and Van de Poel (1999), and Koolstra and Beentjes (1999) showed that children can perfectly learn vocabulary through watching a short, subtitled movie (De Wilde, et al., 2020). Furthermore, TV viewing constitutes the most widespread form of exposure, as a very effective method to increase learners' vocabulary (Webb, 2015, as cited in Peters, et al., 2019).

Sockett and Kusyk (2015) found that the positive influence of watching TV series frequently was noticed in the comprehension of phrases by learners as well as the use of their idiomatic language, which was close to the frequency of the structures in the input materials (Peters, et al., 2019). There are more studies which corroborate that watching movies is an effective way in which students improve their listening abilities and acquire more vocabulary (Safranjan, 2015, as cited in Musa & Fojkar, 2019), often substantially, as "longer exposure to TV and radio news enhances listening comprehension significantly" (Poon, 1992, as cited in Musa & Fojkar, 2019, p. 50).

Bahrani and Sim (2012) argued that long-term exposure to news from the mass media may enhance speaking. This may be due to the fact that English subtitles typically prove to be more effective than the subtitles in the learners' mother tongue in improving listening abilities and lexical competence. Their research found that the inclusion of English subtitles in videos made it possible to significantly increase the level of vocabulary learnt by students. Similarly, Ivar Olmedo (2015) affirmed that "watching subtitled films proved to be the most powerful type of exposure, which supports previous studies on how this type of activity results in incidental learning of the FL" (p. 11).

Listening to music

A number of studies have illustrated that EFL students usually listen to English language songs (Briggs, 2015; Gonzalez-Fernandez & Schmitt, 2015; Lindgren & Muñoz, 2013; Peters, 2018, as cited in Peters et al., 2019).

The listening ability and vocabulary levels of students are significantly associated with the amount of listening to music in English. Research has shown that music activates the brain and therefore, listening abilities are an innovative and stimulating way to advance. Learning song lyrics also helps learners to widen their vocabulary, and singing phrases can reach better recall of vocabulary (Khaghaninejad & Fahandejsaadi, 2016, as cited in Musa & Fojkar, 2019). Moreover, grammar concepts, fluency and accuracy of the students are enhanced by listening to audio materials. It can be argued that out-of-school exposure to audio and audio-visual sources positively influences listening comprehension of the learners (Musa & Fojkar, 2019). Nevertheless, there have been studies that have

resulted in contradictory findings with respect to its effect on language proficiency. For instance, while Lindgren and Muñoz (2013) found a positive relationship between listening to songs and the reading and listening comprehension of young learners (YLS), other research with older learners did not disclose any relationship between listening to songs and vocabulary knowledge (Briggs, 2015; Gonzalez-Fernandez & Schmitt, 2015; Peters, 2018; Schmitt & Redwood, 2011, as cited in Peters et al., 2019).

Reading

The influence of out-of-school reading on the language skills and vocabulary knowledge of learners has revealed mixed results (Briggs, 2015; González-Fernández & Schmitt, 2015; Lindgren & Muñoz, 2013; Peters, 2018; Schmitt & Redwood, 2011, as cited in Peters et al., 2019).

A study by Peter (2018, as cited in Peters et al., 2019) with EFL Flemish students (aged 16 and 19 years) showed that there was a strong connection between the reading they did outside the classroom and their knowledge of vocabulary. Two research studies (Lindgren & Muñoz, 2013; Sylvén & Sundqvist, 2012, as cited in Peters et al., 2019) with YLS (10-12 years of age) showed, however, that these learners participated in very few reading activities outside the classroom, making it difficult to study their effects on learning vocabulary (Peters et al., 2019). Therefore, learners, and younger learners in particular, most often do not choose to read books or magazines in FLs. Reading seems more acceptable for older learners, such as university students, than for beginning learners, as the difficulty of the vocabulary in authentic books is considered (Peters et al., 2019).

Writing

The previous skill is, however, much more practiced than writing at home (Graham & Kelly, 2009), since writing seems to be the least used skill outside of the school (MacLeod & Larsson, 2011) as these researchers warn us that younger girls very rarely compose English poetry or songs and that younger boys almost never try their hand at writing English short stories.

Interestingly, as Graham and Kelly (2009) argued, the first area of increasing understanding of the nature of writing is its relationship with other language modes, especially with the spoken language. Teachers may need to understand more about the relationship between spoken and written language modes, so children need to learn to work in a secondary discourse in learning to write (speech is the first discourse they learn) and bring their language into written form. What is more, it is important to see writing as a pleasurable experience which can be performed both at home and at school.

Speaking

As MacLeod and Larsson (2011) mentioned, students seem to suffer most in the classroom when they have to speak. This fact might entail their lack of confidence to communicate in English in real life situations. Consequently, learners might not be well-prepared to have a fluent conversation with a foreign or native person when they leave school. They might not feel secure or capable of speaking in informal settings.

Woodrow (2006) also argued that communication both inside and outside the classroom is crucial to ensure that students have the requisite skills and practice for day-to-day communication. This could be done by creating out-of-class tasks using rich language tools available to learners. Students, for example, may enter a local library and engage in events in the local community, as well as participate in the university community.

Project work

The wide variety of advantages of out-of-class activities should lead institutions to use the tools available to build opportunities inside and outside of school so as to speed up the students' learning process.

As Pearson (2004, as cited in Guo, 2011) argues, one benefit of extending the student learning environment is the participation of students in out-of-class projects. It is likely to create curiosity and increase desire to learn to understand that their daily environment and behaviours give valuable opportunities to learn English. Out-of-class behaviours are also linked with applications in real life; this relation is crucial to encourage more autonomy and foster more authentic language usage. Out-of-class project work sparks a wide variety of students' needs and interests and therefore, it develops real language inputs (Bas, 2008; Hillyard, et al., 2007, as cited in Guo, 2011).

On multiple scales, project work presents different tasks. Some might be carried out within one class period; some take weeks. The implementation of project work "[encourages] students to move out of the classroom and into the world" and "helps bridge the gap between language study and language use" (Fried-Booth, 2002, p.7, as cited in Guo, 2011). Eventually, project-based learning lets teachers and learners move beyond the limits of a traditional English curriculum (Foss, et al., 2007, as cited in Guo, 2011).

However, there are some difficulties of informal learning that we should take into account. Guo (2011) affirmed that, although students are involved in out-of-class work, the teacher is not exempt from obligation. Instead, to achieve the objective aim, the teacher needs to provide students

with assistance in obtaining the required resources and approaches. This sort of learner-centered learning might be simpler theoretically than turns out in reality. “A shift of responsibility toward learners and an adoption of new classroom practices require changes in teachers’ perspectives and commitment” (Thanasoulas, 2000, cited in Guo, 2011, p. 248).

The viability of out-of-class events is, however, always controversial for EFL educators. These issues are attributed to three problems: (1) a lack of an appropriate English setting, (2) a lack of knowledge to carry out the assignment, and (3) the rigidity of the curriculum, schedule, textbook, or exams created (Little, 2009, as cited in Guo, 2011).

However, it is also found that there are not so many opportunities for students to actively develop English in spoken and written forms out of the classroom. Thereby, when these opportunities do occur, they are usually not taken, as the first language (L1) remains the choice. This might be due to a lack of confidence and could be a consequence of a lack of practical practice in the classroom.

Summary: out-of-school exposure

Taking all the above into account, we may conclude that there does not seem to be a common consensus among scholars, and authors appear to cluster the types of exposure in different ways:

MacLeod and Larsson (2011) reported that music, television and films are the most relevant informal activities. They also state that singing is the most common form of oral English outside the classroom and that computers and the internet play a major role in exposure to English outside the classroom.

By contrast, De Wilde et al. (2020) argued that the three most important forms of input for the language proficiency of children are: social media usage in English, English gaming, and English speaking. In comparison to watching television, listening to music, and reading, which are much less interactive, these three types of viewing are the kinds that provide a wide range of opportunities for social interaction and real communication.

Peters et al. (2019) stated that the most important informal activities are watching TV, listening to songs, reading books and magazines and using a computer (De Wilde, et al., 2019; Gonzalez-Fernandez & Schmitt, 2015; Lindgren & Muñoz, 2013; Muñoz, 2011, 2014; Peters, 2018; Sundqvist & Sylvén, 2014).

Finally, Ivars Olmedo (2015) found that the most engaging daily activities are reading, watching subtitled films, surfing the Internet, playing video games and listening to music. According to this researcher, the most effective factor in learning English is considered to be practice with native speakers, but the form of out-of-school communication with English was found to rely on how pleasant,

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

rather than effective, the sources were considered by the students.

In light of the above, we conclude affirming that, even when students are not immersed in an English-speaking setting, out-of-class activities may help them realize that they are still surrounded by English and that it is linked to their language skills. Learners may become more aware of the general benefits of communicating with English sources outside of school; therefore, it is critical that they take advantage of the opportunities offered in other areas of life for learning. Ideally, a compromise between formal and non-formal learning should be achieved, which would allow development in both environments, although much more research is needed. The present work attempts to fill this niche by analysing the type of informal exposure reported by young L1-Spanish CLIL learners.

1.2 MOTIVATION

The present subsection will initially focus on the role of motivation in language learning, while its second half will delve into the role of motivation in relation to YLs and CLIL.

1.2.1 Motivation and language learning

One of the key variables affecting learners of all ages is motivation. When a student is inspired, even though he/she finds learning challenging, he/she keeps working to get better at whatever he/she is trying to learn.

Motivation refers to goal-directed behaviour (cf. Heckausen, 1991, as cited in Masgoret & Gardner, 2003), and attention may be directed to a variety of characteristics when one tries to measure motivation. A motivated person invests time, is constant and attentive to the task at hand, has priorities, desires, and expectations, enjoys the practice, experiences reinforce achievement and dissatisfaction from failure and uses techniques to help achieve objectives. That is, certain attitudes, thoughts, cognition, etc., are displayed by the motivated individual, unlike the unmotivated one (Masgoret & Gardner, 2003). What may be called 'passion', which relates to the inherent goals and desires of an individual, is the essence of motivation (Oroujlou & Vahedi, 2011).

In general, motivation theories aim to explain no less than the fundamental question of why people act as they do, and it would therefore be naive to expect some clear and straightforward response; indeed, every distinct psychological viewpoint on human behaviour is correlated with a different theory of motivation, what has led to an abundance of motivation theories (Dörnyei, 1996).

Navarro Pablo (2018) affirmed that motivation is responsible for why people choose to do something, how long they are willing to maintain the activity and how hard they will pursue it.

Similarly, Dörnyei (2009, p. 118, as cited in Navarro Pablo, 2018), however, does not define motivation as a function of stimulus and enhancement, but as a mechanism based on the thoughts and beliefs of the person that are converted into action. “Motivation, thus, energizes and guides behaviour toward reaching a particular goal” (Sansone & Harackiewicz, 2000, p.1).

Schmidt and Watanabe (2001) supported Gardner’s notion (1985, 1988) that motivated learners attain higher ability levels because they bring more of themselves into learning. Thus, motivated students learn better when they seek feedback, interaction, and instruction, pay attention to these three elements and actively process them when they experience input in the TL (Crookes & Schmidt, 1991; Schmidt, in press; Tremblay & Gardner, 1995, as cited in Schmidt & Watanabe, 2001).

Likewise, successful learners know their interests, their strengths and weaknesses, and use strengths efficiently and compensate for deficiencies. In line with this, effective language learning is related to the passion of the learner, and teachers should find ways to contribute to this passion. What is more, there are greater grades for the more highly motivated students than for the less motivated ones. Thus, motivation influences English grades positively (Gardner & Smythe, 1975).

Effort is the motivational strength or force exerted on language learning by the participant. In order to learn the language, a highly motivated person will do her/his utmost. In spite of the obstacles that may lie in the process, she/he will work hard to achieve her/his goal. Furthermore, the word expectation suggested by Schmidt et al. (1996, Schmidt, 1996, as cited in Lasagabaster & Doiz, 2017) includes the component of effort, but also interrelated factors such as self-confidence, positive thinking and determination, all of which are crucial for motivation.

'Motivation' is nevertheless a very hard word to describe, considering its extensive usage in language teaching and science. For some, the most important factor in assessing a learner's progress in achieving their linguistic objectives is motivation (Dörnyei, 1994; Dörnyei & Ushioda, 2010; Gao & Lamb, 2011, as cited in Pinner, 2013). There is no question about the value of motivation, so it is little wonder that research on motivation has a rich and complex history of both educational psychology and L2 acquisition (Pinner, 2013). “Motivation is indeed a multifaceted rather than a uniform factor and no available theory has yet managed to represent it in its total complexity” (Dörnyei, 1998, p. 131).

Some experts assume that, depending on the source, there are two forms of motivation: extrinsic and intrinsic (Dörnyei, 1994). If extrinsic motivation comes from outside the learner (for example, it may be connected to passing an exam or gaining teacher praise), intrinsic motivation comes from within him/herself (this exists only because the student is interested in learning). Their motivation transitions go from intrinsic to extrinsic as students grow older. Extrinsic motivation encourages most behaviours.

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

Another distinction is the one made between integrative and instrumental types of motivation. The former is connected to the desire to learn more about a culture, its language and its people in order to better integrate into the society of the TL (Oroujlou & Vahedi, 2011). The latter applies to achieving more practical purposes, (e.g., if you are learning English and if you speak this language, you can get a better job, then your motivation is instrumental) (Ehrman, 1996).

Intrinsic motivation (i.e., to perform an activity as a form of personal fulfilment) has been hypothesised to relate to the enjoyment of the task itself, learning English in the present case (Levesque, et al., 2010). High levels of enjoyment will lead to more motivated students learning English and, as a consequence, language learning might be boosted. Equally important, there is research on motivation stating that the L2 is more effectively learned by people who are instrumentally inspired (Gardner & MacIntyre, 1991).

However, Gardner and Smythe (1975) argued that the difference between intrinsic and extrinsic motivation, or between integrative and instrumental motivation, does not help to clarify the role of motivation in the learning of L2s. In its broadest sense, it is the strength of motivation what is important, combining the physiological, cognitive, and affective components. Therefore, motivation and attitude play a major role in increasing students' proficiency and efficiency in language learning.

As Dörnyei (2003) stated, both teachers and researchers have generally recognized motivation as one of the main factors affecting the rate and performance of the L2. As Doiz et al. (2014a) pointed out, the use of the L2 as a means of communication for content learning enhances enthusiasm among all young language learners (YLLs), creates an environment that promotes the use of the L2 and enables learners to advance according to their styles and different learning paces.

Those to whom a language comes very easily are not surely the most victorious learners; they are those who exhibit certain typical characteristics, most of them specifically correlated with motivation: positive task orientation, ego participation, the need for accomplishment, high expectations, goal orientation, perseverance and ambiguity tolerance (Naiman et al., 1978, as cited in Oroujlou & Vahedi, 2011). Motivation can also depend on other characteristics, such as the society that surrounds the student, the people close to the learner, the student's previous learning experience, the curiosity he/she has, and so on.

No improvement is made even by brilliant and talented students with poor attitudes and encouragement. In order to immerse students in language learning, teachers ought to work with some methods and strategies to apply in their classrooms (Oroujlou & Vahedi, 2011). Consequently, "teacher skills should be seen as essential to teaching productivity in inspiring learners" (Dörnyei, 1998, p. 130).

Since learners have different motivations for learning a language, it is necessary that teachers recognize the purposes and needs of students and develop effective motivational strategies. Students

should know why they need to make an effort, how long they need to continue an activity, how inspired they feel towards their pursuits, etc. (Oroujlou & Vahedi, 2011).

The aforementioned bears important implications for teachers and educators. If teachers do not comprehend the relationship between motivation and its impact on language learning, they might not effectively teach a language.

Not only to make progress, but also to sustain enthusiasm for language learning, YLLs need quality teaching, feedback, engagement, and opportunities for effective output. “A good teacher, then, must tap into the sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to a classroom setting” (Oroujlou & Vahedi, 2011, p. 995).

1.2.2 Motivation and CLIL

Content and language integrated learning (CLIL), that is, content instruction through the medium of the TL is, as Pladevall-Ballester (2018) states, commonly considered a positive motivational experience for FL learning in which YLLs are offered opportunities to use and improve the FL while acquiring content subjects.

In a study made in four different Spanish schools by Lasagabaster and Sierra (2019), it was confirmed that CLIL students showed more positive attitudes towards English as a FL than their EFL counterparts. What is more, Lasagabaster (2011, as cited in Pladevall-Ballester, 2018), suggested in their study that CLIL learners displayed substantially higher levels of enthusiasm and their overall level of language achievement was found to be associated with this.

Similarly, Fernández Fontecha (2014, as cited in Pladevall-Ballester, 2018) conducted a research in the Spanish primary education context on the relationship between FL motivation and their receptive awareness of vocabulary in primary and secondary education in CLIL and non-CLIL learners. Her motivational outcomes were obtained through an adaptation of Gardner’s (1985) and showed high levels of motivation in both groups, but slightly higher scores in intrinsic and extrinsic motivation in CLIL learners.

It seems that CLIL students are more motivated than non-CLIL students by a variety of variables. Such findings are not an outcome of CLIL, but of prior experiences, personality patterns, and interests, and we should be cautious to indicate that CLIL actually contributes to higher motivation, more optimistic attitudes, and therefore greater self-confidence in the L2 (Sylvén & Thompson, 2015).

The addition of CLIL increases the FL motivation and interest of primary learners even in low exposure circumstances, where linguistic findings are not significantly beneficial (Pladevall-Ballester & Vallbona, 2016, as cited in Pladevall-Ballester, 2018), and particularly in relation to the L2 learning experience.

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

What is more, Lasagabaster (2011) argued that it can be demotivating for learners to have to learn English in the traditional EFL classroom, during all their compulsory education (Chambers, 1999; Davies & Brember, 2001; Williams et al., 2002, as cited in Lasagabaster, 2011), while the focus on both content and language developed by the CLIL type provision (Coyle, 2008; Marsh, 2008, as cited in Lasagabaster, 2011) was hypothesised to maintain motivation. Thus, the two cohorts of students were highly motivated to learn English, but the students who enjoyed CLIL were much more enthusiastic than those in typical EFL classrooms. It can therefore be inferred that the CLIL approach and motivation have a good relationship (Lasagabaster, 2011). This is consistent with studies indicating that participants between the ages of 10 and 16 in CLIL programs in Spain and Europe being typically more inspired than their non-CLIL counterparts (Doiz et al., 2014; Lasagabaster, 2011; Lasagabaster & López Beloqui, 2015; Lasagabaster & Sierra, 2009; Seikkula-Leino, 2007, as cited in del Pozo Beamud, 2019).

However, the positive impact of CLIL on L2 motivation has also been called into question regarding its negative effect on pupils' self-esteem as language learners (Seikkula-Leino, 2007), or its decreasing positive impact as CLIL is no longer a novelty (Dalton-Puffer & Smit, 2013). In fact, Fernández Fontecha and Canga Alonso (2014, as cited in del Pozo Beamud, 2019), in a study with elementary school participants (4th graders) in La Rioja (Spain), found that EFL students were more inspired than CLIL students. For their part, Heras and Lasagabaster (2015, as cited in del Pozo Beamud, 2019) found no variations between Navarra's (Spain) CLIL and non-CLIL secondary education students.

Equally interesting, the research made by Lasagabaster and Doiz (2017) suggested that motivation is sustained over time in non-CLIL schools, contrary to findings obtained in previous studies that suggested a downward trend in the motivation of students to learn FLs as they promote up to higher grades (Chambers, 1999; Davies & Brember, 2001; Dörnyei et al., 2006; Fernández & Terrazas, 2012; Lorenzo et al., 2009; Madrid, 2002; Williams et al., 2002, as cited in Lasagabaster & Doiz, 2017), so results seem to be far from conclusive. Likewise, evidence by Lasagabaster and Doiz (2017) supported that non-CLIL programs showed no substantial changes in 12-13 and 14-15 years old students in all affective dimensions.

Regarding primary school specifically, as students improve cognitively and have a more realistic image of what FL learning means and what they can accomplish, motivation has also been shown to decrease with age (MacIntyre, et al., 2002; Nikolov, 1999, as cited in Pladevall-Ballester, 2018). However, although motivation of students towards other FLs declines over time, English may have become the exception because of its position as the world language (Dörnyei et al., 2006, as cited in Lasagabaster & Doiz, 2017).

In Pladevall-Ballester (2018), learners displayed high levels of motivation during the transition between primary and secondary school, but by the end of the first year of secondary school, decreasing levels of motivation emerged. Their language learning goals were primarily linked to communication

and travel, but their experience in the classroom did not seem to fit those goals and their level of motivation was adversely affected, particularly their sense of potential self-efficacy in relation to the use of FL.

There is research evidence, however, questioning the sustained effect of CLIL on motivation. Dalton-Puffer and Smit (2013, as cited in Lasagabaster & Doiz, 2017) argued that, in the first year, CLIL students were more intrinsically motivated, more instrumentally focused, and displayed greater motivational intensity than in the following academic years, although it seems that the initial high motivation begins to decrease once CLIL is no longer a novelty and becomes a common practice.

It therefore seems that CLIL might not have a long-term positive impact on the motivation of students to learn the English language. However, while CLIL learners have generally higher levels of FL motivation than non-CLIL students, the attribution of such difference to CLIL exclusively cannot be supported. Therefore, it is not yet possible to determine whether motivation decreases with age or what motivation levels are maintained over time. Furthermore, researchers have also cast doubt on the positive impact of CLIL.

In general terms, although motivation is an unequivocally essential factor for L2, its effect on the language attainment of CLIL and non-CLIL students demands a more nuanced approach. This is because not all the affective variables have the same impact on the learners' attainment L2 when motivational factors are disaggregated (Navarro Pablo, 2018).

Bernaus and Gardner (2009) focused more specifically on the links between the motivation of students, language achievement and teacher's didactic techniques used in EFL classes in Spain. They discovered that teacher motivation is related to the use of motivational strategies, which are, in turn, linked to student motivation and English achievement. Similarly, teachers' motivation has important consequences for the motivational nature of learners and, more generally, for their learning achievement (Dörnyei, 2003).

Motivation towards an FL and the growth of positive attitudes are among the alleged advantages of adopting a FL in primary school (Edelenbos et al., 2007; Johnstone, 2009; Nikolov, 2009, as cited in Pladevall-Ballester, 2018). However, early language learning outcomes in a TL have a high degree of variability and rely heavily on the type of provision, the teacher, parental attitudes, quality and amount of feedback or out-of-school exposure (Enever, 2011, as cited in Pladevall-Ballester, 2018). It is known that YLs are slow learners, particularly in limited-exposure contexts, but FL motivation has generally been shown to be strong among them (Murphy, 2014; Nikolov & Mihaljevic Djigunovic, 2011, as cited in Pladevall-Ballester, 2018), which sets the basis for future language learning.

Within a Spanish context, students report that they want to learn English because they think it is useful for their future (Pladevall-Ballester, 2018). The response is optimistic when students are questioned about the relevance of learning English, as they see learning English as important. As

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

Mearns, et al. (2020) argued, the importance in relation to the future plans of the learner, accompanied by a willingness to be challenged, were the most clearly defined reasons for having chosen bilingual education.

In light of the above, we observe the importance motivation has in students' English learning. What is more, we state that CLIL makes a positive impact on YL's motivation towards the EFL, although more research is needed in order to ascertain the degree to which such motivation relates to other aspects, such as academic achievement.

1.2.3 Motivation and informal learning

School learning can have an important impact on the out-of-school experience of students. Education can promote the development of useful knowledge, it can shape and enhance experiences in out-of-school learning settings, it can encourage outside-school interests and it can facilitate experiences that change how the world is viewed by students. However, there has to be more effort toward establishing these "right conditions" (Pugh & Bergin, 2005). In fact, as the same authors argue, little is known about the ways in which the school experience relates to out-of-school learning. Therefore, this subject should be more seriously considered as part of researchers' collective agenda.

A study by Hagger and Hamilton (2018) perceived that autonomy support predicted autonomous motivation for science learning activities in school and out-of-school; and autonomous motivation predicted beliefs (attitudes, perceived behavioural control), intentions, and real involvement in events of out-of-school science learning. Importantly, academic achievement influenced by values and intentions was predicted by independent encouragement for out-of-school science learning activities. There are previous intervention studies that have shown these effects (e.g., Chatzisarantis & Hagger, 2009; Cheon, et al., 2012, as cited in Hagger & Hamilton, 2018). In comparison, controlled motivation (a person acts out of the desire for extrinsic incentives or fear of the consequences) did not have any pervasive impact on out-of-school science learning intentions and self-reported participation.

Yildirim (2020) examined the impact of using out-of-school learning environments (OSLE) on motivation for science learning in science teaching. Findings revealed that OSLE had a positive effect on the increase and maintenance of students' motivation, whereas science education restricted to the basis of the curriculum was not effective for the motivation of students.

In fact, other studies, such as Çıgırık (2016, Stocklmayer et al., 2010; Yildirim, 2018a, 2018b, as cited in Yildirim, 2020) stated that informal education ought to similarly be included in formal education. This was done on the basis that OSLE enable students to engage with real outside world phenomena, events, and objects by providing them with rich learning contexts, helping them practice

their knowledge and translating it into everyday life, keeping alive their curiosity, interest, attitudes, and motivation, identified as affective properties (Bozdoğan, 2018; Çığrık, 2016; Laçın Şimşek, 2011; Pedreti, 2006; Yildirim, 2018a, as cited in Yildirim, 2020). Research conducted by Rennie (2007) concurred with this finding and supported the notion that, relative to structured learning, out-of-school learning is not teacher-centered or an external motivator, but rather student-centered and acting as an internal motivator.

Another related element could be parents' influence at home. In particular, Desforjes and Abouchaar (2003, as cited in Lasagabaster & Doiz, 2017) concluded that parental involvement is important for school outcomes because it helps children to develop a pro-social, pro-learning self-concept and high expectations for education. In a similar way, Csizér and Kormos (2009, as cited in Lasagabaster & Doiz, 2017) hypothesized that the motivational mechanism of students' L2 involves extrinsic motivational forces and that motivation will be influenced by parental help.

After what has been stated in this section, it is clear that motivation in the FL and CLIL is multifaceted and dynamic, and that OSLE may be playing an interesting role in this respect. However, to the author's best knowledge at the time of writing, there are no studies specifically analysing the impact of out-of-school exposure to the TL and its relation to motivation and academic achievement in EFL learners along the primary education stage. The present study intends to shed light on this issue and pave the way for subsequent studies.

2. THE STUDY

2.1 Research questions

The study's aim is threefold. First and foremost, it intends to analyse informal exposure to English along the different stages of primary education. Secondly, it would like to ascertain whether variations in informal exposure affect academic achievement in the EFL and CLIL classes, and, thirdly, it attempts to analyse whether variations in informal exposure are associated with variation in their motivation towards the FL. Consequently, our study formulates the following research questions:

1. Does the informal exposure to English vary along the different stages of primary education? If so,
2. Does that variation affect academic achievement in the EFL and CLIL Science subjects?
3. Does that variation affect motivation towards English?

Based on the literature presented above, we firstly expect not to make predictions about the quantity and type of exposure, as, to our knowledge, there are no studies that have quantified the aforementioned elements. Secondly, if the exposure is high, we expect it to be associated with high academic levels, as it has demonstrated to create a positive aspect. Thirdly, it is possible that attitude decreases in some way (due to the decline in motivation inherent in CLIL by losing the novelty factor), although, being English the TL, this decline may not be significant, and it would also be mediated by exposure outside the classroom.

2.2 Participants

The sample is made up of 80 primary students from Luis Amigó School, a charter school located in Navarre (Spain), in which English is the TL for all participants. The children taking part were enrolled in their Year 1 (mean age 6.5 years), Year 3 (mean age 8.5 years) and Year 5 (mean age 10.5 years) of Primary Education. This means that out of 404 primary students in the school, 19.8% of students participated in this study. We tested 26 students in 1st year (12 girls and 14 boys), 27 in 3rd year (13 girls and 14 boys) and 27 in 5th year (14 girls and 13 boys).

Participants have been studying EFL in the school since they were in 1st year of Pre-Primary Education (i.e., 3 years-old) and had a 50% of exposure to English, that is, 15 weekly sessions. In primary school, they had been having a 40% (12 sessions per week) of exposure to English: 6 sessions of EFL (20%) and 6 sessions (20%) of instructional time via CLIL subjects. Students were level-matched,

based on their marks in the EFL and Natural Science (CLIL) subjects on the school's internal evaluation records for the first term and neither high nor low performing students were included in the study, as well as students with individual curricular adaptations (ICA) have not been included. In 3rd year, there are two students who do not do Natural Sciences (CLIL), since they study it in Spanish, as they have ICA. The same happens in 5th year, as there are two students with ICA that do not do Natural Sciences (CLIL). Those students were excluded from the study.

2.3 Instruments and codification

The instruments used comprise a frowny-face questionnaire (an adaptation of Baker (1992), De Wilde, et al. (2020), Lasagabaster (2011), Lasagabaster & Doiz (2017), Pladevall-Ballester (2018)), for the simultaneous collection of exposure (*see Appendix 1*) and attitude measures (*see Appendix 2*), plus an analysis of the participants' academic achievement via their marks of the EFL and CLIL subject (namely Natural Science) in the first term, granted by the school. The questionnaires were written in English and in Spanish, so as to make them more comprehensible and easier for students. Different options were offered depending on the nature of the question that was being asked. Gradation included:

- From *Never, A little bit, Sometimes, Usually* to *Always* in relation to questions about informal exposure to English.

- *Yes* or *No* short answers regarding questions about informal exposure to English (for instance, 'I go to English summer camps' or 'I go to an English academy').

- From *Strongly disagree, Disagree, Neither agree nor disagree, Agree* to *Strongly agree* in respect of questions about motivation and EFL learners.

With the aim of quantifying and interpreting the data, the previous answering options were assigned numerical values, as follows (values in brackets):

- *Never (1), A little bit (2), Sometimes (3), Usually (4), Always (5).*

- *Yes (1), No (2).*

- *Strongly disagree (1), Disagree (2), Neither agree nor disagree (3), Agree (4), Strongly agree (5).*

2.4 Procedure and data collection

Questionnaires were carried out in January, during the author's school placement. Since participants in 1st of Primary seemed unprepared to understand the questions on their own, we decided to carry out the questionnaires on an individual basis out of the class. We had to do them orally in Spanish and with easier vocabulary to make the questions more understandable for them. Each student lasted approximately 9 minutes, so, approximately 150 minutes along three days were devoted to interviewing those 26 participants in Year 1.

In 3rd of Primary, we handed all the questionnaires to the students and they filled all the questions out in around one class (50 minutes). Here, the researcher was aided by one teacher in case they had some doubts (for instance, they had trouble understanding the following words in Spanish: *útil* (useful), *dispositivo* (device), *configuración* (setting), *esencial* (essential)).

In 5th of Primary the questionnaires were administered by the pupils' English teacher, who helped them with the questions, although the majority did not have doubts. They lasted around the time of a class (50 minutes).

3. RESULTS

In the present section we will report the results regarding our research questions. Firstly, we will analyse the results regarding the evolution of the informal exposure along the different stages. Later, we will examine academic achievement in the EFL and CLIL (Natural Science) classes and its possible relation to variations in their informal exposure. Finally, we will observe students' motivation regarding their variation in relation to their informal exposure to English.

The first research question intended to address whether the informal exposure to English varies along the different measured points in primary education (*see Appendix 3*). Overall, it is observed that there is an increasing linear gradient in the amount of exposure to English along the primary stage. Children in Year 5 are more exposed (mean average 2.12) to English language in informal settings than Year 3 students (mean average 1.85), and the latter are more exposed, in turn, than Year 1 children (mean average 1.53). In other words, as years go by, children are more and more exposed to English outside the classroom. This is illustrated in Figure 1 and Table 1.

Figure 1.

Evolution of informal exposure along the primary stage (mean).

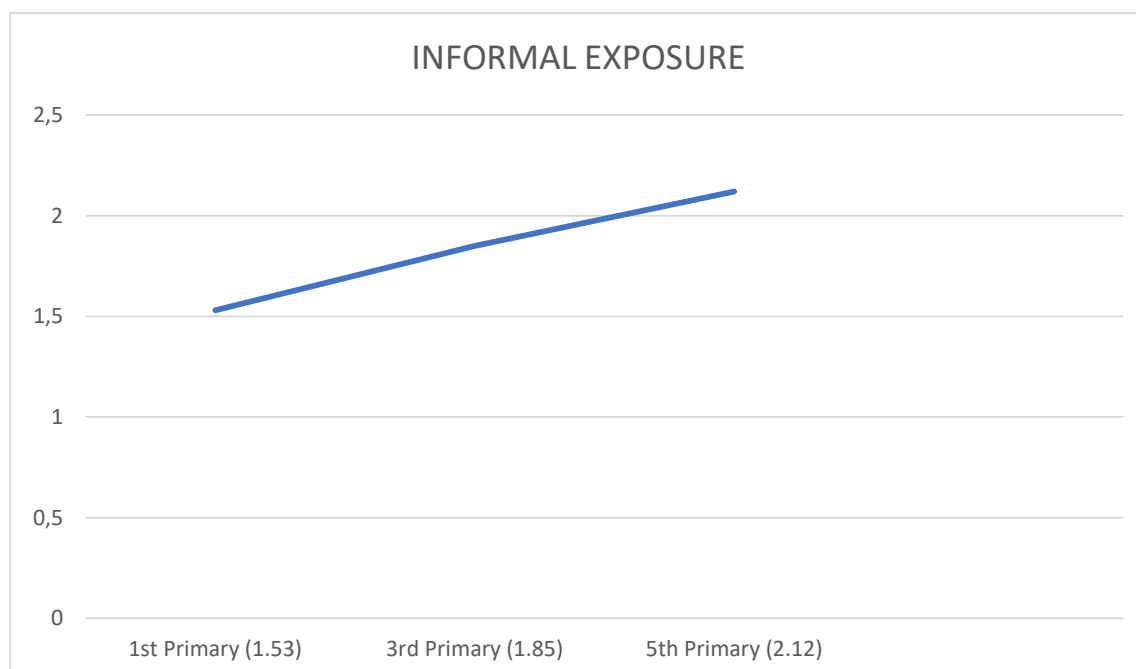


Table 1.

Evolution of informal exposure along the primary stage (all items).

ITEM	1 st Primary	3 rd Primary	5 th Primary
Q1.1 (I watch English spoken TV/series without subtitles)	1.62	2.2	2.44
Q1.2 (I watch English spoken TV/series with subtitles)	1.04	1.64	2.48
Q1.3 (I watch English spoken TV/series with home language subtitles)	1.12	2.16	2.16
Q2.1 (I read books in English)	1.5	1.8	1.72
Q2.2 (I read newspapers/comics in English)	1	1.12	1.56
Q3.1 (I play English (online or console games)	1.38	3.12	3.24
Q3.2 (I play English board games)	1.31	1.68	2.12
Q3.3 (I play sport in English (outside school))	1.27	1.24	1.44
Q4.1 (I speak in English with my family/with one of my parents)	1.92	2.48	2.36
Q4.2 (I speak in English with foreign children/friends)	1.5	1.52	2.48
Q5.1 (I go to English summer camps)	1.96	1.88	1.8
Q5.2 (I go to an English academy)	1.92	1.64	1.8
Q6 (I do an extracurricular activity in English)	1.85	1.64	1.88
Q7 (The technological devices I use are set in English)	1.85	1.68	1.68

Q8 (I listen to English music)	2.08	3.32	4.08
Q9 (My parents try to help me with my English homework)	2.42	2.64	1.72
Q10 (My babysitter (if I have one) talks to me in English)	1	1	1.12
Q11.1 (My parents/one of my parents are/is an native English speaker)	1.96	1.96	2
Q11.2 (My parents/one of my parents are/is not native English speaker, but s/he/they speak English really well)	1.38	1.56	1.44
Q12 (I communicate on social networks in English)	1	1.36	1.12
Q13 (I can send texts in English (e.g. WhatsApp))	1	1.48	3.72
MEAN	1.53	1.85	2.12

If we take a closer look at the specific items, as may be noted, although there is a tendency for most elements to follow an increasing gradient, some of them were not consistent along the three academic years under study (items 2.1, 3.3, 4.1, 4.2, 5.2, 6, 9, 11.2, 12²), and a minority of them even followed a decreasing gradient (items 5.1 and 7). Interestingly, there were items which underwent a drop in Year 3 with respect to Year 1 before increasing again in Year 5 (items 3.3, 5.2, 6). Also, we can observe items that increase in Year 3 and have a decrease in Year 5, being Year 5 higher than Year 1 (items 2.1, 4.1, 11.2, 12). We observe the highest value in Year 5 when it refers to how much students listen to English music (item 8) and other highest values in Year 5 when it comes to determining how much time children play on-line games (item 3.1) and whether children can send texts in English (item 13).

Some of the sources of informal exposure most frequently resorted to include online gaming (item 3.1), listening to English music (item 8), speaking in English with their family/friends (item 4.1), etc., while those with the lowest values include reading books in English (item 2.1), playing sport in English outside school (item 3.3), or going to English summer camps (item 5.1).

² We have abstained from including the statements for each item in brackets in order not to overwhelm the reader. Please, refer to the tables in order to keep track of the items mentioned.

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

The second research question intended to ascertain whether variations in informal exposure affect academic achievement in the EFL and CLIL (Natural Science) classes (see Appendix 4). On the whole, it is perceived that there is an increasing linear gradient in English and Natural Science (CLIL) grades as years go by. This is illustrated in Figure 2 and Table 2.

Figure 2.

Evolution of academic achievement in the EFL and CLIL (Natural Science) classes along the primary stage (mean).

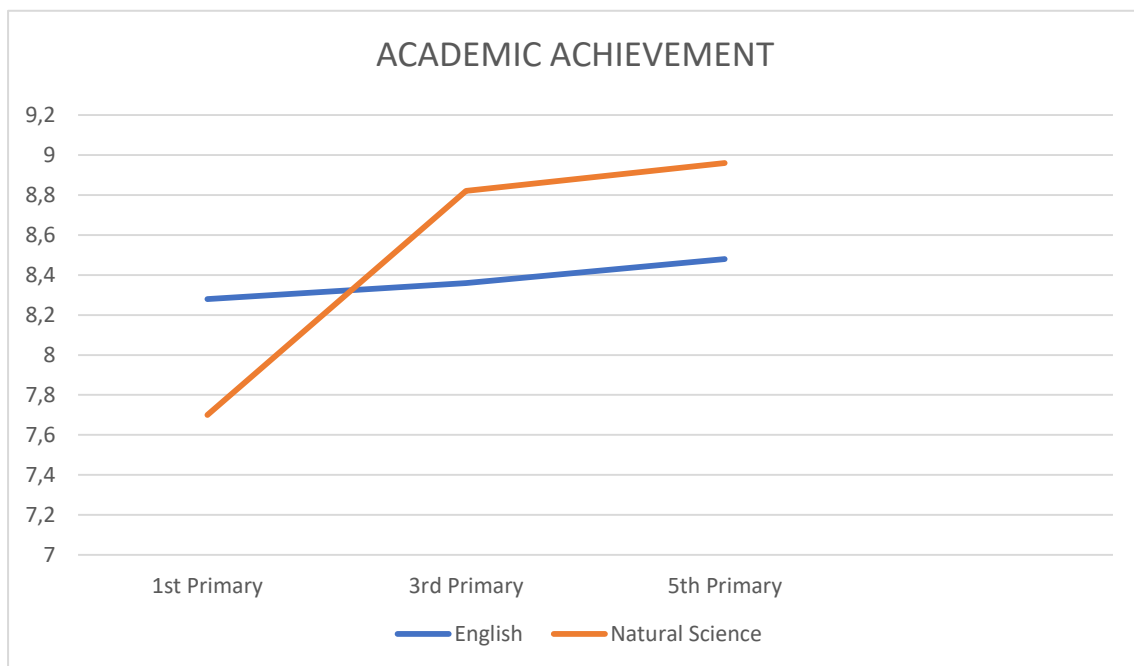


Table 2.

Evolution of academic achievement in the EFL and CLIL (Natural Science) classes along the primary stage (all items).

MARKS	1 st Primary	3 rd Primary	5 th Primary	AVERAGE
ENGLISH	8.28	8.36	8.48	8.37
NATURAL SCIENCES (CLIL)	7.7	8.82	8.96	8.49

As observed, regarding the EFL subject, children in Year 1 obtained a mean average of 8.28, whereas children in Year 3 had a higher mean average of 8.36 and children in Year 5 underwent an increase in their mean average up to 8.48. In Natural Science (CLIL), children in Year 1 scored a mean

average of 7.7, while children in Year 3 obtained a higher mean average of 8.82 and children in Year 5 had an increase in their mean average up to 8.96. There is a more marked increase from Year 1 to Year 3 in Natural Science (CLIL), with more than one point difference between these two school years. If we turn the marks obtained into grades, the average mark of the EFL subject was 8.37 in all three courses, which constitutes grade 'very good'. The average mark of the CLIL subject if we take into account all three courses was 8.49, that is, grade 'very good', in accordance with the following grading provided by the school:

- 'Less than 5: 'fail'.
- '5-6.': 'good'.
- '7-8': 'very good'.
- '9-10': 'excellent'.

Dealing with all the grades obtained more specifically, we perceive that most of the students have been awarded an 8 in the EFL subject in Year 3. However, in Year 1 and 5, grades are more diverse, including a range with marks like 7, 8 ('very good'), and 9 ('excellent').

Regarding the CLIL subject (Natural Science), there were learners awarded with a '10' mark in Year 1 and Year 5 (one and five, respectively), whereas there were no '10' marks in Year 3. In Year 1, there is an abundance (11 students) ranging between 6 and 7 ('good', 'very good') in Natural Science (CLIL), with six students ranging between 7 and 8 ('very good'). Also, there are seven students ranging between 8 and 9 ('very good', 'excellent') in CLIL. Nevertheless, in Year 3, there is not any 6 or 7, and, in Year 5, there are three 7. Remarkably, there are no 'fail' marks in English or Natural Science (CLIL) in any of the three school years under scrutiny.

Regarding Year 1, and, although it does not constitute a research question in the study, it is worth commenting that there are comparatively better grades in English than in Natural Science (CLIL). In Year 3, there are better grades in Natural Science (CLIL) than in English. Similarly, Year 5 showcases better grades in Natural Science (CLIL) than in English.

All in all, we may conclude by affirming that informal exposure seems to associate to students' academic achievement, as it is perceived that as time goes by, informal exposure and children's grades increase.

Our third research question intended to determine whether the variations in informal exposure affect motivation towards English (*see Appendix 5*). In overall terms, it is observed that there is an increase in motivation over the years, being Year 5 children the most motivated ones (mean average 4.63), followed by Year 3 (mean average 4.51) and Year 1 (mean average 4.38). It should be

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

noted that, in 1st and 3rd grades, the variation in motivation between the two subjects towards English is marginal. This is illustrated in Figure 3 and Table 3.

Figure 3.

Evolution of motivation towards English along the primary stage (mean).

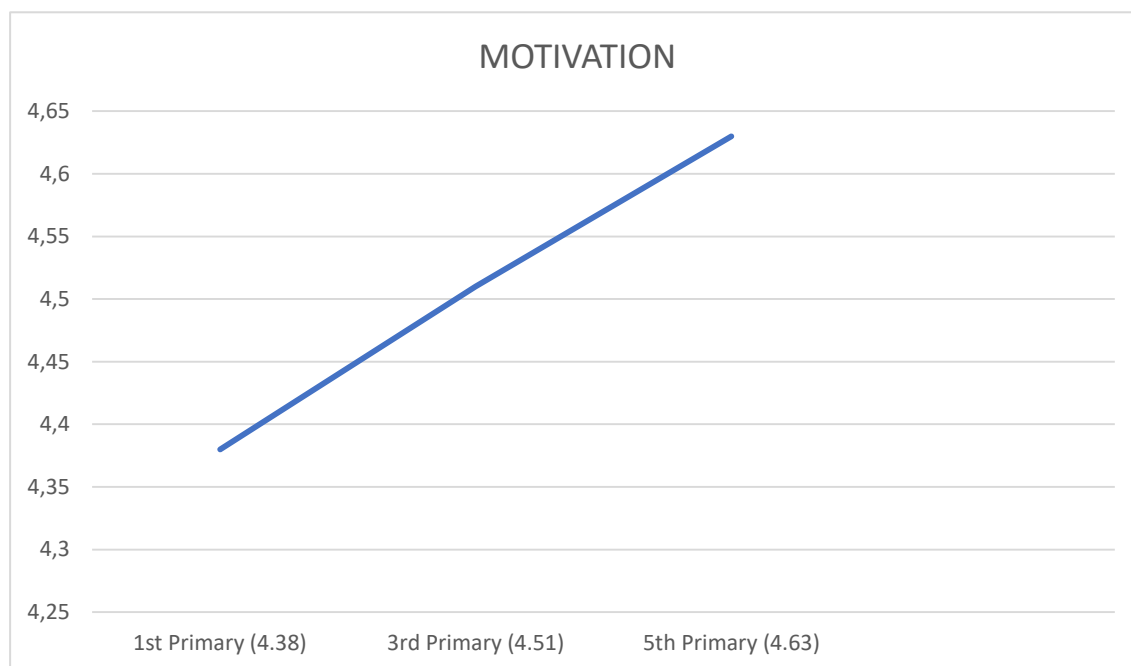


Table 3.

Evolution of motivation towards English along the primary stage (all items).

ITEM	1 st Primary	3 rd Primary	5 th Primary
Q1.1 (I would like to speak and use English fluently and effortlessly)	4.08	3.44	4.88
Q1.2 (I would like to continue learning English)	4.5	4.44	4.84
Q1.3 (I would like to continue learning subjects in English (e.g. Science))	4.62	4.48	4.72
Q1.4 (I would like to improve my English)	4.46	4.68	4.8
Q2.1 (I like/enjoy learning English)	4.42	4.32	4.8

Q2.2 (I like/enjoy learning subjects in English)	4.42	4.16	4.4
Q3.1 (Learning English is boring)	4.11	4.44	4.56
Q3.2 (Learning subjects in English is boring)	4.11	4.88	4.56
Q3.3 (Learning English is a waste of time)	4	4.88	4.84
Q3.4 (Learning subjects in English is a waste of time)	3.8	4.88	4.8
Q4 (Speaking/knowing English is essential for one to find a job)	4.54	3.92	4.64
Q5.1 (I think English is a nice language)	4.65	4.6	4.76
Q5.2 (I think English will be useful for me when I grow up)	4.27	4.72	4.84
Q5.3 (I think English lessons are fun)	4.27	4.28	4.04
Q5.4 (I think lessons, in which subjects are in English, are fun)	4.42	4.24	3.96
Q6.1 (I find English lessons boring)	4.26	4.76	4.68
Q6.2 (I find lessons, in which subjects are in English, boring)	4.3	4.64	4.44
Q7 (In English lessons I try to learn as much as I can)	4.65	4.76	4.76
Q8 (In lessons, in which subjects are in English, I try to learn as much as I can)	4.69	4.72	4.64
Q9.1 (I work hard in my English class even when I do not like what we are doing)	4.54	4.64	4.56
Q9.2 (I work hard in my class, in which subjects are in English, even when I do not like what we are doing)	4.54	4.6	4.52

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

Q10.1 (I put my best effort into learning English in my English language class)	4.62	4.68	4.84
Q10.2 (I put my best effort into learning English in my classes in which the subjects are in English)	4.54	4.64	4.72
MEAN	4.38	4.51	4.63

It is worth pointing out that the lowest level of motivation (Year 1, mean 4.38) already constitutes a high value, since '5' would be the equivalent the maximum level of motivation in the present survey, so, even if values increase along the stage, we are already starting from a very high motivational rate.

Still, as illustrated, there is a consistent increase in motivation over the years in several items (items 1.4, 3.1, 5.2, 7, 10.1, 10.2). Overall, Year 5 students are the most motivated ones (mean 4.63). There are several items showing a drop in Year 3 and increasing again in Year 5 (items 1.1, 1.2, 1.3, 2.1, 4, 5.1). Remarkably, there is only one instance of an item whose motivation decreases over the years (item 5.4, 'I think lessons, in which subjects are in English, are fun'). Interestingly, there are items that show an increase in Year 3 and a following decrease in Year 5, being that Year 5 value lower than in Year 1 (items 5.3, 8, 9.2). Finally, we observe an increase in Year 3 and then, in Year 5 a slightly higher value than in Year 1 in items 3.2, 3.3, 3.4, 6.1, 6.2, 9.1.

We conclude that motivation also seems to clearly associate with informal exposure, as it is observed that, as years go by, both values show an increase.

CONCLUSIONES

Este estudio transversal ha investigado la evolución de la exposición informal al inglés a lo largo de tres momentos de la etapa de educación primaria, y su relación con a) la evolución del logro académico en la lengua extranjera (Inglés) y en Ciencias Naturales (asignatura de aprendizaje integrado de contenidos y lenguas extranjeras (AICLE)) y b) la motivación de los/as estudiantes hacia la lengua inglesa.

En primer lugar, se ha podido observar un incremento en la exposición informal a lo largo de los cursos de primaria objeto de estudio. La exposición en elementos como la música, la escritura de textos y los juegos *on-line* en inglés ilustran cómo la exposición al inglés en entornos no formales experimenta un incremento. Según la teoría previamente mencionada, es posible que los estudiantes hayan mejorado en aspectos como: la adquisición de vocabulario gracias a la música y la activación de sus cerebros para reconocer o aprender palabras y frases nuevas (Khaghaninejad & Fahandejsaadi, 2016, citado en Musa & Fojkar, 2019). Además, podemos comprobar que en 5º de primaria se ha proporcionado un gran número de estudiantes, con respecto al resto de actividades, que son capaces de escribir textos en inglés. Así como se menciona en la teoría, la escritura en inglés no es una actividad que llame la atención a los/as estudiantes, puesto que es la última destreza que se utiliza fuera del aula (MacLeod & Larsson, 2011). Sin embargo, en nuestro estudio podemos comprobar que los estudiantes han adquirido un nivel suficiente para ser capaces y estar dispuestos a escribir una conversación en lengua inglesa. Podría resultar más ameno y divertido para los estudiantes escribir en 'WhatsApp' (red social) que en un 'Writing' de inglés, por ejemplo. Por otra parte, otra de las actividades donde hay un gran número de estudiantes de 3º y 5º de primaria, es el juego por Internet en lengua inglesa. En relación con lo mencionado anteriormente en el marco teórico, gracias a los juegos *on-line*, los estudiantes aprenden nuevas palabras y frases (Ryu, 2013, citado en De Wilde et al., 2020), nuevo vocabulario (Hannibal Jensen, 2017, citado en Peters, et al., 2019) y adquieren habilidades de escucha y lectura.

La segunda pregunta de investigación analizaba la relación entre la exposición informal con la evolución del logro académico de los estudiantes en inglés y AICLE (Ciencias Naturales), y podemos concluir que se experimenta una mejora en las calificaciones de ambas asignaturas a lo largo de los años, coincidiendo con el incremento en el nivel de exposición informal. Esta mejora paralela del rendimiento académico y la exposición informal sucede de manera más acusada en la asignatura AICLE, con un nivel de rendimiento ligeramente superior a la asignatura de ILE (Inglés como Lengua Extranjera). Aunque harían falta más estudios en la materia, ello podría sugerir que los mayores niveles de logro académico de alumnado AICLE mencionados en el marco teórico (Lasagabaster (2011, citado

en Pladevall-Ballester, 2018) respecto a poblaciones no AICLE podrían también ser de aplicación 'intragrupo' en el rendimiento de alumnado AICLE respecto a las asignaturas AICLE, superior en su nivel de rendimiento académico respecto a la asignatura de ILE.

Respecto a la tercera pregunta de investigación, podemos comprobar que se producido un incremento paralelo en la motivación del alumnado y la exposición informal a lo largo de los cursos de primaria. Observamos una mayor motivación en 5º de primaria en afirmaciones como 'Me gustaría hablar y usar el inglés fluidamente y sin esfuerzo', etc. En relación con la teoría y, según afirmaba Pladevall-Ballester (2018), las/os estudiantes quieren aprender inglés porque piensan que les será útil para su futuro, ya que le otorgan mucha importancia al aprendizaje de esta lengua. Cabe resaltar que, en los cursos de 1º y 3º, la variación de motivación entre ambas asignaturas hacia el inglés es muy escasa. En cambio, las respuestas del alumnado de 5º de primaria muestran un grado mayor de motivación por el aprendizaje del inglés en la asignatura de Inglés que en la de AICLE (Ciencias Naturales). Como resultado, podemos afirmar que ambas asignaturas parecen contribuir de forma similar a la motivación del alumnado hacia la lengua inglesa.

Para concluir, y teniendo en cuenta las especificidades, podemos resumir nuestros resultados en tres conclusiones principales: (i) la exposición informal al inglés ha incrementado a lo largo de los años; (ii) el logro académico de los estudiantes ha incrementado con el paso del tiempo, de forma paralela al incremento en exposición informal, tanto en Inglés como en Ciencias Naturales (AICLE), teniendo Ciencias Naturales (AICLE) un mayor éxito en 3º y 5º de primaria e Inglés en 1º de primaria, y (iii) la motivación del alumnado también ha ido aumentando conforme han pasado los años, de forma paralela al incremento en exposición informal. El estudio apunta a que existe una relación entre la exposición informal al inglés con el logro académico y con los niveles motivacionales del alumnado hacia la lengua inglesa a lo largo de la educación primaria.

Limitaciones

En cuanto a las limitaciones de nuestro estudio, podemos indicar que las calificaciones del centro, si bien constituyen un indicador de rendimiento académico, pueden no corresponderse con un indicador fiable de nivel en la lengua objetivo en forma de test externo. Además, el estudio se ha realizado en un solo centro escolar concertado en la Comunidad Foral de Navarra (España), por lo que los resultados no pueden ser generalizados para todos/as los/as estudiantes de primaria, dado que puede existir una diferencia en el ISEC (Índice socioeconómico y cultural) respecto a los/as alumnos/as de algunos centros públicos, entre otras diferencias.

Otra limitación del estudio es la aplicación de solo un cuestionario como herramienta de medición dada la limitación de tiempo y la gran cantidad de alumnado. De haber dispuesto de más tiempo, se podrían diseñar entrevistas semiestructuradas para obtener resultados más profundos, fiables y cualitativos.

Por último, podemos destacar que el alumnado, al haber estado confinado anteriormente durante meses en sus hogares, ha podido consumir un mayor número de horas delante de una pantalla. En consecuencia, la exposición informal al inglés, sobre todo en video-juegos y en la escucha de música ha podido aumentar y mejorar el inglés de los estudiantes en este curso escolar, por lo que los datos pueden no ser tan reales como en otros años.

Implicaciones pedagógicas

El presente estudio provee evidencia de la posible asociación entre la exposición informal a la lengua objetivo, el rendimiento académico y los niveles motivacionales. Por tanto, este trabajo pone en valor la idoneidad de que los/as progenitores/as o tutores/as legales del alumnado de educación primaria provean a los niños/as con los elementos mencionados en la encuesta para maximizar su exposición a la lengua objetivo con temas de su interés, como apoyan numerosos autores (e.g., Kuppens, 2010; Lai & Gu, 2011; Wong & Nunan, 2011).

Específicamente, el estudio apoya el uso de elementos como a) la mensajería mediante teléfonos móviles, ya que ello parece mejorar el desarrollo de la escritura en los/as alumnos/as, b) el fomento de la televisión en lengua inglesa con subtítulos en inglés o en lengua materna, ya que el alumnado adquiere habilidades de escucha y vocabulario, c) la escucha de música en inglés, debido a que también promueve el desarrollo de la escucha activa y se aprende nuevo vocabulario; d) el uso de juegos *online*, puesto que ayuda a ampliar el léxico y a fomentar una mejora de habilidades, tanto auditivas como escritas, e) la interacción con el idioma que los/as progenitores/as o tutores/as legales practican en el hogar, para que así los/as niños/as aprendan a desenvolverse con mayor fluidez y se defiendan mejor en la vida real. La exposición al idioma fuera del aula conlleva a un aprendizaje iniciado por los propios alumnos/as, es decir, no dependen de una autoridad, como por ejemplo, el/la docente.

De igual manera, lo aquí analizado pone de relieve la conveniencia de que los centros educativos (y su profesorado) sean capaces de proveer a las familias con material en inglés auténtico, sencillo de utilizar y disponible para todo tipo de familias a lo largo de la etapa de educación primaria.

Ello podría lograrse con iniciativas como la dotación a las familias de términos de vocabulario sencillos y oraciones o frases cortas que se utilicen en el día a día, es decir, un programa de formación básica para poder motivar a los niños/as a hablar en inglés fuera del aula. En esta misma línea, la sugerencia a las familias de un compromiso de dedicación semanal lúdico en la segunda lengua con el fin de que el/la niño/a se familiarice con el idioma de manera habitual en el hogar y fuera de él, así como la interacción en inglés entre progenitores/as e hijos/as en la vida cotidiana y en lugares como: supermercados, tiendas de ropa, panaderías, etc., podrían constituir otro elemento valioso que visibilizara la utilidad de la lengua objetivo en entornos no exclusivamente académicos. Además, sería de gran conveniencia que los centros educativos promovieran grupos de conversación con *English-speaking parents*, por ejemplo.

Los resultados del estudio apoyan, también, una oferta educativa que incluya actividades extraescolares en inglés, a través de talleres, teatros, deportes, y demás actividades. Estos ejemplos

constituyen iniciativas plausibles que podrían conllevar efectos positivos en la motivación y el rendimiento escolar, de acuerdo a lo examinado en el presente estudio.

Con respecto a la motivación del alumnado, sería conveniente realizar una encuesta de motivación en clase que permita al profesorado detectar qué necesidades o carencias pueden tener las familias en cuanto a exposición fuera del aula, y poder así hacer recomendaciones y actividades formativas para dichas familias. Por ejemplo, juegos de mesa, juegos al aire libre, días de cine, karaoke, etc.

Líneas futuras de investigación

Sería de gran interés pedagógico que se llevaran a cabo futuros estudios analizando los tres elementos aquí examinados, es decir, la exposición a la lengua objetivo fuera del contexto escolar, el rendimiento académico y la motivación, y se contrastaran los resultados con los de otros centros escolares con índice socioeconómico cultural diferente. De igual forma, sería muy interesante aumentar sustancialmente la muestra a un mayor número de alumnos/as, y analizar específicamente la motivación hacia ILE y hacia AICLE, ya que así se podría examinar con mayor exactitud el nivel de motivación que se tiene en cada asignatura y observar el grado de similitud o diferencia entre ambas. Como consecuencia, el profesorado podría conocer cómo se encuentran sus alumnos/as y qué elementos podrían mejorar o continuar haciendo para poder lograr o mantener un rendimiento académico y niveles motivacionales elevados, tanto en el inglés, como en las asignaturas AICLE.

Por último, sería adecuado incluir un tratamiento estadístico que analice en términos de significatividad el tamaño del impacto de la exposición informal en relación al rendimiento académico y la motivación.

Agradecimientos

En primer lugar, quiero agradecer a mi tutor, Raúl Azpilicueta, quien con su conocimiento y su apoyo me ha guiado en cada una de las partes de mi trabajo de investigación. También, quiero dar las gracias al colegio Luis Amigó por su gran disposición y ayuda al brindarme la oportunidad de realizar el estudio en distintos cursos de primaria. Por último, quiero agradecer a las familias, por haberme permitido llevarlo a cabo. Muchas gracias a todos y todas.

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

REFERENCES

- Baker, C. (1992). *Attitudes and language*. Clevedon: Multilingual Matters.
- Bernaus, M., Wilson, A., & Gardner, R. C. (2009). Teachers' motivation, classroom strategy use, students' motivation and second language achievement. *Porta Linguarum*, 12, 25-36.
- Coonan, C.M. (2012). Affect and motivation in CLIL. In D. Marsh, & O. Meyer (eds) *Quality interfaces: Examining evidence and exploring solutions in CLIL*. (pp. 53–66) Eichstaett: Eichstaett Academic Press.
- De Wilde, V., Brysbaert, M., & Eyckmans, J. (2020). Learning English through out-of-school exposure: Which levels of language proficiency are attained and which types of input are important? *Bilingualism-Language and Cognition*, 23(1), 171-185. <https://doi.org/10.1017/S1366728918001062>
- del Pozo Beamud, M. (2019). Exploring motivation and CLIL: a literature review. *Odisea: Revista de Estudios Ingleses*, 19, 123-136.
- Doiz, A., Lasagabaster, D., & Sierra, J.M. (2014a). Giving voice to the students: What (de)motivates them in CLIL classes? In D. Lasagabaster, A. Doiz, & J.M. Sierra (eds) *Motivation and foreign language learning: From theory to practice*. (pp. 117–138) Amsterdam: John Benjamins.
- Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273-284.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117-135. <https://doi.org/10.1017/S026144480001315X>
- Dörnyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. *Language Learning*, 53(S1), 3-32. <https://doi.org/10.1111/1467-9922.53222>
- Ehrman, E. (1996) *Understanding Second Language Learning Difficulties*. London: Sage Publications.
- Eshach, H. (2007). Bridging in-school and out-of-school learning: Formal, non-formal, and informal education. *Journal of Science Education and Technology*, 16(2), 171-190. <https://doi.org/10.1007/s10956-006-9027-1>
- Gardner, R. C., & MacIntyre, P. D. (1991). An instrumental motivation in language study: Who says it isn't effective? *Studies in second language acquisition*, 57-72.
- Gardner, R. C., & Smythe, P. C. (1975). Motivation and second-language acquisition. *Canadian Modern Language Review*, 31(3), 218-233. <https://doi.org/10.3138/cmlr.31.3.218>
- Graham, J., & Kelly, A. (eds) (2009). *Writing under control*. London: Routledge.

- Guo, S. C. (2011). Impact of an Out-of-class Activity on Students' English Awareness, Vocabulary, and Autonomy. *Language Education in Asia*, 2(2), 246-256. <http://dx.doi.org/10.5746/LEiA/11/V2/I2/A07/Guo>
- Hagger, M. S., & Hamilton, K. (2018). Motivational predictors of students' participation in out-of-school learning activities and academic attainment in science: An application of the trans-contextual model using Bayesian path analysis. *Learning and Individual Differences*, 67, 232-244. <https://doi.org/10.1016/j.lindif.2018.09.002>
- Ivars Olmedo, M. (2015). *English language learning beyond the classroom walls*. Unpublished MA thesis. Department of English and German Philology, Barcelona University.
- Lasagabaster, D. (2005). Attitudes towards Basque, Spanish and English: An analysis of the most influential variables. *Journal of Multilingual and Multicultural Development*, 26(4), 296-316. <https://doi.org/10.1080/01434630508669084>
- Lasagabaster, D. (2011). English achievement and student motivation in CLIL and EFL settings. *Innovation in Language Learning and Teaching*, 5(1), 3-18. <https://doi.org/10.1080/17501229.2010.519030>
- Lasagabaster, D., & Doiz, A. (2017). A longitudinal study on the impact of CLIL on affective factors. *Applied Linguistics*, 38(5), 688-712. <https://doi.org/10.1093/applin/amv059>
- Levesque, C, Copeland, KJ, Pattie, MD & Deci, EL. (2010) Intrinsic and extrinsic motivation. In Peterson, P., Baker, E. & McGaw, B. (eds) *International Encyclopedia of Education* 6. (618-623) Oxford: Elsevier.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned*. Oxford: Oxford University Press.
- MacLeod, F., & Larsson, P. (2011). *Exposure to English outside the Classroom*. Unpublished MA thesis. Malmö University.
- Marsick, V.J. and Watkins, K.E. (2001), Informal and incidental learning, in *New Directions for Adult and Continuing Education*, Vol. 2001 No. 89, pp. 25-34. Jossey-Bass: A publishing unit of John Wiley & Sons, Inc.
- Masgoret, A. M., & Gardner, R. C. (2003). Attitudes, motivation, and second language learning: A meta-analysis of studies conducted by Gardner and associates. *Language Learning*, 53(S1), 167-210. <https://doi.org/10.1111/1467-9922.00227>
- Mearns, T., de Graaff, R., & Coyle, D. (2020). Motivation for or from bilingual education? A comparative study of learner views in the Netherlands. *International journal of bilingual education and bilingualism*, 23(6), 724-737. <https://doi.org/10.1080/13670050.2017.1405906>

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

- Mirmán Flores, A. M., & García Jiménez, E. (2018). The Influence of family environment on exposure to English among Spanish Secondary School students. *Estudios sobre Educación*, 34, 283-306. <https://doi.org/10.15581/004.34.283-306>
- Musa, N. N., & Fojkar, M. D. (2019). Correlation between Students' English Listening Skills, Vocabulary Skills and Out-of-school Listening Exposure, *The New Educational Review*, 55(1), 42-53. <https://doi.org/10.15804/tner.2019.55.1.03>
- Navarro Pablo, M. (2018). Are CLIL students more motivated? An analysis of affective factors and their relation to language attainment. *Porta Linguarum*, 29, 71-90.
- Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia-Social and Behavioral Sciences*, 29, 994-1000. <https://doi.org/10.1016/j.sbspro.2011.11.333>
- Peters, E., Noreillie, A. S., Heylen, K., Bulté, B., & Desmet, P. (2019). The impact of instruction and out-of-school exposure to foreign language input on learners' vocabulary knowledge in two languages. *Language Learning*, 69(3), 747-782. <https://doi.org/10.1111/lang.12351>
- Pinner, R. (2013). Authenticity of purpose: CLIL as a way to bring meaning and motivation into EFL contexts. *Asian EFL Journal*, 15(4), 138-159.
- Pladevall-Ballester, E. (2018). A longitudinal study of primary school EFL learning motivation in CLIL and non-CLIL settings. *Language Teaching Research*, 23(6), 765-786. <https://doi.org/10.1177/1362168818765877>
- Pugh, K. J., & Bergin, D. A. (2005). The effect of schooling on students' out-of-school experience. *Educational Researcher*, 34(9), 15-23. <https://doi.org/10.3102/0013189X034009015>
- Sansone, C., & Harackiewicz, J. M. (eds) (2000). *Intrinsic and extrinsic motivation: The search for optimal motivation and performance*. San Diego, CA: Academic Press.
- Schmidt, R., & Watanabe, Y. (2001). Motivation, strategy use, and pedagogical preferences in foreign language learning. *Motivation and Second Language Acquisition*, 23(1), 313-359.
- Seikkula-Leino, J. (2007). CLIL learning: Achievement levels and affective factors. *Language and Education*, 21(4), 328-341.
- Sockett, G. (2014). *The Online Informal Learning of English*. Palgrave Macmillan, London. <https://doi.org/10.1093/elt/ccv062>
- Sylvén, L. K., & Thompson, A. S. (2015). Language learning motivation and CLIL: Is there a connection? *Journal of Immersion and Content-Based Language Education*, 3(1), 28-50. <https://doi.org/10.1075/jicb.3.1.02syl>
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC journal*, 37(3), 308-328. <https://doi.org/10.1177/0033688206071315>

- Yildirim, H. I. (2020). The effect of using out-of-school learning environments in science teaching on motivation for learning science. *Participatory Educational Research*, 7(1), 143-161. <https://doi.org/10.17275/per.20.9.7.1>
- Yu, B., & Watkins, D. (2010) Attitudes and motivation in second-language acquisition: In Chapman D.W., Cummings W.K. & Postiglione G.A. (eds) *Crossing Borders in East Asian Higher Education*. (pp. 167-192) CERC Studies in Comparative Education: Springer, Dordrecht.

APPENDICES

Appendix 1: Informal exposure questionnaire

1st / 3rd / 5th Primary

Class Number:

QUESTIONNAIRE 1: INFORMAL (OUT-OF-SCHOOL) EXPOSURE TO ENGLISH

1. I WATCH... VEO...



NUNCA	UN POCO	A VECES	NORMALMENTE	SIEMPRE
-------	---------	---------	-------------	---------

1.1. ENGLISH SPOKEN TV/SERIES WITHOUT SUBTITLES TV/SERIES HABLADAS EN INGLÉS SIN SUBTÍTULOS

NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

1.2. ENGLISH SPOKEN TV/SERIES WITH SUBTITLES TV/SERIES HABLADAS EN INGLÉS CON SUBTÍTULOS

NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

1.3. ENGLISH SPOKEN TV/SERIES WITH HOME LANGUAGE SUBTITLES TV/SERIES HABLADAS EN INGLÉS CON SUBTÍTULOS EN MI LENGUA MATERNA (CASTELLANO)

NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

2. I READ... LEO...



2.1. BOOKS IN ENGLISH LIBROS EN INGLÉS

NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

2.2. NEWSPAPERS/COMICS IN ENGLISH REVISTAS/COMICS EN INGLÉS

NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

3. I PLAY... JUEGO...

3.1. ENGLISH (ONLINE OR CONSOLE GAMES) JUEGOS ONLINE EN INGLÉS



NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

3.2. ENGLISH BOARD GAMES JUEGOS DE MESA EN INGLÉS



NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

3.3. SPORT IN ENGLISH (OUTSIDE SCHOOL)

DEPORTE EN INGLÉS



NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

4. I SPEAK...

HABLO...



4.1. IN ENGLISH WITH MY FAMILY/WITH ONE OF MY PARENTS

EN INGLÉS CON MI FAMILIA/CON ALGUNO DE MIS PADRES

NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

4.2. IN ENGLISH WITH FOREIGN CHILDREN/FRIENDS

EN INGLÉS CON AMIGOS/NIÑOS EXTRANJEROS/AS

NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

5. I GO TO...

VOY A...



YES	NO

5.1. ENGLISH SUMMER CAMPS

CAMPAMENTOS DE VERANO EN INGLÉS

5.2. AN ENGLISH ACADEMY

ACADEMIA DE INGLÉS



YES	NO

6. I DO AN EXTRACURRICULAR ACTIVITY IN ENGLISH

HAGO UNA ACTIVIDAD EXTRAESCOLAR EN INGLÉS

YES	NO

7. THE TECHNOLOGICAL DEVICES I USE ARE SET IN ENGLISH

LOS DISPOSITIVOS TECNOLÓGICOS QUE USO ESTÁN CONFIGURADOS EN INGLÉS



YES	NO

8. I LISTEN TO ENGLISH MUSIC

ESCUCHO MÚSICA EN INGLÉS



NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

9. MY PARENTS TRY TO HELP ME WITH MY ENGLISH HOMEWORK

MIS PADRES INTENTAN AYUDARME CON LA TAREA DE INGLÉS



NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

10. MY BABYSITTER (IF I HAVE ONE) TALKS TO ME IN ENGLISH

MI NIÑERO/A (SI TENGO) ME HABLA EN INGLÉS

NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

11. MY PARENTS/ONE OF MY PARENTS ARE/IS...

MIS PADRES/UNO DE MIS PADRES SON/ES...

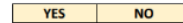
11.1. AN ENGLISH NATIVE SPEAKER

UN HABLANTE NATIVO DE INGLÉS



11.2. NOT NATIVE ENGLISH SPEAKERS, BUT S/HE/THEY SPEAK ENGLISH REALLY WELL

NO SON/ES UN HABLANTE NATIVO DE INGLÉS, PERO HABLA/HABLAN INGLÉS MUY BIEN



12. I COMMUNICATE ON SOCIAL NETWORKS IN ENGLISH

ME COMUNICO EN REDES SOCIALES EN INGLÉS



NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

13. I CAN SEND TEXTS IN ENGLISH (E.G. WHATSAPP)

PUEDO MANDAR MENSAJES EN INGLÉS (Ejemplo: WHATSAPP)



NEVER	A LITTLE BIT	SOMETIMES	USUALLY	ALWAYS
-------	--------------	-----------	---------	--------

Appendix 2: Motivation questionnaire

QUESTIONNAIRE 2: MOTIVATION AND EFL LEARNERS



1. I WOULD LIKE TO...
ME GUSTARÍA...

	1.1 SPEAK AND USE ENGLISH FLUENTLY AND EFFORTLESSLY <i>HABLAR Y USAR EL INGLÉS CON FLUIDEZ Y SIN ESFUERZO</i>	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
	1.2 CONTINUE LEARNING ENGLISH <i>CONTINUAR APRENDIENDO INGLÉS</i>	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
	1.3 CONTINUE LEARNING SUBJECTS IN ENGLISH (E.G. SCIENCE) <i>CONTINUAR APRENDIENDO ASIGNATURAS EN INGLÉS (EJEMPLO: SCIENCE)</i>	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
	1.4 IMPROVE MY ENGLISH <i>MEJORAR MI INGLÉS</i>	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE

2. I LIKE/ENJOY...
ME GUSTA/DISFRUTO...





	2.1 LEARNING ENGLISH <i>APRENDER INGLÉS</i>	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
	2.2 LEARNING SUBJECTS IN ENGLISH <i>APRENDER ASIGNATURAS EN INGLÉS</i>	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE

3. LEARNING...
APRENDER...



	3.1 ENGLISH IS BORING <i>INGLÉS ES ABURRIDO</i>	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
	3.2 SUBJECTS IN ENGLISH IS BORING <i>ASIGNATURAS EN INGLÉS ES ABURRIDO</i>	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
	3.3 ENGLISH IS A WASTE OF TIME <i>INGLÉS ES UNA PÉRDIDA DE TIEMPO</i>	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
	3.4 SUBJECTS IN ENGLISH IS A WASTE OF TIME <i>ASIGNATURAS EN INGLÉS ES UNA PÉRDIDA DE TIEMPO</i>	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE

4. **SPEAKING/KNOWING ENGLISH IS ESSENTIAL FOR ONE TO FIND A JOB**
HABLAR/SABER INGLÉS ES ESENCIAL PARA ENCONTRAR TRABAJO
- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| STRONGLY DISAGREE | DISAGREE | NEITHER AGREE NOR DISAGREE | AGREE | STRONGLY AGREE |
|-------------------|----------|----------------------------|-------|----------------|
5. **I THINK...**
PIENSO QUE...
- 5.1 **ENGLISH IS A NICE LANGUAGE**
EL INGLÉS ES UNA BUENA LENGUA
- 
- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| STRONGLY DISAGREE | DISAGREE | NEITHER AGREE NOR DISAGREE | AGREE | STRONGLY AGREE |
|-------------------|----------|----------------------------|-------|----------------|
- 5.2 **ENGLISH WILL BE USEFUL FOR ME WHEN I GROW UP**
EL INGLÉS ME SERÁ MUY ÚTIL CUANDO CREZCA
- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| STRONGLY DISAGREE | DISAGREE | NEITHER AGREE NOR DISAGREE | AGREE | STRONGLY AGREE |
|-------------------|----------|----------------------------|-------|----------------|
- 5.3 **ENGLISH LESSONS ARE FUN**
LAS CLASES DE INGLÉS SON DIVERTIDAS
- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| STRONGLY DISAGREE | DISAGREE | NEITHER AGREE NOR DISAGREE | AGREE | STRONGLY AGREE |
|-------------------|----------|----------------------------|-------|----------------|
- 5.4 **LESSONS, IN WHICH SUBJECTS ARE IN ENGLISH, ARE FUN**
LAS CLASES, EN LAS QUE LAS ASIGNATURAS SON EN INGLÉS SON DIVERTIDAS
- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| STRONGLY DISAGREE | DISAGREE | NEITHER AGREE NOR DISAGREE | AGREE | STRONGLY AGREE |
|-------------------|----------|----------------------------|-------|----------------|
6. **I FIND...**
- 6.1 **ENGLISH LESSONS REALLY BORING**
LAS CLASES DE INGLÉS SON ABURRIDAS
- 
- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| STRONGLY DISAGREE | DISAGREE | NEITHER AGREE NOR DISAGREE | AGREE | STRONGLY AGREE |
|-------------------|----------|----------------------------|-------|----------------|
- 6.2 **LESSONS, IN WHICH SUBJECTS ARE IN ENGLISH, REALLY BORING**
LAS CLASES, EN LAS QUE LAS ASIGNATURAS SON EN INGLÉS, SON ABURRIDAS
- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| STRONGLY DISAGREE | DISAGREE | NEITHER AGREE NOR DISAGREE | AGREE | STRONGLY AGREE |
|-------------------|----------|----------------------------|-------|----------------|
7. **IN ENGLISH LESSONS I TRY TO LEARN AS MUCH AS I CAN**
EN LAS CLASES DE INGLÉS INTENTO APRENDER TANTO COMO PUEDA
- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| STRONGLY DISAGREE | DISAGREE | NEITHER AGREE NOR DISAGREE | AGREE | STRONGLY AGREE |
|-------------------|----------|----------------------------|-------|----------------|
8. **IN LESSONS, IN WHICH SUBJECTS ARE IN ENGLISH, I TRY TO LEARN AS MUCH AS I CAN**
EN LAS CLASES, EN LAS QUE LAS ASIGNATURAS SON EN INGLÉS, INTENTO APRENDER TANTO COMO PUEDA
- | | | | | |
|-------------------|----------|----------------------------|-------|----------------|
| STRONGLY DISAGREE | DISAGREE | NEITHER AGREE NOR DISAGREE | AGREE | STRONGLY AGREE |
|-------------------|----------|----------------------------|-------|----------------|

9. I WORK HARD IN...
TRABAJO DURO EN...

9.1 MY ENGLISH CLASS EVEN WHEN I DON'T LIKE WHAT WE ARE DOING
MI CLASE DE INGLÉS AÚN CUANDO NO ME GUSTA LO QUE ESTAMOS HACIENDO

STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
-------------------	----------	----------------------------	-------	----------------

9.2 MY CLASS, IN WHICH SUBJECTS ARE IN ENGLISH, EVEN WHEN I DON'T LIKE WHAT WE ARE DOING
MI CLASE, DONDE LAS ASIGNATURAS SON EN INGLÉS, AÚN CUANDO NO ME GUSTA LO QUE ESTAMOS HACIENDO

STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
-------------------	----------	----------------------------	-------	----------------



10. I PUT MY BEST EFFORT INTO LEARNING ENGLISH IN MY...
ME ESFUERZO MUCHO EN APRENDER INGLÉS EN MIS...

10.1 ENGLISH LANGUAGE CLASSES
CLASES DE INGLÉS

STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
-------------------	----------	----------------------------	-------	----------------

10.2 CLASSES IN WHICH THE SUBJECTS ARE IN ENGLISH
CLASES EN LAS QUE LAS ASIGNATURAS SON EN INGLÉS

STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
-------------------	----------	----------------------------	-------	----------------

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

Appendix 3: Informal exposure (raw data)

1st Primary – Informal exposure (raw data)*

STUDENT'S CODED NAME	YEAR	QUESTIONNAIRE 1	Q1.1	Q1.2	Q1.3	Q2.1	Q2.2	Q3.1	Q3.2	Q3.3
M1	1		2	1	2	3	1	1	1	3
M2	1		3	1	1	1	1	1	1	1
M3	1		1	1	1	1	1	1	1	1
F1	1		1	1	1	1	1	1	1	1
F2	1		1	2	1	1	1	3	4	1
M4	1		1	1	1	1	1	1	1	1
F3	1		1	1	1	1	1	1	1	1
F4	1		1	1	1	3	1	1	3	1
F5	1		3	1	1	1	1	2	1	1
M5	1		5	1	1	4	1	1	2	1
M6	1		1	1	1	1	1	1	1	1
M7	1		1	1	1	1	1	1	1	1
F6	1		2	1	1	1	1	1	1	1
M8	1		1	1	1	3	1	1	1	1
F7	1		1	1	1	1	1	1	1	1
M9	1		1	1	1	1	1	1	1	1
M10	1		3	1	1	1	1	1	3	1
F8	1		1	1	1	1	1	2	1	1
F9	1		1	1	1	2	1	1	1	3
M11	1		1	1	1	1	1	1	1	1
F10	1		3	1	1	2	1	1	1	1
F11	1		3	1	3	1	1	2	1	1
M12	1		1	1	1	1	1	3	1	4
M13	1		1	1	1	1	1	3	1	1
M14	1		1	1	1	2	1	2	1	1
F12	1		1	1	1	2	1	1	1	1

*M: male

*F: female

Q4.1	Q4.2	Q5.1	Q5.2	Q6	Q7	Q8	Q9	Q10	Q11.1	Q11.2	Q12	Q13
1	1	2	2	2	2	3	3	1	2	1	1	1
2	1	2	2	2	2	1	1	1	2	1	1	1
1	1	1	2	1	1	1	1	1	2	1	1	1
1	1	2	1	2	2	3	2	1	2	1	1	1
3	3	2	2	2	2	3	3	1	2	1	1	1
1	1	2	2	2	2	1	3	1	2	2	1	1
2	2	2	2	2	2	1	2	1	2	2	1	1
1	3	2	2	2	2	3	1	1	2	1	1	1
1	1	2	2	2	2	3	2	1	2	1	1	1
3	1	2	2	2	1	5	4	1	1	1	1	1
3	3	2	2	2	2	3	2	1	2	1	1	1
3	1	2	2	2	2	3	4	1	2	2	1	1
1	2	2	2	2	2	1	2	1	2	2	1	1
3	1	2	2	2	2	1	5	1	2	2	1	1
3	1	2	2	2	2	1	3	1	2	2	1	1
3	1	2	2	2	2	3	2	1	2	1	1	1
2	3	2	2	2	1	1	3	1	2	1	1	1
2	3	2	2	2	2	1	2	1	2	2	1	1
1	1	2	2	1	2	1	2	1	2	1	1	1
1	1	2	2	2	2	1	1	1	2	2	1	1
3	2	2	2	2	2	3	2	1	2	1	1	1
2	1	2	1	2	2	3	2	1	2	1	1	1
1	1	2	2	1	2	2	2	1	2	2	1	1
1	1	2	2	2	2	3	5	1	2	1	1	1
3	1	2	2	2	1	1	3	1	2	1	1	1
2	1	2	2	1	2	2	1	1	2	2	1	1

3rd Primary – Informal exposure (raw data)

STUDENT'S CODED NAME	YEAR	QUESTIONNAIRE 1	Q1.1	Q1.2	Q1.3	Q2.1	Q2.2	Q3.1	Q3.2	Q3.3
M1	3		4	1	2	1	1	3	2	1
M2	3		5	1	1	2	1	3	1	1
F1	3		2	3	4	2	1	3	1	2
M3	3		1	1	2	1	1	2	1	1
F2	3		2	2	4	2	1	3	4	1
F3	3		1	1	3	1	1	3	1	1
F4	3		1	2	2	1	1	3	3	1
F5	3		2	1	3	1	1	2	1	1
M5	3		1	5	5	3	2	4	3	2
M6	3		4	2	1	5	1	3	4	1
F6	3		1	1	1	1	1	4	1	1
F7	3		1	1	1	1	1	1	1	1
F8	3		3	1	1	1	1	1	1	1
M7	3		3	2	1	3	2	3	3	1
M8	3		1	1	1	1	1	3	1	3
M9	3		1	2	3	1	1	4	1	1
F9	3		5	1	1	3	2	3	2	2
F10	3		3	3	3	2	1	4	2	2
F11	3		2	1	3	1	1	3	1	1
M11	3		3	3	3	1	1	4	1	1
M12	3		1	1	2	3	1	4	1	1
M13	3		2	1	4	1	1	4	3	1
F12	3		1	2	1	1	1	5	1	1
M14	3		3	1	1	5	1	5	1	1
F13	3		2	1	1	1	1	1	1	1

Q4.1	Q4.2	Q5.1	Q5.2	Q6	Q7	Q8	Q9	Q10	Q11.1	Q11.2	Q12	Q13
2	2	1	1	1	1	4	3	1	2	2	1	1
3	2	2	1	1	2	3	4	1	2	2	2	1
2	1	2	1	2	1	5	5	1	2	2	1	1
1	1	2	2	2	2	2	2	1	2	2	1	1
3	2	2	2	2	2	4	3	1	2	2	1	1
2	1	2	1	1	2	3	2	1	2	1	4	1
2	2	2	2	2	1	4	2	1	2	2	2	1
2	1	2	2	2	1	4	2	1	2	2	1	1
5	1	2	1	1	2	3	2	1	2	1	1	3
3	1	2	1	1	1	2	3	1	1	1	4	2
2	2	2	2	1	2	4	3	1	2	2	1	1
1	1	2	2	2	2	2	3	1	2	1	1	1
3	1	2	2	2	2	3	2	1	2	1	1	2
1	3	2	2	2	2	1	1	1	2	2	1	1
3	1	2	2	2	2	3	3	1	2	2	1	3
3	1	2	2	1	2	2	2	1	2	1	1	2
4	3	1	1	1	1	3	3	1	2	1	1	3
4	1	2	1	1	2	3	4	1	2	1	2	2
2	1	2	1	2	2	3	1	1	2	2	1	1
2	1	2	2	2	2	5	2	1	2	1	1	3
4	1	2	2	2	2	4	2	1	2	2	1	1
2	3	2	2	2	2	4	2	1	2	2	1	1
2	3	1	2	2	1	4	5	1	2	2	1	1
3	1	2	2	2	1	5	1	1	2	1	1	1
1	1	2	2	2	2	3	4	1	2	1	1	1

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

5thPrimary –Informal exposure (raw data)

STUDENT'S CODED NAME	YEAR	QUESTIONNAIRE 1	Q1.1	Q1.2	Q1.3	Q2.1	Q2.2	Q3.1	Q3.2	Q3.3
F1	5		3	3	2	1	1	3	2	2
F2	5		3	4	1	1	1	3	1	1
F3	5		1	2	3	2	1	3	1	2
M2	5		1	1	1	1	1	1	1	1
F4	5		2	3	3	1	1	1	2	1
M3	5		4	1	1	3	2	2	4	2
M4	5		4	4	1	1	2	3	2	1
M5	5		1	1	1	1	2	3	2	1
F6	5		3	4	4	2	3	4	2	1
M6	5		2	2	3	2	2	5	2	1
F7	5		5	4	4	1	1	1	2	1
F8	5		1	3	3	1	1	3	4	3
M7	5		3	2	2	2	1	3	2	2
M8	5		2	3	3	1	1	2	1	1
M9	5		3	2	4	3	2	5	3	1
M10	5		3	1	1	2	1	5	2	1
F9	5		2	2	3	2	1	3	2	3
F10	5		3	2	3	2	1	3	2	1
F11	5		1	1	1	1	1	4	2	1
F12	5		3	2	1	3	4	5	3	2
F13	5		1	5	1	3	2	4	2	2
M11	5		2	1	1	2	2	3	1	1
F14	5		2	3	3	2	2	3	1	1
M12	5		3	4	1	2	1	5	4	1
M13	5		3	2	3	1	2	4	3	2

Q4.1	Q4.2	Q5.1	Q5.2	Q6	Q7	Q8	Q9	Q10	Q11.1	Q11.2	Q12	Q13
2	1	2	1	2	2	4	2	1	2	2	1	4
3	1	2	2	2	2	4	3	1	2	1	1	4
2	1	2	2	2	2	5	2	1	2	1	1	4
1	1	2	2	2	2	3	2	1	2	2	1	3
3	1	2	2	2	2	4	1	1	2	1	1	3
3	5	1	1	1	1	5	2	1	2	1	2	4
3	4	2	2	2	1	4	1	1	2	1	1	4
2	1	2	2	2	1	5	1	1	2	2	2	3
2	4	2	2	2	2	4	3	1	2	1	1	4
2	1	1	2	2	2	3	2	1	2	2	1	4
2	5	2	2	2	2	5	2	1	2	2	1	4
2	4	1	2	2	2	2	1	1	2	2	1	4
3	2	1	1	1	1	4	1	1	2	1	2	4
1	4	2	1	2	2	5	5	1	2	1	1	3
3	2	2	2	2	2	4	3	1	2	1	1	3
1	1	2	2	1	1	5	1	1	2	1	1	4
2	1	2	2	2	2	3	2	1	2	2	1	4
3	4	2	2	2	1	5	1	1	2	2	1	4
1	3	2	2	2	2	3	1	1	2	2	1	4
4	5	2	2	2	1	5	1	4	2	1	1	5
2	1	1	2	2	2	3	1	1	2	2	1	4
3	1	2	2	2	2	4	1	1	2	1	1	4
3	3	2	2	2	2	3	2	1	2	2	1	2
3	5	2	2	2	1	5	1	1	2	1	1	3
3	1	2	1	2	2	5	1	1	2	1	1	4

Appendix 4: Academic achievement (raw data)

1st Primary marks (raw data)

ENGLISH GRADES	NATURAL SCIENCE GRADES
7,4	7
9,6	9
7,3	8,25
7,75	7,5
8,7	7,25
8	6
8	6,5
7,4	8,5
8,8	9
7,1	6,5
8,3	7
7,6	7
9,1	9
9,2	10
8,4	6
9,2	8
8,1	7
8,9	9
9	9,5
5,9	7
9,5	7
8,7	8
7,2	6,5
9,2	7,25
7,2	8,5
9,6	8

3rd Primary marks (raw data)

ENGLISH GRADES	NATURAL SCIENCE GRADES
9	9
8	8
7	9
8,5	9
9	8
8	9
9	9,5
8,5	9
7,5	9
8	8
9	9
7,5	9
7	8
9	8
8	9
8	9
8	8
8	8
9,5	9,5
9,5	9,5
8,5	9
8,5	9,5
9	9,5
8	9
9	9

5th Primary marks (raw data)

ENGLISH GRADES	NATURAL SCIENCE GRADES
7,5	10
9	9,5
7,38	8,5
8,5	8,5
8,5	9,5
8	9,5
9	9,5
8,5	7
9	9
9,5	9,5
8	8
9	9,5
8,5	9,5
7,5	8
9	9
8	9
8,5	10
9	7,5
7,5	7,5
8,5	10
8,5	8
9	9,5
7,5	8
9,5	10
9	10

Appendix 5: Motivation (raw data)

1st Primary – Motivation (raw data)*

QUESTIONNAIRE 2	Q1.1	Q1.2	Q1.3	Q1.4	Q2.1	Q2.2	Q3.1	Q3.2	Q3.3	Q3.4	Q4
	4	4	4	3	5	4	5	5	5	5	3
	4	4	4	4	4	4	4	4	4	5	3
	1	4	5	5	4	4	5	5	5	5	4
	3	5	5	5	5	5	4	5	5	5	5
	4	5	4	4	5	4	5	5	4	5	5
	5	5	5	5	5	5	5	5	5	5	5
	5	4	5	5	5	5	4	4	4	4	4
	4	5	5	4	4	5	4	4	4	4	2
	4	5	5	4	4	5	2	2	5	5	4
	4	5	4	5	5	4	5	5	5	5	5
	5	5	5	4	5	5	5	4	4	1	5
	5	5	5	3	5	4	4	4	5	5	5
	3	4	4	4	5	5	5	4	4	4	4
	5	4	5	5	5	4	5	5	5	5	5
	5	5	5	5	4	5	4	4	5	5	5
	5	5	4	5	5	5	2	2	1	4	5
	4	3	5	4	3	4	4	3	3	1	4
	5	5	5	5	1	2	5	5	5	5	5
	5	3	5	5	5	5	5	5	5	5	5
	5	4	5	4	5	4	3	3	4	4	5
	5	4	5	4	5	4	5	5	1	2	5
	1	5	5	5	5	4	1	1	1	2	5
	1	5	1	5	1	5	1	5	1	1	5
	5	4	5	4	5	5	5	5	5	5	5
	4	5	5	5	5	4	5	3	3	1	5
	5	5	5	5	5	5	5	5	5	1	5

*Values in negative items (e.g., item 3.1. ‘English is boring’) were inverted (i.e., ‘5’ not meaning ‘fully agree’, but ‘fully disagree’; ‘1’ meaning ‘fully agree’ instead of ‘fully disagree’) in order to be able to carry out a reliable quantitative reading. These items were: 3.1, 3.2, 3.3, 3.4, 6.1 and 6.2.

Q5.1	Q5.2	Q5.3	Q5.4	Q6.1	Q6.2	Q7	Q8	Q9.1	Q9.2	Q10.1	Q10.2
4	3	4	4	5	5	4	4	4	4	5	5
4	5	4	4	5	5	4	4	3	3	4	4
4	5	5	4	5	5	4	5	4	5	5	5
5	5	3	5	2	5	5	5	5	5	5	5
5	4	5	4	5	4	5	5	5	5	5	4
5	5	5	5	5	5	5	5	5	5	5	5
5	5	5	5	4	4	5	5	5	5	5	4
5	5	4	3	2	5	3	3	3	3	4	4
5	4	4	5	5	2	4	5	5	5	4	5
5	1	5	5	5	5	5	5	5	5	4	5
5	3	5	5	4	4	5	5	5	5	5	5
5	5	5	3	5	5	5	5	5	5	5	4
5	3	4	4	5	5	4	5	5	5	5	4
5	4	5	4	5	4	5	5	5	5	5	4
5	5	5	5	5	5	5	5	5	5	5	5
5	4	5	5	5	5	5	5	5	5	5	5
5	4	5	5	5	5	5	5	5	5	5	5
5	3	3	4	3	4	4	3	4	3	2	4
5	5	1	5	3	5	5	5	4	5	5	5
5	5	5	5	5	5	5	5	5	5	5	5
5	5	5	5	5	3	5	5	5	5	5	5
5	4	5	5	5	4	4	5	3	4	5	4
4	5	5	4	1	2	5	4	5	4	5	4
1	5	1	3	2	1	5	5	5	3	2	5
5	5	4	4	5	5	5	5	5	5	5	4
4	3	4	5	5	5	5	4	4	5	5	4
5	5	5	5	5	5	5	5	4	4	5	5

3rdPrimary – Motivation (raw data)

QUESTIONNAIRE 2	Q1.1	Q1.2	Q1.3	Q1.4	Q2.1	Q2.2	Q3.1	Q3.2	Q3.3	Q3.4	Q4
	2	5	4	5	3	2	5	4	5	4	4
	3	4	5	4	4	4	5	5	5	5	5
	1	4	5	5	4	4	5	5	5	5	4
	3	3	5	5	3	4	5	5	5	5	5
	5	4	5	3	3	4	5	5	5	5	5
	2	5	4	5	5	4	4	5	4	4	3
	5	3	4	5	3	4	4	5	5	5	3
	1	5	5	5	5	5	1	5	5	5	1
	1	5	5	5	5	5	5	5	5	5	5
	4	5	5	5	5	5	5	5	5	5	5
	5	5	5	5	5	3	5	5	5	5	2
	5	3	4	5	3	4	3	5	3	5	5
	4	3	3	4	5	3	5	5	5	5	4
	5	3	3	4	3	3	3	4	5	5	4
	3	4	4	5	3	4	3	5	5	3	3
	4	5	5	5	5	5	5	5	5	5	5
	5	5	4	5	5	4	5	5	5	5	5
	2	5	5	5	5	5	4	5	5	5	3
	5	5	4	4	5	5	5	5	5	5	4
	1	5	5	3	5	4	5	5	5	5	5
	5	5	5	5	5	4	5	5	5	5	1
	5	5	5	5	5	5	5	5	5	5	4
	1	5	5	5	5	5	5	5	5	5	5
	4	5	3	5	4	4	4	4	5	5	3
	5	5	5	5	5	5	5	5	5	5	5

Q5.1	Q5.2	Q5.3	Q5.4	Q6.1	Q6.2	Q7	Q8	Q9.1	Q9.2	Q10.1	Q10.2
5	5	2	4	5	2	5	3	4	4	3	3
5	5	5	5	5	5	5	5	5	5	5	5
4	5	5	4	5	5	4	5	4	5	5	5
5	5	5	5	5	5	5	5	5	5	5	5
5	5	3	4	5	5	5	5	5	5	4	5
4	4	4	3	4	4	5	5	4	4	5	5
4	3	3	4	4	5	5	4	4	4	5	5
5	5	4	5	5	5	5	5	4	4	5	5
5	5	5	5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5	5	5	5
4	5	5	3	5	5	5	5	5	5	5	4
5	4	4	4	5	5	5	5	4	5	5	5
5	5	4	4	5	5	5	5	5	5	5	5
4	5	4	3	4	4	4	4	4	5	4	4
5	4	3	3	3	3	5	4	3	3	4	4
4	5	5	4	5	5	5	5	5	5	5	5
5	5	5	4	5	5	5	5	5	5	5	5
4	4	5	5	5	5	1	4	5	2	2	2
4	5	4	4	5	5	5	5	5	5	5	5
4	5	4	5	5	4	5	5	5	5	5	5
5	5	5	5	5	5	5	4	5	4	5	4
5	4	5	5	5	5	5	5	5	5	5	5
4	5	4	4	5	5	5	5	5	5	5	5
5	5	4	4	4	4	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5	5	5	5

Informal exposure, achievement and motivation in young EFL learners. A cross-sectional study.

5thPrimary – Motivation (raw data)

QUESTIONNAIRE 2	Q1.1	Q1.2	Q1.3	Q1.4	Q2.1	Q2.2	Q3.1	Q3.2	Q3.3	Q3.4	Q4
	5	5	5	5	5	5	5	5	5	5	4
	5	5	5	5	5	5	5	5	5	5	5
	5	5	5	5	5	5	5	5	5	5	5
	4	5	5	4	5	4	5	5	5	5	5
	5	4	4	5	4	5	4	4	5	5	4
	5	5	5	5	5	4	5	5	5	5	4
	5	5	5	5	5	5	5	5	5	5	5
	5	5	4	4	5	4	5	4	5	5	5
	5	5	5	5	5	4	5	4	5	4	5
	5	5	5	5	5	5	5	5	5	5	5
	5	5	4	5	5	4	1	5	4	4	5
	5	5	5	5	5	4	5	5	5	5	5
	5	5	5	5	5	5	5	5	5	5	4
	5	5	4	5	5	5	5	4	5	5	5
	5	4	4	5	4	3	5	3	4	4	4
	5	5	5	5	5	4	5	4	5	4	4
	5	5	5	4	5	5	5	5	5	5	5
	5	5	5	5	5	5	5	5	5	5	5
	3	4	5	4	3	1	1	3	3	4	4
	5	5	5	5	5	5	5	5	5	5	5
	5	5	4	5	5	5	5	5	5	5	4
	5	5	5	4	5	5	5	4	5	5	5
	5	4	5	5	4	3	3	4	5	5	4
	5	5	4	5	5	5	5	5	5	5	5
	5	5	4	5	5	5	5	5	5	5	5
	5	5	4	4	5	5	5	5	5	5	5
	5	5	4	4	5	5	5	5	5	5	5
	5	5	4	4	4	4	5	4	4	5	5
	5	5	4	4	5	4	5	5	5	5	5
	5	5	4	4	5	5	5	5	5	5	5
	5	5	4	4	4	4	5	3	3	3	4
	4	5	4	4	5	4	4	4	4	4	5
	5	5	4	3	4	4	5	4	5	4	5
	5	5	4	4	5	4	5	5	5	5	5
	5	4	4	4	5	5	5	5	4	4	5
	3	3	3	3	3	3	4	4	4	4	4
	5	5	5	5	5	5	5	5	5	5	5
	5	5	4	4	5	5	5	5	5	5	5
	5	5	4	4	4	4	4	4	4	4	4
	4	5	4	3	4	4	4	4	4	5	5
	5	5	4	4	5	5	5	5	5	5	4
	5	5	4	4	5	5	4	5	5	5	5

Q5.1	Q5.2	Q5.3	Q5.4	Q6.1	Q6.2	Q7	Q8	Q9.1	Q9.2	Q10.1	Q10.2
5	5	4	5	5	5	5	5	5	5	5	5
4	5	3	3	5	5	5	5	5	5	5	5
5	5	4	5	5	5	5	5	4	4	5	5
5	5	5	4	5	5	5	5	5	5	5	5
5	5	4	4	5	4	5	5	4	4	4	4
5	5	4	4	5	5	5	5	5	5	5	4
5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	5	4	4	4	4	4	4	5
5	5	4	3	4	3	5	5	5	4	4	5
5	5	4	4	4	4	5	5	4	4	5	5
5	5	4	4	5	4	5	5	5	5	5	5
5	5	4	4	5	5	5	5	5	5	5	5
5	5	4	4	4	4	5	3	3	3	4	4
4	5	4	4	5	4	4	4	4	4	4	5
5	5	4	3	4	4	5	4	5	4	5	4
5	5	4	4	5	4	5	5	5	5	5	5
5	4	4	4	5	5	5	5	4	4	4	5
3	3	3	3	3	3	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
5	5	4	4	5	5	5	5	5	5	5	5
5	5	4	4	4	4	4	4	4	4	4	4
4	5	4	3	4	4	4	4	4	4	5	5
5	5	4	4	5	5	5	5	5	5	5	4
5	5	4	4	5	5	4	4	5	5	5	5