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1. Introduction

“[I]ch finde ein gutes Programm für Omas wär nicht schlecht“(L3: 313-314). This quote of one of the Third Age learners interviewed in the course of this study clearly shows that there seems to be a demand for foreign language classes tailored to the needs of older learners. However, is this just a wish of one older lady or can this be considered a more general demand of our society today? Considering how people in our societies live longer and those entering retirement are usually still quite active and are able to spend their time more or less how they want, this need does not appear too far-fetched. Moreover, as mobility - be it professional or individual – is growing around the world, there is a need for people to be able to communicate with others who do not share their language (Gabrys-Barker 2017: xiv). Thus, there is a rising demand for foreign language (FL) classes for older learners (ibid.; Ramirez-Gomez 2016: 1).

With this comes the need for research in the area of adult education and more specifically foreign language learning in older age. However, the field of andragogy (i.e. adult education) is still comparatively young, and research on older learners appears to be fairly limited as well (Gabrys-Barker 2017: xv; Ramirez-Gomez 2016: 2). Two examples of the rather few research publications on older FL learners are Linhart-Wegschaider’s (2010) thesis on “Foreign language learning and advanced age”, and Kliesch’s (et. al. 2017) collection of “Research on Second Language Acquisition in Old Adulthood”. Thus, there is still a lot of space for more research on senior or Third Age learners of foreign languages.

This diploma thesis therefore seeks to shed at least a little ray of light on Third Age FL language learners. The main purpose is to gain more insight into the characteristics and experiences of Third Age Learners of English as a foreign language with a focus on their views and attitudes. The main research question here is the following: What are the characteristics of Third Age EFL learners according to their own estimation? More specifically, characteristics here refer to the motivations, strengths, abilities, challenges and experiences of older learners with regards to learning English as a foreign language. This question was explored in a small-scale investigation of a Third Age language learner group of English as FL.

Regarding the structure of this thesis, chapter two will give an overview of adult education and further explore the issue of foreign language learning in ad-

vanced age. This is to say, first the field of andragogy and its history will be described, then a definition of the Third Age will be given and research on learning and FL learning at that phase of life will be presented. Chapter three will present the research methodology employed in this small-scale mixed method investigation, defining further research questions, describing participants and setting, and explaining the mixed-method approach including a questionnaire survey and qualitative interviews. In chapter four the results of the study will presented in detail and finally connections of results to existing literature and research will be explored.

2. Andragogy and Third Age language learners

As populations are ageing and retirees are able to occupy their time freely, there is increased interest in continued educational offers (Gabrys-Barker 2017: xiv). This has, however, not been matched with a similar interest in the field of adult education and learning, which is still relatively young. So, this chapter will give an overview of the history and current state of the field of adult education and andragogy in subsection 2.1. Andragogy can be defined as the study of adults and gerontology (Gabrys-Barker (2017: xv). More specifically, Titmus et. al. (1979: 31) define andragogy as "the art and science of helping adults to learn and the study of adult education theory, processes, and technology to that end". Adult education can involve non-formal as well as formal education (Ironside 1989: 15). In andragogy an adult is defined with regards to their relation to the educational process (Krajnc 1989: 20). This is an adult is someone who has finished or stopped their "initial education" with the goal of taking on other occupations or social roles (ibid.). Subsection 2.2 then will present the previous research on learning in the Third Age, followed by an introduction to Third Age language learners and their characteristics (subsection 2.3). Lastly, a general overview of educational institutions for senior learners will be presented, and the Austrian people's universities (i.e. Volkshochschulen) will be introduced.

2.1 Adult education and andragogy: a historical overview

This section will first present a historical overview of the development of adult education and andragogy, and then offer some perspectives on the understanding of andragogy and its theories.

2.1.1 Teachers of adults in ancient times and the first user of *andragogy*

In their work on adult learners, Knowles, Holton and Swanson (2005: 35) mention that when looking back at the great teachers of ancient times – for instance Lao Tse in China, Hebrew prophets in biblical times, Aristotle, Socrates and Plato in Greece or Cicero and Quintillian in Rome – it is noticable that all of them were teachers of adults. As a result, the teaching and learning concepts they developed were very dif-

ferent from those that later prevailed in formal education (ibid.). These teachers viewed learning as a “process of mental inquiry” (ibid.), i.e. questioning and investigation. Savicevic (2008: 265) also emphasizes that andragogical ideas and practices can be traced back to Hellenistic and Jewish culture in ancient times. He further states that these cultures were the first to found andragogical institutions. However, later in the seventh century in Europe the educational focus shifted toward teaching children, especially boys, and certain assumptions about learning and teaching strategies were developed accordingly (Knowles, Holton & Swanson (2005: 36). These theories were later labelled as pedagogy stemming from the Greek words *paid* i.e. ‘child’ and *agogus* i.e. ‘leader of’ and thus meaning “’the art and science of teaching children’” (ibid. 36). This shows that andragogical ideas first started centuries before schools for children were established (Loeng 2018: 2).

After ancient times, adult education seemed to be forgotten until the nineteenth century when Kapp published a book on Plato’s educational theories (Kapp 1833 cited in Loeng 2018: 2; Loeng 2017). Loeng (2017: 599ff.; -2018: 2) as well as Knowles, Holton and Swanson (2005: 59) introduce Alexander Kapp, a German grammar teacher, as the first to use and introduce the concept of andragogy. In 1833 Kapp published his book on educational theory taking Plato’s writing on education as a basis (cited in Loeng 2018: 2). It is worth noting that in this work Kapp used the word andragogy to describe the Greek philosopher’s educational theory even though Plato himself had never used the term (Knowles, Holton & Swanson 2005: 59). Loeng (2017: 630) points out that Kapp applied the term andragogy to “education in adulthood – literally, ‘education for men’”. Moreover, he (Kapp 1833 cited in Loeng 2017: 630) argued that education for adults is essential and described the qualities that are useful to develop in general but also those needed for specific occupations. Kapp’s book can be divided into two main parts, namely “[e]ducation for the individual and State pedagogy”. In the first part on education for the individual, the theoretical account of andragogy can be found (Loeng 2017: 630). Loeng (2018: 2) further points out that for Kapp andragogy was centrally about character building and self-knowledge. However, he received strong criticism from contemporary scholars, in particular from the German philosopher Johann Friedrich Herbart; a main reason why Kapp’s concept of andragogy was not continued afterwards (Loeng 2017: 639; Knowles, Holton & Swanson 2005: 59).

2.1.2 Adult education and andragogy at the beginning of the 20th century

The concept of andragogy was forgotten for almost 100 years after Kapp's publication, but in the 1920s Eugen Rosenstock-Huessy, a German scholar, took it up again (Loeng 2018: 2). Around that time interest in adult learners and adult education began to grow in Europe and the United States (Knowles, Holton & Swanson 2005: 36).

Rosenstock-Huessy was the central figure in reviving the field of adult learning in Germany. He was part of a body of scholars from different disciplines who had the goal "to develop a new direction for adult learning in Germany (Neue Richtung)" (Loeng 2018: 2). He first used the concept of andragogy in his work *Andragogik* in 1924 to describe "all school-like education for adults" (Rosenstock 1924, cited in Loeng 2013: 243). Moreover, Rosenstock-Huessy saw andragogy as a move away from mere pedagogy and demagogy (Rosenstock 1924 cited in Loeng 2013: 243). He further describes andragogy as a new kind of teaching with the goal of solving social problems and moving towards a better future (Rosenstock-Huessy 1925 cited in Loeng 2013: 243). Although, Rosenstock-Huessy did not gain a lot of recognition in other works of adult education, he was an inspiration for other scholars of the field during the interwar period as well as after World War II (Loeng 2018: 3).

In the US, research on adult education was first initiated by Lindeman in 1926 with the publication of the *Journal of Adult Education* by the American Association of Adult Education that was founded in the same year (Gabrys-Barker 2017: xv, and Knowles, Holton & Swanson 2005: 36). Knowles, Holton and Swanson (2005: 36) divide the research done on adult education during that time into two streams of inquiry, namely the scientific and the artistic or intuitive stream.

The scientific stream, which was initiated by Edward L. Thorndike, tries to discover new knowledge mainly through investigation (ibid. 36). The question Thorndike was primarily interested in was whether or not adults could learn; this is to say his research focused on the learning ability of adults (Merriam 2001: 3). The first book on this issue, namely *Adult Learning* was published by Thorndike *et.al.* in 1928 (cited in Merriam 2001: 3). These scholars adopted a behavioural psychological perspective on adult learning (Merriam 2001: 3). One of the most important findings of Thorndike's studies was to show that adults could, in fact, learn, since until then it was merely assumed that children could learn (Knowles, Holton & Swanson 2005: 36). Thus, his research laid a scientific foundation for the field of adult education (ibid. 36).

Another scholar of the scientific stream was Herbert Sorenson who published *Adult Abilities* in 1938 (cited in Knowles, Holton & Swanson 2005: 36).

The goal of the second stream identified by Knowles, Holton and Swanson (2005: 37), i.e. the artistic strand, was to gain new knowledge using intuition and the analysis of experience. The research focus of this strand was the question of how adults learn (ibid. 37). It was Eduard C. Lindeman's publication *The Meaning of Adult Education* in 1926 that started the research in this direction (Knowles, Holton and Swanson 2005: 37). According to Knowles, Holton and Swanson (2005: 37) Lindeman's work, which was highly influenced by the educational philosophy of John Dewey, "laid the foundation for a systematic theory about adult learning". In addition, it should be noted that Lindeman was also inspired by the work of Rosenstock-Huessy (Loeng 2013: 248). In his work *The Meaning of Adult Education,* Lindeman (1926) identified five key assumptions about adult learners which are summarised by Knowles, Holton and Swanson (2005: 40) as follows:

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy.
2. Adults' orientation to learning is life-centered.
3. Experience is the richest source for adult's learning.
4. Adults have a deep need to be self-directing.
5. Individual differences among people increase with age.

Here the focus lies in the life experiences of adults as their motivation and source for learning, as well as the adults wish for independence. Research within the artistic strand of inquiry was mainly published in the *Journal of Adult Education* of the American Association for Adult Education (ibid. 40). However, the journal's publication period only lasted until 1941 (Gabrys-Barker 2017: xv).

2.1.3 The emergence of andragogy in the second half of the 20th century in Europe and North America

By the middle of the twentieth century the question of whether adults could learn had been put to rest and the focus shifted to considering in how far adult learning was different from children's learning experience (Merriam 2001: 4). During that time different perspectives and theories on adult education began to emerge in Europe and North America (Loeng 2018: 3ff, Merriam 2001:4ff.). This section will first give an overview of the perspectives on andragogy that developed in Europe. Then the two

concepts of adult education that evolved in North America, namely andragogy in the US, and self-directed learning in Canada, will be presented.

In Europe the concept of andragogy as an “integrated framework of adult learning” emerged during the 1960ies (Knowles, Holton & Swanson 2005: 58). The German educator Franz Pöggeler is regarded to be the first in attempting to scientifically re-establish the concept of andragogy with the publication of his book *Einführung in die Andragogik* in 1957 (Loeng 2018: 3). This introduction was widely accepted as central work on “the goals, motives, content, methods, and institutions of adult learning” (ibid. 3). Pöggeler (1957 cited in Loeng 2018: 3) posited that all systematic forms of adult education and learning should be covered by the term andragogy. He moreover, concentrated on the characteristics of the field of adult education, and contrasted it to pedagogy (Pöggeler 1957: 14ff.). Especially in the first part of the book, Pöggeler (1957) often refers to Heinrich Hanselman’s (1951) publication on andragogy. Loeng (2018: 3) adds that Pöggeler (1957) considered Rosenstock-Huessy as someone who had taught him what was crucial in adult education.

During that time, the concept of andragogy also started to be discussed academically in other European countries, particularly in former Yugoslavia (Knowles, Holton & Swanson 2005: 59-60). As a result, faculties of andragogy were established first in Belgrade then in Zagreb (ibid. 60; Loeng 2018: 4). Dusan Savicevic, a professor at the University of Belgrad, can be considered the internationally most influential adult educator of then Yugoslavia as he introduced the concept of andragogy into US culture in 1967 (see Knowles, Holton & Swanson 2005: 58, & Loeng 2018: 4).

In the Netherlands, the term ‘andragogy’ was used first in 1954. In 1966 the University of Amsterdam started a doctorate for andragogues, and in 1970 it opened a department of pedagogical and andragogical sciences in their social sciences faculty. The definition of andragogy adopted in the Netherlands is “any intentional and professionally guided activity that aims at a change in adult persons” (Knowles, Holton & Swanson 2005: 60). In Great Britain, general interest in the concept of andragogy only started to grow in the 1970ies. There it was the University of Nottingham that focused on the concept and founded the Nottingham Andragogy Group in 1981 for further investigations in the field of andragogy. This group based their work on the approaches of Paulo Freire and Malcom Knowles. The group also understood andragogy as an alternative to pedagogy and argued that andragogical practise should

consist of reflection and action combined with dialogue as central feature (Loeng 2018: 4).

In North America, the concepts of andragogy and self-directed learning started to emerge in the 1960ies, which were two of the most important theory-building efforts in the field of adult education according to Merriam (2001: 4). One of the scholars that influenced Malcolm Knowles' andragogy as well as Tough's research on self-directed learning was Cyril O'Houle, who started studies on adult learners in the 1950s (Knowles, Holton & Swanson 2005: 54). In his studies in the 1950s Houle's main focus was to find out why adults continue learning and educating themselves (1961 referred to in Knowles, Holton & Swanson 2005: 54). However, he also found explanations for how adults learn (ibid. 54). As a result of his studies, Houle divided his subjects into three categories, namely goal-oriented learners, activity-oriented learners and learning-oriented learners (Houle 1961 cited in Knowles, Holton & Swanson 2005: 54-55).

According to Loeng (2018: 4) Malcolm Knowles was the scholar who was mainly responsible for making andragogy known. One of his early attempts in describing the settings where adults learn best was his publication *Informal Adult Education* in 1950 (referred to in Knowles, Holton & Swanson 2005: 61). Only in the mid 1960ies did Knowles meet Dusan Savicevic, who introduced him to the term andragogy (Loeng 2018: 4; Knowles, Holton & Swanson 2005: 61). To Knowles this term appeared to be more adequate for his concept of adult education and he then accepted the definition of andragogy as "the art and science of helping adults to learn" (Knowles, Holton & Swanson 2005: 61). This concept of andragogy was seen by Knowles as the antithesis of pedagogy (ibid. 61). Knowles (et.al. 2005: 64-68) based his model of andragogy on the following six assumptions about adults and their approach to learning:

- First, adults "need to know why they learn something" (op.cit. 64) before actually learning it.
- Second, their concept of self in that they are responsible for their own actions and decisions.
- Third, adults have more and a greater variety of experiences than young people. Moreover, there tends to be a greater range of individual differences in a group of adults compared to a group of youths.

- Fourth, adults are ready to learn things they will need to manage their rea-life situations successfully.
- Fifth, their orientation to learning is life-centred, that means it tends to be either task-centred or problem centred.
- Sixth, an adults' motivation can sometimes be external, but usually they are motivated by internal factors or pressures, as for example self-esteem or better life quality.

Knowles' publications on andragogy during the 1970ies, then renewed the interest in adult learners, especially in North America, and new research publications followed (Gabrys-Barker 2017: xv).

Around the same time that the concept of andragogy was introduced in the US by Malcolm Knowles, another model of differentiating adult learners from children emerged, namely the concept of self-directed learning (SDL) (Merriam 2001: 8). Even though Knowles (1975) also contributed to the literature of self-directed learning, Tough (1967, 1971), who built on the work of Houle (1961), produced the "first comprehensive description of self-directed learning as a form of study" (Merriam 2001: 8). Tough investigated self-planned learning projects of adults in Canada and documented this kind of learning that is part of everyday life but also systematic even though it does not rely upon a teacher or a classroom. Tough's work led to a new advance of research in this field. While the early research publications of Tough and Knowles were mainly descriptive, recent research focuses on model-building, discussing goals and ethics of self-directed learning, and clarifying the nature of SDL, as well as exploring forms of assessing this type of learning (Merriam 2001: 8).

Regarding the goals of self-directed learning, these tend to vary according to the philosophical orientation of scholars. Scholars following a humanistic philosophy define the goal of SDL as "the development of the learner's capacity to be self-directed" (Merriam 2001: 9). Another goal of self-directed learning is to encourage and cultivate transformational learning (Mezirow 1985 referred to in Merriam 2001: 9). The third goal is to foster "emancipatory learning and social action" according to Merriam (2001: 9). Another issue scholars in the field of SDL were concerned with are different models of learning process. The earlier models, as for example Tough's (1971 cited in Merriam 2001:9), were more linear, starting with identifying needs, followed by finding resources and creating instructional formats, and finally evaluate the results. Later models from the 1980ies or the 1990ies were more interactive in the

way that they not only focused on the learner but also considered the context and the nature of the learning process (Merriam 2001: 9). A third type of model that emerged can be called instructional models since they are mainly concerned with possibilities of instructors in formal classroom settings to encourage students in being self-directed and controlling their learning (Merriam & Caffarella 1999 cited in Merriam 2001: 9). With regard to the learner, Merriam (2001: 10) categorizes the literature according to the extent to which self-directedness is seen as a priori personal characteristic and associated with other variables like educational level or learning style. There are two scales that have been used to research self-directedness, one measuring readiness, the other measuring personal characteristics. In this context, research has also been done on the relationship between self-directedness and autonomy. Although there seems to be quite a broad range of literature on self-directed learning there was a decrease of literature, especially scientific articles, between the mid-1980ies and the end of the 1990ies (Merriam 2001: 10).

To summarise the difference between the conception of andragogy in Europe and North America, Loeng (2018: 7) uses the distinction between the social and the individual perspective. While European andragogy, especially Eastern European, focused on social needs and the "socially formative role of andragogy", Malcolm Knowles' andragogy, widespread in North America, put more emphasis on the individual and personal development (ibid. 7-8). Thus, andragogy clearly had two functions, one of socialisation and one of self-realisation (ibid. 8).

2.1.4 Recent perspectives on adult education and modern andragogy in Europe

This section will present a general overview on different perspectives of the concept of andragogy used in various European countries. Moreover, it will briefly present the stance on andragogy this thesis is taking as a point of departure.

One of the most recent publications on andragogy is Loeng's (2018) article on different ways of understanding the concept of andragogy. However, when it comes to giving an overview of the different perspective he (Loeng 2018: 5) refers back to Savićević (1999) who examined the conceptions of andragogy in ten European countries and presented an insightful overview of their similarities and differences. In his research, Savićević (1999) looked at five Western European countries (Germany, France, Netherlands, Great Britain, and Finland) and five Eastern European countries

(Soviet Union, Czechoslovakia, Poland, Hungary, and Yugoslavia). Savićević (1999: 227) found that all of these countries accept the philosophy of lifelong education in which adult education and learning plays a very important role. Moreover, adult education has become more and more professionalised in Europe (ibid.). Although the concept of andragogy is known under different names, it can be found in universities in research programmes and some science academies (ibid.). In Germany the concept of andragogy can be found as well as the conception of “adult pedagogy” or the “science of adult education” (op. cit. 215). To describe disciplines interested in adult education in France the following terms are used besides andragogy: “psycho-pedagogy of adults”, “socio-pedagogy of adults”, and “sociology of adult education” (op. cit. 216). Other terms referring to concepts of andragogy in Europe are andragology in the Netherlands, adult education in Great Britain, andragogical didactics in Finland, and adult pedagogy in the former Soviet Union (op. cit. 217-222).

Nonetheless, Savićević (1999: 227ff.) points out that, taking historical and comparative studies into account, various schools of thought regarding andragogy can be found. He distinguishes between five different approaches to andragogy in Europe. The first conception of andragogy is that it is one of the disciplines of pedagogy, while pedagogy is regarded as “an integrating science of education” (op. cit. 227). This view can be found in publications by authors in Germany, former Czechoslovakia, Poland and the former Soviet Union. A variant of this conceptualisation, found in Germany, Finland, Hungary and former Yugoslavia, is the idea that pedagogy and andragogy form equal parts of a general science of education. The second school of thought appeared in the Netherlands under the term ‘agology’ which was seen as a sort of integrative science. This approach included not only studies on the process of education and learning but also forms of guidance and orientation. However, this conception of andragogy did not survive. The third conception of andragogy could be defined as a more prescriptive or pragmatic approach. It was mainly concerned with how teachers and learners should act and operate in learning situations. The fourth school of thought found in Great Britain and France, as well as in the US, is opposed to the idea of establishing andragogy as a science. The fifth approach has aspired to establish andragogy as an independent scientific discipline where it is defined as “an integral science of adult education and learning” (op. cit. 228). Supporters of this conception of andragogy can be found in Germany, former Czechoslo-

vakia, Poland, Hungary, former Yugoslavia, and the Netherlands (Savićević 1999: 227-228).

Savićević (1999: 229) concludes that even though there are differences in understanding the concept of andragogy in Europe, many countries present or promote a holistic approach. Moreover, he stresses the need of creating conditions for spreading scientific knowledge and opportunities of learning from others and with others. So, andragogy as a scientific discipline has not come to its final conclusion and stays open to further research (ibid.). Savićević (1999: 229) therefore suggests that every country should develop its own approach to andragogy.

This thesis then takes the stance of the first approach to andragogy presented by Savićević (1999: 227-228) in the sense that andragogy alongside pedagogy forms part of a general science of education. However, this thesis also focuses on the individuals view on their learning experiences. Thus, Knowles' conceptualisation of andragogy is also part of the basis for this study. Moreover, in line with Savicevic (1999: 227), the research presented here can also be situated under the umbrella of lifelong learning.

2.2 The Third Age and learning

Before taking a closer look at how seniors learn languages, this section will present an overview of how this Third Age of life is described and characterised, as well as offer some characteristics of Third Age leaners.

2.2.1 The Third Age

According to Moen (2011 cited in Oxford 2017: 4) the concept of Third Age developed from a hypothesized sequence of three stages or phases which are education as the first age, employment as the second age and retirement as the Third Age (EER). The term Third Age is usually used to describe still "young-old" people who are retired but still comparatively healthy, feel energetic and have a sense of purpose and excitement (Oxford 2017: 4). The term 'young-old' in this context is meant to say that these people are usually younger and fitter than those in the fourth age, "which is called 'old-old age' age, or flatly 'old age' (ibid.). In other words the Third Age is often

described as the time before the fourth age which refers to an age where people suffer some form of more serious disabilities (Carr & Komp 2011 cited in Oxford 2017: 4). Bass and Weiss (2002: 3) describe the Third Age as the phase of life where people are no longer restricted (in time) by employment or child-raising, and have not yet been limited by disabilities. In other words, the Third Age usually refers to the span of life after retiring and children having left the home, but before "the onset of chronic illness and terminal decline" (Rubinstein 2002: 31). Thus, this tends to be an age in which people are able to live and shape their lives however they want within "fairly wide limits" (Bass & Weiss 2002: 3). This is to say, one characteristic central to this phase of life is said to be having more free time to focus on new or long forgotten interests (Rubinstein 2002: 31). However, Rubinstein (2002: 32) also points out that in reality many people at that age still have family responsibilities, are still working or carry financial burdens. Moreover, there no longer seems to be a "single progression of steps from birth to death" since many careers do not automatically always adhere to the traditional models of long occupation followed by a definite period of retirement (ibid. 32). Oxford (2017:4-5) also points out that chronological age is not the best proxy for the concept of third age, because firstly individual lives differ a lot, secondly some people may retire several times, and thirdly as the length of the third-age is growing due to medical and social developments it is not easy to foresee how long any individual person will be at the Third Age. Therefore, Oxford (2017: 5) legitimately suggests that "it is better to consider individual or small-group cases and circumstances than to trust generalized or supposedly universal third-age years". Hence, this study also focuses on one group of Third Age learners and looks at their own perspective on their language learning experiences.

Nonetheless, it will be helpful to take a look at some of the characteristics of the Third Age to gain some insight into what life is like for people at that phase in life. In respect to this, Rubinstein (2004: 37-38) points out that this age raises an interesting question with regard to the balance between individualism and communalism. This is, whether the Third Age is perceived as a time of freedom from responsibility or of freedom from insecurity (ibid.). If the first is the case, then individual interests can be given priority and third agers may follow their forgotten wishes and dreams (Rubinstein 2004: 34; 37). Examples of such realisation of forgotten dreams then could be traveling, learning or seeking new experiences (Rubinstein 2004: 38). If the latter is the case, then this age will likely be perceived as a time of freedom to serve others

(ibid.). This could take the form of caring for grandchildren or serving the larger community (ibid. 38). With regard to Erikson's (1963: 247ff.) eight ages of man, the last three ages can be located in the Third Age (see also Gabrys-Barker (2017: xv). Taking these ages into account, the Third Age can be characterised by the dichotomies of intimacy versus isolation, generativity versus stagnation and ego integrity versus despair (Erikson 1963: 263 ff.). Lifelong learning then can offer third agers "new opportunities for overcoming a stage of isolation, stagnation and despair" as it offers them contact with other people, a possibility to further develop their knowledge and skills, and it can give them a new goal in life (Gabrys-Barker 2017: xv).

2.2.2 Learning in the Third Age

When looking at why adults and senior learn, Cyril O. Houle's studies on mature learners are valuable contributions to the study of adult and senior learners (see Knowles, Holton & Swanson 2005, and Gabry-Barker 2017). As briefly mentioned in section 2.1.3 as a result of his research Houle (1961 referred to in Knowles, Holton & Swanson 2005: 54-55) classified mature learners according to their motivations on continuing education into three groups or types of learners. The first group are the goal-oriented learners who make use of education & learning for reaching their quite specific aims and objectives (Houle 1961: 181 cited in Knowles, Holton & Swanson 2005: 55). This type of learner usually continues their education in episodes, each beginning with the identification of a need or interest, and learning seems to be a re-appearing characteristic of their lives (ibid.). The second type or learners are classified as activity-oriented learners (Houle 1961: 23-24 cited in Knowles, Holton & Swanson 2005: 55). These learners generally take classes or join groups because they find meaning in the conditions of the learning situation which tends not to be connected to the content or purpose of the activity (ibid.). More specifically, people in that group looked for social contact when choosing learning activities (ibid.). The third group of learners identified by Houle (1961: 24-25 cited in Knowles, Holton & Swanson 2005: 55) are the learning-oriented learners who "seek knowledge for its own sake". They have been involved in learning their whole lives and usually have been devoted readers from childhood on (ibid.).

Another relevant issue in regard to Third Age learners is the connection between age and memory (see Oxford 2017). While seniors usually know many

memory strategies they often assess their memory skills rather negatively (Oxford 2017: 6, Sigelman & Rider 2015: 252). In general, older adults tend to learn new material more slowly and at times less well than the younger generations (Sigelman & Rider 2015: 252). However, this is dependent on what they are learning, and verbal knowledge displays no decline in mid- and older adulthood (Sigelman & Rider 2015: 254). In other words, as Oxford (2017: 6) points out, seniors who have a "highly functional verbal knowledge" can learn new things that are verbal, like languages, more easily (ibid.). Even though third agers usually need more time for cognitive information processing they may be able to balance this problem by using "existing verbal knowledge and positive biographical, lifestyle and contextual factors (e.g. greater education, consistent physical activity and age-supportive social practices)" (Oxford 2017: 6). Oxford (2017: 6) concludes that in this way seniors can often retain the basic ability they need for learning languages. This leads us to the next section where the issue of learning foreign languages in the Third Age will be discussed in more detail.

2.3 Foreign language learning and advanced age

As mentioned above Oxford (2017) and others, such as Singleton (2017), Kliesch et.al. (2017), and Ramírez Gómez (2016b), stress that Third Agers still have the basic capacities to learn foreign languages. At this point, it should be mentioned that there is an ongoing discussion on the Critical Period Hypothesis (CPH), which is a theory on the connection between age and first and second language acquisition and its relation to Third Age foreign language learning (see Singleton & Ryan 2004, Lenneberg 1976 referred to in Ramírez Gómez 2016: 7, Muñoz 2006: 2ff.). However, since this theory is mainly related to first language acquisition, it is not relevant to the research question of this thesis, which focuses on Third Age learners' views on their foreign language learning process and abilities. Moreover, recent research in the field of cognitive science and neuroplasticity (see Kliesch et.al. 2017: 53; Ramírez Gómez 2016b: 8) disputes one of the CPH's argument that the brain's plasticity declines with age (Penfield & Roberts 1959 referred to in Singleton 2017: 20). More specifically, neurocognitive research affirms "the learning capability of the plastic brain into old age" (Kliesch et.al. 2017: 53). In other words, as the brain is constantly modified by

experiences, people are able to learn throughout life. Furthermore, Kliesch (et. al. 2017: 53) point out that the literature of the field indicates that learning could possibly improve “the scaffolding of the aging brain to support a higher level of cognitive functioning in old age”. However, in the process of aging people undergo physical and cognitive changes that can affect their foreign language (henceforward FL) learning process and abilities (Ramírez Gómez 2016b: 38 & 41). In this chapter, first areas of FL proficiency will be introduced, then the effects of aging on FL learning abilities, motivations of adult FL learners and lastly the benefits of learning a foreign language in the Third Age will be explored.

2.3.1 Areas of FL proficiency: competence, strategies and skills

In general it has to be said that second or foreign language proficiency is multidimensional (Housen, Kuiken & Vedder 2012: 1). In addition, the conceptualization of language proficiency has been widely discussed in various disciplines (ibid). The conceptualization of FL proficiency applied in this study is the framework of communicative competence developed by Canale and Swain (1980: 27ff).

Communicative competence can generally be described as “ability to use language accurately, appropriately, and flexibly” (Yule 2008: 169). Originally Canale and Swain (1980: 27) defined grammatical competence, sociolinguistic competence and strategic competence as components of communicative competence. Later Canale (1983 cited in Harley et. al. 2012: 9) refined the framework adding discourse competence to the other three components. Grammatical competence includes the knowledge of vocabulary and of rules of morphology, syntax, semantics, and phonology (Canale & Swain 1980: 29). This is, it involves being able to understand and accurately express utterances (op. cit. 30). Sociolinguistic competence then refers to the knowledge sociocultural rules of language use (Canale & Swain 1980: 29; Council of Europe 2001: 13). More specifically, these rules reflect society’s social conventions such as rules of politeness, or norms of relations between people of different generations, genders or social groups (Council of Europe 2001: 13). Pragmatic competence then is concerned with “the functional use of linguistic resources” like language functions or speech acts (ibid.). Additionally, it involves comprehension of discourse, coherence and cohesion, knowledge about text types, and irony (ibid.). Strategic competence then includes the use of verbal and nonverbal communication

strategies which can be used to compensate communication breakdown in case of lack of other competences (Canale & Swain 1980: 30). Such communication strategies, as Yule (2008: 169) calls them, can either be related to grammatical competence (e.g. using paraphrases) or sociolinguistic competence (Canale & Swain 1980: 30).

In addition to communication strategies, Hedge (2008: 77-79) presents the following FL learner strategies: Cognitive strategies, metacognitive strategies, and socio-affective strategies. Frist, cognitive strategies refer to the thought processes used in learning situations enabling learners to manage information in materials or tasks through tackling them in different ways (op. cit. 77-78). Second, metacognitive strategies comprise different activities related to the learning process, such as organising one's learning, thinking about learning, self-monitoring during learning, and evaluating one's own FL learning progress (op. cit. 78). Third, socio-affective strategies encompass actions that give learners opportunities for practising their language skills as for example speaking to native speakers, using other people to get information about the language, working together on tasks, or listening to or watching radio or TV programmes in the foreign language (op. cit. 79).

The Council of Europe (2001: 1) also adopted a communicative approach in the *Common European Framework of References of Languages* (CEFR) that, among other things, offers a comprehensive description of proficiency levels of FL learners' language progress with regards to the knowledge and skills they need to develop for effective communication in another language. More specifically, through the use or performance of different language activities or skills (Hedge 2008: 185ff.) a FL learners communicative competence is activated (Council of Europe 2001: 14). These activities comprise reception, production, interaction and mediation (ibid.). Receptive activities usually include reading, following the media and generally understanding written and oral language (op cit. 14 & 27). Examples of productive activities are oral presentations or written texts and are related to speaking and writing skills (op. ct 14; Hedge 2008: 259f., 299f.). Interaction can be described as an oral and/or written exchange between a minimum of two participants (Council of Europe 2001: 14). In such an interaction reception and production usually alternate and often even overlap in oral communication (ibid.). In the CEFR's description of the different levels of FL proficiency, language skills are divided into the following categories: Understanding (i.e. reading and writing), Speaking (divided into spoken interaction and spoken produc-

tion), and Writing (op. cit. 26). The common reference levels are generally divided into three more general levels each containing two stages: the basic user (A1 and A2), the independent user (B1 and B2), and the proficient user (C1 and C2) (op. cit. 23).

2.3.2 The effects of ageing on language learning abilities and process

As mentioned above older adults experience various physical, cognitive and physiological changes in their aging process (Ramírez Gómez 2016b: 38ff.). Although there are general tendencies with regard to these changes, Ramírez Gómez (2016b: 38) stresses that since individual differences between people of one age group usually become more diverse with age, these age-related changes may vary among third agers and should be regarded with caution. Nonetheless, it is necessary to consider these changes to get a better understanding third age learners and their potential needs in the language learning process. So, the main physical, cognitive and physiological changes in seniors, as well as the factors of psychological dispositions and experiences of older learners will be presented in this section.

Regarding age-related physical changes in older adults Ramírez Gómez (2016b: 38) points out that most seniors experience them “even if their aging process is considered healthy”. These physical changes include the loss of cells (e.g. brain and lung cells), minerals and water, along with the growth of fat in new (distinct) areas of the body, a general weakening of the diaphragm, a decrease in hearing ability, and often a decrease in vision (Ramírez Gómez 2016b: 39). While all of these changes to some extent influence third age learners in their daily lives, “only” some tend to directly affect their FL learning process (ibid.). According to Ramírez Gómez (2016b: 39-40) the loss of hearing ability, visual impairment, the loss of handgrip, sleep disorders and the susceptibility to ailments belong to this group. Concerning older learners with hearing impairments, this might challenge seating arrangements if there are many who want to sit closer to the teacher (Ramírez Gómez 2016b: 39). Moreover, they may also have problems understanding classmates during pair or group work (ibid.). As mentioned before, there are also a lot of third agers who are near-sighted or have some other visual impairment (ibid.). Thus, these learners most likely have difficulties reading from the board as well as comprehending other visual input presented form the front, or might find it hard to read the font size in textbooks

or worksheets (ibid). Another physical change that can have an effect on older adults' performance in the foreign language classroom is the loss of handgrip since many learners may be used to taking notes on their textbooks or handouts, especially if they write in the space between lines (Ramírez Gómez 2016b: 40). With regards to sleep patterns, Ramírez Gómez (2016b: 40) points out that the change of sleep rhythms many third agers experience usually results in a lack of rest which can have an effect on their performance in the classroom. In addition, lack of sleep can increase reaction time and reduce alertness (De Bot & Mankoni 2005, Ramírez Gómez 2016b: 40). Finally, absences seem to be a general problem in adult FL classes (Ramírez Gómez 2016b: 40). More specifically absences might possibly rise with older learners as they are more likely to suffer from ailments (Robles Raya et.al. 2008 referred to in Ramírez Gómez 2016b: 40).

Concerning cognitive decline in third age learners, it can have an effect on a wide range of systems and abilities (Ramírez Gómez 2016: 41). Some of the key issues in association with cognitive decline tend to be a decrease in processing speed and working memory (WM) performance (Ramírez Gómez 2016: 41; Singleton 2017: 21). However, the interplay of these two issues and aging appears to be still under debate (Ramírez Gómez 2016b: 41; Singleton 2017: 21). Nonetheless, Ramírez Gómez (2016: 41ff) and Singleton (2017: 21ff.) consider this issue relevant in regard to older adults' language learning process. One of the main issues in connection with WM performance is that it is involved in the process of transferring information from short-term to long-term memory (Singleton 2017: 22, Ramírez Gómez 2016b: 41). Singleton (2017: 21) describes working memory as "a mechanism responsible for the temporary manipulation and maintenance of relevant information during cognitive operations such as language comprehension". As a consequence reduction in processing and memory speed can cause difficulties for Third Age FL learners (Ramírez Gómez 2014 referred to in Ramírez Gómez 2016b: 41). More specifically, many senior learners tend to struggle with memorizing new words not only within a lesson, but also from lesson to lesson, especially in language production (Ramírez Gómez 2016b: 41). However, the main issue with regard to working memory performance is that the WM appears to be linked to the process of transferring information from short-term memory to long-term memory (Ramírez Gómez 2016b: 41, Singleton 2017: 22). Therefore, older learners who have working memory problems usually struggle with retaining and remembering recently acquired information, and under-

standing instructions containing complex sentence structures (Ramírez Gómez 2016b: 54). Ramírez Gómez (2016b: 41) and Singleton (2017: 22) point out that, as a result, these third age learners need to invest more effort in the transfer of new information into long-term memory for future recall. In addition, older learners tend to have issues with processing speed because it declines with age (Ramírez Gómez 2016b: 42). This means that the information required to complete a certain task has to stay in the working memory for longer since processing this information takes more time (ibid.). As a consequence for the FL classroom, language teachers most likely need to slow down the pace of the lesson (Ramírez Gómez 2016b: 54).

However, Singleton (2017: 22) points out that recent research on working memory has lead scholars to the conclusion that through practise and experience the level of working memory capacity can be raised (see Singleton 2017; Tsai et.al. 2016). Finally, Singleton and Ryan (2004: 213) point out that age-related cognitive decline does not appear uniformly in healthy older adults. Ramírez Gómez (2016b: 42) adds that seniors not only “differ cognitively among themselves”, but also within themselves. This is to say, that there are no two older learners that are the same, neither do all cognitive abilities decrease simultaneously within one person (ibid.). Thus, in third age FL classrooms there will most likely be a higher heterogeneity of cognitive abilities (Ramírez Gómez 2016b: 54).

Another factor that can influence third age learners’ experience in the FL classroom is their psychological predisposition (Ramírez Gómez 2016a: 137ff.). This is, many senior learners seem to assume that the changes they experience in the course of ageing are the main reason for their difficulties learning a foreign language (Ramírez Gómez 2016a: 139; Singleton 2017: 22). Thus, Ramírez Gómez (2016ba: 139) stresses that such assumptions are misguided and “may negatively affect the learning process”. Then, if older learners expect lower results before starting an activity, they might feel discouraged to fully engage in the activity and their main focus may drift away from FL learning (ibid.). However, Ramírez Gómez (2016a: 139) adds that difficulties with memorization may arise from many different factors besides memory decline, as for example insufficient practise , no clear learning strategies, little self–knowledge or unclear goals. Regarding the psychological dimension of FL learning at an older age, Ramírez Gómez (2016b: 44ff.) also includes the issue of content topics and material for the FL classrooms for third age learners. Since these topics are often adapted to the learner’s interests and goals to motivate them, she

stresses the importance of taking student's interests and objectives, as well as their sociocultural context and age into account when selecting a textbook (Ramírez Gómez 2016b: 45). However, there does not seem to be a great range of textbooks or other FL materials that are directed at older learners (i.e. above fifty) (ibid.). Ramírez Gómez (2016b: 45-46) points out that the selection of materials for the third age FL classroom can present a considerable challenge for instructors. To sum up, it can be said that teachers need to carefully select materials that suit senior learners' linguistic and cognitive needs, as well as fit their maturity and portray them in a positive way (op. cit. 46).

The last factor to take into consideration when looking at third age language learners is their experience as FL learners in their adolescence (Ramírez Gómez 2016b: 46ff.). Ramírez Gómez (ibid.) points out that the FL learning experience of older learners, who started learning foreign language in their teenage years, most likely was interrupted by their time in the workforce. Therefore, she concludes that these learners' habits and knowledge concerning the FL learning process "may be based on the reality of a much younger individual" (Ramírez Gómez 2016b: 46). However, as life experiences and learning experiences vary, it is difficult to make generalizations that are applicable to all older FL learners (ibid.). So, it can be helpful to consider how difference FL learning experiences of senior learners can influence their FL learning at a later age. In order to do that Ramírez Gómez (2016b: 46ff.) provides a review of the predominant teaching methodologies of the years when most third agers received their first FL education, namely in the 1960s, 1970s and 1980s. Due to the limitations of the thesis, only a general overview of these different FL learning experiences will be given, as well as their influence on third age language learners. Considering Ramírez Gómez (2016b: 46ff.) account of FL teaching methods from the 1960s, 1970s, and 1980s, one can see that there is a wide range of different approaches senior FL learners may have been exposed to during their adolescence. More specifically, her review includes the Grammar-translation method, the audiolingual method, Community Language Learning, the Total Physical Response technique, the communicative approach and the natural approach (Ramírez Gómez 2016b: 46-51). Even though being exposed to a variety of different methods can provide some third age learners with a broad classroom experience, the impact of this diversity may depend on different conditions (Ramírez Gómez 2016b: 52). These conditions usually include the effectiveness of the methods, used, the goals of each

method, their pros and cons, how conscious students were of methodological changes and the appropriateness of these methods for their learning abilities (ibid.). Ramírez Gómez (ibid.) points out that many of these FL teaching methods were likely to overlook studies on the linguistic and cognitive processes involved in FL learning. As a consequence, older learners might have adopted certain beliefs during their schooling that may be inconsistent with more modern approaches to FL learning (ibid.). One area of second language teaching where a greater variety of learning experiences can be challenging is the treatment of grammar (Ramírez Gómez 2016b: 52). Although, it has been alleged that adults generally show a great interest in understanding the reasons behind linguistic phenomena (Alvarado Cantero 2008: 94), a lot of third age learners display "a certain level of rejection toward grammar activities" (Ramírez Gómez 2016b: 53). This may be due to the circumstance that the focus on grammar and translation during the formal education of these learners led to a lack of success and motivation (ibid.). Several opposing attitudes toward grammar in the classroom can present a challenge for teachers who also want to share their own beliefs of teaching grammar in the FL classroom (ibid.). Another aspect of the influence of FL teaching methodologies on third age learners is their unconscious behaviour according to the distinct methods they were exposed to in their schooling (ibid.). For example, while some older learners might be used to and feel comfortable with communicative FL teaching and learning methods, some senior learners may have adopted a more detail-focused or perfectionist attitude, which is opposed to what more communicative methods usually require from FL learners (ibid.). Finally, Ramírez Gómez (2016b: 53) also emphasises that third ager's personal learning strategies may be affected by their prior FL learning experiences. As an example she (ibid.) mentions that seniors who learned a foreign language via the grammar-translation method usually are used to "studying in advance material and contents that will probably be covered in the following lesson". However, even though such habits are generally regarded as a common and positive study practice (Bahrick et al. 1993 referred to in Ramírez Gómez 2016b: 53), preparing material in advance can also be counterproductive in many situations (Ramírez Gómez 2016b: 53). This is to say, if not all students are used to studying in advance or may not do it to the same extend it can create an unnecessary imbalance among learners (ibid.). Especially, in communicative lessons that are dependent on group and pair work, such a lack of balance leads

to “unpredictable and obstructive gaps among students, who are supposed to work and learn together” (ibid.).

Taking all these factors into account, it might seem that most age-related changes have a negative impact of older people’s FL learning experience; there is some evidence that there are some areas where third age FL learners can do well and that there are factors that have a positive effect on seniors’ language learning process (See Singleton 2017, & Kliesch et.al. 2017). With regard to areas in FL acquisition where older learner may thrive, Brändle (1986 referred to in Singleton 2017: 22) mentions that his older FL learners generally have good reading skills and a general understanding of grammatical principles. Moreover, Singleton (2017: 22) points out that other third age educators positively commented on the high motivation levels of their students when returning to the course.

2.3.3 Motivations of adult FL learners

Motivation can be described as the initial impulse for a person’s decision to start learning a new language (Dörnyei and Ryan 2015: 72). In addition, it often provides the determination of continuing the sometimes tiresome learning process (ibid.). Dörnyei and Ryan (ibid.) even point that all other aspects of foreign language acquisition to some extent require motivation. According to MacKeracher (2004: 132), in the context of learning motivation applies to the effort of reducing uncertainty and meeting unmet needs. Regarding the research on second language learner motivation, Dörnyei and Ryan (2015: 72-73) show that the interest in this area has grown since there had been a major increase in studies between 2009 and 2015. As this thesis is limited in its scale, this section will focus on those approaches most relevant for the present study.

Gardner and Lambert (1972), as well as Gardner’s (1985) work on motivation appear to be regarded as two of the most important contributions in this area of second language acquisition (Dewaele 2013: 161). According to Gardner and Lambert (1972: 132 cited in Dewaele 2013: 161), learners’ motivation can stem from integrative or instrumental orientation (see also Dörnyei & Ryan 2015: 76). Integrative orientation or motivation refers to a person’s interest in the culture and people of a particular foreign language community (Gardner & Lambert 1972: 132 cited in Dewaele 2013: 161; Dörnyei & Ryan 2015: 76). This is the case when someone wants to learn a second or third language with the goal of communicating with members of this

community and integrating themselves in this speech community (Larotta 2019: 46). The instrumental orientation then refers to the desire of learning a foreign language in order to gain other benefits such as getting a job promotion (ibid.; Dörnyei & Ryan 2015: 76).

Concerning the concept of integrativeness (or integrative motivation), researchers, such as McClelland (2000) and (Coetzee-Van Rooy 2006: 477) called for a new definitions and a re-examination of this concept since integrativeness proved to be unable to explain motivations of FL learners in the context of World Englishes (ibid.). As a result of her study, Coetzee-Van Rooy (2006: 477) challenged the assumption "that the learner's identity develops from that of a monolingual first-language speaker, through an interim bilingual phase, towards the stable final state of a monolingual second language or […] a bilingual speaker", which is often taken by approaches of SLA (second language acquisition) using the concept of integrativeness. More specifically, her research shows exactly the opposite to be true (op cit. 446-447). These and other studies (see Yashima 2000; Dörnyei, Csizér, & Németh 2006) that also challenged Gardner's notion of integrativeness, found there to be a much wider – "virtual" or "metaphorical" – sense of psychological and emotional identification with the "sociocultural loading" of a foreign language (Dörnyei & Ryan 2015: 79). In the case of the world language English this identification would be linked to a cosmopolitan and globalized world-citizen identity (ibid.). Yashima's notion of an "international posture" then offers a quite valuable contribution to this research discourse (2002: 57). This concept encompasses "interest in foreign or international affairs, willingness to go over-seas to stay or work, readiness to interact with intercultural partners, and[…] openness or a non-ethnocentric attitude toward different cultures, among others" (ibid.). In other words, this *international posture* refers to a general openness and interest of FL learners in other cultures and languages as well as a willingness to travel to other countries. As the present research will show, this notion can also be seen in the motivations of the Third Age FL learners of this study.

Another useful model of FL learners' motivation is the *L2 Motivational Self System* introduced by Dörnyei (2005). This system includes three dimensions, namely the ideal L2 self, the ought-to L2 self, and the L2 learning experience (Dörnyei & Ryan 2015: 87). The ideal L2 self can be described as a "desirable self-image" of the kind of FL user a learner would want to be in the future (ibid.). The discrepancy a person perceives between this ideal L2 self and their present state then could be the

source of motivation for learning a new language or improving their language skills in one they already know (ibid.). The ought-to self then refers to characteristics FL learners think they should possess to “meet expectations and to avoid possible negative outcomes in the process of L2 learning” (op. cit. 87-88). This second L2 self is not a vision of a person’s actual self because it reflects a learner’s imported image of someone else’s future vision for that FL learner that will be internalized by them to some extent (op. cit. 88). The last dimension, the L2 learning experience reflects the FL learner’s current experience which encompasses a spectrum of “situated, ‘executive’ motives related to the immediate learning environment”, such as the influence of the FL teacher, the course content, the learner group or the experience of language progress (Dörnyei & Ryan 2015: 88). These three components of FL learners’ motivations become visible to some extent in the analysis of the interviews of the present study.

2.3.4 Research on Third Age FL learners and their language learning process

To gain more specific insight into third age FL learners this section presents two studies done on older FL learners and their learning success, as well as factors that may influence the FL learning process of older learners (see Linhart-Wegschaider 2010, and Kliesch et.al. 2017).

The first of the two studies presented here is Linhart-Wegschaider’s (2010: 165) research on age-related aspects and learning results in autodidactic FL learning of adults of different age groups. While the study investigated learners from the age of 20 to 69 that were split into three groups, the main attention was on the third group (i.e. group C) with subjects between 46 and 69 years of age. Besides learning success Linhart-Wegschaider (2010*)* focused on learner variables, such as educational background and language learning experiences, as well as psycholinguistic and cognitive features of adult learners. First, regarding learning achievements, the results of her study show that the advanced age group outperformed the other two groups. More specifically, in each age group she observed a tendency of an increase of learning success with rising age (Linhart-Wegschaider 2010: 247 & 246). Concerning learner variables, only one factor, namely previous FL learning experiences appeared to have influence on the adult learner’s current learning process. This is to say, the results of the study seem to suggest that prior FL training may have a positive influence on learning another foreign language. However, no conclusive results

were found with regard to other age-extrinsic factors like educational background or (prior) employment situation (op.cit. 216-217). Respecting psycholinguistic factors, the study reveals striking results with regard to motivation as well as language learning and self-regulation strategies of third age FL learners. Regarding learner motivation, the outcome of the study suggest that there is a connection between learner success and motivation as the two older age groups who performed better in the final tests also show a rising level of motivation from beginning to end. In other words, the factor of motivation can be seen as a “product or mirror of learner performance [sic]” (Linhart-Wegschaider 2010: 220-221). The results concerning self-management and self-regulation strategies are even more striking with regards to conclusions for the FL learning process of older learners. Concerning time management strategies, the oldest age group showed to be the most efficient in a study period of 13 weeks provided for self-study. Moreover, in contrast to their younger peers none of the subjects of this age group would have preferred a strictly set time frame with deadlines for handing in assignments. This suggests that older learners are more efficient in their self-management (op. cit. 231-232). Another aspect of time-management examined in Linhard-Wegschaider’s (2010: 232-234) study is how the participants’ initial time management plans compare to their actual FL study time. While the two younger age groups report having spent less time on studying than initially planned with a shortage of time investment of 5.9 and 10.1 days per person, in the oldest age group an increase of time effort of 24.9 days per person was observed. This shows that the older learners exert “the highest degree of combined willpower and instrumental power with learning target continually in focus over the 3-month period and the ability to implement necessary steps” (op. cit. 234). These learners showed better self-regulatory strategies being able to control their learning process and adapting their learning rate to their learning target (ibid). This study indicates that older FL learners tend to possess better developed self-management strategies, such as time-management, perseverance and staying focused (op. cit. 246-247). Concerning the cognitive features of third age learners the overall results of this study (i.e. the absence of a falling success-curve from young to old) suggest that there is no decrease of functionality of human brain after adolescence. Moreover, it supports the hypothesis that neurons in certain areas of the brain are continuously renewed throughout life, and even indicates that the brain capacity for learning stays intact much longer than scholars in FL acquisition had thought it would (op. cit. 249).

The second study by Kliesch et. al. (2017: 53) focused on the issue of older adults' FL learning success. They investigated whether seniors would be able to significantly improve their FL skills after taking a three-week language course (op. cit. 54). In addition, they observed in how far cognitive fitness can predict successful L2 learning compared to other factors like age, motivation or self-study time among others (ibid.). Regarding FL learning development, the results of the study show that the participants English' significantly improved, their test scores ranging from 16.56% to 91.86% (op. cit. 60-61). This wide range of test scores and improvement demonstrates that there are other factors that influenced the effectiveness of the training besides the training itself (op. cit. 61.). Concerning their second hypothesis, that FL development in older learners is related to cognitive factors, this was confirmed by the following result: students with a better working memory and higher verbal fluency capacity had a sharper learning curve than those with lower capacities (ibid.). The factor of age had a smaller but still significant effect on learning success compared to the cognitive factors (op. cit. 62). That is, the training proved to be less effective for older learners than for younger learners (ibid.). The aspects learners' investment and motivation were observed qualitatively in form of questions at the beginning of each week (op. cit. 60). Regarding their relationship with the FL progress, the following observations appear to be most insightful (Kliesch et. al. 2017: 63):

> (1) While in Week 1, all participants reported that it was mainly their personal motivation that motivated them to attend the course; by Week 3, seven of them added their L2 progress as another motivational aspect. […]
> (3) The two participants who profited least from the course also reported the least amount of time invested in self-study (i.e. some minutes every other day).
> (4) The four participants with the smallest improvement were also those who became less convinced after Week 1 that the course would meet their expectations. […]
> (6) Seven of the 10 participants felt that their English had improved significantly, and this self-assessment was independent of the actually attained improvement.

These observations then show, on the one hand that the learner's motivation and their perceived learning success seem to be interrelated, and on the other hand that there is a relationship between the learners' investment and their motivation. In sum this study also demonstrates that it is feasible to learn a new language at an advanced age, as well as that this FL learning success tends to differ between individuals (op. cit 63). Moreover, while age only has a minor influence on FL development,

cognitive factors, such as working memory capacity, and motivation play a more crucial role in this development (ibid.).

In conclusion, these studies show that learning foreign languages successfully at a late age in life is feasible and possible. They also suggest that, besides age and cognitive development, other characteristics (i.e. individual features) of older learners, such as motivation and self-regulation strategies, can positively affect their FL learning success. As there is still little research in this area, the research presented in this thesis investigates such characteristics of Third Age learners to provide some more insights.

2.3.5 Benefits of learning languages at a late age

Another valuable question apart from whether and how older adults should learn other languages is in how far learning an additional language can benefit them (Singleton 2017: 23). In this regard, Klimova, Valis and Kuca (2017) collected and compared different research studies done on the issue of bilingualism as factor in delaying the onset of Alzheimer's disease. Overall, 60 studies from three different databases, namely Web of Science, Scopus, and MEDLINE, were selected for a full text analysis, with fourteen of them being chosen for a detailed analysis of the research topic. Out of these, six prospective cohort studies and eight retrospective studies were identified. While all except two of the prospective studies propose that there is no correlation between bilingualism and a delayed onset of dementia, specifically Alzheimer's disease, all of the retrospective studies suggest that being bilingual may in fact delay the onset of cognitive decline, specifically Alzheimer's disease, by roughly four and a half years (Klimova, Valis & Kuca 2017: 1732-1733). As these studies report quite conflicting results there does not seem to be enough research to make strong claims on how far learning other languages can delay the onset of Alzheimer's disease. However, it can be said that speaking or learning a foreign language does not harm people's cognitive development in any way (op.cit. 1735-1736). Kurdziel, Mantua and Spencer (2017: 112) point out that continuous learning throughout aging is crucial since seniors who keep physically and mentally active are less likely to experience cognitive impairments and depression. In addition, Lövden et. al.(2010: 665-671) show that cognitive activities, such as learning an additional language, can have positive effects on the areas and processes in the brain that are responsible for age-related cognitive decline.

2.4 Educational institutions for Third Age Learners

According to Hutchinson and Townsend Coles (1989: 280) there are several ways of classifying providers (or institutions) of adult education. One way is to distinguish between governmental and non-governmental organisations (ibid.). However, this classification does not differentiate within "the degree of involvement of each in the work" (ibid.). So, Hutchinson and Townsend Coles (1989: 280) suggest a classification "according to the degree of involvement an agency has in adult education". Hence the following two broad categories can be defined (ibid.):

"(a) *Organizations created expressively for adult education, or in which adult education is their primary function*." (Hutchinson & Townsend Coles 1989: 280). Examples of such institutions can be found in the Workers' Educational Association (WEA) in England, the Danish folk high schools for young adults, and the German *Volkshochschulen* (i.e. adult education centres) which offer part-time non-residential study for adults (Hutchinson & Townsend Coles 1989: 280; Süssmuth & Sprink 2011: 473). In Austria the *Volkshochschulen* (VHS) appear to be the institution with the most extensive educational opportunities for adults (VÖV 1979: 9).

"(b) *Organizations in which adult education is an important element of their work*." (Hutchinson & Townsend Coles 1989: 280). Central and local government agencies that deal with "education, agriculture, health, social services, and industry" and have significant departments concerned with adult education can be assigned to this category (ibid.). Universities can be included in this category as well as voluntary organisations which consider educating their members being important (ibid.). According to Hutchinson and Townsend Coles (1989: 280), in this category a distinction can be made between organizations "in which adult education features as a normal part of the programme", and institutions that focus on social work and providing community services.

Even though universities can generally be considered institutions that provide adult education, they are usually not seen as main providers (Hutchinson & Townsend Coles 1989: 280; Fordham 1989: 288; Tippelt 2011: 454). One explanation could be the issue that the interest of universities in adult education tends to be limited in the sense that extensive adult education programmes are often provided by other types of institutions as is the case in Sweden or Germany (Fordham 1989: 288). Another

reason might be that in the German context of adult education the term is sometimes equated with further education and thus defined by the German Bildungsrat (1972: 197 cited in Tippelt & von Hippel 2011: 11) as the continuation or resuming of organised learning after having finished ones initial educational phase (Tippelt & von Hippel 2011: 11). This somewhat minor position of Universities as providers for adult education is also reflected in not being mentioned explicitly in the next section.

2.4.1 Historical overview of providers of adult education in Europe

Hutchinson & Townsend Coles (1989: 279) point out that from the earliest times on the different organizations and activities that could be considered some form of adult education were associated with religious "institutions" such as temples, mosques, or churches. It appears that only in the 18th century religious and secular interest in adult education developed first in Europe and then in North America (ibid.). At that time the religious interests predominated. For instance, in England it was the Society for Promoting Christian Knowledge that supported literacy with the goal of “spreading religious enlightenment” (ibid.). In addition, places like the “salons of Paris and the commercial coffee houses and clubs in London” were growing into places of learning opportunities for the aristocracy (ibid.).

With the 19th century came a significant increase in providers of adult education (Hutchinson & Townsend Coles 1989: 279). Again, a lot of this increasing interest seemed to come from religious concern for the working class people in the growing cities (ibid.). This can be seen in two international organizations that were established in the middle of the century in Switzerland, namely the Young Men’s Christian Association (YMCA) and later its sister institution for women (ibid.). They offered education for adults in various forms such as “second-chance schooling”, religious instruction, physical education, and quite often even technical education (ibid.). The industrial revolution then further stimulated the development of adult education (ibid). A new evolution in providers was the folk high schools which originated in Denmark and spread (expanded) from Scandinavia to Germany, Austria, and even Poland (ibid. & Hinzen 2002: 163). “The first folk high school was founded in Denmark in 1844” (Hinzen 2002: 163). While the folk high schools in Demark were mainly residential, in Germany they were more institutionalized, and started out with providing evening courses (ibid.). There the first “Volkshochschule” was founded in 1886 in

Munich (ibid.). In English speaking countries, universities entered into the “field of extension education” towards the end of the 19th century (Hutchinson & Townsend Coles 1989: 279). In addition, organizations specifically for workers were established, like for example the "Workers' Educational Association in the United Kingdom" (ibid.).

Until the early decades of the 20th century voluntary organizations remained the main providers of adult education (Hutchinson & Townsend Coles 1989: 279). The Second World War can be considered a turning point for adult education throughout the world, because after the war “governments increasingly emerged as the principal providers of adult education" (ibid.). A lot of the more informal aspects of adult education were taken over by local education authorities (ibid.). As many private institutions lacked capacities for training and retraining people, governments took over this responsibility (op. cit. 179-280). Another result of the developments of adult education after World War II was the foundation of the “European Association for the Education for Adults” in 1954 with the aims of “information, exchange and co-operation” (Hinzen 2002: 162).

2.4.2 The Austrian Volkshochschulen as providers of education for Third Age Leaners

This section will focus on the “Volkshochschulen” (People’s Universities) since they appear to be one of the institutions with the most extensive educational opportunities for adults in Austria (VÖV 1979: 9). The Volkshochschulen (VHS) in Germany and Austria are adult education centres which at the same time function as meeting places for the local community (VÖV 1979: 9; Süssmuth & Sprink 2011:473). In both countries these institutions see themselves as being committed to a person’s right to education anchored in democracy (VÖV 2020: “Geschichte und Grundsätze”; Süssmuth & Sprink 2011: 473). The VHS view education as a lifelong learning process in which the intellectual, emotional, physical and cultural dimension of learning are equally comprised (ibid.). Süssmuth and Sprink (2011: 473) add that education includes a person’s acquisition of attitudes and behaviours (Süssmuth & Sprink 2011: 473). Their goal is to create educational opportunities for all people regardless of their age, or social and ethical background, as well as to provide learning opportunities in response to people’s needs (VÖV 2020: “Geschichte und Grundsätze”; Süssmuth & Sprink 2011: 473).

Regarding the history of the VHS in Austria, its beginnings go back to the end of the nineteenth century (Hinzen 2002: 163). More specifically, the first Austrian VHS were founded in 1885 in Krems an der Donau and in 1887 in Vienna (VÖV 2020: „Geschichte und Grundsätze“; Hinzen 2002: 163). Until the interwar years the VHS had their main emphasis on Vienna and thus had a more urban character (ibid.). After World War II many more VHS were established all over Austria and with this the association of Austrian Volkshochschulen (“Verband österreichischer Volkshochschulen”) was founded in 1950 (VÖV 2020: „Geschichte und Grundsätze“).

Concerning the mission of the VHS, its goal is to help the individual to develop their personality, offering an open and respectful partnership (VÖV 1979: 2). The VHS considers learning to be successful when learners are supported in their personal responsibility of personal or professional development (VÖV 2020: “Leitbild”). Moreover, fruitful learning can be characterized by the possibility of trying out new things and making mistakes (ibid.). Learning is seen as a reflexive process that comprises the whole person, focuses on the individual needs of learners, and starts with their knowledge and competences (ibid.). With regard to age, the VHS views the naturally inevitable differences between the generations as enrichment of its mission (VÖV 1979: 11). In this it considers the specific educational interests of the different age groups according to their stage of life (ibid). In the VHS in Germany, older adults are even considered the second largest target group with 29.5 percent (Süssmuth und Sprink 2011: 483). Regarding the curriculum of the VHS, the main areas are night school, languages, people and politics, professional training, health education, and culture and free time (VÖV 2020: “Geschichte & Grundsätze”). According to the latest statistics of the VHS, language classes are the second most attended courses after health and sport classes (Vater & Zwielehner 2020: 15). In general, the VHS in Austria offers language classes in more than 70 languages at about 240 of their institutes (VÖV 2020: “Geschichte & Grundsätze”). Their offer of language courses is methodologically and didactically diverse, as well as adjusted to the individual interest and needs of their students (ibid.). More specifically, they offer intensive courses, business-oriented language classes, and courses international certificates amongst others (ibid.). Thus, it appears that the VHS are able to offer a nationwide range of educational opportunities for adult language learners in Austria (ibid.).

2.5 Theoretical conclusion

As this discussion of theory and research in the area of FL language learning in the Third Age has shown, this issue is quite relevant for our aging society (see Grotjahn 2003: 36). However, research in this field is still limited since several professionals have pointed out the need for further studies and investigations on senior FL learners (Singleton 2017: 27; Kliesch et.al. 2017: 68; Linhart-Wegschaider 2010: 262). Possible areas for further research in this field addressed in the literature were, among others, seniors' capacities for FL learning, individual learner differences, as well as implications for teaching methods for Third Age learners (Singleton 2017: 27; Kliesch et.al. 2017: 68; Grotjahn 2003: 38). In addition, there appears to be hardly any research on older FL learners in the Austrian context. Thus, this thesis seeks to provide a contribution to the research of senior learners of English as a foreign language. More specifically, the focus of this study lies in the learners' self-perception of their FL learning process and practises to gain some insight into their individual experiences.

3. Research methodology – mixed methods

As shown in the above chapter (2), the field of Third Age language learning has not been thoroughly researched yet, although the benefits of lifelong learning are widely acknowledged. Thus, the aim of this thesis is to shed a light on this issue by investigating the motivations, goals, challenges, and strengths of senior learners of English as a foreign language. This was done by way of small-scale mixed methods investigation of a group of third age language learners of English at A1 level according to the Common European Framework of References (CEFR, Council of Europe 2001: 26). In this chapter the purpose of the study and the mixed-method approach will be explained in detail. In addition, the participants and setting will be introduced.

3.1 Purpose of the study

The main purpose of this study is to gain more insight into the characteristics of Third Age Learners of English as a foreign language. More specifically, the study focuses on how these learners describe and characterise their FL learning experiences. This includes their motivations for learning English, their goals, challenges, and strengths,

as well as self-assessed language learning abilities. This can be seen in the three main research questions that were formulated as a first step before designing the research tools:

- What are the characteristics of Third Age EFL learners according to their self-perception?
- What are the motivations for Third Age Learners to take an English class?
- How do beginner Third Age EFL learners characterise their language skills, FL learning abilities, and strategies?

Regarding the characteristics of these learners, the main interest of this study lies in their strengths and weaknesses in the different areas of learning a new language such as vocabulary and grammar, as well as the different skills. This is to say, the study seeks to investigate which areas of FL learning appear to be easier or more difficult for Third Age Learners. With regards to learners' motivation, this study focuses on the reasons and goals of Third Age learners for taking English classes, as well as their motivations concerning the workload of the course.

3.2 Participants and setting

Due to the unique position of the VHS in Austria and Vienna as centres for learning languages, participants for this study were chosen from language classes at a VHS in Vienna (see VÖV 1979: 9). More specifically, the VHS Liesing was selected since the researcher already was teaching at this VHS. To investigate the experiences and characteristics of Third Age Language Learners, senior learners (ages: 55 to 80) taking beginners' classes of English at the VHS Liesing were asked to take part in the survey. Most participants were part of the same A1 English class taught by the researcher. The focus of this class is to enable students to use English when travelling abroad and especially train their speaking skills. Regarding the course material, the *Headway A1* student's book and workbook (Soars, Soars & Tim 2007a, 2007b) are used, as well as additional material created by the teacher. Most of the participants had already retired, but were still quite active. This is to say, they generally fit the characteristics of Third Age learners described in the previous chapter. All in all 16 people participated in the questionnaire. For the interviews, people of the group who had answered questionnaire were asked if they would be open for a more detailed interview on the topics covered in the questionnaire. Three people were will-

ing to also take part in the interview. All three interviews were recorded with the permission of the participants. In order to analyse these interviews in detail, they were later transcribed (see Appendix). Even though this may appear to be a rather small amount of interviews, the interviewees are all from different age groups and backgrounds. Moreover, as can be seen in the analysis their experiences and perspective are quite unique.

3.3 Mixed method approach

For the research study of this thesis a mixed method approach was chosen to combine the strengths of quantitative and qualitative research methods (see Dörnyei 2007: 45). In general, mixed methods can be defined as a "combination of qualitative and quantitative methods within a single research project" (Dörnyei 2007: 44). This combination of research methods can happen at the data collection stage as well as at the analysis stage (op. cit. 24, 45). Thus, there is a rich variety of possible combinations in which qualitative and quantitative methods can be mixed in a research project (op. cit. 44 & 168-173).

Before looking in more detail at how methods were mixed in this study, it is also important to explain why this approach was used. Dörnyei (2007: 164) identifies three main purposes of combining research methods, namely to reach a more comprehensive understanding of a phenomenon, "to verify one set of findings against the other", and to reach multiple audiences. The reason for mixing methods in this small scale research project was to generally reach a fuller understanding of the characteristics of Third Age Learners of English as FL. More specifically, in the case of this study mixed methods were used to employ the complementary function of mixed method research (Dörnyei 2007: 164 & Green, Caracelli & Graham 1989: 258-259). This is, quantitative and qualitative methods were applied to measure mainly overlapping but also different features of Third Age FL learners of English with the goal of gaining a fuller and more comprehensive understanding of their strengths, needs and struggles in learning a foreign language (see Greene, Caracelli & Graham 1989: 258). More specifically, this study combined a small scale questionnaire survey with (follow-up) semi-structured interviews in order to learn about the general tendencies of learning experiences of the particular group of Third Age EFL learners as well as

to uncover the individual perspectives and experiences of some members of this group. Even though the interviews were done after the conducting the questionnaire survey, the interviewees were not specifically asked about their answers in the questionnaire since the questionnaire was carried out anonymously. According to Dörnyei (2007: 172) this type of mixing methods can be described as a concurrent combination of qualitative and quantitative research with the focus on the qualitative method. An advantage of this type of mixing is to gain a broader research perspective by combining the numeric trends of questionnaire survey with the individual and specific perspectives of the interviewees (see op, cit. 172-173). In the next two sub-sections the process of creating and conducting the questionnaire and interviews will be explained in more detail.

3.3.1 The Questionnaire

The first research tool used in this study was a pencil-and-paper questionnaire to get a general picture of the experiences and characteristics of the chosen group of Third Age EFL learners (see Dönyei 2007: 102). In the process of creating the questionnaire the researcher was guided by Dörnyei's and Taguchi's *Questionnaires in second language research* (2010) and Dörnyei's work on *Research methods in applied linguistics* (2007), as well as the feedback of the supervisor.

The first step in the creation of the questionnaire was to select the relevant focus areas taking the research questions into account. The following focus areas for the creation of the questionnaires were chosen: the motivations, goals, strengths and challenges of Third Age EFL learners. Regarding the motivation of senior learners, the main focus was to find out about their reasons for taking an English class as well as for regularly attending the language class. The second interest of the researcher was to learn about goals of Third Age learners for learning English. Concerning the weaknesses and strengths of senior learners the main objective was to discover how participants estimate their abilities with regard to the areas of listening, reading, and speaking skills, as well as vocabulary and grammar. The area of writing skills was left out because the courses which the participants attend do not really focus on text writing as much as speaking and other skills.

The second step was to decide on and formulate the specific questions and items of the questionnaire. To avoid problems of not understanding statements or being overwhelmed the questionnaire was created in German since the participants

are at a beginner level of English (A1 or A2 accroding to the CEFR) and for most of them German is their first language (Dörnyei & Taguchi 2010: 7). As to the type of items, I decided to mainly use “closed-ended” questions since they leave less room for participant’s subjectivity (Dörnyei &Taguchi 2010: 26). More specifically, I decided to include multiple choice items as well as rating scales (op. cit. 26f & 33). For finding out about motivations and goals of Third Age learners mainly multiple-choice questions were created with a range of the different options. To prevent participants from leaving out any of these questions another category was included with enough free space to specify this other category as is recommended by Dörnyei and Taguchi (2010: 33). In addition, for each of these multiple-choice items participant were informed to only mark a maximum of either two or three options. These items were then chosen to be in the first part of the questionnaire since such multiple choice questions are considered to be quite straightforward and reader-friendly (ibid.). To retrieve demographic and factual information about the participants, such as age, gender and L1, at the end of the questionnaire mainly multiple choice questions with few open questions for specifying “other” categories were used again.

As for the rest of the questionnaire two versions of Likert scales were used. They were used for two sections which focused on attitudinal and behavioural questions about the seniors’ EFL learning experiences and views on their learning process (Dörnyei 2007: 102). Originally Likert scales are comprised of a list of statements related to a certain topic where participants have to then indicate to which extent they agree or disagree with these statements on a scale of five options ranging from “strongly agree” to “strongly disagree” (Dörnyei &Taguchi 2010: 27). In the case of the third part (question 6) of the questionnaire only four options ranging from “trifft sehr zu” to “trifft gar nicht zu” (see Appendix B) were chosen for each statement to prevent respondents from overusing the middle category “to avoid making a real choice” (op. cit. 28). In the second part of the questionnaire (question 5) learners were asked to indicate how easy or difficult certain aspects of learning English are for them. In this case the four options for each item ranged from “sehr schwer” to “sehr leicht” (see Appendix B). Regarding the creation process of the different items for both of these scales, Dörnyei’s and Taguchi’s (2010: 39-45) guidelines were followed. First a bigger pool of items was created from which later in collaboration with feedback from the supervisor more specific items were chosen and revised to make them as short and simple as possible. The revision of these items went through sev-

eral stages of feedback form the supervisor and colleagues as well as revision until they were incorporated into the questionnaire. Most of the items related to language skills were designed following the model of the skills descriptors of the CEFR for level A2 (Council of Europe 2001: 26).

Regarding the structure and length of the questionnaire, questions and items were grouped to form a clear orderly structure (see Dörnyei & Taguchi 2010: 47). After the title of the questionnaire there follows a general introduction of the researcher and the purpose of the study, which also include the promise of confidentiality as well as the assurance that there are no right or wrong answers (Dörnyei 2007: 109). The first set of questions then are four multiple-choice items to give participants a light start into the questionnaire since these items are quite straightforward (Dörnyei & Taguchi 2010: 33). The second section then contains a sequence of Likert-scale-like items where learners are asked evaluate their listening and reading skills. This section is followed by a larger collection of Likert scales related to the different attitudes and behaviours of learners in relation to their English learning experiences and behaviours. The final part of the questionnaire is made up of 7 questions on personal information like age, language background and school formation. All in all the questionnaire is spread over 4 pages as to not extend the 30-minute completion limit (Dörnyei 2007: 109). This final structure was decided on after the pilot run with a test person who fit the general characteristics of the target group. Before the trial run, the third section was separated into two sections which caused the test person to confuse the different options on the scales. This shows the importance of having piloted the questionnaire as is suggested by Dörnyei and Taguchi (2010: 53).

The questionnaire then was administered in two beginner's classes of English at the VHS Liesing. Both times the participants filled in the questionnaire at the beginning of their class so they would not have to rush when filling out the questions. It took the learners about twenty minutes to fill out the questionnaires. Since the researcher was present on both dates the participants were able to ask clarification questions which they also made use of.

For analysing the results Microsoft Excel as well as the online tool *Sphynx Survey* (https://www.sphinx-survey.de/) was used. *Sphynx Survey* – also introduced by Dörnyei & Taguchi (2010: 52) – is a tool for creating and analysing surveys. In this case it was mainly used to analyse the factual items and open ended questions of the questionnaire. Microsoft Excel then was used to analyse the closed-

ended items. Before the actual analysis of the different parts of the questionnaire, the answers and items had to be coded as suggested by Dörnyei and Taguchi (2010: 84f.). First, each questionnaire was numbered from P1 (Participant1) to P16 (Participant16) to be able to distinguish between the different participants. Then the close-ended items of Questions 5 and 6 were numbered (Q 5.1, Q 5.2…) and assigned a value. More specifically, the fixed response options of these questions were assigned numbers from 1 to 4. For Question 5 the coding was the following: 1 = sehr schwer, 2 = eher schwer, 3 = eher leicht, 4 = sehr leicht. The coding of Question 6 looked the following: 1 = trifft gar nicht zu, 2 = trifft kaum zu, 3 = trifft eher zu, 4 = trifft sehr zu. The multiple choice items of Question 1 to 4 were also assigned nominal values from 1 to 4 to 1 to1 10 depending on the number of options of each question (e.g. Question1: 1 = English Kenntnisse verbessern, 2 = soziale Kontakte knüpfen, 3 = Spaß haben, 4 = außer Haus kommen, 5 = neues ausprobieren, 6 = anderes). The factual questionnaire items of question 7 were also coded in this way. The coded date then was typed into an Excel file and the answers of questions one to four and question seven were transferred to the *Sphynx Survey* online tool as well. In both cases the data was analysed descriptively.

3.3.2 The Interview

In addition to the questionnaire, interviews were chosen as a complementary research tool to gain a more in-depth account of some of the Third Age learner's personal experiences of learning English as a foreign language; this is their learning habits and strategies, as well as their challenges and joys of FL learning. The interview type chosen for this purpose was the semi-structured interview since it is used with guiding questions, but allows the interviewer to ask open questions on which the respondents are encouraged to elaborate on certain topics (Dörnyei 2007: 136). Moreover, even though an interview guide is used in a semi-structured interview, the wording and order of questions does not need to be the same with all interviewees (ibid. & Cohen et. al. 2011: 421).

The first step in the creation of this research tool was to decide on the focus of the interview and the variables for designing the interview guide (see Cohen et al. 2011: 415). The main focus of the interview was to investigate the attitudes of Third Age leaners towards their FL learning experiences as well as their experiences per se. this is their goals, challenges, and learning strategies. The more specific variable

chosen were the prior contact of learners with English, the goals and motivations for taking English classes, their strength and weaknesses in the different areas of FL learning, and their FL learning strategies. Before formulating the specific questions it was decided on using open-ended questions because of their various advantages (op. cit. 416). This is, they are flexible, allow for probes and clarification questions; they invite cooperation, and help create rapport (ibid.). In addition, open-ended questions "allow the interviewer to make a truer assessment of what the respondent really believes" (ibid.). As already done in the questionnaire, the language chosen for the interview guide was German as this is most of the participants' first language and thus allows them to express themselves freely.

The second step then was to formulate the questions for the interview. At the beginning of the interview guide some introductory statement were created similarly to the introduction of the questionnaire to build rapport. Moreover, the initial questions were chosen to be about personal and factual information such as first languages and educational background, since such questions can easily be answered by respondents and thus will help them feel at ease and ready to open up (Dörnyei 2007: 137). The questions were formulated in groups of 2 to 4 questions per variable, as well as revised at different stages. In addition, different probes and prompts were added to most of the questions to have clarification questions at hand to encourage the participants to go deeper and thus enrich the responses (cf. Dörnyei 2007: 138; Cohen et.al. 2011: 420). For the questions regarding the aspects of FL learning interviewees find easier or more difficult prompt were added in form of these different aspects like vocabulary acquisition or reading skills (see AppendixC). Another probe added to these questions was to have respondents rank them from easy to difficult. All in all, the final interview guide consists of the factual questions at the beginning and 11 main questions including the prompts and probes for each of them (see Appendix C).

After revising and finishing the interview guide, it was time to conduct the interviews. The interviewees were three volunteers from the group of Third Age learners at the VHS Liesing who had also taken the questionnaire. The dates and places for the interviews were agreed on with the volunteers via e-mail or in person. Regarding the places for the interview, I made sure to meet at a place that was quiet and comfortable for the participants. For two interviews this was a quiet place at a café and one interview was conducted at the home of the participants per request. In or-

der to make use of the content of the interviews (Dörnyei 2007: 139) the interviews were recorded via the recording app on the researcher's mobile phone. Before conducting each interview the interviewer was given the interviewees' consent for recording it as is recommended by Cohen (et al. 2011: 422). In addition, before starting the interview confidentiality was guaranteed to all three participants.

At the beginning of each interview before starting the recording the purpose of the interview was explained to the interviewees on the basis of the prompt at the top of the interview guide (see Appendix C) to increase their motivation (Dörnyei 2007: 140). As Kvase (1996: 126&127) notes an interview is a social and interpersonal interaction where it is the interviewer's responsibility to establish a safe atmosphere for respondents to share their experiences and feelings, as well as to steer the course of the conversation. In order to achieve this, I made use of several techniques that help keep the interview on track described by Dörnyei (2007: 142). More specifically, the following strategies were employed: giving "*[c]arry-on feedback*" such as backchanneling signals like 'uh-huh' noises and one-word replies like 'yea', "[*r]einforcement feedback*" to indicate that the interview is going in the right direction, "*[n]egative reinforcement*" when the interview did not go into the right direction, and "*[e]ncouraging elaboration*" using "silent probes" and "echo prompts" (ibid.). Adding to that, at the end of two of the interviews the researcher used an extra closing question, asking if they wanted to add anything else, to give the respondents the opportunity to have a final say and possibly enrich the interview (op. cit. 138).

After having conducted all three interviews, the next step was to transcribe them as the first step of analysing them. The interviews were transcribed with the help of the computer programme *easy transcript* downloaded by the researcher (https://www.e-werkzeug.eu/index.php/de/produkte/easytranscript). It is to note here that transcriptions of interviews are not representative of everything that took place in the original interview since through transcribing a spoken social interaction between two people is transformed into a fixed written text (Cohen et al. 2011: 426-427; Kvale 1996: 166). Kvale (1996: 166) puts it this way: "[a] transcript is […] a transformation of one narrative mode – oral discourse – into another narrative mode – written discourse". Thus, as Cohen (et. al. 2011: 427) suggest, the researcher tried to ensure that additional data was recorded besides what was being said such as the inflection of the voice, pauses, emphases or indecipherable speech. In addition, the names of the interviewees were changed into the labels L1, L2, and L3 to ensure the learners'

anonymity as well as to be able to distinguish them. The transcriptions of all three interviews can be found in Appendix E.

For the analysis of the interviews the approach of qualitative content analysis was taken (Dörnyei 2007: 245f.). At this point it needs to be pointed out that when analysing qualitative data it involves some form of interpretation or interpretative analysis (Cohen et.al. 2011: 427; Dörnyei 2007: 246). Thus, as Cohen et. al. (2011: 427) put it, qualitative data analysis is “more of a reflexive, reactive interaction between the researcher and the decontextualized data”. More specifically, qualitative content analysis generally involves coding (i.e. categorizing) the data according to themes, finding patterns and structuring the data, and interpreting it (Dörnyei 2007: 246; Cohen et.al. 2011: 427). Thus, these steps were roughly followed in my analysis. In the first step the main categories or themes were be decided on. This decision was one the one hand influenced by common themes that were found in the transcription of the interviews, and on the other hand informed by the categories that were already established for the analysis of the questionnaire. The following thematic categories were chosen: reasons and goals, motivation, reading skills, listening skills, speaking skills, writing skills, vocabulary learning, grammar learning, and language learning strategies. Then, the interviews were coded according to these categories using highlighters to mark the passages referring to each category. In addition, the factual information about the interviewees and their prior contact with the English language was coded as well. In order to visualise and compare the answers of each interviewee one table for each category was created (see Appendix D). As can be seen in Table 1 each table contains the summary of each participants statements related to that category. In the left column the labels for the participants are found, in the middle column the lines of the relevant text passages are indicated, and in the right column the summary of the arguments are given.

Table 1: Motivations

	Motivations	
Participant	**Text passage(s)**	**Summary**
L1	47-48 51-54 55-59	> it’s very important for her to regularly attend the classes, because she likes having a routine > she is motivate by the fun of learning English and learning something new; and because she can see progress, i.e. she remembers things she had learned before > it motivates her realising that she is making pro-

		gress in her learning
L2	109-110 112-113 113-114 139	> realising when speaking English that she actually makes sure she uses the right words/phrases > realising she is getting better > that she started counting in English while knitting in her free time > that she is able to talk to people
L3	76-77 80-83 84-87	> it's very important for her to regularly attend the classes > she comes regularly to class because she enjoys it; and because she's getting in contact with English there > it also motivates her to meet other people at the English class

4. Discussion of Results

This chapter will present the results of the study, combining the data of the questionnaire and the analysis of the interviews. First, the Third Age learner group will be described with regard to their background. Then, the presentation of the results will be done according to the topics of learners' motivations, the language skills, and the language system and learning practises.

4.1. The Third Age EFL Learner Group

First of all, it has to be said that the group of Third Age Learners investigated in this study appeared to be quite homogeneous. This can be seen in the data from the factual questions asked at the end of the questionnaire. With regard to gender, 93.8% are female as there is only one male participant. This can partly be explained by the fact that more women than men attend language classes at the VHS in Vienna with 65.4% being female, and 34.6% being male (Vater & Zwielehner 2020: 18). Regarding age, most participants, namely 62.5%, are in their sixties (four are between 65 and 69 years old, and 6 between 60 and 64). Three participants are between 55 and 60 years old, one is under fifty, and three are in their seventies. Not surprisingly most participants are retired with a percentage of 81.3%. In addition only a third of the group needed or need English in their job. Regarding the group's language background, approximately two thirds (68.8%) of the group have German as their mother tongue. There is one Polish speaker, one Hungarian speaker, one Serbo-Croat

speaker, one Spanish speaker and one Portuguese speaker. Only two of them learned German as a foreign language at school.

Looking at the Third Age learner's educational background, two (12.5%)have a "Pflichtschulabschluss", this is they finished the nine years of compulsory school, six (37.5%) finished an apprenticeship, six (31.3%) finished Austrian high school with the "Matura", two (12.5%) graduated from a business school (HAK/HAS), and one finished a vocational training after nine years of compulsory school. With regards to learning English at school, six participants (37.5%) did not have English as subject at school and ten participants (62.5%) learned English at school. Out of those who had English at school only three had seven to nine years of English classes, while one had English for five to six years and six learned English for three to four years. Looking at being taught other languages besides English at school, nine learners (56.25%) did not learn any other languages at school while seven (43.75%) did learn other languages. More specifically, two participants did have Russian (for four and eight years) at school, three had French (one for two years, and two for four years), one learned Latin for two years, and two had German for four and five years as a foreign language at school. Taking a closer look at the language experiences of each participant, only three participants (P5, P6 & P9) were found that did not learn any other language besides their mother tongue German before starting this English class at the VHS. Thus, most participants (81.2%) had experiences of learning foreign language in some way before taking an English class at the VHS.

With regards to the participants of the interviews, three women volunteered to do them. Looking at their background information it appears that they are somewhat representative of the Third Age Learner group at least for some of the factors. Table 2 gives an overview of the three learners' background showing their mother tongue, gender, age, schooling, and previous experiences with English, as well as the date and length of each interview. While the interviewees' age – two being over seventy and only one being in her sixties – might not be representative of the whole group, their language background is as two of them are German-speakers and one having Spanish as first language. Thus, the latter learned German as a second language when coming to Austria. Regarding schooling, they all did 9 years of compulsory school and another form of education: L1 did a business apprenticeship, L2 went to a business school and did a 3 year education for accounting, and L3 finished the Austrian high school (Matura) taking evening classes. As for their prior experiences with

English, two learners had English at school for at least five years and also used it for traveling abroad and L3 only had a few English classes when following up on her Austrian high school graduation.

Table 2: Background interviewees

Categories	L1	L2	L3
Mother tongue + gender	German female	German female	Spanish female
Age + work situation	61, retired	79, retired	74, retired
Schooling	Kaufmännische Lehre (business apprenticeship), 5 years of English + 3 years of very little English education	HAS (business school) + years of 3 college for accounting; 4-5 years of English at school & Russian	(9) years of compulsory school & did her Matura later (Abendmatura: evening high school) > German as 2nd language when she came to Austria
Prior experience with English	5-8 years of English at school + every once in a while some English classes (for vacation)	English at school with focus on vocabulary; Stayed with a family as an Au pair for 2 years where the father spoke English with her; Vacations in the US	English at evening high school but very little; She tried learning English on her own with cassettes for some time (53-54)
Date & length of interview	21.01.2020, 26:34	11.02.2020, 27:06	18.02.2020, 22:16

4.2 Third Age EFL Learners' Motivations

This section will present the Third Age learner's reasons, motivations, and goals of taking English classes. First their general reasons for and goals of attending English classes at the VHS will be described. Then their motivations for coming to the English course regularly will be discussed as well as the participants' views on their language progress.

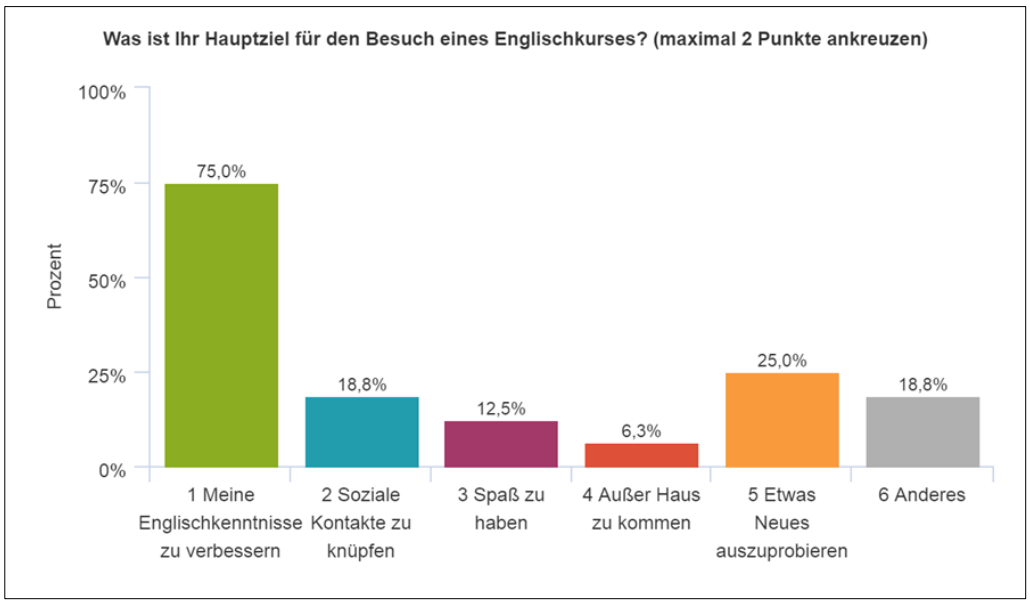
4.2.1 Reasons and Goals for doing an English course

One of the first four questions asked in the questionnaire was about what lead the participants to take an English course at the VHS. For this question, they could choose more than one option. The option that was chosen most was advertisements of the VHS which was chosen by nine participants. Five participants indicated that their family or friends lead them to take English classes, and five mentioned different

reasons. Four of the latter indicated reasons related to improving their English and one mentioned the internet as reason.

Questions one and three of the questionnaire then asked participants about their goals of taking English classes. For question 1, students could select two main goals and for question 3 they could choose three options. Not surprisingly 75% of the participants indicated that improving their English was one of their main goals (see Figure 1). Four students (25%) said that trying out something new was also one of their main goals. While, three participants indicated that one of their goals for taking English classes was to establish social contacts, two said that having fun was a main goal for them and one indicated that he attended English classes to get out of their home. Three learners used the “other” category to say that one of their main goals for attending an English course was to be able to use English when travelling or being on holiday.

Figure 1: Question 1



For question three participants were ask to choose more specific goals such as travelling or reading books (see Appendix A). A more specific goal for taking English classes mentioned by the majority of the participants (namely 93.8%) is to be able to use English when travelling in foreign countries. Ten learners (62.5%) specified that one of their goals was also to be able to better communicate in English speaking countries. While four participants indicated that they take English classes to be able to read English books, three said that their goal was to be able to talk to acquaintances. Other goals mentioned by one learner each was to be able to stay in contact

with friends, to be able to watch English films, and to better understand song lyrics. To sum up, the answers of both questions, the main goal for most of this Third Age learner group is to improve their English in order to use it when travelling in English speaking or other foreign countries. Some of the minor goals mentioned only by few participants were trying out something new, establishing social contacts, being able to read English books, and being able to talk to acquaintances.

In the interviews the three learners went more into depth when talking about their reasons for taking English classes, especially when it comes to the reason why they had chosen English in particular. While L2 and L3 explained that they chose English because of a personal interest or love for the language (L2: 18-19 & 24-25; L3: 51, 59), L1 said that she wanted to continue to learn English since she already had English at school and it being an “All-Welt-Sprache” that is spoken all around the world and that she encounters in her daily life (312-315 & 320-322). Other reasons the interviewees mentioned for taking English classes were staying mentally active and having a fixed appointment every week (L1: 35-36), learning more grammar to use English when being on vacation (L2: 28-29), and having time available to actually do it (L3: 66-68).

Regarding their personal goals for attending an English course, all of the women mentioned that they wanted to improve their English, specifically their speaking skills. Two learners further explained that their goal was to be able to formulate meaningful sentences and speak more fluently: “Ich wollte aus den Wörtern Sätze bilden.” (L2: 83); “ich will mich einfach einmal einigermaßen flüssig unterhalten können” (L1: 40). When talking about situations and people they wanted to improve their English for, the interviewees not only mentioned being able to speak more fluently but also to understand others better. While L1 (42-43) wants to understand English plays at the theatre, the other two want be understood and understand US native speakers when being on vacation (L2: 71-72, 75, 139) or when speaking with friends form the US (L3: 71-73).

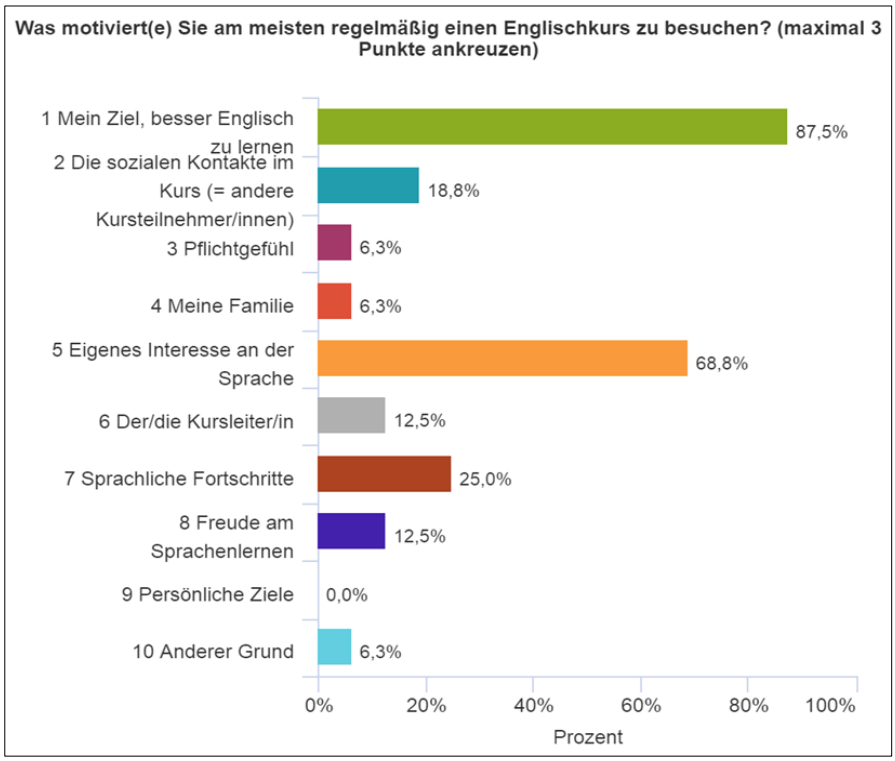
Comparing the results of the interviews to the results of the questionnaire one can see that although the explanations of interviewees confirm that improving their English is one of the participants’ main goals for taking English classes, they also mention other specific goals besides using English for travelling to foreign countries. Examples being L1 who wants to be able to understand English plays better and L2 who wants to be able to speak with her American friends. In addition, in the inter-

views the learners expanded on their reasons for taking English classes in the first place beyond having seen advertisements by the VHS and wanting to improve their English. All three interviewees actually chose English because of prior experiences, interest in or love for the English language.

4.2.2 Motivations of Third Age Learners

In question four of the questionnaire participants were asked to select the up to three factors that motivate them the most for regularly attending their English classes. As can be seen in Figure 2, 87.5 percent chose improving their English as one of their main motivations for regular attendance. The second most popular motivational factor being selected by 68.9% of the participants was their own interest in the language.

Figure 2: Question 4



The other options of motivational factors are quite spread out ranging from being chosen by one to four participants each. Four learners selected their language progress and three chose the social contact with other learners in the class as motivational factor. Two learners each selected the categories ‘the teacher’ and ‘the joy of learning English’ as sources of motivation. The three factors that were only chosen

by one participant each were: sense of duty, family and other, in this case being specified as “Gehirnjogging” (i.e. keeping up ones mental activity). Thus it appears that while the participants’ goal of improving their English and their own interest in the language are important motivational factors for most of the Third Age Learner group, other possible sources of motivation vary from individual to individual. This individual variation of motivational factors is also reflected to in the answers given by the interviewees when asked about what motivates them to come to class regularly. Two interviewed learners mentioned being motivated by the joy of learning English and new things: “Einfach der Spaß an der Sache einfach da was neues zu lernen“(L1: 51); “weil [es] macht mir Spaß“(L3: 80). Two interviewees also said that realising they are making progress and remembering things motivates them: “dass ich dann gewisse Sachen […] mir wieder einfallen, wo ich gar nicht gewusst hab dass ich das noch kann oder irgendwann mal gelernt hab“(L1: 52-53); „Da hab ich gemerkt, dass ich wenn ich anfange zu reden, dass ich dann, dass ich aufpasse ob ich es richtig sag (L2: 110-11). Another motivational factor mentioned by an interviewee was meeting other people in class: „Ja, das auch, weil man sieht Leute, man ist unter Menschen“(L3: 86). As can be seen in these examples, in the interviews the learners mentioned more of the motivational factors that were only chosen by fewer participants in the questionnaire. Only L2 mentioned explicitly that her goal of improving her speaking skills motivates her when being asked about her motivations: “[d]ass ich mich gut unterhalten kann.” (139). To add to that, in the Q 6.7 and Q 6.8 of the questionnaire also dealt with the issues of enjoying to learn new things and learners’ language progress. In Q 6.7 all participants indicated that enjoying learning something new in class is at least partly true for them with the majority (62.5%) expressing that it is very true for them. The learners’ answers regarding their language progress shows are spread out a little more. While two thirds (62.5%) still expressed that they somewhat feel they are making regular language progress, only two indicated that this applies very much to them. However two participants showed that they do not really feel their English is improving regularly and one even indicated that this does not apply at all.

In addition, in some of the sub-questions of question six of the questionnaire participants were asked to indicate their level of motivation for attending class regularly as well as whether they were actually coming to class on a regular basis. In Question 6.2 81.25% indicated that it applies fully to them that they are constantly

motivated to come the English class. The other 18.75 % then expressed that being motivated to attend class applies to them to some degree. So, most participants appear to be motivated every time or at least most of the time when coming to class.

Table 3: Q6.2

Q6.2 I am always motivated to come to the English class.		
Agreement	Frequency	Percent
Does not apply at all	0	0
Hardly applies	0	0
Tends to apply	3	18.75
Fully applies	13	81.25
Total	16	100

Regarding the importance for learners to attend class regularly and their evaluation of their actual presence in class addressed in questions 6.6 and 6.13 participants expressed similar agreement. All except one learner indicated that it is very important to them to come to the English course regularly (see Table 4). Concerning the students' estimation of their actual attendance the majority agreed that they always come to class and only three participants marked that regular class attendance applies to them just to some extend (see Table 4).

Table 4: Q6.6 & Q6.13

	Q 6.6 Coming regularly to English class is important to me.		**Q 6.13 I am attending the English class regularly.**	
agreement	Frequency	Percent	Frequency	Percent
Does not apply at all	0	0	0	0
hardly applies	0	0	0	0
Tends to apply	1	6.25	3	18.75
Fully applies	15	93.75	13	81.25
Total	16	100	16	100
Correlation	0.54		0.54	

This prioritizing of coming to class regularly is also reflected in the interviewees' answers to the question of the importance of consistent attendance: "mir ist das sehr wichtig dass ich da einen bestimmten Ablauf immer habe"(L1: 47-48); "Sehr wichtig. Ich hab kein einziges Mal gefehlt, außer, (.) einmal Urlaub"(L2: 101); "Eigentlich sehr, weil ich bin immer gegangen"(L3: 76). L1 also explains why this is so important for her, namely having a certain routine.

4.3 Language Skills: reading and listening; speaking and writing

This section presents how easy or difficult participants find learning and practising the different language skills, such as listing, reading, speaking and writing. The focus here is on the different aspects of the skills that are easier of more difficult for Third Age learners. First the participants' views on receptive skills (listening & reading), and then on the productive skills (speaking & writing) will be discussed.

4.3.1 Receptive Skills: Listening and Reading

All sub-questions of Question five (in the questionnaire) dealt with the learners' attitudes toward listening and reading skills and exercises. More specifically, the participants were asked to mark how difficult or easy they find different aspects of the receptive language skills.

Listening Skills

With regards to the listening skills, three sub-questions (Q5.2, Q5.4 &Q 5.13) were related to aspects of listening activities, and the other three (Q5.5, Q5.8 & Q5.10) dealt with understanding various kinds of speech. As can be seen in Table 5 understanding new words in listening comprehension appeared to be more difficult for learners that generally understanding listening activities where people speak either slowly or very clearly. In particular, 87.5% of the participants found understanding new words rather difficult while only two thought it was rather easy. Comparing Q5.4 and Q5.15, the comprehension of people speaking slowly seemed to be somewhat easier for most learners than understanding speech that is enunciated clearly.

Table 5: Listening activities

Listening activities	**Very difficult**		**Rather difficult**		**Rather easy**		**Very easy**		**total**
Item	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q5.2 Understanding new words in listening comprehensions	0	0	14	87.5	2	12.5	0	0	16

Q5.4 Understanding listening comprehensions when spoken slowly.	0	0	2	12.5	11	68.75	3	18.75	16
Q5.13 Understanding listening comprehensions when spoken clearly.	0	0	4	25	10	62.5	2	12.5	16

Questions 5.5, 5.8 and 5.10 were concerned with the comprehension of short and clearly enunciated statements, instructions, and questions (see Table 6). Generally, participants found these parts of speech a little easier to understand than listening comprehensions. In detail, 75% of the learners found understanding short questions in English rather easy, three found it rather difficult and one learner found it very easy. Understanding short instructions in English was considered rather easy by 68.75% and very easy by one person, but was found rather difficult by four participants. With regards to understanding short and clear statements in English one learner found this to be very, easy, 68.75% deemed it to be rather easy, while three participants thought it to be rather difficult.

Table 6: Listening Comprehension

Listening comprehension	**Very difficult**		**Rather difficult**		**Rather easy**		**Very easy**		**total**
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q5.5 Understanding short verbal instructions.	0	0	4	25	10	68.75	1	6.25	16
Q5.8 Understanding short and clear verbal statements.	0	0	3	18.75	11	68.75	1	6.25	15
Q5.10 Understanding short verbal Questions.	0	0	3	18.75	12	75	1	6.25	16

Some of these findings can also be observed in the analysis of the interviews. First, all interviewees expressed that listening comprehensions are difficult for them or at least more difficult than other skills such as reading (L1: 224; L2: 250-252; L3: 152-157). When explaining what it was they found difficult about listening exercises they mostly mentioned that they could not understand speakers who spoke very fast or they overlap: “Naja schwerer […] Wenn da mehrere bisschen durcheinander oder schneller reden.”(L1: 224-225); “Aber (.) wenn (.) ein Engländer so schnell redet,

dann […] versteh ich gar nichts” (L3: 171-173). Second, while Learner 2 (175) said that she can easily understand the teacher when speaking English, Learner 3 (170-171) expressed that she is only able to understand the teacher if she speaks slowly and repeats what she has said. Third, all interviewees mentioned that it helps them to understand listening comprehensions if they listen to the tapes repeatedly, either beforehand (L2: 158-160) or again after class (L1: 224-226; L3: 156-157). L3 even added that she needs to also read the tape script while listening to fully comprehend what speakers are saying. Nonetheless, two of the learners expressed that they find listening comprehensions important and helpful: “Ich find es sehr wichtig dass immer wieder zu hören, weil wenn ich die Sprache nicht immer wieder hör, dann bleibt nichts hängen.“ (L1: 229-230); “weil wenn ich zum Beispiel das anhöre, […] dann kann ich's leichter schreiben“ (L2: 183-184).

To summarize, although most of the participants find listening comprehensions to be rather easy, there are still some that have difficulties understanding spoken English. The factor that appears to be most significant in how difficult or easy it is for these learners to comprehend spoken English is speed. This is, the faster someone speaks the harder it is for the participants to understand them. When comparing taped listening comprehensions and instructions by the teacher, most Third Age Learners tend to understand the teacher more easily.

Reading Skills

Regarding the reading skills, the questionnaire items Q5.1, Q5.3, and Q5.12 dealt with general reading comprehensions of different text forms (see Table 7). Understanding short written questions or problems seem to be seems to be the easiest text form for most participants since 87.5% (i.e. 14 learners) found it rather easy and one very easy, while only one found it rather difficult. Reading short English text was also regarded as rather easy by most participants (81.25%) and very easy by one learner, leaving only two learners who said that this was rather difficult for them. In contrast, participants appeared to consider understanding short letters less easy than the for former text types. More specifically, one learner found comprehending English letters very difficult and four rather difficult, while ten learners still regarded this as rather easy and one as very easy. Nonetheless, comprehending such texts was still regarded to be on the easier side by most participants.

Table 7: Reading texts

Reading texts	Very difficult		Rather difficult		Rather easy		Very easy		total
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q5.1 Understanding short written questions.	0	0	1	6.25	14	87.5	1	6.25	16
Q5.3 Reading short English texts.	0	0	2	12.5	13	81.25	1	6.25	16
Q5.12 Understanding short letters in English.	1	6.25	4	25	10	62.5	1	6.25	16

Looking at more specific reading skills (see Table 8), the leaners' evaluations of these skills appear to be less positive, are less distributed compared to the general reading skills with more instances of participants evaluating these skills as more difficult. This is especially true for understanding new vocabulary in a text where half of the participants indicated that this was rather hard, while the other half indicated that this was rather easy. Both of the other two skills, understanding specific information in a text and comprehending the content of a text, were generally deemed rather easy or very easy by most participants (68.75% in Q5.6 & 75% in Q5.7). In Q5.7 only four learners regarded getting the gist of a text as rather difficult, while in Q 5.6 five participants found understanding specific information in a text rather hard.

Table 8: Reading comprehension I

Reading comprehension I	Very difficult		Rather difficult		Rather easy		Very easy		total
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q5.6 Understanding specific information in simple English texts.	0	0	5	31.25	10	62.5	1	6.25	16
Q5.7 Understanding the content of short English texts.	0	0	4	25	11	68.75	1	6.25	16
Q5.9 Understanding new words in English texts.	0	0	7	50	7	50	0	0	14

Partly in contrast to these results is the data of Question 6.9 (see Table 8), where the majority (68.75%) of participants slightly or fully agreed that they sometimes overlook important information when reading a text, while only a third of the participants found

that overlooking relevant information hardly applies to them. Thus, while most learners find reading activities rather easy they still admit that they occasionally overlook important information in a text. Nonetheless, almost all learners (93.3%) partly or fully consider the font size in student's books adequate.

Table 9: Reading comprehension II

Reading comprehension II	Does not apply at all		Hardly applies		Tends to apply		Fully applies		total
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q6.9 I sometimes overlook important information when reading a text.	0	0	5	31.25	8	50	3	18.75	16
Q6.12 I think the font size in the text in the course book is suitable.	0	0	1	6.7	9	60	5	33.3	15

In sum, most participants generally regard reading comprehensions as fairly easy, while half of the learners appear to struggle with understanding new words in a text, and two thirds sometimes fail to notice crucial information in a text.

Some of these findings are also reflected in the answers of the three interviewees, especially their evaluation of reading activities as being easier compared to other skills. This can be seen in the following examples: "Ja, […] die Leseübungen sind leichter, weil bei Grammatikübungen muss man die Grammatik dazu dann noch lernen" (L2: 241); "Aber natürlich schreiben und lesen, das ist mir leichter"(L3: 100-101). Additionally, two learners gave explanations on what they find easier about reading comprehensions: "Wenn ich da den Text gelesen hab und aus dem Text dann […] Sätze sind, dann tue ich mir leicht weil ich weiß ah das ist ungefähr da gestanden"(L1: 129-130); „Ich find's leichter wenn wir […] den Text miteinander durchgehen"(L2: 233). L1 and L2 also mentioned that they are able to make inferences about unknown words in a text from contextual clues: "wenn ich es lese dann kann ich mir das auch wenn da Wörter dabei sind die ich NICHT kenne […] ungefähr zusammen reimen was es sein könnte" (L1: 88-90); "wenn das erste Wort das unterkommt im Satz, mir neu ist, […] dann muss ich weiterlesen […] weil meistens weiß ich's dann." (L2: 271-273). Further, two interviewees expressed that they read books at home to practise their reading skills: "Na gut ich hab jetzt ein anderes Buch […] das ist […] ein normaler Roman […] Aber sonst so Fabeln, und so Kinderbücher"(L2:

461-470); “ich lese gerne. Ich versuche schon mit Englisch […] Bilderbuch und so“(L3: 184-185). While L2 already plans to start reading a novel, L3 still focuses her reading practise on picture books. This shows how L2 and L3 appear to be at different levels in their reading abilities.

In conclusion, most of the Third Age Learner group find reading comprehensions easier, but there seem to be differences in the level of their actual reading skills. While the majority tend to have little difficulties with reading activities, some learners struggle with understanding new vocabulary in a text or overlooking important information.

4.3.2 Productive Skills: Speaking and Writing

As explained in the methodology chapter, writing skills were not addressed in the questionnaire because the English classes of the participants focus mainly on speaking skills. Thus, the analysis part of the productive skills will focus on speaking skills. Nonetheless, learners’ views on their writing skills were addressed in the interviews and will be discussed at the end of this section.

Speaking Skills

All in all, seven question items of the questionnaire were concerned with speaking skills (see Appendix B). The majority of these items were designed following the model of the speaking skills descriptors of the Common European Framework of References (CEFR) for level A2 (Council of Europe 2001: 26). As is also the case in for the descriptors of the CEFR (ibid.), the question items on speaking skills were divided in spoken production (Q6.14, Q6.27, & Q6.29) and spoken interaction (Q6.21 & Q6.32). Regarding spoken interaction, describing family or other people in simple sentences appears to be the easiest for most participants since all but one indicated that being able to do that somewhat or fully applies to them (see Table 10). Q6.14 and Q6.27 on using simple sentences to describe themselves and their present or former job were completed by learners similarly. For both question items 62.5% of the participants marked that these descriptors rather apply to them, and three indicated that they hardly apply to them. In Q6.14 three learners showed that being able to use simple phrases to talk about them applies fully to them. Whereas in Q6.27 only

two participants fully agreed that they are able to describe their present or former job and one even indicated that this does not apply to them at all. Nonetheless, most of the learners appear to be able to some degree to speak about themselves and describe their job, their family and other people using simple sentences or phrases.

Table 10: Speaking-productive

Speaking -productive	**Does not apply at all**		**Hardly applies**		**Tends to apply**		**Fully applies**		**total**
Item	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q6.14 I can make statements about myself in English.	0	0	3	18.75	10	62.5	3	18.75	16
Q6.27 I can describe my present or former job.	1	6.25	3	18.75	10	62.5	2	12.5	16
Q6.29 I can describe my family or other people.	0	0	1	6.25	13	81.25	2	12.5	16

Looking at the questionnaire items on spoken interaction, as can be seen in Table 11 more learners seem to find these competences more challenging. This is to say, fewer participants indicated that they are able to handle short social interactions or to communicate in simple routine situations on familiar topics. More specifically, in Q6.21 a third of the learners marked that being able to handle short social exchange hardly applies to them and one indicated that they are not able to hold a short conversation. However, fifty percent of the participants still agreed that they are somewhat able to handle a short social interaction and two participants indicated that they are fully able to do this. Q6.32 on communicating in routine situations was filled in by learners similarly: While six participants indicated that being able to communicate in such situations does not or hardly apply to them, eight learners marked that they are able or somewhat able to make themselves understood in such communicative situations (see Table 11). Thus, the participants' evaluations of their interactive speaking skills vary more than the evaluation of their abilities in spoken production.

Table 11: Speaking-interactive

Speaking-interactive	Does not apply at all		Hardly applies		Tends to apply		Fully applies		total
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q6.21 I can participate in a short social exchanges.	1	6.25	5	31.25	8	50	2	12.5	16
Q6.32 I can communicate in exchanges on familiar topics.	1	7.15	5	35.7	7	50	1	7.15	14

In contrast, most learners have more positive attitudes towards speaking activities in class as can be seen in Table 12. In Q6.16 the majority of the participants (87.5%) indicated that they tend to or really like speaking activities in pairs of groups of three, while only two learners marked that this does not or hardly applies to them. In Q6.18 even more participants, namely all but one, showed that they find communicative speaking exercises in groups rather or very helpful for practising their speaking skills (see Table 12). In sum, while most learners evaluate their competences in spoken production to be better that in spoken interaction they almost all like speaking activities in groups and also find them helpful for developing these skills.

Table 12: Speaking activities

Speaking activities	Does not apply at all		Hardly applies		Tends to apply		Fully applies		total
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q6.16 I like speaking activities in groups of 2 or 3.	1	6.25	1	6.25	8	50	6	37.5	16
Q6.18 Speaking activities help me to practise my speaking skills.	1	6.25	0	0	9	56.25	6	37.5	16

In the interviews, the participants' answers were generally focused on their attitudes towards speaking activities and the topic of pronunciation. All three interviewees mentioned that they find speaking or speaking exercises more challenging: "wenn man gleich antworten muss dann […] fällt es einem schwer"(L1: 102); "Es ist nicht leicht. Man muss schon üben"(L2: 301); "I: […] was sozusagen ist das, dass dir besonders schwer fällt […] Hörverstehen, oder Sprechen? L3: Beides."(Interview3: 149-125). Only L1 and L2 further explained their views on speaking activities in more

detail. L1 said that she is not embarrassed to speak even if she makes mistakes (102-105):

> L1: „[…] aber es ist so, ich hab da kein Problem damit wenn ich ein Blödsinn sag, wenn ich was Falsches sage. Ah, ich versuch‘s einfach mit den Worten die mir halt in der Situation grad einfallen auch wenn das grammatikalisch wahrscheinlich total schrecklich ist aber ahm ungefähr krieg ich‘s dann hin dass man weiß was jetzt da gemeint ist.“

She also mentioned that she likes speaking exercises in groups in class because then most students are less embarrassed to speak: “Ja, das find ich ganz gut, weil viele Kolleginnen weniger Scheu haben untereinander zu reden.“ (L1: 193). However, L1 added that the downside of such communicative group activities is that she and her colleagues are not sure if what they say is correct: “Also da sind wir uns nicht immer einig, wenn wir uns […] gegenseitig erzählen, […] stimmt das jetzt von der Aussprache her, von der Satzstellung her“(L1: 197-198). Interviewee two mainly talked about how the vocabulary in a speaking activity determine whether she finds it easy or hard: “wenn man mit dir sich unterhält und wir schon die Wörter kennen […] find ich's leicht. […] Wenn wir natürlich dann neue Wörter dazu nehmen […] das kommt aufs Lernen drauf an“(L2: 315-317 & 319). An issue that was not included in the questionnaire but mentioned by L1 and L2 was the topic of pronunciation. While L1 (114-1117) expressed how important it is for her to know the accurate pronunciation of a word and also to try out to pronounce it, L3 (98-100) pointed out that pronunciation is the most difficult skill for her. To summarize, the analysis of the questionnaire and the answers of the interviewees show that these learners, on the one hand, find speaking in English challenging, but on the other hand really want to practise this skill in class.

Writing Skills

Even though writing skills were not addressed in the questionnaire, the participants talked about this topic in the interviews. All three learners expressed that it is generally easier to formulate sentences and thoughts in written form (L1: 100-101; L2: 495; L3: 100-101). More specifically, L1 explained that she finds writing easier because one has more time to think about it: “schriftlich, weil das hast meistens mehr Zeit und da kann man mehr nachdenken und das ist natürlich für mich leichter weil ich mir denk, kann das jetzt so stimmen“ (100-101). Learner two primarily said that she is

able to write about topics that she has already learned about: “manche Sachen kann ich schreiben. Da brauch ich nicht nachschauen.“ (L2: 495, 498-499). Although L3 pointed out that she finds writing easier compared to other skills, she expressed that when writing a sentence she is not really able to incorporate words in a sentence successfully (L3: 100-101; 215-217). Thus, it appears that the interviewees are at different levels in their writing skills.

4.4 Language system and language learning practises

This section will present the participants’ attitudes towards studying the English language system (i.e. vocabulary & grammar), as well as their accounts of their language learning practices. First, the results on vocabulary learning will be described in sub-section 4.4.1, then learners’ views and experiences of studying grammar will be presented (4.4.2), and finally sub-section 4.4.3 will focus on the interviewees’ language learning practices.

4.4.1 Vocabulary learning

The questionnaire items on vocabulary learning on the one hand focused on remembering vocabulary (Q6.1, 6.19, 6.26, & 6.28) and on the other hand on the vocabulary load and learners’ motivations regarding learning new words (Q6.22, Q6.25 & 6.30).

As can be seen in Table 13 and Table 14, even though the majority of the participants write down new vocabulary soon, how fast or for how long they actually remember these words appears to vary. Specifically, in Q6.26 all learners indicated that they write new words down straight away (62.5%) or tend to write them down soon after it comes up in the class (37.5%). Looking at Q6.28, only approximately a third (31.25%) of the participants indicated that they often forget a new item of vocabulary by the end of class or tend to forget new words, while most of the learners (68.75%) actually voted that they do not tend to or never forget a new word by the end of a course session.

Table 13: Vocabulary

Vocabulary	Does not apply at all		Hardly applies		Tends to apply		Fully applies		total
Item	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q6.26 I write down the meaning of new words right away.	0	0	0	0	6	37.5	10	62.5	16
Q6.28 I often forget a new word by the end of a lesson.	2	12.5	9	56.25	4	25	1	6.25	16

Similarly, in Q6.1 almost two thirds (62.5%) of the participants indicated that remembering new vocabulary from a class until the next week fully or partly applies to them and just six learners marked that this rarely applies to them. However, the answers of Q6.19 remembering new words quite quickly are distributed more widely. In particular, half of the participants indicated that this does not apply to them (1) or hardly applies to them (7), and the other half marked that this rather or fully applies to them (see Table 14). In sum, while all learners tend to write down new vocabulary, about a third of them tend to forget new words by the end of a lesson, almost two thirds then tend to remember these words until the next class, and only half of the group remember new words fairly quickly.

Table 14: Remembering vocabulary

Remembering vocabulary	Does not apply at all		Hardly applies		Rather applies		Fully applies		total
Item	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q6.1 I remember new words from a class until the next lesson.	0	0	6	37.5	8	50	2	12.5	16
Q6.19 I usually remember new vocabulary items quickly.	1	6.25	7	43.75	5	31.25	3	18.75	16

Comparing these results with Q6.30 on the vocabulary load in the course material, it is interesting to see that only three of the participants indicated that the amount of vocabulary in the class material tends to be too high or is too high, while the majority (81.25%) marked that vocabulary does not tend to be too high (see Table 15). Regarding the learners' motivations for vocabulary learning, they tend to be

quite high as can be seen in Table 15. More specifically, in Q6.25 56.25% partly agreed that they like to learn new words and the rest of the participants even showed that they this is fully applies to them. Then in Q6.22 all but one learner indicated that homework activities that include new vocabulary either help them or tend to help them remembering these words.

Table 15: Vocabulary motivation

Vocabulary motivation	**Does not apply at all**		**Hardly applies**		**Tends to apply**		**Fully applies**		**total**
Item	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q6.22 Home exercises including new vocabulary items help me to memorize these words.	0	0	1	6.25	10	62.5	5	31.25	16
Q6.25 I like learning new words.	0	0	0	0	9	56.25	7	43.75	16
Q6.30 The amount of new vocabulary items in the course materials is too high.	4	25	9	56.25	2	12.5	1	6.25	16

To sum up, even though it varies how long participants are able to remember new vocabulary, the majority still likes learning new words and most learners do not think that the vocabulary load in their course is too high.

In the interviews, the interviewees mainly talked about their ways of documenting and memorizing vocabulary. While L1 (69-70) and L3 (269) said that they usually write down new words in class, L2 (165, 351-352) pointed out that she rarely writes down vocabulary except if words come up that are new to her. Learner one specified that she writes down new vocabulary in sample sentences to better remember what the teacher talked about: “Ich schreib mir die Fallbeispiele immer auf […] weil dann kann ich mich erinnern“(L1 265-266). Interviewee three added that she types the words on her PC and also translates them into her first language Spanish: “wenn ich das Blatt voll habe, tu ich in den Computer das […] schöner schreiben […] Und ich übersetze auf Spanisch was das bedeutet“(L3: 268-269 & 275). In contrast, learner two explained that she does not need a vocabulary book because she wants to be forced to remember them: “aber ich will das gar nicht nachschauen, ich will gezwungen werden, dass ich mir es merk“ (L2: 129-130). A possi-

ble explanation for this might be that when learning English at school she mentioned that they were mainly taught vocabulary: “Ich habe in der Schule viele Wörter gelernt. […] weil wir sind eigentlich in der Schule mehr Vokabel geprüft worden“ (L2: 19-22).

Regarding memorization practices and strategies, interviewees mentioned on the one hand listening to words to help them remember and on the other hand writing them in sentences and reading them are helpful. L1 (69-70) and L2 (183-184) pointed out that they need to hear new words to remember them better or be able to write them down. Interviewee one and three also talked about incorporating revising vocabulary in their everyday life through reading sentences with new words: “ich hab mir auch gekauft ein Buch, das nennt sich Englisch Wortschatz 2000 […] und das sind auch situationsbezogen kleine Geschichten […] und das les ich immer Kapitelweise durch und das ist ganz interessant“(L1: 279-283); “Oft schreib mir Sätze, und […] die wiederhol ich […] Dann lass ich den Zettel liegen [...] und les ich's wieder und so bleiben sie hängen“ (L3: 287-288). To conclude, the interview answers show the different views of learners with regards to writing down new words, but also demonstrate how every participant uses different tools and strategies for memorizing vocabulary.

4.4.2 Grammar

The questionnaire items on grammar addressed the issue understanding grammatical concepts (Q6.4 & Q 6.20) and the application of such concepts (Q6.15, Q6.17 & Q6.24) as well as learners’ motivations regarding grammar exercises (Q6.31). As can be seen in Table 16 Q6.4 and Q6.20 appear to be in opposition to each other since most participants tend to understand German grammar explanations but appear to have difficulties to grasp new grammatical concepts. In detail, 81.25% of the learners indicated that comprehending German explanations of grammatical topics rather or fully applies to them, and just three marked that this does not or hardly applies to them (see Table 16). In contrast, in Q6.20 60% of the participants signalled that it does not tend to be easy for them to understand new grammatical concepts,

while only four indicated that this tends to be the case and two signalled that it is actually easy for them to grasp grammatical concepts. Thus, it appears that even though these learners understand explanations of grammar topics this does not automatically mean that they are able to grasp the concept behind it.

Table 16: Understanding grammar

Understanding grammar	Does not apply at all		Hardly applies		Tends to apply		Fully applies		total
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q6.4 I understand German explanation of grammatical topics.	1	6.25	2	12.5	9	56.25	4	25	16
Q6.20 It find it easy to understand new grammatical concepts.	0	0	9	60	4	26.67	2	13.33	15

With regards to the questionnaire items on the application of grammar, it can be seen in Table 17 that most participants generally find applying grammatical concepts in exercises to be challenging. However, comparing Q6.15 & Q6.17, fewer students seem to have difficulties completing grammar exercises than putting new grammatical concepts into practise in speaking activities. As the descriptive statistics of Q6.15 show just 56.25% of the learners tend to have little difficulties when filling in grammar exercises, while 43.75% marked that this hardly applies to them. Whereas, in Q6.15 and Q6.17 62.5% of the participants indicated that having difficulties completing new grammatical concepts in exercises or speaking activities tends to apply or fully applies to them and 37.5% signalled that this does not tend to be the case for them. Nonetheless, most learners (71.4%) showed that they like doing grammar activities at least to some extend (see Table 17).

Table 17: Applying grammar

Applying grammar	Does not apply at all		Hardly applies		Tends to apply		Fully applies		total
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q6.15 I hardly have difficulties filling in grammar exercises.	0	0	7	43.75	8	50	1	6.25	16

Q6.17 I find it difficult to apply new grammatical concepts in speaking activities.	1	6.25	5	31.25	9	56.25	1	6.25	16
Q6.24 I often have difficulties applying new grammatical concepts in exercises	1	6.25	5	31.25	9	56.25	1	6.25	16
Q6.31 I like doing grammar exercises.	1	7.1	3	21.4	7	50	3	21.4	14

The answers of the interviewees also show that grammar appears to be a challenging issue for most participants. This is, all three mentioned that for them grammar is a quite difficult aspect of language learning (L1: 151; L2: 292; L3: 191-192). In addition, all interviewees brought up the topic of tenses as being especially challenging: “also ich schmeiß meistens die Zeiten ein bisschen durcheinander. Also da weiß ich dann nicht, ist des jetzt Gegenwart ist das jetzt Vergangenheit.“ (L1: 151-152); “Die Grammatikübungen sind schwieriger […] Und immer wieder neue (.) Zeiten dazu kommen“ (L2: 292 & 297); “: Ja, das und, die Zeiten“ (L3: 195). When explaining what it is they find difficult about Grammar in FL learning L1 and L2 both mentioned that it is something they have to study actively: “Also das muss ich wirklich gezielt lernen“ (L1: 153); “bei Grammatikübungen muss man die Grammatik dazu dann noch lernen“ (L2: 242-243). Interviewee two even talked about the importance of grammar practice: “Ja man muss sich halt zusammen nehmen. […] Man muss schon üben.“ (L2: 301). Regarding grammatical concepts, learner three revealed that she has difficulties with understanding certain grammatical terms because her school years are long past: “das Problem ist, [...] weil ich die Schule gemacht habe in 60er Jahre. Es ist so lange her. Also wenn du mir von einer Präposition redest, […] weiß nimmer mehr genau.“ (L3: 195-197). Interviewee one also pointed out that she is only able to understand grammatical concepts, if someone explains them to her and she takes notes: “Da brauch ich jemand der mir das ganz klipp und klar und einfach verständlich da erklärt. Dann [...] geht‘s also ich geh nach dem Kurs raus, ja super. Aber zwei Tage später denk ich mir, oh was war das? Also wenn ich nicht aufschreiben würde […] Dann wär das weg.“ (L1: 169-171).

In conclusion, while most learners tend to understand German explanations of grammar issues, many have difficulties understanding grammatical concepts and

applying them in tasks or spoken language especially if they are new. Possible explanations that were given by the interviewees were the challenge of not only having to get the grammar rules but also having to study them and practise them. Another possible issue might be the different Schooling background of participants as touched on by L3.

4.4.3 Language learning practices

The language learning practises of the Third Age learner group that were addressed in the questionnaire mainly referred to homework assignments. However, in the interviews learners also talked about how they integrate studying English in their daily lives in addition to their regular class assignments.

In the questionnaire Q6.3, Q6.5 and Q6.10 were concerned with learners' attitudes towards homework tasks and studying for the course. As can be seen in Table 18 the majority of the participants like doing their home exercises (66.76%) or tend to like it (26.67%), while only one learner indicated that this hardly applies to them. Regarding participants' motivations for studying in advance for their English classes the answerers are distributed more widely. While in Q6.5 three learners showed that they enjoy studying for the next class and five marked that this tends to be true for them, seven participants (43.75%) indicated that they to no tend to like learning in advance and one person even expressed that this does not apply to them at all. In Q6.10 learners then identified in how far they also do extra tasks in addition to the class assignments. Here, only two participants marked that doing additional exercises fully applies to them and six showed that this tends to apply to them, whereas three learners marked that this hardly applies to them and even five students expressed that they do not do any extra tasks besides their homework (see Table 18). So, although the majority of the participants like doing their class assignments, the group is more split when it comes to being motivate to study for the next session and doing additional exercises.

Table 18: Homework

Homework	Does not apply at all		Hardly applies		Rather applies		Fully applies		total
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	
Q6.3 I like doing my homework for the English course.	0	0	1	6.67	4	26.67	10	66.67	15
Q6.5 I like studying at home for the next class.	1	6.25	7	43.75	5	31.25	3	18.75	16
Q6.10 I do additional exercises at home besides doing my homework,	5	31.25	3	18.75	6	37.5	2	12.5	16

In the interviews the learners further explained what doing their homework includes for them, but also talks about their additional practises when studying English. All three interviewees do their home exercises quite conscientiously and also do some revision work as can be seen in these examples: “ich mach einmal die Aufgabe […] dann vergleich ich‘s mit den Auflösungen hinten. […] Dann hör ich mir oft noch die CDs an aber […] nur das was bisher war.“ (L1: 239-242); “Wenn ich die Aufgabe schreib, schreib ich sie zuerst einmal mit Bleistift ja. […] Und dann schreib ich's noch einmal mit dem Computer. Da lern ich's besser.“ (L2: 170-172); “ich habe mir die Gewohnheit gemacht jetzt am […] Sonntagnachmittag (..) ist Englisch lernen. […] und dann schaue mir […] was wir gesehen haben in der Schule“ (L3: 244-245 & 247). Like learner one, interviewee three also added that she usually listens to the listening comprehension from the last class (L3: 240-242). Besides doing their homework, L2 and L3 take time to do look at the next Unit in the course book and “work ahead”: “Dann muss man die Aufgabe auch […] weiter üben. Dann schau ich meistens im Buch die Meisten Sachen schon an.“ (L2: 226-228); “Oft mache ich ein bisschen weiter“ (L3: 247). Regarding the issue of integrating English in their everyday life, L2 and L3 mentioned that they occasionally read English children’s books (L2: 464; L3: 257), while Learner one explained how she tries to spot English in her daily life when she is out:

> im Alltag versuch i immer wieder […] an Englisch zu denken. […] oder wenn man irgendwo was liest, es sind so viele Warnhinweise auch in Englisch überall. Also ob das jetzt bei der U-Bahn ist oder auf der Autobahn […] Also man hört immer und man liest auch sehr viel Englisch […] mir ist das früher nie so aufgefallen dass so viel in Englisch (L1: 247-251)

Thus, it appears that she has successfully integrated English in her everyday life.

All in all, most participants appear to be motivated to do their homework for the English course and fifty percent are at least somewhat motivated to study in advance for the next class. Moreover, about half of the group also practise English in addition to their home exercises. Some of these additional language learning practices mentioned by the interviewees are reading children's books, revising topics done in class, looking at the next Unit in the course book or spotting English in their everyday lives.

4.5 Discussion of findings and theory

This section will summarize the main findings of this small-scale study and show how they are related to the reviewed literature. More specifically, the connection between the results and the theory will be discussed related to the themes of Third Agers more general characteristics, their motivations, developing language skills, studying the language system, and Third Age learners' practises.

With regards to the general characteristics of the Third Age learner group, it can be said that the group generally fits the descriptions of the Third Age in literature More specifically, since most of the learners are retired and about two thirds in their sixties they are in this phase of life described by Bass and Weiss (2002: 3) where people are relatively free to manage their time however they want. In addition, as most participants indicated in the questionnaire that they want to use English for travelling, this also fits Rubinstein's (2002: 31 & 37) description of the Third Age as a time where people have more spare time and are able to focus on their interests. This is also what interviewees mentioned when asked about their reasons for taking English classes. Another characteristic of Third Agers that is visible in the differences of the Schooling background of the group and their various experiences with FL learning and more specifically English is the rise of individual differences with age (Ramírez Gómez 2016b: 38).

Looking at the motivations and goals of the Third Age learner group, the majority indicated that their goal of improving their English is one of their main motivations. This can be explained by the concept of the *ideal L2 self* introduced by Dörnyei and Ryan (2015: 87). This is to say the discrepancy between the learners' current state and their ideal L2 self appears to have led them to wanting to improve their FL skills. In addition, about two thirds of the group also regarded their personal interest

in the English language as a highly motivational factor. This appears to be in line with Houle's (1961: 181 cited in Knowles, Holton & Swanson 2005: 55) goal-oriented learners who use learning opportunities to reach their goals. Making progress in their language skills was also identified by a quarter of the participants as being a major motivational cause. This connection between leaner success and motivation was also observed in Linhart-Wegscheider's (2010: 220-221) study. Regarding the different goals of the Third Age learner group, most learners regarded improving their English as their main goal with the focus of being able to communicate more efficiently when travelling to foreign countries. This shows that these learners have this international posture, described by Yashima (2002: 57), being interested in travelling other countries and being able to communicate with people of other cultures . Other goals mentioned by fewer participants were maintaining social contacts, trying out something new, being able to read English books or being able to talk to friends and acquaintances. These goals mainly seem to be related to activity oriented learners who tend to be interested in social contact, as well as learning-oriented learners who are attracted to learning for its own sake (Houle 1961: 24-25 cited in Knowles, Holton & Swanson 2005: 55). One result that stands in opposition to Ramírez Gómez (2016b: 40) premise that older learners tend to be more likely to be absent from FL classes, is that most of the participants are not only highly motivated when it comes to class attendance, but also do attend their course quite regularly.

Regarding the receptive language skills listening and reading, results showed that listening comprehensions appear to be more challenging for the Third Age learner group. Three factors that seemed to influence participants' ability to understand spoken English the most were speed, enunciation and repetition. The difficulties the learners have with listening skills can be explained by a decrease in hearing ability with age (Ramírez Gómez 2016b: 39). While most learners generally do not have many difficulties understanding short English texts, many still tend to sometimes overlook important information. This might be attributed to the decline in processing speed that happens with age and challenges of creating new connections which in turn can cause difficulties in training relevant information (op. cit. 42). Nonetheless, the majority does not find the font size in textbooks too small which Ramírez Gómez (op.cit. 39) addressed as a possible issue for Third Age learners.

With regards to speaking skills the majority of the participants indicated that they feel more competent in spoken production, such as describing something, than

in spoken interaction. This “interactional challenge” for Third Age learners is described in more detail by Green (2017: 31-47). In sum, he explains that due to a decrease in performance on cognitive control tasks, older FL learners are challenged in interactional speaking with two demands: “memorial demands to achieve representational change of the language network and control demands to use the adapted network“ (Green 2017: 36).

Looking at the results concerning vocabulary learning and memorization, although most participants tend to be able to remember new vocabulary items from one week to the next, half of them indicated that they do not tend to remember new words quickly. Such difficulties of remembering new words can be explained by the age-related decline in working memory performance (Singleton 2017: 21, Ramírez Gómez 2016b: 41). Nonetheless, the data shows that the majority of the Third Age learner group enjoy learning new words and do not regard the vocabulary load of the course as to high. In addition, the accounts of the interviewees reveal that these learners have established vocabulary memorization strategies that work for them.

The results of the questionnaire concerning understanding and applying grammar as well as the learners’ reports from the interviews show that this aspect is the most challenging for these Third Age learners. More specifically, many participants find the application of grammar difficult and this is especially true for speaking activities. This can be explained by the different schooling backgrounds present in Third Age learner groups (Ramírez Gómez 2016b: 52). Depending on the specific schooling background the beliefs learners adopted through the FL teaching methods they experienced, they may be inconsistent with more modern approaches (ibid). In addition, as the example of interviewee three showed they might not have learned a lot about grammatical concepts in school. Nevertheless, most learners showed that they generally tend to like doing grammar exercises.

Finally, regarding FL learning practises and strategies of the Third Age learner group, the majority of the participants are motivated to do their homework and half of them even do additional exercises or practise their English in other ways as mentioned by the interviewees. In addition, the accounts of interviewees of how they do their homework each week as well as plan time for revising topics done in class show how they successfully employ self-management and meta-cognitive strategies. Similarly, Linhart-Wegschaider’s (2010: 231-231) study suggests that Third Age FL learners are more efficient in their self-management. Moreover, other practises mentioned

in the interviews such as reading English children's books or watching English plays reveal the learners' use of socio affective strategies (Hedge 2008: 79). The issue of studying of material that will be done in the next class brought up by one interviewee is also mentioned by Ramírez Gomez (2016b: 53) as a characteristic of learners who learned a foreign language via the grammar-translation method.

To summarize the findings, looking at the initial research questions of this study, they could be answered by this study at least to some extent. Regarding the first question on the self-perceived characteristics of these Third Age EFL learners, they are generally highly motivated to come to the course regularly, do their homework, as well as to participate in all kinds of activities done in class. In addition, they are quite learning oriented and are particularly interested in oral communication. Looking at the second research question of the motivation of the participants for taking English classes, the findings suggest that their main motivation to improve their English most likely stems from the discrepancy they perceive between their current state and their ideal L2 self. Another driving motivational force for many of these learners is their international posture of wanting to interact with people of different language backgrounds when travelling abroad.

Concerning the last question of how this group of learners characterises their language skills, FL learning abilities and strategies, this small-scale study is not able to provide a comprehensive explanation of all these elements. Nonetheless it can offer some answers and observations. In general most learners describe their language skills, language learning abilities and strategies in a positive way even though they admit facing challenges especially in spoken interaction and applying new grammatical concepts in different tasks. More specifically, regarding their abilities and skills, they while they find specific elements in receptive tasks such as understanding new word challenging they still tend to be confident in their general skills. This is also true for their speaking skills were they report having struggles in areas of spoken interaction but appear to be confident in most areas of spoken production. Concerning FL learning strategies, the interviewees seem to have found strategies that work for them and also employ them actively.

5. Conclusion

This thesis tried to shed a little more light on the issue of Third Age FL learners and their characteristics, views and experiences. This was done via a small-scale mixed-method study on a group of Third Age FL learners at a VHS in Vienna. The focus of this investigation lied in how these learners evaluate their FL learning motivations, skills and experience. Regarding the results of this study, the learners were found to be mainly motivated by their own clear goals. The main goal of most participants was discovered to be the improvement of their English, and more specifically their speaking skills when travelling abroad. Concerning the different language skills, the learner group found reading comprehension to be somewhat easier for them than listening, which can be explained by tendencies of hearing loss with age. In addition, the majority of participants have a very positive attitude toward vocabulary learning although memorizing vocabulary can be challenging for Third Age learners. The two most challenging aspect for learners of this group discovered to be spoken interaction and the application of grammar. Nonetheless, most of them showed that they enjoy speaking activities and grammar exercises. In addition, the accounts of the interviewees revealed that they use a variety of language learning practises and strategies which can be seen as a sign good self-management. All in all, the most striking feature found in these learners is their high motivation despite their challenges of learning a foreign language at a rather late age.

Even though this study revealed some interesting insights into these learners' views and experiences, it has to be pointed out here that no generalised conclusions can be drawn from the findings of this thesis due to its small and limited scale. Thus, this study is to be seen more as a sample investigation for further research. In other words, I hope this thesis is able to inspire other researchers to investigate Third Age FL learners on a larger scale.

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Appendix

Appendix A: Abstracts (English & German)

Abstract

The growing field of adult education is rather young since it was only initiated in the middle of the 20th century. Even more so, research on senior language learners is fairly limited although the benefits of lifelong learning are widely acknowledged. The aim of this thesis then is to shed a light on this issue by investigating the motivations, goals, challenges and strengths of Third Age FL learners of English. More specifically, this study focuses on the learners' attitudes towards their FL learning experiences, skills and practises.

In detail, this is done by a mixed-method, small-scale investigation of a group of Third Age FL learners of English at A1 level. Results show that the participants are highly motivated and have clear goals to improve their English competence for communication when traveling abroad.

Regarding the Third Age learners attitudes towards the different aspects of FL learning, they tend to find reading comprehensions easier than listening activities. The participants are interested in learning new vocabulary even though memorizing new words appears to be challenging for many Third Age learners. The most challenging aspect for the group was found to be spoken interaction and applying grammatical concepts. In addition, the accounts of the interviewees revealed that they integrated language learning strategies and practises in their daily lives. In sum, this group of learners appears to be highly motivated and goal driven in their FL learning despite the challenges they face.

Abstract German (Zusammenfassung)

Das Mitte des 20. Jahrhundert entstandene Fachgebiet der Erwachsenenbildung ist trotz steigendem Wachstum relativ jung. Vor allem die Forschung im Gebiet des Fremdsprachenlernens im höheren Alter ist eher limitiert obwohl die Vorteile von lebenslangem Lernen weitgehend anerkannt sind. Das Ziel dieser Arbeit ist es die Motivationen, Ziele, Herausforderungen und Stärken von Englisch Lerner*innen im „dritten Alter“ zu untersuchen und so dieses Thema neu zu beleuchten. Ins besonders, konzentriert sich diese Studie auf die Einstellungen der Lernenden zu ihren Erfahrungen, Fertigkeiten, und Praktiken im Fremdsprachenlernen.

Diese Aspekte wurden an einer Gruppe von älteren English Lernenden mit A1 Niveau untersucht. Dafür wurde bei dieser im Umfang begrenzten Studie sowohl ein Fragebogen eingesetzt, also auch Interviews mit einzelnen Teilnehmerinnen geführt. Die Resultate zeigen, dass die Teilnehmenden höchst motiviert sind und konkrete Ziele haben ihr Englisch zu verbessern und vor allem zur Kommunikation bei Reisen ins Ausland einzusetzen.

Bezüglich der Einstellungen der Lerner Gruppe auf die verschiedenen Aspekte ihres Fremdsprachenlernens zeigen die Ergebnisse, dass die Lerner*innen Leseübungen leichter einschätzen als Hörübungen. Außerdem sind die Teilnehmer*innen interessiert am Lernen von neuen Vokabeln obwohl es vielen älteren Lernenden schwer fällt sich neue Wörter zu merken. Sprachliche Interaction und die Anwendung grammatikalischer Konzepte waren die herausforderndsten Aspekte für die Gruppe. Darüber hinaus, zeigten die Berichter der Interviewten, dass diese Sprachlernstrategien und Praktiken in ihren Alltag integrieren. Trotz der Herausforderungen, denen diese Lerner Gruppe begegnet zeigte sich die Gruppe als höchstmotiviert und zielorientiert in ihren Fremdsprachen lernen.

Appendix B: Questionnaire

Fragebogen: Erwachsene Englischlernende

Hallo, mein Name ist Elisabeth Spitzwieser. Im Zuge meiner Diplomarbeit auf dem Anglistikinstitut der Universität Wien erforsche ich die Fremdsprachenlernerfahrungen von Erwachsenen. Dieser Fragebogen hilft mir dabei, mehr über diese Lernerfahrungen herauszufinden. Darum bitte ich Sie, diesen Fragebogen zu Ihren Englischlernerfahrungen auszufüllen.
Dieser Fragebogen ist kein Test, das heißt es gibt keine „richtigen" oder „falschen" Antworten. Außerdem ist dieser Fragebogen anonym und Ihre Daten werden vertraulich behandelt. Ich bin an Ihrer persönlichen Meinung und Ihren Erfahrungen interessiert. Bitte lesen sie die Fragen genau durch und antworten Sie ehrlich. Damit kann der Erfolg dieser Forschung garantiert werden. Vielen Dank für Ihre Hilfe und Teilnahme!

1) Was ist Ihr Hauptziel für den Besuch eines Englischkurses? (maximal 2 Punkte ankreuzen)

- o Meine Englischkenntnisse zu verbessern
- o Soziale Kontakte zu knüpfen
- o Spaß zu haben
- o Außer Haus zu kommen
- o Etwas Neues auszuprobieren
- o Anderes: _____

2) Was hat Sie dazu geführt, einen Englischkurs (auf der VHS) zu besuchen? (maximal 3 Punkte ankreuzen)

- o Werbung der VHS (Plakate, Flyer, Kursprogramm)
- o Ein Freund/eine Freundin oder Bekannte/r
- o Ein Familienmitglied (z.B.: Ehemann, Kinder, Geschwister)
- o Anderer Grund: _____

3) Was sind Ihre konkreten Ziele für den Besuch eines Englischkurses? (max. 3 Punkte ankreuzen)

- o Um Englisch bei Reisen ins Ausland einsetzen zu können
- o Um sich mit Bekannten besser unterhalten zu können
- o Um sich mit Familie & Verwandten unterhalten zu können
- o Um englische Filme anschauen zu können
- o Um englische Bücher lesen zu können
- o Um besser im Kontakt mit Freunden bleiben zu können
- o Um bei Reisen in englischsprachige Länder besser kommunizieren zu können

Anderer Grund: _____

4) Was motiviert(e) Sie am meisten regelmäßig einen Englischkurs zu besuchen? (maximal 3 Punkte ankreuzen)

- o Mein Ziel, besser Englisch zu lernen
- o Die sozialen Kontakte im Kurs (= andere Kursteilnehmer/innen)
- o Pflichtgefühl
- o Meine Familie
- o Eigenes Interesse an der Sprache
- o Der/die Kursleiter/in

- Sprachliche Fortschritte
- Freude am Sprachenlernen
- Persönliche Ziele
- Anderer Grund: _____

5) Im folgenden Teil geben Sie bitte an, wie schwer bzw. leicht Ihnen diese Bereiche des Englischlernens fallen?

Das fällt mir…	sehr schwer	eher schwer	eher leicht	sehr leicht
Das Verstehen von kurzen schriftlichen Fragestellungen auf Englisch.	○	○	○	○
Das Verstehen von neuen Wörtern in Hörübungen.	○	○	○	○
Das Lesen von kurzen englischsprachigen Texten.	○	○	○	○
Das Verstehen von Hörübungen, wenn langsam gesprochen wird.	○	○	○	○
Das Verstehen von kurzen mündlichen Anweisungen auf Englisch.	○	○	○	○
Das Verstehen von konkreten Informationen in einfachen englischsprachigen Texten.	○	○	○	○
Das Verstehen des Inhalts von kurzen englischsprachigen Texten.	○	○	○	○
Das Verstehen von kurzen und klaren mündlichen Aussagen auf Englisch.	○	○	○	○
Das Verstehen von neuen Wörtern in englischen Texten.	○	○	○	○
Das Verstehen von kurzen mündlichen Fragestellungen auf Englisch.	○	○	○	○
Das Verstehen von kurzen schriftlichen Aufgabenstellungen auf Englisch.	○	○	○	○
Das Verstehen von einfachen Briefen auf Englisch.	○	○	○	○
Das Verstehen von englischen Hörübungen, wenn deutlich gesprochen wird.	○	○	○	○

6) Wie sehr treffen folgende Aussagen auf sie zu?

Im folgenden Teil, bitte ich Sie anzugeben, wie sehr folgende Aussagen auf Sie zutreffen. Das machen Sie, indem Sie eine der (4) Zahlen einringeln. Lassen Sie bitte keine der Aussagen aus.

Trifft gar nicht zu	Trifft kaum zu	Trifft eher zu	Trifft sehr zu
1	2	3	4

Beispiel: Wenn sie sehr gerne Bücher lesen, dann schreiben Sie folgendes:

(0) Ich lese gerne Bücher **1 2 3 (4)**

Aussage	**Zustimmung**
Ich merke mir neue Wörter aus dem Unterricht bis zur nächsten Woche.	1 2 3 4
Ich bin jedes Mal motiviert, in den Englischkurs zu gehen.	1 2 3 4
Ich mache gerne meine Hausübungen für den Englischkurs.	1 2 3 4
Ich verstehe deutsche Erklärungen von Grammatikpunkten leicht.	1 2 3 4
Ich lerne gerne zu Hause schon im Vorhinein für den nächsten Kurstermin.	1 2 3 4
Mir ist es wichtig, regelmäßig in den Englischkurs zu kommen	1 2 3 4
Ich lerne gerne Neues im Englischkurs.	1 2 3 4
Ich habe das Gefühl, dass ich regelmäßig sprachliche Fortschritte mache.	1 2 3 4
Manchmal übersehe ich wichtige Informationen beim Lesen eines Textes.	1 2 3 4
Ich mache zu Hause auch extra Englischübungen zusätzlich zu den Hausübungen aus dem Kurs.	1 2 3 4
Mich ermüdet das Lesen von englischsprachigen Texten.	1 2 3 4
Ich finde die Schriftgröße der Texte in den Übungsbüchern angemessen.	1 2 3 4
Ich komme regelmäßig in den Englischkurs.	1 2 3 4
Ich kann mit einer Reihe von einfachen Sätzen auf Englisch Angaben zu meiner Person machen (Alter, Familiensituation & Wohnsituation).	1 2 3 4
Ich habe kaum Schwierigkeiten beim Ausfüllen von Grammatik Übungen.	1 2 3 4
Ich mag kommunikative Sprechübungen in 2er oder 3er Teams.	1 2 3 4
Ich tue mir schwer, neu gelernte grammatikalische Konzepte in einer Sprechübung anzuwenden.	1 2 3 4
Mir helfen kommunikative Sprechübungen in kleinen Gruppen meine Sprechfertigkeit zu üben.	1 2 3 4
Ich merke mir neue Vokabeln meist schnell.	1 2 3 4
Es fällt mir leicht, neue grammatikalische Konzepte zu verstehen	1 2 3 4
Ich kann ein kurzes *Kontaktgespräch* auf Englisch führen.	1 2 3 4
Hausübungen mit neu gelernten Vokabeln helfen, mir diese Wörter besser zu merken.	1 2 3 4
Bei Leseaufgaben bin ich meistens schneller als meine Kollegen/Kolleginnen im Kurs.	1 2 3 4
Ich habe oft Schwierigkeiten, neue Grammatik Konzepte in Übungen anzuwenden.	1 2 3 4
Ich lerne gerne neue Wörter.	1 2 3 4
Ich schreibe mir die Bedeutung neuer Wörter gleich auf.	1 2 3 4
Ich kann mit kurzen Sätzen meine gegenwärtige oder letzte berufliche Situation auf Englisch beschreiben.	1 2 3 4
Oft vergesse ich ein neues Wort, das zu Beginn der Stunde erklärt wurde, schon wieder gegen Ende der Einheit.	1 2 3 4
Ich kann in einfachen Sätzen meine Familie oder andere Personen beschreiben.	1 2 3 4

Die Menge an neuen Vokabeln im Kursmaterial ist zu hoch.	1 2 3 4
Ich mache gerne Grammatikübungen.	1 2 3 4
Ich kann mich in einfachen, routinemäßigen Situationen zu vertrauten Themen auf Englisch verständigen.	1 2 3 4

7) Angaben zur Person

Bitte füllen Sie hier die Angaben zu ihrer Person aus und kreuzen Sie das Zutreffende an, bzw. ergänzen Sie es, wenn angebracht.

1) Alter: _____

2) Geschlecht:
- o Weiblich
- o Männlich
- o Anderes

3) Muttersprache:
- o Deutsch
- o Andere (bitte angeben): _____

4) Andere gesprochene Sprachen: _____

5) Höchste abgeschlossene Schulbildung:
- o Pflichtschulabschluss
- o Matura
- o Lehrabschluss
- o Studium (Diplom)
- o Doktoratsstudium
- o _____

6) Wie viele Jahre hatten Sie Englischunterricht in der Schule?
- o 0 Jahre (gar nicht)
- o 1-2 Jahre
- o 3-4 Jahre
- o 5-6 Jahre
- o 7-9 Jahre
- o Über 9 Jahre

7) Haben Sie andere Fremdsprachen in der Schule gelernt?
- o Nein
- o Ja

Wenn ja, welche Sprachen: _____ Für wie viele Jahre: _____

8) Sind sie noch berufstätig? O Ja O Nein

9) Haben Sie Englisch in ihrem Beruf gebraucht bzw. brauchen Sie es in ihrem Beruf?
- o Ja
- o Nein

Vielen Dank für Ihre Teilnahme!! ☺

Appendix C: Interview guide

Dieses Interview hilft mir dabei, mehr über Ihre Englisch Lernerfahrungen herauszufinden.
Dieses Interview ist kein Test, das heißt es gibt keine „richtigen“ oder „falschen“ Antworten. Sind Sie damit einverstanden, dass das Interview aufgenommen wird? Selbstverständlich wird das Interview anonymisiert, alle Namen geändert und Ihre Daten werden vertraulich behandelt. Ich bin an Ihrer persönlichen Meinung und Ihren Erfahrungen interessiert, darum antworten Sie ehrlich. Vielen Dank für Ihre Hilfe und Teilnahme!

Persönliche Fragen:
→ Alter? → Muttersprache? → Andere Fremdsprachen? → Schulbildung? → berufstätig? → Englischunterricht in der Schule (wie lang)?

1. Welchen Kontakt hatten Sie mit Englisch bevor Sie einen Englischkurs auf der VHS besucht haben (Englisch in der Schule gelernt? Im Beruf? Beim Reisen ins Ausland?)

2. Warum besuchen Sie einen Englischkurs? Was ist ihr Hauptgrund?

3. Was ist ihr persönliches Ziel für den Besuch des Englischkurses?

4. Wie wichtig ist es Ihnen regelmäßig in den Kurs zu kommen? Welche Priorität hat das regelmäßige Teilnehmen für Sie?

5. Was motiviert Sie regelmäßig in den Englischkurs zu kommen? Warum motiviert Sie das?

6. Was fällt Ihnen beim Englisch Lernen eher leicht? (Vokabel lerne/merken, auditives Verstehen, mündliches Formulieren, Konversationen, schriftliches Formulieren von Gedanken, Grammatik verstehen oder anwenden etc.) → machen sie eine Reihung

7. Welche Art von Übungen fallen Ihnen beim E. lernen eher leicht? (Listening, reading, speaking, writing, pair work, grammar, vocab) → Reihung

8. Was fällt Ihnen beim Englisch Lernen eher schwer? (Vokabel lerne/merken, auditives Verstehen, mündliches Formulieren, Konversationen, schriftliches Formulieren von Gedanken, Grammatik verstehen oder anwenden etc.) → Reihung?

9. Welche Art von Übungen fallen Ihnen beim E. lernen eher schwer? (Listening, reading, speaking, writing, pair work, grammar, vocab) → Reihung

10. Wie bereiten Sie sich während der Woche (zwischen 2 Kursterminen) auf den nächsten Kurs vor? (Z.B.: Hausübung machen, Vokabel aufschreiben, lernen, etc.)

11. Wie arbeiten Sie im Kurs mit? (mündliche Meldungen, Notizen schreiben: Vokabel oder Grammatik oder ähnliches, Fragen aufschreiben etc.)

Appendix D: Interview Analysis – Tables

1. Background Information of Learners

Categories	L1	L2	L3
Mother tongue	German	German	Spanish
Age + work situation	61, retired	79, retired	75, retired
Schooling	Kaufmännische Lehre (business apprenticeship), 5 years of English + 3 years of very little English education	HAS (business school) + years of 3 college for accounting; 4-5 years of English at school & Russian	(9) years of compulsory school & did her Matura later (Abendmatura: evening high school) > German as 2nd language when she came to Austria
Prior experience with English	5-8 years of English at school + every once in a while some English classes (for vacation)	English at school with focus on vocabulary; One course at the VHS; Stayed with a family as an Au pair for 2 years where the father spoke English with her; Vacations in the US	English at evening high school but very little; She tried learning English on her won with cassettes for some time (53-54)
Date & length of interview	21.01.2020, 26:34	11.02.2020, 27:06	18.02.2020, 22:16

2. Motivations

	Reasons & goals	
Participant	**Text passage(s)**	**summary**
L1	33-37 35 312-315 320-322 40-42 42-44	Reasons: > to stay active and keep the brain cells alive, to have a fixed appointment every week, to have some mental activity > to refresh her English for vacations > she chose English because she already had it at school and because it's a language that is spoken all around the world; and because she encounters English in her everyday life Goals: > to be able to speak (English) fluently in a conversation > to be able to formulate meaningful sentences > to go to the English theatre & understand more
L2	18-19, 24-25 28-29	Reasons: > She's always been interested in the English language > to learn more grammar to use it on vacation Goals:

	70-72 83-84, 94-95,98 139	> to be able to talk English when being on vacation in the US, e.g. when going to a shop to say more than just “hello” and “how are you” > to be able to build sentences & to be able to speak with people and be understood by people > to better understand L1 speakers in the US
L3	 51, 59 66-68 70-73	Reasons: > she chose English because it is her “love language”, i.e. she has always liked English, she likes it better than German > now she has time to take classes, and learning English is fun for her Goals: > to be able to talk in English, e.g. on the street or when getting to know people, and especially her friends from the US

	Motivations	
Participant	**Text passage(s)**	**Summary**
L1	47-48 51-54 55-59	> it’s very important for her to regularly attend the classes, because she likes having a routine > she is motivate by the fun of learning English and learning something new; and because she can see progress, i.e. she remembers things she had learned before > it motivates her realising that she is making progress in her learning
L2	101 109-110 112-113 113-114 139	> it is very important for her to regularly come to class, she only missed one class when being on vacation > realising when speaking English that she actually makes sure she uses the right words/phrases > realising she is getting better > that she started counting in English while knitting in her free time > her goal of being able to talk to people
L3	76-77 80-83 84-87	> it’s very important for her to regularly attend the classes > she comes regularly to class because she enjoys it; and because she’s getting in contact with English there > it also motivates her to meet other people at the English class

3. Language Skills

	Reading Skills	
Participant	**Text Passage(s)**	**Summary/content**
L1	88-90 95-96 129-130 131-133	> when reading a text it is easier for her to get the gist of it even if there are words she does not know yet, and she is able to guess what these words might mean from context > for getting a first impression of something, reading is easier for her > doing reading activities is easier for her because it is easier for her to remember thing she has read(seen) > she enjoys reading activities
L2	246-249 230-235 241-242 151-263, 271-273 461-470	> She finds reading activities easier (than listening activities) because the teacher is there and corrects things > she finds reading activities easier when they are done together in class & it helps her if the teacher explains new words that are in the text to the class > she finds reading activities easier than grammar exercises > she realised that when reading a story (e.g. a fairytale) at home she is able to guess the meaning of an unknown word from the context of the text, so she does not have to look up every new word any more > at home she regularly reads children's books and even started to read a novel to practise her reading skills
L3	98, 100-101 129-133 139-141 184-185	> She generally finds reading and writing easier that the other skills. > she finds reading silently easier than reading out loud > she realised that when seeing English commercials on the streets that she is able to read & understand them > she practises her reading skills through reading children's books at home

	Speaking Skills	
Participant	**Text Passage(s)**	**Summary**
L1	102-105 114-117	> answering (orally) immediately is more difficult > but she has no problem saying something wrong, she just tries to use the words that come to her mind in the situation even if it's grammatically not correct; but usually she's able to say something in way others know what she means > pronunciation is important for her & to know how a

	137 189-201	word is pronounced > she is not embarrassed to say something in English > she likes speaking activities in groups or pairs because learners usually feel more free to speak English, but the problem is that they often do not know whether what they say is correct
L2	298-301 301-307 314-319	> she does not find speaking activities easy, because you really have to practise it > but she likes when the teacher speaks more English in the class and asks the learners questions in English > She can't really say if she finds speaking activities easier or more difficult than other skills, because for her it depends if she knows the word already or not. If she knows the words it's easy, but if she needs to use new words it's more difficult.
L3	98, 100 149-152 175-179	> she finds the pronunciation of words the most difficult skill > she finds speaking still very difficult > for example when tourists ask her something in English she is not able to answer them (she at least feels like she can't answer them)

	Listening Skills	
Participant	**Text Passage(s)**	**Summary**
L1	90-93 218-221 224-230	> although she likes to do listening exercises she sometimes does not understand what they are saying; then it helps her to speak out what she heard, then it's easier for her to remember > she thinks listening activities are important to strengthen ones pronunciation > but she generally find listening exercises more difficult, when people speak fast or overlap, but if possible she listens to them again (at home) > she thinks it's important to do listen to different people speak because it prepares you > for her listening is important because if she doesn't hear the language nothing would stick
L2	158-163 175-177 250-252	> for listening activities: she prefers to listen to the listening at home before they are done in class because it is then easier for her in the class > she finds it easy to understand when the teacher says something in English > she finds listening activities more difficult than reading exercises
L3	152-157	> She finds listening activities difficult, because they are usually quite fast and she needs to listen to them again and read the typescript at the same time to un-

	165-171 171-173	derstand it. > It is also difficult for her when the teacher says something in English; it helps her if the teacher speaks very slow and repeats things. She usually understands it when the teacher repeats what she said. > But if English speakers say something they speak so fast that she can't understand them

	Writing Skills	
Participant	**Text Passage(s)**	**Summary**
L1	100-101 121-122	> when formulating thoughts it's easier for her to do it in written form since there is usually more time to think about what you want to write & she can think about whether a sentence is correct/makes sense. > doing activities it is easier for her to do it in written form, because it is easier for her if she's able to see the words written
L2	494-499	> she finds writing fairly easy especially when she has to write about topics that were already dealt with in class; and she hardly has to look up things when writing about familiar topics
L3	98, 100-101, 112 215-217	> She generally finds reading and writing easier that the other skills. > She thinks that she makes tense mistakes when writing and often does not remember the words she needs. She finds it difficult words in a sentence

4. Language System

	Grammar	
Participant	**Text Passage(s)**	**Summary**
L1	149-154, 157-159 167-171 268-269	> getting the Grammar right is something she finds difficult, especially concerning the tenses she tends to mix up the tenses. So she really has to study them on purpose > Regarding grammar explanations, she needs someone to explain it to her (not just read the rules), then she usually understands the concepts. But she needs to write these explanation down otherwise she would forget it again > she also writes down all the example cases of grammar topics done in class, and reads them again at home
L2	241-242, 291-293 297	> She finds Grammar exercises more difficult (than reading comprehensions) because one has to also study the grammar. But she has already learned a lot in the class > It is also challenging because every time they learn

		something new or a new tense
L3	113-114, 125-128 191-192 195 195-197, 200-204	> One Grammar point she has difficulties with are the different prepositions; she tends to mix them up > she generally finds learning grammar difficult > especially the tenses are difficult for her; > She also never learned about grammar in school and does not understand most grammatical terms like preposition. So she needs more time to understand the grammar explanations of the teacher.

	Vocabulary learning	
Participant	**Text Passage(s)**	**Summary**
L1	67-72 74-77 180-185 265-266 270-272 178-282,285-286 289-291	> To remember vocabulary she needs to hear the word once to know how it's pronounced and then also write it down > she tries to incorporate English in her everyday life for example to think of what words in her house mean in English (like the fridge) to repeat & revise such words > when speaking she often has trouble to remember the right words she needs to say what she wants to say > when writing down vocabulary in class she always writes down the example sentences to remember in which context the word appeared; she then revises them at home and re-reads the texts with new vocab-ulary > she also got an English vocabulary dictionary ("Englisch Wortschatz 2000) where the vocabulary is structured according to topics (like home, holiday, family) and there are little stories for each chapter. She reads these stories regularly, e.g. when she's on public transport
L2	127-130 165-166 183-184	> She does not have a vocabulary book because she does not need it. She wants to be forced to remember words, and in the worst case she can look up a word in the dictionary. > She rarely writes down vocabulary, only sometimes > when she listens to a word it is easier for her to be able to write it down
L3	114-116, 275 121-123 137-141	> She generally translates new vocabulary into Spanish (mother tongue) and writes down the word in English and Spanish. > she generally finds vocabulary exercises in class eas-ier > she realised that when watching English songs or videos for beginners and when seeing English com-

		mercials on the streets that she is able to read & understand many words now (which she could not a year ago)
	268-270	> She writes down new vocabulary in class, and when one page is full she types them on her computer. That helps her to remember the words.
	287-288	> To help her remember certain words she often writes them down in a sentence and puts the paper in her flat, so she re-reads it again during the day

Language Learning Practises		
Participant	**Text Passage(s)**	**Summary**
L1	72-74	> she needs to sit down at home and actively study the language and daily remind herself of how to say words or what certain words mean in English to make progress
	74-77	> she tries to incorporate English in her everyday life for example to think of what words in her house mean in English (like the fridge) to repeat & revise such words
	239-244	> When doing her homework she then always checks her answer with the answer key in the book, and usually listens to the listening comprehensions done in class before
	246-257	> in her everyday life she tries to think of English or spot English when she is out, e.g. the English announcements in the U-Bahn or English signs on the motorway, or in Museums she always reads the English texts alongside the German one to see what she can already understand
L2	169-171, 330-334	> When doing her homework she first writes it with pencil, then she revises it, and then she types it again in Word on her PC. If it is a listening activity then she listens first and then writes it down.
	325-327	> In addition to doing the homework she regularly looks at the next Units in the book, and “works ahead”.
	183-184	> when she listens to a word it is easier for her to be able to write it down
	151-263, 271-273	> she realised that when reading a story (e.g. a fairytale) at home she is able to guess the meaning of an unknown word from the context of the text, so she does not have to look up every new word any more
	461-470	> at home she regularly reads children’s books and even started to read a novel to practise her reading skills
L3	138-249	> She usually does her homework and studies English

		every Sunday afternoon for 2 to 3 hours. Then she listens to the listening comprehensions from the last lesson. She also looks through the things done in the last class. She does her homework and some of the next exercises.
	252-254	> She also reads the texts read in class again, or goes through old course books during holidays.
	257-260	> She sometimes reads English children's books when she has time.
	271-273, 279	> In class she usually writes down grammar explanations and new vocabulary
	281-283	> She also has an English grammar book with explanations, where she looks up grammar topics.

Appendix E: Interview transcriptions

Interview 1

I: Willkommen zu unserem Interview und darf ich dich zuerst noch kurz nach Alter, Muttersprache, Schulbildung, Fremdsprachen, Erfahrung fragen?

L1: Soll ich einfach drauf los?

I: Ja, genau!

L1: Ich bin 61 und mein Kontakt war in der Schule, in der Hauptschule hatte ich vier Jahre mit Polytechnischem Lehrgang fünf Jahre englisch und dann habe ich immer wieder so alle paar Jahre einen Kurs gemacht, immer nur ein paar Wochen. Dann viele Jahre nichts und dann vor 4-5 Jahren habe ich wieder mal so einen Auffrischungskurs gemacht, auch nur so fünf Wochen. Das war so unter dem Motto "englisch für den Urlaub" aber das nur so eine Auffrischung dass man alles wieder wiederholt kurz. So höre ich halt was geht so, englische Musik und so, aber sonst eigentlich nichts. Ich habe es auch nie im Beruf gebraucht.

I: Ok und also dein Schulabschluss is sozusagen polytechnische..?

L1: Genau und dann eine Kaufmännische Lehre, aber da war Englisch ganz wenig.

I: Da hattet ihr wenig Englisch?

L1: Genau. ...

I: Und genau, jetzt bist du nicht mehr berufstätig?

L1: Nein[lachend], bin seit einem Jahr in Pension

I: OK, und hast du englisch zum Beispiel auch für Reisen im Ausland gebraucht?

L1: Ja, also ich war viele Jahre nicht auf Urlaub, aber vor drei Jahren war ich dann zum ersten Mal wieder seit langem auf Urlaub und da war ich in Schottland, da war ich zwar mit einer Reisegruppe, es war eh deutsch geführt alles aber trotzdem über Mittag hatten wir für uns selber Zeit und da bin ich auch allein in ein Restaurant oder ein Geschäft gegangen und hab mir da was gekauft und hab dort alles gekriegt. hab mir halt dort irgendwie durch gefragt. hab immer gleich gesagt: "Sorry, my

English is not so good, please help me" also das war dann kein Problem, also die san dann alle miteinander sehr Verständnisvoll und war kein pro- also ich hab alles bekommen was ich wollte.

I: Super, Ja

L1:Ja man muss sich nur trauen zu reden

I: Genau.

L1: Ich hab gewusst ich sag sicher alles falsch, aber die haben genau gewusst was ich will

I: Es geht dann aufs Verständigen manchmal besser als man glaubt oder so. Und was war dann dein Grund für diesen Besuch dieses Englischkurs? Wie bist du dazu gekommen oder warum?

L1: Naja das wollt ich einfach weil ich gesagt hab ich hab jetzt 45 Jahre immer Vollzeit gearbeitet und ich will nicht dann einfach auf null runter fahren und Garnichts mehr tun. Einfach um kleine graue Gehirnzellen am Leben zu erhalten. Das ich einfach da was tu, aktiv, was anderes tu und eben auch für Urlaube und so dass ich das wider auf frische. Einfach dass ich was, das i, das i was fürs Gehirn auch tu, das ich da einen fixen Termin habe um eben mit anderen auch zusammen zu sein und da eben auch geistig was mach in der Pension eben nicht nur mit Freundinnen in Museen gehen und so das mach ich eh oder Ausflüge und so. Einfach was anderes auch tun.

I: Und hast du ein bestimmtes Ziel jetzt für den Englisch Kurs?

L1: Naja ich will mich einfach einmal einigermaßen flüssig Unterhalten können. Also wenn ich nach den Weg frag und so dass es nicht nur so holprig so nur ein paar Wörter sind, sondern vernünftige Sätze bilden und auch ein bisschen mehr verstehen wenn ich wieder ins English Theater geh, das i sag pfoah ok jetzt hab ich mal 25% von dem was sie sagen verstanden. Dass ich mir einfach ein bisschen leichter tu wenn ich was sagen will, also das i da ein bisschen mehr (..) kann und sich mehr trau dann halt auch

I: Ok. Jetzt gibt‘s ein paar mehr Fragen konkret zum Kurs und dann auch zum Lernen. zum englisch Lernen und jetzt die erste Frage: wie wichtig ist es dir regelmäßig in den Kurs zu kommen? äh

L1: das ist mir sehr wichtig, also ich mag gerne Routine, also mir ist das sehr wichtig dass ich da einen bestimmten Ablauf immer habe. ja

I: ok und ähm was motiviert dich dazu dann auch regelmäßig zu kommen und den Englisch Kurs zu besuchen?

L1: Einfach der Spaß an der Sache einfach da was neues zu lernen und (..) ähm das kommt immer wieder vor dass ich dann gewisse Sachen ähm mir wieder einfallen, wo ich gar nicht gewusst hab, dass ich das noch kann oder irgendwann mal gelernt hab und das kommt dann wieder, wieder hoch, das is ganz interessant dabei.

I: Also auch dann sozusagen würdest du sagen auch es motiviert dich auch wenn du sagst ahh ich lern was oder ich mach fortschritte?

L1: Ja, ja ,ja.

I: Spielt das auch rein in die Motivation?

L1: ja, ja, mhm.

I: Ok .. Ahm und jetzt eher zum englisch Lernen selber, also beim Lernen von neuen Dingen, welche,

was würdest du sagen fällt dir leichter? Jetzt wenn wir zum Beispiel nehmen, sich Vokabel merken oder lernen oder das verstehen, also hörverstehen wenn jemand spricht? Oder würdest du sagen ist das mündliche formulieren oder Konversationen, also sich ausdrücken auf Englisch, Oder sozusagen Sätze schreiben? Beziehungsweise Grammatik, also was würdest du da also überleg kurz was dir am leichtesten fällt oder ob du da irgendwie Reihen kannst. Oder welche von diesen arten, was fällt dir eher leichter, was sind die Sachen wo du sagst.

L1: Leichter fällt mir den Text zu lesen, aber um es zu verstehen und zu lernen muss ich es einmal hören. Ich muss hören dass mir das wer vorlest und dass ich weiß wie das genau ausgesprochen wird und dann hilft es mir auch dass ich es auch schreiben weil Vokabel einfach nur so lernen vom Text, das, das geht nicht, also ich muss auch einmal schreiben und hören. Also einfach nur so aus dem Buch. Aha das das und des. Ja aber ohne es zu hören wie des wirklich original ausgesprochen wird. Das brauch ich einfach, damit ich weiß wie das da funktioniert. und lernen, merken. Puh, das wird das merk ich wird zunehmenden Alter also das wird schwieriger. Also ohne bewusstes hinsetzen und lernen und im täglichen auch immer wieder zu erinnern, geht's nicht. Also ich versuch auch im Alltag immer wieder, wenn ich so sehe weiß ich wie das auf Englisch heißt oder wenn man den Kühlschrank aufmacht: wie heißt der jetzt schnell noch. also das ich auch so diese Dinge mach, dass ich mir das immer wieder wiederhol. Damit es hängen bleibt auch.

I: aber jetzt-

L1: aber leicht fallen (..) wie gesagt ja eh. nachdem ich sehr positiv an die Dinge heran geh, vielleicht ist das ein Grund. das ich nicht sag mah ich muss das lernen, das kann ich eh nicht, das mach ich nicht. also im Gegenteil ich freu mich immer wenn man wieder was Neues machen. wenn wir was neues lesen also das ist dann ja.

I:Und jetzt würdest du sagen zum Beispiel. das dir sozusagen, jetzt vom, einfach nur vom generellen verstehen würde es (..) fällt es dir leichter nur das hören verstehen. wenn dir wer sagt auf Englisch oder fällt es dir leichter, wenn du jetzt unterscheiden musst etwas zu lesen [irrelevant] also etwas, einen kurzen Text zu lesen fällt dir das leichter oder wenn du nur etwas hörst. Wie würdest du es jetzt einschätzen?

L1: Naja wenn ich es lese dann kann ich mir das auch wenn da Wörter dabei sind die ich NICHT kenne, Kann ich mir es ungefähr zusammen reimen was es sein könnte. also den ungefähren sinn kann man erfassen. also das geht schon denk ich. beim Hören also wie gesagt, das tu ich gerne aber das manches Mal das man nicht genau versteht was da jetzt genau gesagt wird. (.) aahm (.) und da hilft's mir dann auch wenn ich mir was weiß ich die CD anhöre. dass ich es dann auch einmal Ausspreche laut. dann, dann ist es irgendwie leichter zum behalten.

I: aber jetzt vom ersten Eindruck?

L1: vom ersten Eindruck ist lesen einmal so zum kurz kennen lernen. zum einmal kurz Situation, was ist da gemeint, dann ist lesen das erste eher.

I: Und wenn's jetzt darum geht Sachen selber zu formulieren. Entweder schriftlich oder mündlich. ahm ist das was, was dir generell eher schwer- wo du Gefühl hast das fällt mir leicht. jetzt mich einfach ausdrücken oder ist das (..) äh?

L1:Naja schriftlich, weil das hast meistens mehr Zeit und da kann man mehr nachdenken und das ist natürlich für mich leichter weil ich mir denk kann das jetzt so stimmen. dann denkt man mal nach und wenn man gleich antworten muss dann is-, fällt es einem schwer aber es ist so, ich hab da kein Problem damit wenn ich ein Blödsinn sag, wenn ich was Falsches sage. Ah, ich versuch's einfach mit den Worten die mir halt in der Situation grad einfallen auch wenn das grammatikalisch wahrscheinlich total schrecklich ist aber ahm ungefähr krieg ich's dann hin dass man weiß was jetzt da gemeint

ist.

I: ja und wenn wir jetzt ein bisschen mehr sozusagen auf so Übungen, sozusagen eingehen. Welche Art von Übungen also jetzt nicht nur generell das verstehen sondern wenn wir, ob man jetzt eine listening macht oder eine reading, also eine Lese Übung eine Hör-Übung. Sprechübung oder Grammatik Übungen oder Vokabelübungen. was sind Übungen wo du sagst, die fallen dir eher leicht? also einfach von der Übungsart her?

L1: Naja...

I: Könntest du das irgendwie Reihen? Oder ist das, hast du da eh nicht ge-

L1: Naja eigentlich nah, weil das Zuhören ist genauso interessant und wichtig und gut für mich als des sprechen dann. also das ist für mich auch sehr wichtig also ich muss das auch aussprechen können was ich da jetzt hör. Ja um es einfach auszuprobieren (). zu hören, wie hört sich das an wenn ich das ausspreche. Spreche ich das genauso aus wie es gehört oder spreche ich‘s aus wie es da steht? Also das ist für mich schon auch wichtig

I: Und jetzt so könntest du nicht sagen so, ah diese Art von Übung da tu ich mir leichter oder schwerer. kannst du es irgendwie einschätzen was für Übungen, sagst wenn ich die mach muss- ah das mach ich schnell oder das kann ich.

L1: naja beim schriftlichen, weil da sehe ich das vor mir die Wörter da tu ich mir dann leichter, dann weiß ich was gemeint ist und da tu mir dann-

I: also alles was schriftlich zu machen ist?

L1: Ja das ist kein Problem

I: also so Ausfüll-Übungen zum Beispiel.

L1: Ja ja, da bin ich meistens auch wenn dann Fehler drin sind, da bin ich dann meistens wenn wir da irgendwas machen im Kurs, meistens schneller fertig als meine, links rechts (.) meine Kolleginnen

I: (-)

L1:(--) Wenn ich da den Text gelesen hab und aus dem Text dann Wörter, äh also Sätze sind, dann tue ich mir leicht weil ich weiß ah das ist ungefähr da gestanden. also das merk ich mir dann leichter.

I: also das ist wär dann eh auch so Lese Übungen wo man was aus dem Text finden muss oder so das ist jetzt, was was dir (..)

L1: ja das macht spaß

I: Genau ich versuch nur bisschen so herauszufiltern was nicht nur natürlich is alles wichtig wenn man selber sagt man lernt eigentlich natürlich alle Fertigkeiten aber so bisschen herauszufiltern was fällt dir jetzt persönlich einfach leichter oder so.

L1: ich hab auch keine Scheu zu reden. es gibt sicher viele Kolleginnen die eine scheu haben zu reden und dadurch (...)

I: deswegen kannst du‘s vielleicht fairer einschätzen weil du auch gerne sozusagen redest.

L1: Jo bei mir ist des wurscht. [lacht]

I: Passt auch, ist ja gut. das braucht man ja zum Sprache lernen also das ist ja dann die praktische Anwendung.

L1: aber das hab ich früher auch nicht können als jüngerer. Da hab ich mich geniert. wenn ich englisch was sagen sollte. aber jetzt ist mir des wurscht

I: Genau also so entwickelt man sich auch. eben es gibt Leute denen ist das nie wurscht und dann gibt es am Anfang eben in der schule ist es immer anders weil das die Lehrerin kontrolliert und so, da ist eben ein anderer Kontext hoffe ich, als im erwachsenen.

L1: auf alle Fälle ja

I: Lernen oder so das ist auch. ähm (..) Und wenn wir jetzt in die andere Richtung gehen gibt‘s Sachen die dir besonders schwierig fallen jetzt entweder du sagst wenn.(...)

L1: Ja von der Grammatik also ich schmeiß meistens die Zeiten ein bisschen durcheinander. also da weiß ich dann nicht, ist des jetzt Gegenwart ist das jetzt Vergangenheit. Moment, das hört sich irgendwie eh richtig an und ist es aber nicht. Also das muss ich wirklich gezielt lernen, weil da (..) des merk ich mir dann einfach nicht

I: also wenn‘s darum geht Grammatik in dem sinne es gibt verschieden. weil Grammatik is ja ein großes Thema, nur das ich ein bisschen mehr weiß was du meinst.

L1: Die Zeiten einfach auszudrücken, dass ich weiß wenn in einem Text zwei verschiedene Zeiten drinnen sind. Dann verwechsle ich das oft. also da denk ich mir, ah heut passt schon, dabei hätt was anders gehört.

I: also es geht dann eher darum, wenn man selber dann was formulierst und dann die richtige Zeit anzuwenden wenn du sagen willst gestern bin ich nach Hause gegangen oder so und dann nicht-

L1: Ja genau, dass ich da das richtige finde

I: also in der Grammatik Anwendung. wenn du selber dich formulierst. Ok. Und jetzt bei Grammatik- weil wir jetzt Grammatik reden auch, zum Beispiel Verständnis von Grammatik. Also Erklärungen oder generell fällt dir das. also ist das auch schwieriger für dich dann andere.. das zu verstehen. Jetzt nur im theoretischem Niveau-.

L1: Also wenn ich es nur lese, versteh ich's nicht wirklich. Ich da brauch ich jemand der mir des wirklich erklärt. Also nur allein mit Büchern zuhause lernen das könnt ich nicht. Da brauch ich jemand der mir das ganz klipp und klar und einfach verständlich da erklärt. Dann .. dann geht‘s also ich geh nach dem Kurs raus, ja super. Aber zwei Tage später denk ich mir, oh was war das? Also wenn ich nicht aufschreiben würde oder ding. Dann wär das weg. also des ist schon schwierig bei mir

I: Also mündliche Erklärung hält viel sicher. weil man dann auch nachfragen kann.

L1: Ja in Verbindung mit, mit Beispielen dann, dann bleibt das hängen. das ist ganz wichtig für mich.

I: aha Ok. (..) [irrelevant] Und welche Art von Übungen, wenn wir jetzt konkreter von Übungen reden, die dir schwer fallen wäre dass dann eh selber Sachen zu formulieren?

L1: Mhm.

I: Wenn‘s darum geht Grammatik irgendwo einzubauen.

L1: Ja also ich würd schon mehr, gerne mehr (..) so quasi ad hoc was reden, was erzählen, aber damit

ich eben weiß hab ich jetzt die richtigen Wörter verwendet oder nicht. Also das, das fällt- also mir fällt‘s nicht schwer irgendwas zu sagen, aber mir fallen dann nicht die richtigen Wörter ein. na und dann fang i zum Überlegen an, was sag ich jetzt, was ist da jetzt richtig, also da.. das ist sicher ein kleines Problem ja.

I: also generell, sozusagen, etwas zu sagen findest du nicht so schwierig, also generell dich auszudrücken.

L1: Aber das richtige zu sagen, die richtigen Wörter zu finden. Mir fallen dann in der Situation nicht die richtigen Wörter ein.

I: Das ist das. Genau das ist eh [lacht] das gibt‘s auch später noch. Das einem dann die richtigen Wörter.. Manchmal fällt es auf Deutsch nicht das richtige Wort ein oder so.

L1: Ich weiß was ich sagen will aber es geht nicht.

I: Das gibt‘s ja auch dann später vielleicht so .. ahm ... was wir jetzt noch gar nicht besprochen haben. Oder was jetzt noch auf meiner Liste is, sowas wie Paar arbeiten, also zusammen wie findest du das? Sind das Sachen die du gerne machst, oder die dir leichter fallen. Wenn man mit einer zweiten Person, entweder zu zweit reden muss oder auch gemeinsam irgendwas, eine Übung ausfüllen.

L1: Ja, das find ich ganz gut, weil viele Kolleginnen weniger Scheu haben untereinander zu reden. Das Problem ist nur wir wissen nicht ob das immer alles stimmt, was wir uns da gegenseitig erzählen. [lacht]

I: Ja Mhm.

L1: Also da wir können das ganz super ja, aber ob das dann so richtig alles ist, das wissen wir jetzt nicht. Also da sind wir uns nicht immer einig, wenn wir uns dann von unseren Geschichten die wir dann lesen, uns gegenseitig erzählen, äh stimmt das jetzt von der Aussprache her, von der Satzstellung her. Da sam wir uns nicht immer einig. Also da, dazu reicht die Zeit im Kurs nicht dass du mit jedem einzeln da selber was redest. Das geht einfach nicht, das ist schon klar. Aber ich denke das ist für alle, ja, ganz nett, (.) dass man da untereinander redet, weil da hat man einfach keine Scheu. Da geht das dann.

I: Genau also das is meistens bei solchen Übung das ma ins reden kommt und es muss nicht immer alles hundert Prozent richtig sein, weil (..)

L1: Jo, So is es.

I: Weil man sich ja auch verständigen kann oft. Man wird Verstanden auch wenn man nicht alles immer richtig sagt.

L1: So is es. Ja. Der andere weiß dann schon was gemeint is.

I: Oder halt wie du sagst du warst in Schottland und konntest auch (...)

L1: hob mi auch verständigt.

I: Es hat dich auch jeder verstanden.

L1: genau.

I: Da ham die sich sicher auch nicht jedes Mal gesagt aber das war jetzt ein falsches Wort oder, da hat dich auch niemand korrigiert in der Grammatik oder vielleicht nur nachgefragt.

L1: Ja genau, es is auch in Wien, wenn dir jemand holprig deutsch anspricht, weißt auch was der will. So quasi Wo is die Straße, sogt a ned grammatikalisch richtig. Dann weiß man auch , dann sagt ma a da vorne links. Redet man ja auch einfach, in einfachen Wörtern, das is (-) sogar.

I: Genau. .... AH vielleicht noch was wir gesagt ham bei .. weil wir über die Hörübungen is das jetzt auch was, Hörübungen, weil wir geredet ham zuerst schon dass das manchmal wenn ma‘s nur hört eher schwieriger is. Und jetzt wie is das bei Hörübungen?

L1: Sehr wichtig, sehr wichtig immer wieder zu hören, dass man von der Aussprache her einfach das festigt.

I: Und wie sozusagen, was gibt- gibt‘s Hörübungen die dir leichter fallen? Oder schwerer fallen oder jetzt wenn du sagt ...

L1: Naja schwerer.. Wenn ich's nicht versteh dann hör ich mir es nochmal an. Wenn da mehrere bisschen durcheinander oder schneller reden. Dann muss man halt genau aufpassen, also des ist schon. Aber . wenn ich die Möglichkeit habe es auf einer CD noch einmal anzuhören, i man im Alltag kannst, ja kann man halt drei Mal nachfragen, bitte nochmal bitte nochmal, aber da ist es sicher schwieriger, aber ich finde es is eine gute Übung verschiedene, ahm, Arten von Rednern zu hören, weil mir einfach dann mehr vorbereitet wird dann. Ich find es sehr wichtig dass immer wieder zu hören, weil wenn ich die Sprache nicht immer wieder hör, dann bleibt nichts hängen.

I: Also für dich is das wenn du sagst du kannst nochmal hören is das dann schon sozusagen, reicht das dann auch wenn du‘s zweimal hörst reicht das dann auch weil du zirka verstehst worum es geht, wenn’s, solang du‘s noch ein zweites Mal hören kannst.

L1: Ja genau. des passt dann.

I: Ok. Und Jetzt kommen wir dann eh schon bisschen darauf auf deine eigene Art zu lernen sozusagen. Was machst DU zum lernen- die erste Frage ist jetzt so bisschen was machst du unter der Woche um dich auf den nächsten Kurs vorzubereiten. Beziehungsweise was sind so deine Lern Strategien würdest du sagen dass du dir eben Sachen merkst oder was..?

L1: Naja also ich mach einmal die Aufgabe. Mach‘s einmal so wie ich denk dass des stimmt und dann vergleich ich‘s mit den Auflösungen hinten. komme drauf dass immer zwei drei Sachen falsch sind. aber das entsteht dann meistens aus den, ah ja i kann‘s eh und das stimmt halt dann. Dann hör ich mir oft noch die CDs an aber ich tu nicht vor arbeiten, sondern nur das was bisher war. weil ich denk mir immer das vorarbeiten hat keinen Sinn, weil ich will ja des im Kurs life mit erleben sozusagen die Neuigkeiten, aber die CD'S hör ich mir dann schon immer an.

I:So im Retour was alles war?

L1: Im Retour was ham ma von Anfang an bis jetzt gemacht. Hör mir das nochmal an und wie gesagt auch im Alltag versuch i immer wieder Englisch.. an Englisch zu denken. Wenn eben irgendwelche Wörter.. oder wenn man irgendwo was liest, es sind so viele Warnhinweise auch in Englisch überall. Also ob das jetzt bei der U-Bahn ist oder auf der Autobahn wenn man fährt, ob Rettungsgasse bilden oder mind the gap bei der Schnellbahn. Also man hört immer und man liest auch sehr viel englisch aber das muss ma mal bewusst wahrnehmen, mir ist das früher nie so aufgefallen dass so viel in Englisch steht oder unlängst war ich im Museum und da steht auch immer alles in Englisch dabei na? Da hab ich versucht den deutschen Text zu lesen dann den englischen, hab ich mir dacht: Ok da sind so viele Wörter dabei die ich überhaupt noch nie gehört hab. [lachen] Aber des- des- des- trotzdem .. man kann doch viele Wörter herausfinden. aha des kenn i da was i ungefähr was gemeint ist. Man muss es einfach einbauen in den Alltag und das Versuch ich einfach dass i do immer wieder dran denke. Dass des der desk is und des der chair. So einfache Dinge dass die dann einfach hängen blei-

ben.

I: Genau, ja ja genau, sich irgendwann setzen.

L1: Also do, des- wenn man des ned macht. Wenn man nur einmal die Wochen geschwind die Aufgab macht, dann wird nix hängen bleiben. Also ich brauch das halt zum Lernen, sonst würd i ma nix merken, also das is schon wichtig für mich.

I: Genau hast du irgendwas wie du deine Vokabel- wie du Vokabel lernst. Oder- oder einfach nur- schreibst du dir vielleicht jetzt ein bisschen mehr was machst du im Kurs? Also natürlich man macht die Übungen mit oder so, aber was sind Sachen die du dir aufschreibst oder wie schreibst du dir Sachen auf?

L1: Ich schreib mir die Fallbeispiele immer auf, dass ich weiß. also weil dann kann ich mich erinnern, ah wart was hast du erzählt.

I: Wenn wir über Grammatik reden?

L1: Wenn wir über Grammatik reden da schreib i mir eben diese Fallbeispiel auf und ich les dann einfach nach nochmal. also da, das is- .. das ist für mich das Wichtige. Aber ahm . ich mach nicht, dass i nach dem Alphabet mir Vokabel für mich raus schreibe, sondern ich lass das so Fallbezogen in der Geschichte drin. ich lese mir einfach die Geschichten noch einmal durch. Damit ich da die Wörter im Zusammenhang halt .. Kenne.

I: Aso du sozusagen du schaust es dir nochmal an, ah was haben wir da gelesen welche Wörter waren das.

L1: Außer die- die Wörter wo wir hinten da von den Zeiten her, dass wir da „go, went“ dass ma des- des hab i mir schon durchgelesen do hinten da. Des ist wichtig dass man da die ..

I: Grammatikformen. Da geht‘s um die Grammatikformen.

L1:Grammatikformen. Ja Genau. Aber ansonsten den anderen Text, ahm . weil i mir denk, das hat keinen Sinn dann schlag i jetzt auf. dann lern i heut alle mit Buchstaben a und so .. das ist .. und ich hab mir auch gekauft ein Buch, das nennt sich Englisch Wortschatz 2000 ahm Wörter und das sind auch situationsbezogen kleine Geschichten und speziell ahm, die Wörter speziell ahh ... alle möglichen. Aus ALLEN möglichen Situationen die einfach die wichtigsten Wörter drinnen. und das les i immer Kapitelweise durch und das ist ganz interessant.

I: Dann machst auch extra und dann sind dann immer so ein- sozusagen wie so ein- eine kleine Geschichte und dann die Wörter ... hervorgehoben oder?

L1: das sind einfach Sätze, was weiss i beruf betreffend, Haushalt, Urlaub oder- oder Familie und-und also das san ganz verschiedene .. I wer' dirs einmal mitbringen, des is ..

I: Ja sicher also das wär sicher cool auch mal für die andern zu sehen, was kann man sich noch irgendwie selber machen oder so, weil‘s immer ..

L1: Das san immer kurze Sätze und- und die wichtigsten Wörter eben san dann noch einmal beschrieben.. das find i- das les i ah immer wieder, also wenn ich in der U-Bahn länger unterwegs bin. do hob i des immer mit [lachen]

I: Ja voll so zwischendurch.

L1: Ja.

I: Ahhh Genau, was ham wir noch .. Wie wichtig sind dir so Sachen dann im Kurs noch wenn man irgendwie Fragen stellt oder so. ist das dir wichtig dann [.] äh . Hast du oft Fragen? Stellst du oft Fragen? Oder is das- findest du das hilfreich wenn wer anderer noch eine Frage stellt, jetzt bei Grammatikerklärungen oder ..

L1: Es wird meistens eh .. abgedeckt. also do hob i dann eigentlich kan- na das wird eher .. also .. wenn- wenn dann frag i . aber das is eher selten, weil meistens stellen eh die anderen gleich die fragen. da is alles abgedeckt.

I: Aber findest du das dann hilfreich wenn wer anderer die Fragen stellt und man das nochmal erklärt -

L1: Ja

I: Is das dann eine Situation wo du dir denkst-

L1: Ja das is. Weil dann denk i ma . ah ja siehst das hätt i ah- ja das interessiert mich auch oder ja das hätt i jetzt a ned- ned nochmal dran gedacht. also des find i schon gut. Ja ja.

I: Ok . Ich überleg. ich bin glaub ich fast am Ende mit meinen Fragen. [lacht]

L1: na sehr gut, ham ma alle durch.

I: Vielleicht jetzt noch eine andere Frage die mir spontan einfällt. was gefällt dir jetzt so spontan oder was gefällt dir? oder was verbindest du mit der englischen Sprache? Oder wieso englisch ein bisschen? Wir haben jetzt nie darüber geredet warum jetzt grade englisch. ich mein vielleicht hast du auch sonst keine andere Sprache.

L1: Naja weil‘s einfach von der Schule her, weil man eben die einzige zweite Sprache war die ich kennengelernt habe Und weil es einfach eine Sprache ist mit der man überall auf der Welt durch kommt sog ich einmal. also des ist einfach so eine All-Welt-Sprache dass man da- find ich das an sich wichtig ist dass man da ein bisschen ein Grund(.)wissen hat, weil‘s (..) sicher interessieren würd mich auch italienisch oder Spanisch aber des (..) [lacht] des ist dann so. speziell da denk ich mir das kann man nicht so wirklich überall anwenden Da muss man dann speziell in die Länder gehen. Oder französisch- ich habe, da war ich weiß ich nicht, Anfang zwanzig hab ich einmal ein Jahr Französisch gemacht weil‘s mich einfach interessiert hat (.) aber seither auch nie wieder was. Das war einfach nur so eine Flause das i sag ok ich will die Sprache einmal kennen lernen. Aber Englisch denke ich mir das ist einfach wichtig weil des- man ist ständig umgeben mit Englisch. So im Alltag überall sieht man Englisch. Und deshalb einfach da so der Anreiz ah da weiß ich eh schon was und da möcht ich weiter tun.

I: So jetzt muss ich noch die letzten Sachen abchecken. Wir hatten- AH! Muttersprache, Deine Muttersprache is Deutsch nehme ich an.

L1: Is Deutsch ja.

I: Und du hast sozusagen eigentlich nur englisch in der Schule gehabt und da haben wir jetzt gsagt du hattest-

L1: Kein Latein oder sonst irgendwas.

I: Und ein Jahr Französisch hast du dann später mal.

L1: Genau, ja aber das is in an Kurs gewesen also auch (..) kein- nicht- nicht zwangsweise in der Schule sondern freiwillig.

I: Und englisch hattest du glaub ich fünf Jahre in der Schule gehabt.

L1: fünf Jahre ja.

I: Genau das mim Beruf haben wir auch, nur dass ich alles abgedeckt hab.

L1: Jaja dass du alles- deine Daten hast.

I: Einfach nur so dass ich so bisschen weiß, dass du .. wenn ich da das Interview dann schaue .. was für eine Person so bisschen den Hintergrund einfach hab. .. Und .. fünf Jahre in der Schule-

L1: Lehrabschluss.

I: Lehrabschluss und das Französisch war dann nur ein extra Kurs später nach der Schule einfach. ok .. Ich glaub das war‘s . ich bedanke mich.

Interview 2

I: [irrelevant] jetzt als erstes ganz erstes bevor wir in die zu den Interviewfragen kommen [irrelevant] was sind so deine faktischen (...) äh Infos, wie alt bist du, was ist deine Muttersprache, welche Fremdsprachen hast du generell gelernt, außer jetzt Englisch auch, Schulbildung, was hattest du für eine Schulbildung, und bist du noch berufstätig?

L2: [irrelevant] retired

I: was?

L2: retired [irrelevant]

I: genau, auf Deutsch wir reden auf Deutsch, du musst nicht Englisch

L2: [irrelevant]: (.) also Muttersprache ist Deutsch ja, dann in der Schule hab ich Englisch gelernt,

I: mhm //

L2: nachdem ich bei der Großmutter aufgewachsen bin haben wir im russischen Bereich gewohnt und da musste man dann russisch lernen

I: Ok

L2: Dann hab ich die Handelsschule gemacht, und nachher hab ich die Buchhaltung gemacht, aber nicht so einen Kurs sondern richtig drei Jahre lang bei der WiFi

I: ok #00:00:23-6#

L2: Und das ist wie eine Fachschule, und mit Abschluss, mit ähm (..), das macht man so, von der Kammer ist das. Das man praktisch, berufsmäßig ist das ja. //I: ok, ja. // dann, das Englisch hat mich immer interessiert. Ich habe in der Schule viele Wörter gelernt. Aber wir haben sehr wenig Grammatik gelernt. Wir haben Wörter, also Gra- Vokabelhefte gehabt, //I: Ok, Vokabel// P2: und wir konnten mit den Wörtern Sätze oder was gar nicht richtig anfangen, weil wir´ sind eigentlich in der Schule mehr Vokabel geprüft worden, ja. #00:01:44-6#

Interviewer: Ok, ja. #00:01:45-0#

L2: Aber da hat mich das immer interessiert. Aber das, ich hab schon vorher mal so einen Kurs gemacht. (..) Der Kurs hat nichts gebracht insofern weil die Leute keine Aufgabe gemacht haben, sie waren eigentlich mehr auf Tourismus auf. //

I: ok, ja. //

L2: Und nicht auf das was ich möchte, Grammatik. Um, (.) zu lernen ist für mich eigentlich sehr wichtig, weil ich fahr immer gerne in den Urlaub mit meiner Schwiegertochter #00:02:13-0#

I: Bevor du noch weiter erzählst, ich komm jetzt mit meinen Fragen konkret da rein. Zuerst, bevor wie wir jetzt geredet ham. dein Schulenglisch, wie lang, wie viele Jahre hattest du Englisch in der Schule? #00:02:22-5# #00:02:22-5#

L2: Vier. #00:02:21-1#

I: In der Schule 4, also, ok. Und jetzt genau, jetzt kannst du eh bisschen eingehen, weil jetzt kommen meine Fragen, werd ich jetzt durchgehen. Welchen Kontakt hattest du dann mit Englisch jetzt nach der Schule? Also mit Reisen, und wie regelmäßig bist du gereist? #00:02:37-9#

P2: Ja, mit Reisen, mit Familien, wo zum Beispiel die Eltern mit dem Kind Englisch geredet haben, und ich musste Deutsch reden. Und da hab ich wieder mit dem Englisch nur gehorcht. #00:02:46-5#

I: Also du warst mit deiner Familie in (.)? #00:02:51-0#

L2: Na, nein nein. Ich war bei einer Familie, und die haben mich aber nur aus dem Grund aufgenommen, weil ich Deutsch reden musste. Ja, also das heißt wir sind so in Amerika gewesen, und ich konnte dort ein bisschen was dazu lernen. Aber in der Familie konnte ich nichts dazu lernen. //I: weil du? // weil die haben #00:03:07-7#

I: Um mit denen Deutsch zu lernen warst du dort? #00:03:07-7#

L2: Weil ich musste mit den Kindern Deutsch reden. #00:03:09-0#

I: Ah, ok. Und wie lang war das wie du da dort? #00:03:12-5#

L2: Zwei Jahre war ich bei denen. #00:03:12-0#

I: Zwei Jahre durchgehend? #00:03:14-9#

L2: Ja, und das sind wir durch die ganze Welt gereist. #00:03:16-4#

I: Ok, (.) und du warst aber eigentlich da um ihnen Deutsch zu lernen? #00:03:11-0#

L2: [unverständlich]Ja ich hab müssen. Der Reli der hat 5 Sprachen gsprochen. #00:03:18-1#

I: Wahnsinn ok. #00:03:23-9#

L2: Weil der Vater hat Spanisch gesprochen, die Mutter Englisch. in dem Kindergarten in Paris hat er Französisch gredt, (.) ah und mit mir Deutsch, und sogar Hebräisch hat er können. #00:03:34-3#

I: Ok, aber du war‘s sozusagen, du hast es immer gehört?

L2: //Nur für Deutsch.//

I: du hast das Englisch hauptsächlich gehört? #00:03:39-1#

L2: Und die Kinder ham müssen auch (.) mit mir Deutsch reden. (.) na, oder wenn's irgendwas wissen ham wollen oder was braucht ham, hams müssen immer fragen auf Deutsch? #00:03:50-0#

I: Und die Eltern, ham sich mit dir auch auf Deutsch unterhalten, oder ham die? #00:03:52-7#

L2: Die Mama hat Deutsch gekonnt, //I: ok. // Der Vater hat mit mir Englisch geredet, (.) und da hab ich ni-, verstanden, //I: Also der konnte kein Deutsch? // Verstanden hab ich's ja eigentlich. Und wenn ich was ned verstanden hab, dann hab ich halt die Madamme gefragt, na. #00:04:04-4#

I: Ok, ok. (..) Aber da hattest du zumindest passiv (.) also gehört das Englisch? #00:04:09-

L2: Und wie gesagt, und jetzt, fahr ich mit meiner Schwiegertochter fast jedes Jahr nach Engl [unverständlich], nach Amerika. nach Amerika. Und die Leute, die dort wohnen wo wir wohnen, die sind zwar auch teilweise aus Europa. Aber man kann doch ein bisschen mit denen noch sprechen, anderen, ja. #00:04:28-3#

I: Auf Englisch meinst du? #00:04:28-3#

L2: Ja, und da wollt ich eigentlich, dass eigen-, dass ich mich unterhalten kann. // I: genau.// Und wann i in a Geschäft geh, dass i ned nur frag "how much" oder, (.) oder, (.) ah (..) "how are you" oder was i, sondern dass wenn, wenn, dass ma eben mehr reden kann. #00:04:42-4#

I: Genau. Und, also du bist jetzt regelmäßig sozusagen in Amerika, wo ist das in Amerika, welcher Bundestaat? #00:04:48-9#

L2: // Jedes Jahr, das is in Naples. Das is genau, wenn man die Everglades von Marmay[?] durchfahrt auf die andere Seite. #00:04:53-8#

I: ok. (..) #00:04:56-7#

L2: Das is weniger als sagma, wie soll ich sagen, für so Jugendliche oder so disko und so #00:05:01-9#

I: Genau, Nein, nein, eh nicht. nein nein. #00:05:02-0#

L2: Das is eher so zum Relaxen. #00:05:05-3#

I: Ganz normales, genau, ok. (..) Ah, also und, jetzt nochmal, was war jetzt der Hauptgrund für, für dich so einen Englischkurs zu besuchen? #00:05:13-8#

L2: Ich wollte aus den Wörtern Sätze bilden. //I: genau.// [unverständlich] weil ma kann ja auch ned so reden wie (.) "this is a car" und was I was alles, na. Da kommt man sich wie a Baby vor, na.

I: Genau, also einfach dein sozusagen, dein, das sozusagen.. #00:05:29-9#

L2: den Wortschatz, und jetzt hamma dann die Grammatik auch #00:05:34-0#

I: zusammenzufügen, oder? Dass du dich auch wirklich ausdrücken kannst auf Englisch, oder? #00:05:35-4#

L2: Genau, ja genau. #00:05:37-2#

I: Dass du nicht nur die Wörter weißt, //P2: Ja, ja. // sondern auch reden (.) kannst. Ok. Und was wäre jetzt sozusagen dein Ziel? (.) Das is eh fast das gleiche #00:05:46-6#

L2: Das ich mich gut unterhalten kann. #00:05:47-0#

I: Genau. Das, das #00:05:49-0#

L2: Dass ich mich einfach unterhalten kann und dass, (.) dass wenn der des übersetzt, dass da ned a kompletter Satz aus-, a kompletter Idiotensatz rauskommt. #00:05:53-6#

I: Also, dass du verstanden wirst? Und auch #00:05:58-0#

L2: Ja, ja, so ungefähr zumindest. Obwohl i- in Amerika sie eh, (.) schlampig reden. Aber, aber wenn man richtig redet so wie ich's lern jetzt, versteht man mich. #00:06:11-6#

I: Super, ja. (..) Und äh jetzt bisschen zum Kurs. Jetzt kommen ein paar Fragen so bisl zum Kurs. Wie wichtig is es dir äh jetzt regelmäßig in den Kurs zu kommen? und welche #00:06:21-9#

L2: Sehr wichtig. Ich hab kein einziges Mal gefehlt, außer, (.) einmal Urlaub. #00:06:26-9#

I: Also es hat höchste Priorität sozusagen, für dich is das sehr wichtig? #00:06:30-8#

L2:// Ja, natürlich. Dienstag ist wichtig. Da kann kommen was will, da kann mi wer einladen, nichts. Dienstag ist fix. #00:06:37-4# #00:06:36-9#

I: // Das is fix sozusagen. Und #00:06:37-8#

L2: Na da gibt‘s nichts. #00:06:40-2#

I: Was motiviert dich dann auch regelmäßig zu kommen, was ist deine Motivation? #00:06:43-5#

L2: Wenn ich merk, so wie Heute du mit mir gesprochen hast, zuerst wegen den Ostereiern. Da hab ich gemerkt, dass ich von der Family gesagt hab, dass sie Kinder haben, children, und so weiter. Da hab ich gemerkt, dass ich wenn ich anfange zu reden, dass ich dann, dass ich aufpasse ob ich es richtig sag. Na #00:07:03-5#

I: Also auch dich verbesserst? #00:07:03-5#

L2: Das motiviert mich schon so. Oh ja. Und es is auch so, dass (.) man lacht vielleicht drüber, aber ich hab das letzte Mal gestrickt (.) und da hab ich gezählt, und dann hab ich auf einmal Englisch gezählt.

I: Ah schau, super! Also, dass du sozusagen, dass immer mehr (.) #00:07:15-6#

L2: Und ich hab auch schon mal, und das hab ich aber früher auch gemacht wie ich mit den Kindern unterwegs war, wo man viel Englisch geredet rundherum, dass ich mich danach Englisch geträumt hab. #00:07:27-3#

I: Super, das heißt, dass die Sprache schon wirklich sozusagen angekommen ist. #00:07:29-6#

L2: // Ja, das hab ich schon öfters. Und wenn ma irgendwas einfällt oder irgendwas, dann denk ich oft und wie heißt das in Englisch? oder wie würdest du das sagen wenn das und so (.) Und wenn ich's nicht kann, dann schau ich entweder nach, und jetzt gibt‘s ja Möglichkeit am Handy auch. Aber ich brauch's gar ned so oft. //I: super, ja.// Diese Wörter hab ich schon ziemlich drinnen jetzt. #00:07:47-3#

I: Also, würdest du sagen, dass motiviert dich, dass du merkst, dass du's immer besser lernst auch? #00:07:51-0#

L2: Und ich hab auch kein Vokabelheft. (..) Ich brauch keines. #00:07:54-4#

I: na eh, wenn du gesagt hast, du hast so viele Vokabel auch gelernt. #00:07:57-1#

L2: // Wenn's wirklich (.) na es ist so, im Notfall kann man nachschauen. ja, aber ich will das gar nicht nachschauen, ich will gezwungen werden, dass ich mir es merk. #00:08:06-3#

I: Ja genau, Mhm.

L2: Ja. Dieses, dieses Vokabel(heft?), das hab ich, das ist ein HORROR gewesen. #00:08:10-9#

I: Nein eh, es muss ja nicht jeder mit dem Heft und so. #00:08:13-0#

L2: //des [unverstädnlich] und des, und jetzt und das #00:08:19-3#

I: Es ist nicht für jeden. Also es muss ja selber herausfinden was hilft dir

L2: // Na. des is nix für mi.// Ich muss das im Kopf haben. #00:08:22-5#

I: (.) Genau. Also sozusagen, deine Motivation ist sozusagen, dass du merkst du wirst immer besser und dein Englisch verbessert sich, und das hast du im Alltag auch, und die Unterhaltung? #00:08:30-2#

L2: // Dass ich mich gut unterhalten kann, // und dass ich auch versteh was sie sagen, ja. Weil manchmal wen's dann beim Einreisen, hat er uns einmal gefragt was wir alles da machen, ja. Und da ham ma irgendwas gsagt, und dann hat er uns was gfragt. Und da hab ich damals nicht gewusst (..) "vaccation". #00:08:45-9#

I: Genau, "der Urlaub". #00:08:48-5#

L2: [unverständlich] Des Wort, d- (.) hab ich als- #00:08:49-8#

I: -nicht gekannt. #00:08:50-3#

L2: Ja. Des hab ich immer glaubt das is so wie die Kur oder was #00:08:54-4#

I: Aha. #00:08:54-4#

L2: Das kann man aber für beides verwenden, na. #00:08:55-6#

I: Genau. #00:08:55-6#

L2: Und ich hab des Wort ah ned gewusst oder so weiter. Aber dann lernt man dazu. #00:09:00-0#

I: Genau. Also durch die Praxis. (.) und jetzt geht's, jetzt ist sozusagen der Fokus Fok-, von den Fragen geht's jetzt mehr darum was, wie du Englisch lernst. Und, sozusagen die erste Frage wär jetzt generell, was fällt dir beim Englisch lernen eher leicht? Also ich gebe dir ein paar Vorg-, äh also Vorgaben was, und du kannst dann einstufen was ist eher leichter? also zum Beispiel Vokabel lernen oder merken? Ist auditives oder hören leichter für dich? Oder sprechen leichter? äh, schriftlich also schreiben? Oder Grammatik verstehen und anwenden? Also was würdest du sagen von den Dingen, die ich da jetzt (.) genommen hab ist dir leichter? #00:09:36-4#

L2: // Wenn wir [unverständlich]// , wenn man im Kurs zum Beispiel ja, etwas anhorche, ist es für mich gut, drum hab ich auch, zu Hause hör ich mir das immer an. Ja. ist es für mich gut wenn ich's schon vorher mal gehört hab. #00:09:51-1#

I: Ja. #00:09:51-1#

L2: Damit, dass ich mir im Kurs bisschen leichter tu. [unverständlich] Ich bin ja doch schon heuer 80. na? #00:09:54-9#

I: Na eh, genau. #00:09:54-9#

L2: Und, und sonst ist es so, Vokabel schreib ich ganz selten auf. Ich schreib schon manchmal eins auf, ja. #00:10:03-1#

Interviewer: Genau. #00:10:03-1#

L2: Weil irgendwas oder ei- ei- ei- (.) ein Grammatik Satz oder irgendso-. Aber wichtig ist für mich, dass ich's mir merk. (.) Wenn ich die Aufgabe schreib, schreib ich sie zuerst einmal mit Bleistift ja. Da- damit ich's schon einmal geschrieben hab. Und dann schreib ich's noch einmal mit dem Computer. Da lern ich's besser. Na. #00:10:24-4#

I: Und was würdest du sagen aber generell fällt dir LEICHT? Also es geht's jetzt nicht darum wa- wie du dir das aneignest, sondern jetzt im ersten mal, was würdest du sagen fällt dir generell leicht? jetzt wenn wir was äh? #00:10:32-9#

L2: //Leicht fällt mir das // wenn ich etwa dir zuhör, was du, was du sprichst. #00:10:36-1#

Interviewer: Ok wenn ich jetzt rede das zu verstehen? #00:10:38-8#

L2: Ja. Und das ist das Wichtigste, dass ich mir das alles merk. #00:10:41-2#

I: und auch zu merken? Und jetzt wenn du sagen müsstest, sozusagen wenn‘s darum geht Vokabel zu lerne zu merken, oder äh sozusagen zu sprechen, oder zu schreiben oder nur äh, zu hören, was zu verstehen? Was würdest du sagen ist eh- also von diesen verschiedenen Dingen, was fällt dir da leichter? Im Vergleich jetzt wenn du sagst, etwas lesen, etwas hören oder sozusagen selber (.) sprechen, selber schreiben? Oder Grammatik? #00:11:08-9#

L2: Na ich glaub das kommt immer drauf an was ich mach, weil wenn ich zum Beispiel das anhöre, da, dann kann ich's leichter schreiben. (.) na. #00:11:19-1#

I: Ok. #00:11:19-1#

L2: Und wenn ich das jetzt, wenn ich's nur im Buch lies oder so, äh is oft nicht so, wär's gut wenn ich's jetzt noch horch jetzt und dann kann ich's schreiben auch. #00:11:27-4#

I: Also hören sozusagen fällt dir generell leichter? Also das Verstehen, und das auditive Verstehen? #00:11:32-2#

L2: // Und wenn du dann dazwischen auch noch irgenein, ei- ein Wort das man schwieriger ausspricht, äh aufschreibst find ich auch gut. #00:11:40-7#

I: Und das sozusagen, dann zu sehen dann auch? #00:11:42-5#

L2: Ja, ja. Weil manche Wörter hören sich ja fürchterlich und schreiben sich auch fürchterlich.

I: Ja, genau. [lächelt] Ja. [atmet ein] Und äh was würdest du jetzt sagen einfach generell beim Lernen was ist was, das dir generell eher schwierig fällt? Also einfach nur, wo brauchst du mehr, wo musst du mehr machen, dass sozusagen wenn ich die Grammatik erklär, is das was das du generell verstehst oder so zum Beispiel einen Text zu verstehen? #00:12:07-3#

L2: Naja, neue Sachen sind schwierig. #00:12:10-5#

I: Ok, alles- #00:12:10-5#

L2: Man muss länger dran arbeiten, na. Entweder horcht man sich den Text an, und ich horch ma ja den Text an. Weil es gibt ja in der Klasse bei uns welche, die ham die CD, die CD noch nicht mal ausgepackt. #00:12:25-3#

I: Ja, kann sein, ha. #00:12:25-3#

L2: Ich hab die S [Teilnehmerin] gefragt gibt‘s des? Sie sagt sie hat ka Zeit. #00:12:22-0#

I: Ja, genau. Du weißt ja nicht was sie sonst macht, aber eh #00:12:27-6#

L2: Ja, aber ich will dir was sagen. Ganz ehrlich, wenn ich mich in den Kurs einschreib ja (.) dann muss ich doch bedenken, dass ich eine Zeit brauchen werde #00:12:35-8#

I: Eh, da is aber jeder selbst verantwortlich. Also a bin ich #00:12:38-5#

L2: //Ja, aber es ist schade, dass ma dann geht#00:12:38-5#

I: // na es is schade, für sie natürlich. Also das ist aber ihre Sache sozusagen, da bin ich so, dass ich sag es is jeder erwachsen, und es is jeder [lacht] und dann je nach dem lernt man mehr oder effektiver oder nicht so effektiv. Das ist halt jedem selber überlassen #00:12:57-3#

L2: die lernen ja nicht mehr wann's nix tun #00:12:53-6#

I: Nein, nein eben sag ich ja. oder nicht so. Nein, nein, das sag ich ja je nach dem was du machst oder nicht machst ist es dann was, das dir fehlt. #00:13:02-7#

L2: Genau. #00:13:02-7#

I: Da kann ich aber auch niemanden dazu zwingen. Das is einfach so [lacht] #00:13:06-9#

L2: Schade. #00:13:06-9#

I: Das is schade, ja leider, aber wir können nicht #00:13:09-6#

L2: // Aber wir sind eh ein guter Kurs. Wir sind ein guter Kurs.

I: Also im Großen und Ganzen, (..) sind wir schon dabei #00:13:12-2#

L2: Die Leute ham Interesse. #00:13:14-7#

I: Ja. #00:13:14-7#

L2: Das ist wichtig. #00:13:14-7#

I: ja. #00:13:17-7#

L2: Weil wann man nur so hingeht, die Zeit absitzt, das find ich schade. (.) #00:13:21-8#

I: Und ah jetzt geht's ein bisl um so Übungen, also um (.) die Art von Übungen. Also es gibt ja für wenn wir Übungen machen im Kurs, gibt‘s sozusagen die Listening Comprehension wenn man hört, und dann, dann gibt‘s die Readings also Lesetexte, oder so Grammatikübungen, (.) oder halt so Kommunikations- also Sprechübungen. Und jetzt hätt ich gern so biss eine Wertung von dir, was findest du leichter? Was für eine Übung fällt dir generell leichter? Egal jetzt, wenn wir's im Kurs machen. #00:13:50-2#

L2: Ich find‘s leichter wenn wir das, den Text miteinander durchgehen. Ja? Und du zum Bespiel diese Wörter die noch ganz neu sind, die auch für uns vielleicht neu sind, weil manches is ja in den Vokabeln nicht vorhanden. Dass die erklärt werden. #00:14:09-0#

I: Mhm. Aber jetzt wenn du's vergleichst, also wenn, also ich würd jetzt sozagen vergleichen Lesen, Hören, Sprechübungen, und Grammatikübungen, wenn du die vergleichst? Jetzt nicht wie wir's machen, sondern genereell die Übung. Findest du eine Grammatikübung leichter?, oder findest du Leseübungen leichter als Grammatikübungen? Oder eher Hörübungen leichter als Leseübungen? #00:14:28-1#

L2: Ja, die Gra-, die Leseübungen sind leichter weil bei Grammatikübungen muss man die Grammatik dazu dann noch lernen. Nicht nur lesen, man muss ja lernen dann. #00:14:33-2#

I: Genau, also darum, das mein ich. Also du findest zum Beispiel Leseübungen leichter als Grammatikübungen? #00:14:39-1#

L2: Ja, die sind leichter. #00:14:40-1#

I: // Und würdest du sagen, Hörübungen, würdest du Hörübungen sagen, dass die dir leichter fallen als Leseübungen, oder Leseübungen leichter als Hörübungen? Generell jetzt, egal jetzt wie wir's machen sondern nur jetzt. . #00:14:52-3#

L2: Ich glaub da sind die Leseübungen besser, weil du dabei bist, und es korrigierst. #00:14:56-8#

I: Und beim Hören musst du, bist auf dich selber bisl auf- gestellt, ja. #00:15:03-0#

L2: Da muss ich dann gewisse Wörter nachdenken, was heißt das und so weiter. Und beim Lesen bin ich auch schon drauf gekommen jetzt zu Hause, weil ich les jetzt zum Beispiel so Fabeln, Englische und so, #00:15:13-4#

I: ok. #00:15:13-4#

L2: Dass, manches Wort hat ja verschiedene Bedeutung. gleichzeitige Bedeutungen, #00:15:17-8#

I: genau. #00:15:17-8#

L2: Und am Anfang, da bin ich drauf kommen, vor Jahren hab ich das ja so gmacht, dass ich sofort das Wort gsucht hab. was, des is jetzt nimmer mehr notwendig immer, denn wenn man den Satz weiterließt kommt man drauf wozu das Wort gebraucht wird. #00:15:28-4#

I [erfreut]: Genau, mhm. #00:15:31-4#

L2: Und dadurch ist das einfacher #00:15:31-2#

I: Super, ja genau, das ist super. #00:15:36-8#

L2: Da hab ich schon was gelernt. #00:15:34-6#

I: also das ist- #00:15:34-6#

L2: Am Anfang bin ich immer gegangen, was ist das? was ist das? Ist ah, gar ned notwendig oft.

I: Super ja das is #00:15:38-3#

L2: Weil das, weil der Satz sagt das dann schon, ja. #00:15:41-8#

I: Ja, das ist eine wichtige Lesestrategie, die du herausgefunden hast.

L2: // Genau, ja ja.// Weil man muss weiterlesen. #00:15:47-9#

I: Ja ja, voll. #00:15:47-9#

L2: Weil ich das erste Wort äh, also wenn das erste Wort das unterkommt im Satz, mir neu ist, oder ich nicht sicher bin wie ich das verwenden soll, dann muss ich weiterlesen bin ich jetzt drauf kommen, weil meistens weiß ich's dann. #00:16:01-2#

I: Super, ja genau. #00:16:03-5#

L2: Weil wie du uns lernst zum Beispiel, dass du ein Wort aufschreibst und dann schreibst fünf verschiedene Bedeutungen dazu, so kommt das dann bei diesem Satz zur (.) Wirklung. #00:16:12-3#

I: Das stimmt, genau also #00:16:15-7#

L2: Das find ich schon gut. So wie's letzte Mal die K [andere Teilnehmerin] gesagt hat das kann man so und so verwenden. hab ich drauf gesagt, ja schon aber in dem Satz (.) NICHT. #00:16:22-7#

I: Genau, genau. Es kommt immer auf den Kontext drauf an, genau. #00:16:25-0#

L2: // Man muss weiter lesen, na.// Weil was mach i in dem Satz, wir ham da gelesen über fliegen- #00:16:32-1#

Interviewer: Ja. #00:16:32-1#

L2: Was hat das mit Golf zu tun? #00:16:33-1#

I: Genau, nein nein, das war nur Assoziation zu dem, genau. #00:16:36-2#

L2: Ja, aber des, aber das des im Golf vorkommt ist ok, aber in dem Satz unmöglich. Das passt überhaupt nicht dazu. #00:16:43-3#

I: In dem Satz hat's natürlich nix mit Golf zu tun, genau. (..) Ahm und was würdest du sagen, ist dann schwieriger? Ja, also was würdest schwieriger einstufen? Zum Beispiel eine Hörübung oder Grammatikübung? was würdest du schwerer, was würdest du sagen fällt dir schwerer? #00:16:58-2#

L2: Die Grammatikübungen sind schwieriger, weil man's lernen muss, na. Aber ich hab eh schon sehr viel bei dir gelernt Grammatik, muss ich sagen. Gegen das von Früher, #00:17:06-8#

I: ja, aber eben Grammatik weil das was Neues ist? #00:17:08-0#

L2: Ja. Ja, ja. #00:17:08-0#

I: und dann die das zu üben ist #00:17:10-4#

L2: Und immer wieder neue (.) Zeiten dazu kommen und so weiter. Jedes Mal was neues na.

I: Genau, und wie-, was wir jetzt haben noch gar nicht erwähnt haben sind so Sprechübungen, findest du das leicht dich dann auszudrücken auf E-? Also mündlich was zu sagen, was du, was du (.) sozusagen-

L2: Ja man muss sich halt zusammen nehmen. Es ist nicht leicht. Man muss schon üben. Und des was wir in der Schule machen, //I: und würdest du?// P2: das find Ich gut. Und dass du ja äh fast nur (.) mehr Englisch redest und so. Und nur bei Grammatik mehr und bei den Satzsachen, das find ich auch gut. #00:17:43-9#

I: Genau, also mehr zu hören- #00:17:42-0#

L2: Dass du uns was fragst auf Englisch und so- #00:17:42-3#

I: //-hilft auf jeden Fall. #00:17:43-6#

L2: -das find ich schon sehr gut. #00:17:44-1#

I: Und würdest du sagen, fällt es dir leichter sozusagen die Sagen auf Englisch zu formulieren, mündlich jetzt in einer Sprechübung? Oder sagst du als Lesen- Leseübungen? Oder würdest du Leseübungen noch immer leichter einstufen? #00:17:56-8#

L2: Sprechübung ist gut. (.) #00:17:58-0#

I: Aber leichter? ist- Fällt das dir leichter als eine Leseübung? (.) #00:18:02-9#

L2: naja also #00:18:02-9#

I: Oder is das, kannst du das gar nicht werten? #00:18:03-3#

L2: Ich glaub das kann man gar nicht werten. Das kommt jetzt drauf an, weil wenn man mit dir sich unterhält und wir schon die Wörter kennen und so, find ich's leicht. //I: zu sprechen?// P2: Wenn wir natürlich dann neue Wörter dazu nehmen muss, dann muss ich mich äh (.) einge- #00:18:17-5#

I: Ok, ja. Also das ist ziemlich gleich. Ok, das ist dann eher was dann- #00:18:23-8#

L2: das kommt aufs Lernen drauf an. #00:18:23-8#

I: -auf die Übung drauf an. Ok, das ist dann, würdest du auf gleich stellen. (..) Genau jetzt, kommt’s ein bisschen spezifischer. Eben, wie lernst du persönlich? Sozusagen, was machst du fürs Englisch lernen? #00:18:32-7#

L2: // Also das Englischlernen.// Amal zuerst in den Kurs gehn. #00:18:36-9#

I: Genau. #00:18:36-9#

L2: Dann da Mitarbeiten, erstens einmal. Dann ah (..) die Aufgabe zu Hause. (.) Dann muss man die Aufgabe auch ah so bisl (.) weiter üben. Dann schau ich meistens im Buch die Meisten Sachen schon an. #00:18:50-1#

I: Das heißt du, was meinst du übst weiter sozusagen bei der Aufgabe? Wie- wie machst du das, oder was machst du da, dass du-? #00:18:55-9#

L2: Also zuerst einmal wenn ich die Aufgabe (.) was ich im Buch machen muss, dann schreib ich's einmal zuerst. (.) Dann, schau ich einmal nochmal durch, les ich's mir nochmal durch. Und dann schreib ich's noch im Computer auf. Da- das es mal zum Schreiben. Sollte es aber was zum Hören sein, wird‘s gehört und dann erst geschrieben. ned? (.) Und, ja, und so kommt eh halt dann, die Aufgabe zusammen. #00:19:21-0#

I: (..) Und (.) genau, also machst. Vokabel aufschreiben hast du schon gsagt, das machst du nicht. #00:19:2 #00:19:26-8#

L2: Das mach ich fast nicht- #00:19:26-8#

I: -sondern eigentlich- #00:19:27-6#

L2: das sind nur so Wörter wie, na des "retired" zum Beispiel. Das hab ich nicht gewusst.

I: Welches Wort nochmal? #00:19:32-4#

L2: "Retired" heißt das. na? #00:19:34-9#

I: "RETIRED" genau. #00:19:34-5#

L2: "Retired". Das hab ich nämlich noch nicht gewusst. Das kann ich aber brauchen weil ich (.) bin's ja.[lacht] Bin i- #00:19:39-6#

I: Genau. #00:19:39-5#

L2: Des hab ich ma damals aufgeschrieben und so, ja. Das ham viele nicht gewusst in meinem Bekanntenkreis. Die waren alle pension--niert oder (.) irgendwie. die ham, die ham #00:19:48-3#

I: Ja, ja du kannst es auch anders sagen, aber normal würde man sagen- #00:19:49-6#

L2: Ja, aber ich find das is gut. #00:19:51-1#

I: Man sagt das auch so, eben "he is retired". Das is das auch das was man verwendet. #00:19:55-2#

L2: Oder a paar so Sätze, oder, a paar so Wörter, die ich mir von dir schon aufgeschrieben hab weil du (.) die Sachen gesagt hast, die mir neu warn. #00:20:03-9#

I: Genau, also wirklich so ganz neue Sachen, wo du weißt das hab ich noch nie gehört. #00:20:07-1#

L2: //Ja, die schreib ich mir auf.// Aber die brauch ich nicht oft lang. #00:20:08-9#

I: Ok. #00:20:08-9#

L2: Weil das merk ich mir dann, #00:20:11-3#

I: Also das heißt du merkst dir eigentlich Wörter relativ schnell? vom- #00:20:10-1#

L2: // Ich muss #00:20:14-9#

I: neue Wörter? #00:20:15-2#

L2: Ich muss, weil ich schreib's ja nicht. na? (.) na? #00:20:19-2#

I: Ah ok, also das ist deine Taktik irgendwie? Du (.) zwingst dich dazu?#00:20:21-2#

L2: //Die müssen da hinein (zeigt auf Kopf?) //#00:20:21-2#

I: Du bist da aber, du (..) ah, gibt‘s da irgendeine (.) spezielle (.) Taktik die du hast? Wenn du sagst du hast das Wort gehört, dass du's dir dann auch merkst? Was- Also sagst du's dir dann in deinem Kopf vor? #00:20:31-2#

L2: Ja, dann denk ich auch nach was ham wir dafür Wörter gelernt. Aha da hab ich das gelernt und das gelernt und das gelernt. Das merk ich mir. Und dann eventuell muss ich mal hin und wieder mal nachschauen vielleicht. Aber bei gewisse Wörter, (.) nach längerer Zeit merk man sich's.

I: Aber sozusagen, wenn du sagst du hast es das erste Mal gehört? Es ist ganz neues Wort, dann schreibst du's dir auf? Und dann, ähm (.) wenn das, wenn du wieder überlegst na was heißt denn das fällt das dir dann einfach-? #00:20:56-4#

L2: Dann schau ich einfach (.) manchmal fällt‘s mir gleich ein. #00:21:02-5#

I: Ok. #00:21:02-5#

L2: Aber manchmal muss ich beim ersten Mal nochmal nachschauen. Aber so wie jetzt, da dass i-, ja gewisse Sachen dann #00:21:06-5#

I: und wenn du's verwendest, merkst du's dir eigentlich? #00:21:08-7#

L2: Ja, ja genau, dann weiß ich wo ich's hin geben hab [not sure?] #00:21:11-5#

I: Ok, also und sonst hast nichts wo du's zu Hause dir die Wörter aufschreibst oder sowas machst du nicht? #00:21:16-2#

L2: //Nein, nein. #00:21:15-8#

I: Ok. #00:21:18-5#

L2: Kein Vokabelheft und nix. #00:21:18-5#

I: Ok, ja. Dann bist du sehr- hast du das sehr gut, dass du's dir im Kopf irgendwie merkst, und-

L2: Ja, ich mach das. Ich mach das wegen Demenz das ganz auch. #00:21:25-4#

I [erfreut]: Nein, nein also das ist ja super. Also, und sagst du dir manchmal auch, weil's mich interessiert, sagst du dir dann Wörter manchmal noch vor im Kopf? Also so um dir's zu merken, oder? #00:21:39-0#

L2: W- weder die Wörter glaub ich dann ned. Dann verwend ich das irgendwas, irgendwas ja. #00:21:40-3#

I: Ok. Also eher dass du dir überlegst ah wo verwend ich denn das und wie würd ich das sagen.

P2: //Ja, ja.// Und wo kann ich die verwenden. Oder wenn ich zum Beispiel jetzt die (.) S [Schwiegertochter] gehen demnächst in Urlaub, weil da war ich nicht so gut, und da bin ich jetzt dabei mich schlau zu machen, was das ist mit dem Leasing und so weiter. Ja, wenn man das Auto least. #00:21:58-2#

I: Aso! Ok, ja. #00:22:03-0#

L2: Wir machen das ja da. Aber dort müssen wir‘s übernehmen und so. ja? #00:22:04-3#

I: Aha, ok. #00:22:04-3#

L2: Und da kann man auch dann ah (.) so wie soll ich sagen, in der Klasse (.) ein bisschen- (.)

Interviewer: -höher aufsteigen oder was? #00:22:11-4#

P2: // höher//, ja, genau. Und dann bin ich jetzt dabei das richtig zu machen, damit dass man sie fragen kann ob man vielleicht- #00:22:17-7#

I: aufsteigen kann, oder? #00:22:18-8#

L2: Ja genau (.) oder "changen" also- #00:22:21-0#

I: Wechseln. #00:22:21-8#

L2: Wechseln [unverständlich] und so, ja. (.) #00:22:24-6#

I: Ok, also eigentlich äh, merkst du dir Vokabel aber recht gut dafür, dass du dir sie-

L2: // Ich versuch's. // #00:22:31-1#

I: -dass du sie nicht- Wenn du sagst du merkst das dann auch ohne Aufschreiben, dass ist schon ziemlich [lacht] ziemlich, äh super. #00:22:35-3#

L2: Ja wenig schreib ich auf, ja. Wenig, ich schreib die auf wo ich we- mit Sicherheit weiß, die hab ich noch nie gehabt. #00:22:40-6#

I: Noch nie gehört ok. #00:22:40-8#

P2: Da muss man sagen vielleicht - #00:22:41-4#

Interviewer: //Also Sachen, die du noch nie gehört hast// #00:22:45-3#

L2: -nachschreiben oder so. Aber wenn ich's schon gehört hab und du wiederholst irgendwas dann schreib ich's gar ned auf. #00:22:46-9#

I: Ok ja dann weißt du ah das ist das. Ok. #00:22:51-6#

L2: Weil zum Beispiel des "at moment" oder so, das hab ich gewusst. #00:22:54-9#

I: Ok, genau. "At the moment". Genau, ja. #00:22:55-5#

L2: Ja. #00:22:55-5#

I: Ähm, und so, ähm, nochmal bisschen konkreter, wie- was machst du im Kurs? Was meinst du mit du sozusagen mit Mitarbeiten? Sch- Machst du dir Notizen? Du hast gesagt Vokabel schreibst du weniger auf. Schreibst du dir Grammatik auf? #00:23:10-1#

L2: //Ja, aber so, so. // Ich schreib mir auch ahm manchmal schreibst du auch so (.) Phrasen. #00:23:15-6#

I: Ja, genau. #00:23:15-6#

L2: Die schreib ich mir ganz gern auf. #00:23:17-7# #00:23:19-1#

I: Ok mhm. #00:23:17-7#

L2: Wenn's neu sind für mich. Manches weiß man ja, aber. #00:23:19-1# #00:23:19-1#

I: Ja, ja.

L2: Hm, was weiß ich (.) "don't worry" und weiß ich was alles. #00:23:24-1#

I: Ja, genau, ja, ja. #00:23:25-4#

L2: Aber es gibt Phrasen die du schreibst, die ich ma aufschreibe und die ich eventuell verwende, und beziehungsweise ich mir merke dann. na? #00:23:32-9#

I: Also so Phrasen, also du-? #00:23:35-0#

L2: //Ja, das ist ganz gut sowas. #00:23:35-0#

I: -Du findest es eh besser dann im Kontext dir die Sachen aufzuschreiben als die einzelnen Wörter sondern eher (.) eher die Verwendung? #00:23:42-1#

L2: Ja, genau. #00:23:43-4#

I: Schreibst du dir sozusagen auf. Und bei Grammatik, also einfach mich interessiert's, ist das was wo du dann mitschreibst bei Grammatikerklärungen? Ist das dir wichtig das aufzuschreiben oder?

L2: Naja, das ist, wir machen das ja sowieso dann. #00:23:54-4#

I: Genau, ja, ja. #00:23:56-5#

L2: Aber Textmäßig. Na da schreib ich mir's dann auf beziehungsweise wenn ma die Aufgabe haben, mach ich die Aufgabe. Ned? #00:24:00-0#

I: Ok, genau. (..) Ahm, Notizen. Genau, also das heißt Notizen schreibst du dir hauptsächlich ganz ganz neue Wörter auf? oder so Phrasen //P2: Ja, ja.// Interviewer: die man dan für die Verwendung- wichtig sind. #00:24:13-1#

L2: Und wo ich weiß, wo ich das Gefühl hab das brauch ich. wieder. #00:24:15-2#

I: Ok, wo du weißt ah das könnt ich brauchen für (.) das und das. Das heißt du denkst oft schon mit wenn ich was erklär, ah für was bräuchte ich denn das? #00:24:28-1#

L2: Oder das hab ich schon gehört oder so. Ja genau. #00:24:26-8#

I: Also du machst dann, versuchst gleich von dem- im Kurs schon dann sozagen den Zusammenhang zu machen zu, ah was würd ich denn im echten Leben brauchen? #00:24:37-7#

L2: //Was kann ich brauchen.// Genau, jeden Tag, genau #00:24:37-3#

I: // Für was brauch ich das das dann wirklich.// Sozusagen die Anwendung. Du hast das schon irgendwie im Kopf, die Anwendung? Versteh ich das richtig, ja. #00:24:43-2#

L2: //Ja.// #00:24:43-2#

I: Ok, [atmet ein] gibt‘s sonst noch irgendwas was du zum Englischlernen noch sagen möchtest was du speziell machst, oder was du-? #00:24:52-2#

L2: Dass man schon langsam anfangen sollt zu lesen. #00:24:54-7#

I: Englische Bücher? #00:24:54-7#

L2: Ja, also Kinderbücher. #00:24:56-7#

I: Kinderbücher, ja. Wer, was machst du da? #00:24:57-7#

L2: Na gut ich hab jetzt ein anderes Buch auch. //I: ja?.// Da fang ich jetzt auch an, das ist ah- ein normaler Roman. Aber das werd ma sehn wie das geht. Aber sonst so Fabeln, und so Kinderbücher ja. #00:25:08-6#

I: Also liest du auch? //P2: Ja, ja. // Interviewer: Das machst du auch noch zusätzlich, das du sagst du ich lese Englisch? #00:25:11-4#

L2: Ja, aber das hab ich a g‘macht wie ich mit den Kindern in Amerika war. #00:25:16-7#

I: //Da hast du?// #00:25:15-5#

L2: Da ham wir die ganzen Bücher (.) gehabt- #00:25:17-4#

I: // auch die Englischen?// #00:25:17-4#

L2: -gelesen, ja. Aber da hab ich's halt nicht so verstanden wie jetzt. Na. #00:25:24-4#

I: Aber jetzt sagst du die Kinderbücher verstehst du ganz oder? #00:25:25-0#

L2: // Ja die Kinderbücher.// Man muss wie gesagt wenn einmal a Wort vorkommt den Satz lesen.

I: Genau. #00:25:30-1#

L2: Weil sonst kennt man dann ned, drauf. na. #00:25:34-3#

I: Genau, also deine Taktik sind so Bücher lesen, Kinderbücher lesen und- #00:25:37-7#

L2: -Und dann so (.) so so wie Einreiseformular und et cetera. Aber das hat jetzt nix mehr damit zu tun, dass ich Tourismus lernen will, #00:25:44-5#

I: ja. #00:25:44-5#

L2: Sondern das ist ganz interessant alles zu lesen, muss ich sagen. Na. Das letzte Mal ist jetzt kommen, dass das mein Visum abläuft. #00:25:52-6#

I: Ah ok. #00:25:52-6#

L2: Weil das ja, und da muss jetzt dann, also spätestens sowieso kann man's dann, ahm. Also man kann in der Zeit wo's jetzt abläuft noch nicht ansuchen. Aber dann bisl [unverständlich] muss man's lesen können [?] #00:26:02-5#

I: Ok, also da hast du so einen Bescheid bekommen auf Englisch? #00:26:05-3#

L2: Ja, ich hab mir's ausgedruckt und hab das gelesen. Das hab ich alles lesen können. na.

I: Cool. [atmet ein] So, ich glaub ich bin mit meinen Fragen im Großen und Ganzen durch. (.) [leise] Vokabel oder Grammatik (..) Genau, wie, was vielleicht noch ganz kurz was wir jetzt noch nicht wirklich drüber geredet haben, wie tust du dir schriftlich? Schreiben, ist das was was du- was dir leicht fällt? Oder ist das was das du verwendest um, dann nochmal zu lernen? #00:26:32-1#

L2: Ja, weil wenn ich gearbeitet hab damit, dann kann ich's schreiben. #00:26:34-8#

I: Ja. #00:26:34-8#

L2: Einfach drauf los schreiben ist übertrieben. Aber ich kann, manche Sachen kann ich schreiben. Da brauch ich nicht nachschauen oder was, wenn du zum Beispiel da irgendwelche Sachen liest oder so, im Heft oder so, das kann man fast alles schon schreiben. Haben wir a schon gelernt. #00:26:50-6#

I: Genau, genau. #00:26:52-8#

L2: Das geht dann schon. #00:26:52-8#

I: Super, ehm, wenn du sonst nichts mehr hast, wenn dir sonst nichts mehr jetzt einfällt was du noch unbedingt loswerden möchtest- #00:27:00-6#

L2: na, de- de- der Kurs find ich super. #00:27:00-2#

I: -Dann äh bin ich, sind wir jetzt auch mit dem Interview am Ende. #00:27:03-9#

L2: // Ich find den Kurs super. #00:27:04-5#

I: Sehr gut, [lacht] hehe #00:27:05-4#

Interview 3

I: Also, das erste was ich von dir wissen will ist, wie alt bist du, was ist deine Muttersprache, welche Fremdsprachen hast du gelernt

L3:Ja, mhm. #00:00:19-4#

I: Schulbildung, was hast du für eine Ausbildung gemacht? #00:00:24-6#

L3: Also, Muttersprache ist Spanisch. Ich bin, heuer in November 75, ahm, ja #00:00:36-0#

I: äh, deine Muttersprache ist Spanisch, ähm, welche Fremdsprachen, du kannst Deutsch sozusagen

L3: Ich kann Deutsch ja #00:00:42-6#

I: das is deine erste Fremdsprache wahrscheinlich gewesen? #00:00:45-0#

L3: Ja. Ja. #00:00:47-3#

I: Und, Englisch, hast du das in der Schule gehabt? oder? #00:00:51-3#

L3: Mh, gar nicht [...] #00:00:54-6#

I: ok. [lacht] #00:00:56-2#

L3: das ist die ganze Probleme jetzt, ja #00:00:58-4#

I: Aber Englisch ist jetzt sozusagen, deine zweite, zweite Fremd-Fremdsprache die du lernst?

L3: Ja, ja, aber früher hab ich nicht na. #00:01:06-9#

I: Du hattest keine Englisch in der Schule, #00:01:09-0#

L3: na, na, #00:01:09-0#

I: genau #00:01:10-4#

L3: überhaupt nicht #00:01:10-4#

I: Und Schulbildung hast du sozusagen eine Pflichtschule? #00:01:14-8#

L3: mh ja #00:01:14-8#

I: wie lang, hast du Matura gemacht, oder? #00:01:15-2#

L3: Ich habe, da Matura am Abend fertig gemach #00:01:18-7#

I: Also Abend Matura? #00:01:19-7#

L3: Ja, weil unsere Ortscha[ft] hat keine, ah Oberstufe gehabt. (.) ja und sonst, aber ich hab das nicht fertig weil ich bin in den letzte Jahre gewesen wie ich nach Österreich gekommen. #00:01:34-0#

I: ah ok. #00:01:34-1#

L3: also das war so wie nix (.) und da bin wurde auch nicht Englisch #00:01:39-4#

I: genau, Englisch hattest du auch da #00:01:40-1#

L3: Ganz wenig, nur Sachen so, Namen, und ja, so wie hier in der Volkschule wahrscheinlich (...) leider, das ist, das ist ehm bei uns #00:01:49-7#

I[lachend]: genau das sucht man sich nicht aus wo man ist und was es da, was angeboten wird. Und du bist wahrscheinlich, sozusagen nicht mehr berufstätig sondern in Pension? #00:01:58-5#

L3: In Pension, ja. #00:01:59-3#

I: genau. #00:02:00-1#

L3: Deswegen hab ich ja Zeit. #00:02:01-5#

I: Genau, und während deiner Arbeits- also wie du gearbeitet hast oder was auch immer, oder zu Hause, was hast du vorher irgendwie Kontakt gehabt mit Englisch? Oder soz'agen? #00:02:11-7#

L3: Mh, na, na, Deutsch. #00:02:14-0#

I: Hauptsächlich Deutsch. //

L3: Mhm ja //

I: Und ahm (..) das heißt über sozusagen der Englischkurs an der VHS war sozusagen dein erster, also das erste Mal wo du so richtig in Kontakt mit Englisch gekommen bist? #00:02:26-4#

L3: Mhm, also einfach nur jetzt, weil früher hab ich wenn ich gearbeitet habe, hab ich mit Deutsch, versuch, mit Kurse an Volkshochschule auch #00:02:35-2#

I: Genau das hast sozusagen an deinem Deutsch gearbeitet. #00:02:37-7#

L3: Und dann, der Abend natürlich hab ich gebrauch und da hab ich lernen müssen ja. #00:02:41-0#

I: Genau. (...) ahm, genau also du hattest sozusagen vor dem Englischkurs nicht wirklich, keinen Kontakt mit Englisch // B: na, nein. // Genau. ja, das, ahm und sozusagen w-wie hat du dich dazu entschieden einen Englischkurs zu machen, was war der Hauptgrund dafür? #00:02:56-6#

L3: // weil das war eine Liebessprache, das hab ich immer gerne gehabt. #00:02:59-1#

I: Also dir hat‘s gefallen die Sprache?

L3: // Ja ja. (.) Ich habe versuch alleine zu lernen, kann ich mich erinnern, 6, 7 Jahre hab ich so über Post, mit Kassettenrecorder und da hab ich a BISSI natürlich, Namen (.) uh, ja, sehr wenig (..) aber dann da war nur ein Jahr (.)

I: //ja//

L3: und hin und wieder hab ich versuch alleine (...) #00:03:23-8#

I: sozusagen die Sprache hat dir so gefallen, dass du wenn du dann #00:03:26-8#

L3: //ja, eher mehr als Deutsche Sprache.// [I lacht] ich kann mir erinnern in Anfang hier hab ich diese Deutsche Sprache nicht gemocht, da hab ich dann eine Englischkurs machen wollen, aber da hab ich ein paar Mal bin ich hin gegangen und da war a Horror, weil wenn jemand nicht verstanden hat, dann hat die Lehrerin oder Professorin Deutsch, erklärt, und ich habe überhaupt nicht Deutsch können #00:03:54-0#

I: //Du konntest nicht Deutch. Deutsch können auch nicht [lacht]

L3 [lachend]: also wieder nicht.//

I:das war auch zu schwierig, genau. (..) also jetzt aber sozusagen hast du gesagt weil du Zeit hast auch? #00:04:02-5#

L3: //Ja ja.// Und das mach mir Spaß. #00:04:05-1#

I: Und was ist dann das Ziel fürs E- für, für den Englischkurs? [unverständlich] #00:04:08-5#

L3: Mein Ziel ist das einzige, ww- mich verständigen können, auf der Straße zum Beispiel oder, mit Leute kennen lernen a bissi was reden. Ich habe Freundinnen in Amerika zu Beispiel. Wenn überhaupt da hinfahre fliege oder besuch dann (.) wäre ich froh wenn ich a BISSI mich verständigen können, ja. #00:04:28-9#

I: Genau ok. (...) Und, ahm, jetzt geht's bisschen um den Kursbesuch, (.) also wie wichtig ist es dir regelmäßig in den Kurs zu kommen, also welche Priorität hat das für dich der Englischkurs?

L3: Eigentlich sehr, weil ich bin immer gegangen, zum Glück bis jetzt war ich nicht verhindert, bin ich in jede Klasse hin (.) anwesend gewes- ja.(..) #00:04:52-9#

I: Mhm. (.) Und was motiviert dich dann regelmäßig zu kommen? Wa, sozusagen, was ist deine Motivation dafür? #00:04:56-7#

L3: Mh, weil macht mir Spaß, und ah mit der Hoffnung,(.) und dass irgendwas bleibt, (.) weil das ist nicht der Fall momentan, (.) ist es schwierig in meine Alter lerne man nicht so schnell, ja (..) und ja wenn ich in die Klasse gehe dann ja bin ich in Kontakt mit Englisch, und kann ich bisi was, vielleicht bleibt a bissi was hängen. #00:05:23-9#

I: Genau. (lachend) und würdest du auch sagen, dass der Kontakt mit den anderen dich motiviert, also dass man austauscht mit anderen? #00:05:33-9#

L3: Ja, das auch, weil man sieht Leute, man ist unter Menschen. Und ah, (.) a bissi a was plaudern, ja, a bissi, ja. #00:05:40-5#

I: Ok, aber so die Motivation ist, dass man mehr lernt und im Kontakt bleibt mit der Sprache?

L3: Ja, ja, das schon. #00:05:48-6#

I: Genau, jetzt geht's bisschen drum wie, was, wie erfährst du das Englischlernen. Was fällt dir leicht, was fällt dir schwer? Also die erste Frage ist, beim Englischlernen, was du bis jetzt erfahren hast, was sind die Sachen, was fällt dir eher leichter? also jetzt wenn wir sagen, wenn wir nehmen: Vokabel lernen, oder merken, oder verstehen, oder sozusagen auditives verstehen, wenn wer was sozusagen sagt auf Englisch? Ist das was, das dir leichter fällt als zum Beispiel dich zu formulieren, selber was zu sagen auf Englisch? Oder was aufzuschreiben, oder eben Grammatik, wenn wir uns anschauen Grammatik verstehen, anwenden? WAs- Welcher von diesen Bereichen, wenn wir jetzt haben, Grammatik, Lesen, Hören, Sprechen, Schreiben, was, was, was würdest du sagen fällt dir leichter? #00:06:34-9#

L3: eher lesen (.) ja, ah, die Schlimmste ist die Pronunciacion. #00:06:39-6#

I: die Aussprache? #00:06:42-0#

L3: Ja, die Aussprache. Ja, das fällt mir sehr schwer. Aber natürlich schreiben und lesen, das ist mir leichter. (.) #00:06:47-6#

I: Ok. Mhm. Also echt wirklich schreiben oder lesen? #00:06:51-0#

L3: Ja, ja. #00:06:53-2#

I: sind die Sachen, die dir leichter fallen. Ok. Genau, und was dir schwerer fallt, das hab ich auch, das hast du schon teilweise vorweg genommen. (..) ahm (.) hast du gemeint die Aussprache fällt dir schwer? #00:07:08-3#

L3: Ja. #00:07:08-3#

I: Und jetzt noch zu dem andern was dir leicht fällt, bei, wenn wir's jetzt mehr beziehen auf bestimmte Übungen, also wenn wir jetzt nicht nur sagen lesen, schreiben. Sondern auch bestimme Übungen, würdest du auch sagen, dass Leseübungen dir leichter fallen und Schreibeübungen als sozusagen Hörübungen, oder Grammatikübungen, und Sprechübungen? #00:07:25-8#

L3: Ja, mh, das Schreiben, das ist mir nicht schwer, aber eigentlich ah nicht leicht, (.) aber die Grammatik ist natürlich, manche Artikel, die ich noch immer nicht in klar habe, und dadurch hab ich mich schwer wenn ich irgendwie schreiben will, oder lesen will. Weil ich weiß nicht die Bedeutung. Ich

muss mir immer in Spanisch übersetzten und dann versteh ich das besser, ja. Und dann schreib's mir das Englisch und dann ich schreib's in Spanisch. Und so kann ich viel mehr verstehen. Aber (.)

I: Also wenn du's auch auf Spanisch schreibst? #00:08:06-2#

L3: Ja, ja. #00:08:10-5#

I: Und dann auf Englisch schreibst. #00:08:07-2#

L3: Ja, ja. #00:08:07-2#

I: Und jetzt, wenn wir Übungen machen sozusagen im Kurs, welche Übungen würdest du sagen, fallen dir leichter? von den von (.) #00:08:18-5#

L3: Vokabeln praktisch. #00:08:16-1#

I: Wenn wir Vokabeln durchnehmen? #00:08:18-5#

L3: Ja, ja. das schon. Aber Artikel, ich verwechsle sie immer. (.) sowie i Heute gefragt habe, diese "to" oder "at" #00:08:28-0#

I: Ahso die Präpositionen sind das. #00:08:29-1#

L3: Präpositionen, #00:08:30-7#

I: Präpositionen, genau. Und, aber so zum Beispiel Leseübungen, würd'st du sagen sind dir trotzdem, fällt dir das auch leichter als jetzt Sprechübungen wenn wir im Kurs machen oder Hörübungen?

L3: Mh, wenn ich nicht laut lesen muss. [lacht] #00:08:42-9#

I: Ja, nein. Leise nicht laut lesen. #00:08:41-7#

L3: Ja, ja. das versteh ich schon. ja, schon. #00:08:44-6#

I: [unverständlich] und wir machen gemeinsam eine Leseübung, #00:08:49-8#

L3: [unverständlich] ja, leichter kann ich nicht sagen, aber es fällt mir momentan alles schwer.

I [lachend]: Ok, also is schwierig zu sagen was wirklich (.) #00:08:58-8#

L3: Aber nur, bin ich in der letzte Zeit, äh hab ich mir, eine große Freude gehabt weil ich höre Englisch Lieder sehr oft und diese Video, was du uns empfohlen hast, das hab ich immer wieder, und ich wenn ich auf die Straße gehe und ich eine Werbeplakat sehe oder sowas, ich entdecke dass ich viele Wörter schon versteh, ja. Lesen kann oder weiß was es bedeutet. Das hab ich vorige Jahre noch nicht. #00:09:30-7#

I: Ok. #00:09:30-9#

L3: Und das ist schon eine Fortschritt, jetzt. #00:09:35-1#

I: Also merkst du, dass du jetzt schon mehr kannst? #00:09:37-0#

L3: // ja, schon a bissi bleibt. Ja, ja. Sicher bleibe, sehr viel. #00:09:40-9#

I: Ja natürlich, man ist am Anfang, dann is immer (lacht) (.) Aber man merkt, dass also du merkst, dass du mehr verstehst auch? #00:09:51-4#

L3: // Ja. // Ja, schon.(.) #00:09:51-1#

I: Ahm, und, (.) was sozusagen ist das, dass dir besonders schwer fällt abgesehen jetzt von der Aussprache im Englischen? Würdest du sagen ist das die Grammatik, oft, oder auch eben mehr das Hörverstehen, oder Sprechen? #00:10:10-2#

L3: Beides. (.) beide weil, zum Beispiel diese Aufnahmen #00:10:19-3#

I: // Also Grammatik? // #00:10:19-1#

L3: das muss ich hundert Mal hören #00:10:19-1#

I: // und hören, mhm. // #00:10:17-1#

L3: dass ich. für mich sind so schnell gewesen, manche Sachen. Und da muss ich mehrere Male dann hören und mit dem Text (.) lesen, dann versteh ich das. Aber so ohne den Text, (.) äh bleibt nicht.

I: Mhm. Also vor allem so Hörübungen sind besonders // S3: Ja, ja.// schwer. #00:10:34-8#

L3: Ich finde für die Omas sollte ein spezielles, Programm sein. #00:10:37-3#

I [lacht]: haha #00:10:38-4#

S3 [lachend]: so wie für Kinder, ja. #00:10:41-3#

I: Und im Vergleich dazu wenn ich jetzt auf Englisch was erkläre, findest du das leichter oder auch schwierig? #00:10:47-2#

L3: Nein, nein, weil versteh nicht alles //I: ok // dann bleib ich hängen, ja. das, #00:10:53-3#

I: Ok also wenn von vorne, wenn das jemand sozusagen life, wenn‘s jetzt keine Hörübung ist, aber wenn von vorne auch auf Englisch erklärt wird, ist trotzdem nicht (.) so leicht? #00:11:01-5#

L3: // mhm, nein. // Ist noch immer zu viel für mich, ja. #00:11:03-6#

I: OK. Aber würdest du sagen ist es leichter zu verstehen als eine Hörübung? (.) wenn jemand das sozusagen vor dir was erklärt? #00:11:11-4#

L3: Das schon, wenn du langsam (.) erklärst, das schon. Nicht das erste Mal, aber du wiederholst (.) dann ja, (.) kann ich viel mehr verstehen. Aber (.) wenn (.) ein Engländer so schnell redet, dann (.)

I: Ja, ja. #00:11:25-7#

L3: Dann versteh ich gar nichts. //

I [lachend]: das ist sozusagen, haha. //

L3: Weil ich bin unglücklich oft auf der Straße wenn ich Touristen triff, und sie fragen irgendwas und ich kann nicht antworten. das ist meine- (.) #00:11:39-2#

I: Ja. Also das fällt dir noch schwer, dann zu sagen wenn dir wer was fragt, wo ist das und das, oder so? #00:11:42-5#

L3: Ja, ja. //I: dann zu sagen// und da wär ich glücklich wenn ich so wirklich mi nimmer. mich wirklich so unterhalten kann a bissi. (.) Und mehr lesen, ja, aber weil (.) Deutsche Sprache zum Beispiel hab ich ein bisschen ge- (.) verstanden, dann hab ich angefangen zu lesen, und mit lesen hab ich viel gelernt, praktisch, ohne Kurs. #00:12:01-5#

I: ok, ja. #00:12:02-8#

L3: Ich habe nicht so viele Kurs gemacht, (.) überhaupt nicht. Aber mit lesen, weil ich lese gerne. Ich versuche schon mit Englisch jetzt schon Bilderbuch und so.

I:// genau.//

L3: Natürlich die wenn ich laut da lese, niemand versteht mich. [lacht] #00:12:16-9#

I: Nein, nein, genau weil's beim Lesen, musst du ja nicht, das muss ja nicht laut lesen sein, das Lesen für sich ist ja normal, dass man das leise liest und nur ums verstehen. #00:12:25-4#

L3: die Deutsch Sprache war mir (.) sehr, sehr schwer, also, (.) ja. #00:12:31-7#

I: Ja. (..) Ok, und du hast auch gesagt Grammatik be-sch-, fällt dir eher schwerer?

L3: Ja, ja. Schon. (..) #00:12:39-4#

I: Was besonders? Also wir hatten jetzt die Präpositionen wo du gesagt hast das schwierig ist. #00:12:43-2#

L3: Ja, das und, die Zeiten und eh, das Problem ist, dass (.) find ich auch, weil ich die Schule gemacht habe in 60er Jahre. Es ist so lange her. Also wenn du mir von einer Präposition redest, //I. ja, genau.// weiß nimmer mehr genau. #00:12:58-8#

I: Was ist das, genau. Mhm. #00:13:02-2#

S3: Des ist die Problem, ja. #00:13:02-2#

I: Also so grammatikalische Begriffe sind sozusagen auch das was du, sozusagen Schwierigkeiten hast, weil das so lange her ist? Was heißt das überhaupt. #00:13:10-2#

L3: Ja. Weil wenn du mir sagst, ja da fehlt ein Artikel. Ich muss lange denken was ist ein Artikel.

I: Genau. Mhm. #00:13:16-1#

L3: Und das ist glaub ich das Problem, dass ich mehr Zeit brauch um das zu verstehen. #00:13:21-3#

I: Mhm. (...) Ok, super. Und dann haben wir (...) und wenn wir jetzt so Übungen, haben wir gesagt (.) waren auch die Hörübungen, haben wir gesagt, die dir besonders schwer fallen. //S3: Ja. // Und bei der Grammatik, eher das Verständnis oder auch das Anwenden, dann beides? beides? #00:13:42-6#

L3: Es ist beides, (.) glaub ich. #00:13:40-6#

I: // Also auch Grammatik Übungen, dann wenn was neu ist? #00:13:41-9#

L3: Ja, ja. (..) es fehlt mir noch, viel. [lächelt] #00:13:47-9#

I: Und aber, wir haben gesagt im Vergleich dazu fallen dir Vokabel noch leicht, also Vokabel zu merken oder Wörter? #00:13:54-0#

L3: Ja, das schon. Weil, wenn ich da versteh in Spanisch was bedeutet, dann bleibt, ja. #00:13:59-4#

I: Genau, also wenn du, #00:13:59-9#

L3: Aber (.) es ist sicherlich schlimm wenn ich eine Satz schreibe, wegen den Zeiten und so. Es kommen diese Worte viele auch nicht na, und das ist das Problem auch. Dass ich dieses Wort, nicht in diesem Satz verwenden kann. #00:14:14-6#

I: Im Satz dann sozusagen, du kannst das Wort, aber du weißt dann nicht wie mach ich, wie formulier ich das selber? Also wie #00:14:19-9#

L3: Ja, ja. Klar. #00:14:21-9#

Interviewer: mach ich den Satz? das ist #00:14:23-9#

L3: Und das ist die (..) meine Stoß immer ehm, in manche Sachen. #00:14:29-9#

I: Die Herausforderung, da wo du dir schwer fällst, das fällt dir schwer. #00:14:29-9#

L3: Genau. #00:14:32-4#

I: Gut,(.) so gibt's noch irgendwas eben zum Englischlernen, jetzt haben wir geredet was fällt dir schwer was fällt dir leicht. Irgendwas, was dir noch einfällt, was dir entweder besonders eher leichter fällt oder besonders schwierig, was du besonders schwierig findest? #00:14:44-8#

L3: Eigentlich is alles momentan. #00:14:48-9#

I: Also sozusagen mehr oder weniger alles, aber wir haben jetzt bisschen rausgefiltert, dass es, das besonders Schwierige //S3: ja genau.// das war dann eh das mit der Grammatik und ehm (.) und das Hören. #00:14:58-0#

L3: // Problem ist, dass ich, manche Sachen weiß ich Heut sehr gut, und dann nächste Woche erinnere ich mich nimmer mehr ganz. Das ist das Problem, ja. #00:15:06-8#

I: Genau. Ok. Also jetzt kommen wir zum nächsten Teil nämlich. Sozusagen also was machst du alleine, oder während, wie bereitest du dich vor, wie lernst du selber? Sozusagen (.) Und jetzt die erste Frage wär, (.) Wie bereitest du dich während der Woche zwischen zwei Kursterminen vor auf den nächsten Termin? Hast du Zeit was zu machen? Oder was machst du? ehm? #

L3: ja, ah ich habe mir die Gewohnheit gemacht jetzt am Sa- Sonntagnachmittag (..) ist Englisch lernen. Also da, (.) eh gehe ich nirgend hin, oder wenn bis 3 oder 4 und danach ist nur Englisch. [unverständlich] 2, 3 Stunden. Ich höre mir die Klasse vor, waswe- diese, die CD, ja. #00:15:56-8#

I: Also von der letzten Stunde? #00:15:59-9#

L3: Ja, von der letzte Klasse #00:16:01-4#

I: Also du wiederholst sozusagen? #00:16:01-5#

L3: Wiederholung. Ja. ja. Dass ich das genau versteht. und dann schaue mir die, was was wir gesehen haben in der Schule und, ja wiederhole ich diese, #00:16:14-7#

I: Und die Hausübung machst du auch? #00:16:14-7#

L3: Ich mache die Hausübung. Oft mache ich ein bisschen weiter, #00:16:18-0#

I: machst du schon sozusagen voraus ein bisschen? #00:16:18-0#

L3: Ja, ja. (.) Schon, ja. #00:16:20-9#

I: Also sozusagen, du hörst dir die Sachen nochmal an und schaust dir die Übung, also sozusagen die Lektion, was wir, wiederholst was wir gemacht haben und machst die Hausübung? #00:16:31-1#

L3: Genau. (.) Oft lese Texte, was wir schon gesehen haben in der Schule. (.) Zum Beispiel jetzt diese lange Urlaub, da hab ich ahm. die ganze, alte Bücher sogar geschaut wieder, ja. Weil ich habe sie noch, und sehe was mir bleibt, ja. #00:16:47-4#

I: Genau, und machst du sonst noch was außer jetzt diese sozusagen wirklich vom Kurs die Wiederholung? Und, weil du gesagt hast du liest gerne? #00:16:54-9#

L3: Ich habe (..) Kinderbücher, und da versuch ich das zu lernen (.) zu zu lesen, ja. Schon, also, nicht immer, aber immer öfter. #00:17:06-4#

Interviewer: Also wie du's dir halt, wie du Zeit hast? ok #00:17:08-6#

L3: Ja, wie ich Zeit habe, oder auch Gelegenheit. #00:17:09-8#

I: // Also das is nicht fix, aber sozusagen immer wieder mal? #00:17:11-5#

L3: Ja, ja. #00:17:13-0#

I: Ok. (.) und jetzt mir ist noch-, was mich noch zum Schluss interessiert ist auch, wie du dann (.) wie arbeitest du, sozusagen, wie ist deine Vorgangsweise während des Kurses?, sozusagen, was schreibst du auf? was schreibst du mit? oder wo, was (.) weil das ja für euch frei ist, wann ihr euch Notizen macht. Also führst du ein Vokabelheft, oder sagst du nein Vokabelheft brauch ich nicht? Wie-wie führst du das? #00:17:39-8#

L3: // N- Neue schrie- schreib ich's mit meistens. und wenn ich das Blatt voll habe, tu ich in die Computer das besser, schöner schreiben in ein Blatt. Und das hilft mir auch wenn ich noch einmal schreibe, das bleibt a bissi. Versteh ich das besser der Satz und bleibt a bissi mehr, ja. #00:17:58-6#

I: Ok, und das heißt, was du mitschreibst, schreibst du dann sozusagen Grammatik und Vokabel? sozusagen einfach- #00:18:04-8#

L3: Ja, was du in die Klasse erklärt hast, ja das.

I: //Ok, genau.//

L3: Und ich übersetze auf Spanisch was das bedeutet, und das hab ich meistens im Sommer gemacht, in dem langen Urlaub. #00:18:14-7#

I: Ok, dass du dann deine (.) sozusagen Mitschrift, du schreibst mit je nach dem ob's Grammatik Erklärungen sind oder Vokabel schreibst du mit? #00:18:21-7#

L3: Ja, ja, genau. Erklärungen und so weiter, ja. #00:18:22-8#

I: Und dann versuchst du's nachher nochmal auf den Computer schön zu schreiben? #00:18:27-0#

L3: Ja. Und dann hab ich so ein großes Grammatikbuch und da sind alle diese ganze Artikel, diese ganze Grammatikerklärungen und so weiter. Und da schau ich sie mir auch, ja. Und ja, mit der Hoffnung, dass irgendwas bleibt. [lacht] #00:18:41-6#

I [lacht]: Und hast du irgendeine bestimmte Strategie für Vokabel lernen? oder sagst du, dass im Kurs, dass sich die Wörter eh wieder wiederholen, merkst du's dir eh? und wenn du's dir aufschreibst? #00:18:55-4#

L3: Oft schreib mir Sätze, und dass die wiederhol ich ganzen Tag oft, wenn ich mir erinnere. Dann lass ich den Zettel liegen, wo ich mir (.) anwesend bin und les ich's wieder und so bleiben sie hängen, ja.

I: Ok, also du sagst du schreibst dir Sätze zu den Vokabeln? //S3: ja, ja.// und schaust, dass du's irgendwo liegen hast, dass du's immer wieder siehst #00:19:17-4#

L3: ja, zum Beispiel hab ich eine Satz gehabt, der hat mir so gefallen. Der heißt: If (.) ah if ye- you if (.) ah wie war das, jetzt hab ich's schon wieder vergessen. Ich habe sie da. (steht auf) #00:19:32-9#

I: Ok, schauen wir's #00:19:35-9#

S3: Ich habe sie da, ja. #00:19:38-1#

I: Aja.[lacht] #00:19:38-1#

L3: If you ever (.) need me, call me please. [unverständlich/ lacht] und solche Sätze schreib ich mir auf. und, eh (.) tu ich mir das eh lernen, und vielleicht denke ich mir oft, so kann ich (.) langsam (.) ja. Diese „if“ haben wir noch nicht so viel gesehen in der Klasse? #00:20:02-3#

I: Nein, das haben wir noch nicht so viel gemacht. Nein, das haben wir noch nicht gemacht, aber- [unverstänlich] #00:20:04-1#

L3: (unverständlich) Irgendwo gelesen, hat mir so gefallen, (.) oft find ich solche Sätze. (.) Ahm da gefällt mir der Satz, oder Satz, und da schreib sie mir und so, ja. #00:20:18-4#

I: Aber super, weil das is dann was, das du noch extra (..) //S3: ja.// zusätzlich machst, wo du dann Sachen vielleicht lernst, die wir noch nicht gemacht haben, was ok ist, wenn das was ist was du dir merken kannst und noch nicht so schwierig ist und du verstehst, ist das ja auch- #00:20:26-5#

L3: Ja, und dann hab ich ein Blatt mit eh verschiedene eh (.) Sätze, (.) und in meine Nachtisch und schaue sie auch an und merk sie mir auch ein paar Sätze und so. Weil (.) ich finde ich vergesse so schnell. und dadurch, wenn ich immer wiederhole dann, ja (.) bleibt ein biss mehr hängen, ja (..)

I: Ok, ich glaub im Großen und Ganzen (..) ehm, das haben wir auch gefragt, (.) die Lernstrategien [irrelevent] Fällt dir sonst noch was ein, was du sagen möchtest zum Englischlernen? Was du noch, was dir jetzt noch einfällt was du auch noch machst? #00:21:12-4#

L3: Na gut, das hab ich dir schon gesagt, dass ich finde ein gutes Programm für Omas wär nicht schlecht. [lacht] #00:21:12-8#

I [lachend]: Wenn's noch ein la-, ein spezieller sozusagen, #00:21:14-6#

L3: Ja, ja. Bissi langsamer, bissi (.) leichter, oder was weiß ich. Und da, ich finde zwei, ein oder zwei Jahre sollte so eine Kurs. Und dann, einsteigen auch in die normale Bücher. #00:21:29-8#

I: Ok. #00:21:28-1#

L3 [lacht]: wäre vielleicht leichter. #00:21:28-1#

I: Jetzt speziell, also nochmal, noch langsamer sozusagen würde dir helfen sozusagen, du-

S3: Ja genau, für Leute, die (.) die als Kind nicht solche // #00:21:38-0#

I: so Schul-, also so Ausbildung hatten, #00:21:39-3#

L3: Weil hier in Österreich, glaube 60er Jahre haben sie noch ein bisschen Englisch gehabt.

I: Ja, sie hatten. Ich glaub auch bei uns viele im Kurs hatten (.) Englisch in der Schule. Das macht dann einen Unterschied, auch, auch wenn's Kurs war, wahrscheinlich anders als wenn man's gar nicht hatte. Das stimmt. #00:21:51-7#

L3: Auch, aber Unterricht in Südamerika ist sehr schlecht, also. Heute (.) in Chile ja, ist besser. Aber damals, (.) überhaupt nicht ja.

I: //da gab‘s nichts, ja.//

L3: Und vor allem in eine kleine Ortschaft, eh- (.) nicht jeder kann in die große Ortschaft studieren gehen oder so, auch weiter lernen. (..) und dadurch, ist die Probleme ja. #00:22:09-4#

Interviewer: Na gut, dann bedanke ich mich, und ich beende hier wieder.