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List of abbreviations

L1	First Language
L2	Second Language
FLL	Foreign Language Learning
SLL	Second Language Learning
NS	Native Speaker
n	sample size
r	correlation coefficient
p	p value
SD	standard deviation
F	F-ratio
η_p^2	partial eta-squared
M	mean
χ^2	Pearson's chi-square
t	t--value
F	F-ratio

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PART ONE – Theoretical Framework

1. Introduction

Learning a foreign language is primarily assumed to take place in educational institutions such as schools, community colleges, speech or language centers and universities. All these places for language learning have their own unique guidelines. Schools teach their students from the initial phase of language acquisition, A1 level, to becoming an “Independent User B2”, according to the *Common European Framework of References for Languages* (Council of Europe 2001), within eight or nine years. Community colleges offer a wide range of languages, levels, topics and intensity. The duration of one course lasts for either twelve, 18 or 24 units (www.vhs.at), depending on the preferences of the participants. Moreover, they offer a two-semester preparation period for a university entrance examination for people who decide to enter university at their second-chance education. While language learning at schools is free, community colleges charge a fee in order to participate. The language centers offered by the University of Vienna for instance, are similar to the previously described institution, only that their courses usually last for a whole semester and the cost is slightly higher. Studying a language at university requires a very high level at the beginning of the studies. This academic institution aims to lead the student to become a “Proficient User C2” (Council of Europe 2001), the highest level of language proficiency.

Having briefly reviewed these four main educational institutions in Austria, which are also similar in Germany, it becomes clear that they all have this system of traditional teaching with one language teacher tutoring a class or group in common. However, since there has been an increase in people meeting regularly at certain places in their leisure time to speak a foreign language, a new phenomenon of language learning has emerged within the last few decades: *The Language Café*.

1.1. The purpose of this paper

The rationale for this research project is to investigate language learning with regard to Language Cafés and conduct a study in which the status quo of these Cafés in Vienna (Austria) and Passau (Germany) will be explored. Several reasons have led to the proposal of this topic and shall be commented briefly.

Firstly, Ass.-Prof. Mag. Dr. Susanne Reiterer proposed this topic to me in our very first meeting when I was desperately searching for both a diploma thesis supervisor and subject to write about. After explaining my interests and goals for a thesis to her, she suggested to me two different research areas, both covering the topic of language learning. As soon as I received more information about the concept of Language Cafés from her, my enthusiasm for this new way of language learning grew tremendously, which made me want to investigate this phenomenon.

Secondly, after having been confronted with this topic, I began familiarizing myself with it. I started looking for Language Cafés in Vienna and its surrounding area, and in Germany and England. Some of them I found online because they had their own website and others were only detectable on the social networking website Facebook. Most descriptions of such cafés only give information about place, date and time. Despite these limited, but most significant, facts, I paid a visit to some of the Language Cafés in order to get a better idea of how they look, the procedure of each meeting and the topics that are discussed. Hence, the closer investigation into this field constitutes my personal motivation for this research project.

Thirdly, since Language Cafés are a new phenomenon of learning a language, it is evident that there is a lack of research in this area in the academic field. Background information and literature about these cafés are hardly available which makes it almost impossible to draw on past findings. To date no empirical studies have been conducted on Language Cafés. Hence, the literature will only be based on the surrounding topics of language learning. Out of this deficiency, there is a reasonable need to investigate this method of learning a language more closely.

To summarize, it can be said that the initial inspiration for working on this thesis comes from my supervisor, Prof. Susanne Reiterer, who aroused this strong motivation and interest in this topic within me, which I am very thankful for. However, exploring this field on my own by doing research and visiting various Language Cafés has developed in me a great curiosity to explore this new phenomenon of language learning.

1.2. Research questions

In order to examine this new phenomenon of language learning, the Language Café, three research questions will be addressed in this study:

1. What kinds of people visit Language Cafés?
2. What are people's motivations to attend Language Cafés?
3. What are people's expectations of Language Cafés?

The first research question asks what type of person participates in a Language Café. This will be tested with the Behavioral Inhibition System and Behavioral Activation System (BIS/BAS) test. However, it needs to be mentioned here that not all of my test subjects will be performing this test, since it contains phrases that might not be comprehensible by everyone and hence would falsify the results. The second question addresses the issue of why people go to a Language Café, what impels them to do so and what factors primarily influence them. Finally, the third question concerns the hopes and expectations visitors of Language Cafés have or what they anticipate.

All three research questions, despite the fact that the first one will be answered with the help of a personality test, while the other two will be conducted with a self-designed questionnaire, are more exploratory in nature and hence meant to yield only tentative results.

As a result of the above elaborated research questions, five research hypotheses have been derived:

- H₁: The visitors of the Language Café are extroverted people, which is shown by activated behavior, rather than inhibited and introverted people.
- H₂: The motivation for learning more about pronunciation, vocabulary and grammar will be higher than the motivation for socializing.
- H₃: People feel that they can improve their language skills at the Language Café more than they could at school.
- H₄: Visitors of Language Cafés wish to have predefined topics to talk about and to receive worksheets or handouts.
- H₅: People's *linguistic self-confidence* correlates with their *openness towards foreign languages and culture*.

Since not everyone participating in this survey will receive and fill in the personality test, it again needs to be stressed here that hypothesis 1 will have no validity for all Language Café visitors, but will suggest only an approximate estimate of whether open or closed people visit Language Cafés. Hypotheses 2 and 5 will compare different concepts addressed in the questionnaire. However, for all hypotheses, including also 3 and 4, it is once more essential to emphasize its exploratory nature because due to the lack of research on this exact topic all factors stated are the outcomes of conjecture based on the research of *Language Cafés*.

1.3. Overview

The main focus of this diploma thesis is to investigate Language Cafés, including online research, interviews and a survey on them. However, after this introduction three chapters of a literature review will provide the necessary background information for the research project presented in the empirical part.

Chapter 2 addresses the question of what it means to learn both first language (L1) and foreign or second language (L2). Next, formal, informal as well as non-formal learning will be outlined. The former type of learning primarily focuses on

learning in school, the other two on possibilities outside the school context where marks, grades or assessment are of no relevance.

Chapter 3 continues with the different learning groups, ways and structures. There are many ways and methods of acquiring a language and hence it is important to differentiate between how different age groups gain new knowledge. Moreover, a teacher-student learning atmosphere is different from a student-to-student or peer-to-peer learning atmosphere and thus an exploration of these two will be carried out. The last section of this chapter marks the beginning of the main subject matter, as it will outline the learning structures from which a Language Café originates.

Chapter 4 is concerned with the Language Café itself and will give the reader essential information on the moderate history and concept of such cafés. Additionally, a Language Café in Southampton and several others in Austria will be presented in order to convey a general idea of Language Cafés.

Chapter 5 is devoted to the empirical study. In this chapter the purpose and the work preceding the actual study will be introduced and detailed explanations about my visits to the three Language Cafés investigated for this project, the study itself, the designing of the questionnaire, and the methods used will be given.

Chapter 6 outlines and evaluates the results of the study summarizes the main findings of the study. Beside the evaluation of the five hypotheses, other significant discoveries and surprising results will be highlighted together with concluding remarks. Moreover, this chapter will present interviews with the organizers or contact persons of the three Language Cafés examined.

In chapter 7 the results will be discussed, depending on the findings, and future research areas will be outlined. In the appendixes the tables, questionnaires in five languages, and the transcription of the interviews are provided.

2. The meaning of learning a language in general

2.1. Introduction

The following section aims at discussing what it means to learn a language. While L1 acquisition will only be covered on the surface, L2 acquisition will be elaborated on more deeply, since Language Cafés focus on learning and improving an L2. The multiple factors affecting L2 acquisition will be reviewed in order to deepen the understanding of what learning a new language means. After these two subchapters, another two follow on the differences between formal, informal and non-formal learning, each exploring their characteristics.

2.2. First Language Acquisition

First language acquisition is the study of an infant's acquisition of their native language (Yule 2006: 170f; Lightbown & Spada 2013: 14). "During the first two or three years of development, a child requires interaction with other language-users in order to bring the general language capacity into contact with a particular language" (Yule 2006: 171). In order to make interaction possible, language samples must be provided by a person "who spends a lot of time interacting with them" (Yule 2006: 171). Using simplified words, exaggerated intonation, higher volume, slower pace and longer pauses are typical features of what Yule calls "babytalk" (2006: 171). After the stages of cooing and babbling, the child starts producing one-word sentences between twelve and 18 months. Within the next twelve months, the child reaches the two-word stage. Here, the child can already convey meaningful utterances. The next stage is described as telegraphic speech where the child is already capable of producing correct word order, using various grammatical inflections and simple preposition. At the age of two-and-a-half, "the child's vocabulary is expanding rapidly" (Yule 2006: 175) and by three "the vocabulary has grown to hundreds of words" (Yule 2006: 175). At this stage the child's talk has already become very close to that of an adult (Yule 2006: 173ff).

The acquisition process proceeds not in the sense of teaching a language, but through experimenting with constructions and trying whether they work or not. A common assumption is that children acquire language through imitation. However, many of the sentences and expressions children produce have not appeared in an adult's language. Therefore, it cannot be said that children only repeat versions other people have said. Also, corrections by adults of a child's language, whether in an explicit or a subtle manner, do not have an effective influence either. The child still tends to use their "personally constructed form" (Yule 2006: 176). Yet, what seems to be effective in L1 acquisition is the "actual use of sound and word combinations, either in interaction with others or in wordplay" (Yule 2006: 176). These elements seem to be very remarkable in the development of the child's linguistic repertoire, as Yule states (2006: 175f).

In summary, a child's first few years are tremendously important in learning a language, even if it is sometimes difficult for an adult to understand the child's utterances and attempts to help them by correcting their language seem futile. But gradually, children adjust the rules to match the language they hear and become more and more proficient in the language.

2.3. Second Language Learning

The term L2 learning indicates that it deals with any additional language learned after the mother tongue. However, before investigating this field a distinction between foreign language learning (FLL) and L2 learning must be made.

Yule describes a foreign language setting as one where the language learned "*is not* [my emphasis] generally spoken in the surrounding community" (2006: 187) and a second language setting where the language "*is* [my emphasis] spoken in the surrounding community" (2006: 187). An example for the former setting would be if an Austrian is learning English in an English class in Austria; for the latter if an Austrian is learning the same language, but in England. Both cover the topic of learning another language, the first usually in an educational environment and the second in the country where the language is actually spoken.

It has also to be differentiated between L2 acquisition and L2 learning (SLL). Second language acquisition is very similar to how children acquire their L1. It is a very subconscious process in which the learner is usually not aware that he or she is developing a competence in a language. This process of learning can also be described as an “uncommon learning” (2006: 137), according to Folkestad. What the learner is aware of, however, is the fact that they are actually using the language. Generally, while speaking, the learner is not conscious of the rules of the language, but has a tendency towards which grammatical constructions work and which not (Krashen 1982: 10). In contrast to acquisition there is the way of learning a second language, hence SLL. Krashen points out that “conscious language *learning* [original emphasis] is thought to be helped a great deal by error correction and the presentation of explicit rules” (1981: 2). The presumption here is that, with learning, the learner makes mistakes and is corrected by someone who is more proficient in the language. This often goes along with providing the language learner with useful advice including

strategies for identifying the material that needs to be learned, distinguishing it from other material if need be, grouping it for easier learning (e.g. grouping vocabulary by category into nouns, verbs, adjectives, adverbs, and so forth), having repeated contact with the material (e.g. through classroom tasks or the completion of homework assignments), and formally committing the material to memory when it does not seem to be acquired naturally (whether through rote memory techniques such as repetition, the use of mnemonics, or some other memory techniques) (Cohen 1998:5).

Given this view, it becomes clear that SLL is a much more active process than SLA where learners have to take the time to engage themselves in various matters of language on their own. This shows that active learning should be engaging, experimental and mindful in order for the learner to benefit the most.

With regard to the Language Cafés, both SLA and SLL are relevant because, on the one hand, speakers go there to practice the target language in a natural surrounding, and on the other, they receive important information on various aspects of the language from the native speaker (NS) supervising the people sitting at his or her table. Further information on learning languages in Language Cafés will be provided in section 4.3.

Having reviewed these basic terms and definitions, the next step is to look at factors affecting SLA and SLL. Therefore the most researched learner variables (individual differences), intelligence, aptitude, personality, attitudes and motivation and learning styles, shall be considered.

First of all, what seems to have a considerable influence on the performance of language learning is intelligence. Lightbown and Spada state that “a link between intelligence and [SLL] has sometimes been reported” (Lightbown & Spada 2013: 79). Throughout the years, studies have shown that IQ scores are reliable in forecasting success or failure in SLL. This applies, however, only to receptive skills such as reading, grammar or vocabulary, but not to communication skills (Lightbown & Spada 2013: 79f). Hence, intelligence is not supported by the teacher, but that support is certainly a crucial aspect of learning a language successfully.

Secondly, there seem to be people who acquire language more easily than others. Some people have been living in a country and have already acquired a native-like fluency. On the other side, there are other speakers who have been living the same amount of time in the country under the same circumstances, but are not as competent in the language as the former group of people. This ability is called aptitude. In 1990, John B. Carroll developed the Modern Language Aptitude Test (MLAT). He defined foreign language aptitude as “some characteristic of an individual which controls, at a given point of time, the rate of progress that he will make subsequently in learning a foreign language” (Carroll 1974: 295). Thus, Carroll argues that those who learn a language rather fast have a relatively high foreign language aptitude and vice versa. While all the tests on aptitude include several components such as the “ability to identify and memorize new sounds, understand the function of particular words in sentences, figure out grammatical rules from language samples, and remember new words” (2013: 80), Skehan points out that successful language learners need not be competent in all of the aspects of aptitude (1989: 285f). Therefore, the innate nature of aptitude constitutes a beneficial aspect of learning a language, but is not the key factor to successful language learning.

Thirdly, independent of what field of expertise is concerned, the learner’s personality plays a substantial role in learning processes. This characteristic is

defined as “stable traits or qualities in a person, as more dynamic moods that are related to the cognitive processing of emotions, or even as predispositions that have been learned through social experience” (Ortega 2009: 193). Hence, people have gained various personality traits through social interactions which make each person unique.

A common belief is that extroverted people are more successful and learn more rapidly than their introverted counterparts. Indeed, an outgoing personality may contribute to a successful performance of language learning (Krashen 1981: 31), but that is not supported by all studies. There are also quiet people who achieve higher results than extroverts (Lightbown & Spada 2013: 84). Thus, extroverted people tend to have an advantage in language learning, but this is not always the case.

Closely linked with gregarious and introverted people is the concept of inhibition. Macmillan defines it as “a feeling of being embarrassed or not confident that makes it difficult to relax and do or say what you want to” (Macmillan “inhibition”). This aspect of personality discourages people from taking risks, which is sometimes necessary in learning a language (Lightbown & Spada 2013: 84f). The personality test that was carried out and is presented in chapter 5 reveals whether or not Language Café goers are inhibited people. The behavioral inhibition system scale of the BIS/BAS test “is sensitive to signals of punishment, nonreward, and novelty. It inhibits behavior that may lead to negative or painful outcomes. Thus, BIS activation causes inhibition of movement towards goals” (Carver & White 1994: 319). In short, inhibition is a feeling that makes a person self-conscious and unable to act in a natural and relaxed way which can hinder progress in language learning.

Another factor that needs to be taken into account with regard to personality is the learner anxiety. “It comes with the feelings of uneasiness, frustration, self-doubt, apprehension, or worry” (Zafar & Meenakshi 2012: 644). This inner turmoil, nervous behavior and stress are factors that can prevent someone from making advances. While this is certainly true for a lot of language learners, it must also be said that “a certain amount of tension can have a positive effect and even facilitate learning” (Lightbown & Spada 2013: 85). Anxiety is often perceived negatively, but experiencing suspense before an exam or test might

be the “right combination of motivation and focus to succeed” (Lightbown & Spada 2013: 85).

As a fourth individual difference, attitudes and motivation will be taken into consideration. “Attitudes toward the learning situation refer to the individual’s reaction to anything associated with the immediate context in which the language is taught” (Masgoret & Gardner 2003: 172f). According to Oroujlou and Vahedi, attitudes

are situational and can therefore be generalized. Language, teacher, class, book and homework are within the frame of reference of learning and within the situation of school. A student who doesn’t like learning and school, teachers and homework can walk into a foreign language classroom and quickly generalize his dislikes. Therefore, good attitudes and feelings are needed to raise the efficiency of the students in language learning classes. (2011: 997)

Thus, people develop fairly quickly a positive or negative attitude towards the language they want to learn. What is not easy to define is whether positive attitude is dependent on learning a language successfully or “successful learning engenders positive attitudes” (Lightbown & Spada 2013: 87). While studies cannot give evidence for what affects what, there is proof that a positive attitude contributes to a readiness to continue language learning (Lightbown & Spada 2013: 87).

Motivation, on the other side, “is usually understood to refer to the desire to initiate L2 learning and the effort employed to sustain it” (Ortega 2009: 168). There are always people who are highly motivated to keep learning, while others seem to have less motivation and need more stimulation. Whatever the reason for various levels of people’s motivation, it can be categorized into instrumental and integrative motivation. These two terms were coined by Gardner and Lambert who use the former when “the purpose of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one’s occupation” and the latter when “the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way” (1972: 3). Thus, the motivational factor is either because the learner wishes to achieve practical goals using L2 or because of personal growth and cultural enrichment.

Finally, as a fifth factor, the learning styles will be the subject matter. Whether a person is a visual, auditory or haptic learner affects which learning style should be used in order to progress in language learning. "Visual learners prefer that information be presented visually – in pictures, diagrams, flow, charts, time lines, films, and demonstrations – rather than in spoken or written words" (Felder 1995: 23). Acoustical learners "acquire new information through sound; they hear grammatical endings, and they associate new words with sounds they already know" (Leaver, Ehrman & Shekthman 2005: 68). The haptic learning style plays a rather minor role in language learning (Felder 1995: 23) and will therefore not be dealt with any further. Thus, people who learn best from visual material have to expose themselves to graphics, pictures, colors and maps. Using a clear layout and spatial organization may also help the visual learner a lot. Auditory learners benefit enormously from conversations and various possibilities for interactions without needing any visuals. While we have now covered the perceptual learning styles, the cognitive learning styles are equally important and will be surveyed as well. On the one hand, there are the field independent (FI) learners and on the other, the field dependent (FD). The former learners "are more analytic and object-oriented, and learn more effectively when confronted with a body of material to be assimilated" while the FD learners "are more person-oriented and should do better with interaction-based learning" (Skehan 1991 :288). This means that we need to distinguish between people who perceive elements independently of a context and focus on details and people who notice the whole field or situation and focus on general meaning. Another aspect of cognitive learning styles are reflectivity and impulsivity. A reflective learner tends to make a slower and more calculated decision, is systematic and cautious in SLL, whereas the impulsive learner tends to make a quick assumption on a multiple choice question, for instance (Reid 1995: 39). Hence, the latter are more willing to take risks and intuitive.

To summarize, these five factors now play a highly significant role in SLL. Everyone has their own strength and weaknesses regarding intelligence, aptitude, personality, attitudes and motivation and learning styles. What remains as one of the most important factors is to create a supportive and friendly learning environment in which everyone can be successful in learning another language, no matter the background of a person. However, one key factor

certainly remains throughout the whole language learning field, that is, that SLL “requires a great deal of practice” and that the learner “will spend a great deal of time studying by himself, at home with a textbook, or in the laboratory with a tape” (Politzer 1970: 14). Thus, without exercising on one’s own there will only be little improvement in SLL, but by investing time in making progresses and focusing on the desired goal will ultimately show tremendous advance.

2.4. Formal Learning

The most common institutions for formal learning are any kind of schools and universities. People attend these educational institutions with the expectation of gaining knowledge and receiving instructions by an educator such as a teacher, lecturer, professor, tutor and the like. Despite these common assumptions, let us first consider some definitions of formal education.

[It] involves the training and developing of a population’s knowledge, skills, and character in a structured and certified programme that take place in a school setting. Formal education is classroom-based and delivered by qualified teachers. Generally, it refers to the structured system administered by the state for children and youth. In most countries, the formal education system is fully state-financed and operated. In some countries, the state allows and certifies private school systems to provide a comparable education alongside public institutions. Formal education includes elementary schools, secondary schools, and post-secondary schools (colleges, trades or technical schools, and universities). (Ololube & Egbezor 2012: 73)

The European Centre for the Development of Vocational Training defines formal learning as

learning that occurs in an organized and structured environment (e.g. in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner’s point of view. It typically leads to validation and certification. (2009: 73)

In comparison to the above stated definitions, Eraut (2000: 114) specifies formal learning in five short and precise points:

- a prescribed learning framework
- an organized learning event or package
- the presence of a designated teacher or trainer
- the award of a qualification or credit

- the external specification of outcomes

From this it follows that both education and learning have a great influence on the character and mind of an individual. Yet, the former seems to be a process of *imparting* knowledge, values, skills and attitudes that can be beneficial to the learner while the latter gives the impression of being an ongoing process of *adopting* knowledge, values and skills.

However, what can be drawn from the above explanations and definitions are the facts that formal learning takes place in a structured, planned and organized setting, usually in schools, colleges, academies and universities, delivered by teachers who have undergone some kind of a teacher training program at an educational institution themselves. The educators are given clear instructions they have to comply with, such as following a certain curriculum, variation in teaching methods, assessment of the students, and other relevant criteria. Therefore, a formal teaching environment may be imagined as such that a definite number of students are sitting in a classroom and are instructed by a teacher. Indeed, this is also highlighted by Statistics Canada who claim that in formal education “learners follow a program of study [...] planned and directed by a teacher [...] and generally lead[s] to some formal recognition of educational performance” (2001: 58).

This formal learning environment includes not only teaching, but also testing. Students are assessed several times during a school year “in order to advance students to the next learning stage” (Dib 1988: 300). These assessments, performed on a regular, basis help both the students to make progress in their learning processes and the teacher to receive feedback about their teaching methods and what parts he or she might not have explained well enough and need to be taught more effectively the next time (Dib 1988: 300f).

While Dib further argues that in formal education “teachers pretend to teach”, “students pretend to learn” and “institutions pretend to be really catering to the interest of students” (Dib 1988: 301), Krashen still puts formal instruction in a positive light by pointing out that “more instruction [in educational institutions] means higher proficiency” (Krashen 1981: 43). That is to say, that formal education is somewhat artificial where all participants involved in a formal

school setting do not act and behave the way they would naturally do. However, in Krashen's view, developing a great competence in a language involves inevitably receiving valuable input by a teacher. In fact, after a completed survey he repeats and emphasizes this point again when he states almost the same sentence once more: "More instruction did indeed mean more proficiency" (Krashen 1981: 44).

Given these facts, and despite the potential lack of practice, the benefits that can be drawn are that with formal learning a large number of students learn the same content and subject matter at the same time. Further, if properly designed by the teacher, they can gain a lot of information which is certainly a valuable resource for future learning, but also for many other subjects.

2.5. Informal Learning

The term "informal learning" or "informal education" (Statistics Canada 2001: 59) already implies that its meaning must be the opposite of the above addressed concept. Consequently, this type of learning implies that it proceeds in an unorganized way, is not classroom-based and has no standardized learning outcomes. Above all, there is no educator such as a teacher or instructor. However, before blindly accepting the opposite features of formal learning, relevant definitions should be taken into account. Informal education is a

lifelong process whereby an individual acquires attitudes, values, skills and knowledge from daily experience, educative influences and other resources in his/her environment. These learning experiences are not structured in the form of a class under the direction of a teacher nor are they organised in a progressive sequence. They are not intended to be recognized by a formal award. (Statistics Canada 2001: 59)

Here, the assumption that informal learning is unstructured and without a teacher is confirmed. Nevertheless, let us look at another explanation to gain a broader view.

Informal education happens outside of the classroom, at home, in after-school programmes, community-based organisations, museums, and libraries. Informal education is the learning that goes on in daily life. Parents and other caregivers, for example, may show

children how to prepare family food or tie their shoe laces. This is informal education. [...] [It] can also include the learning that comes from being involved in youth and/or community groups. (Ololube & Egbezor 2012: 73)

Again, the conjecture is right. This type of learning is not dependent on a classroom, but is a mundane process. Thus, this type of learning occurs practically everywhere, whether underway, on a journey or in one's own apartment or house. People learn from their friends, relatives or strangers they meet on the streets "through which they learn how to process their feelings and arrive at appropriate actions and reactions" (Ololube & Egbezor 2012: 73). According to Dib (1988: 307), informal learning covers activities such as "visits to museums or to scientific and other fairs and exhibits", "listening to radio broadcasting or watching TV programmes on educational or scientific themes", "reading texts on sciences, education, technology", "participating in [...] contests" or "those [events] that may take place in the students' homes – such as [playing] games". Therefore, this type of learning knows no limits. Especially with regard to language learning, this has countless advantages. As language is everywhere, it can happen at any place, any time. As seen above, it need not take place in a classical classroom. For instance, riding the subway and taking a look at all the signs displayed on walls in the metro, but also in the subway station, one is already exposed to language. While buying goods in a store, the shopper is confronted with language as well. A further example would be when a person prepares a meal at home by following a recipe. In all these situations learners are exposed to language without the awareness that this might help them to improve their language skills. Such informal learning settings are described as "any activity involving the pursuit of understanding, knowledge or skill which occurs without the presence of externally imposed curricular criteria", according to Livingstone (2001: 4). Thus, it is safe to say that languages are not only learned in school, in a formal learning context, but also outside the school context.

However, in order to advance in language learning in an informal environment, Krashen points out that regular and intensive language use is still necessary in order to acquire language (1981: 46). These environments "must be intensive and [should] involve the learner directly in order to be effective". He further differentiates between exposure-type learner environments and intake-type

environments, which he argues is the only true input to the language acquisition device. Krashen claims that in a typical classroom setting both learning and acquisition proceed at the same time. "While classwork is directly aimed at increasing conscious linguistic knowledge of the target language, to the extent that the target language is used realistically, to that extent will acquisition occur". Hence, the classroom functions as an intake informal environment and as a formal linguistic environment at the same time (Krashen 1981: 47).

To conclude, informal learning appears to be much more diverse and offers far more possibilities of ways of learning and especially language learning. Moreover, informal learning situations can be less costly and more time efficient when considering the fact that this type of learning is everywhere, at any time. Learning in an informal environment can be more personal and particularly less intimidating for some people since they cannot be blamed by class colleagues, which represents a major advantage.

2.6. Non-formal Learning

As a third type of learning, non-formal learning will be illustrated. At first glance, it might seem synonymous with informal learning, but the following definitions show a slight difference. It "refers to structured education that take place outside of an organised school setting. Typically, non-formal education refers to adult literacy and continuing education programmes" (Ololube & Egbezor 2012: 73). Thus, the learning setting is not a school or other educational institution, but has an organizational structure to provide guidance. As mentioned in the quote, this type of learning primarily concerns adults, but Ololube and Egbezor expand the circle by stating that it can involve people of all ages. Programs such as imparting adult literacy, essential education for out-of-school children, life-skills programs, work-skills programs and general culture programs count as non-formal learning (Ololube & Egbezor 2012: 73). Werquin claims that "non-formal learning is learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time or learning support)" (2010: 22). This shows again that some sort of structure is existent, but the learner will not be explicitly aware of the fact that he or she is actually

learning, quite the contrary, for the learner it seems they are engaged in leisure-time activities that are entertaining, which explains the lack of clearly specified learning outcomes.

To summarize, non-formal learning happens outside the classroom. Wherever people meet in a structured learning setting for language learning, for instance, can be considered a non-formal learning environment.

2.7. Summary

Having established the processes of language learning, L1 acquisition and SLL, and of learning in a formal, informal and non-formal way, a brief overview will be given.

In summary, it can be said that L1 acquisition's prime research area is language acquisition in childhood, while SLL covers language acquisition at an age that a person acquires language more consciously and is more aware of the process.

Concerning the forms of learning, Krashen's argument puts the formal and informal methods straight to the point:

Both formal and informal linguistic environments contribute to second language proficiency but do so in different ways: an intensive intake informal environment can provide both the adult and child with necessary input for the operation of the language acquisition device. The classroom can contribute in two ways: as a formal linguistic environment, providing rule isolation and feedback for the development [...], and, to the extent language use is emphasized, simultaneously as a source of primary linguistic data for language acquisition (1981: 50).

Thus, formal and informal learning settings are equally important, especially when it comes to language learning. Also, "to say that formal learning only occurs in institutional settings and that informal learning only occurs outside school" (Folkestad 2006: 142) is too simplistic. "On the contrary, this static view has to be replaced with a dynamic view in which what are described as formal and informal learning styles are aspects of the phenomenon of learning, regardless of where it takes place" (Folkestad 2006: 142). Having attempted to show a comparison between formal and informal learning, non-formal learning

could be seen as a mixture of these two, since it comprises a structure and organization without taking place in a school setting.

3. Learning groups, learning ways, learning structures

3.1. Introduction

This chapter is included to provide a broad overview of different learning situations, beginning with an outline of what it means when children as well as adults acquire a L2, contrary to L1 presented in the previous chapter. Moreover, a distinction has to be made between people who learn in a teacher-student or peer-to-peer setting. Whether they receive education from professionals or simply expand their knowledge by receiving information from a colleague makes a great difference and will also be addressed. The last subchapter will focus on learning structures. It starts with the well-known tandem learning, which can be called as the mother of Language Café, and moves on to learning in open spaces which builds a link to the final theoretical chapter, that is Language Café.

3.2. Learning groups

3.2.1. Children

Only a few studies have been undertaken on L2 acquisition in children (Abrahamsson & Hyltenstam 2008; DeKyser 2000; DeKeyser et al. 2010; Granena & Long 2013; Harley & Hart 2002), therefore little is known in this field. However, research on child L2 learners that has been conducted revealed that adults have an advantage over children when it comes to L2 acquisition (Ortega 2009: 16). Snow and Hoefnagel-Höhle (1977, 1978) found that children performed poorly in a 25-minute instruction compared to adults. A study carried out by Krashen, Long and Scarcella “put a grain of salt on these findings”, as Ortega (2009: 16) describes it. They ascertained that “child second language acquirers will usually be superior in terms of ultimate attainment (younger-is-better in the long run)” (1979: 574). This means that children must be given time in order to learn a language. Lightbown and Spada came to the same conclusion stating that “[c]hildren need time to develop their second language

skills” (2013: 32). Twenty-three studies on SLL provide a basis for this assumption. The majority (18) of these studies focus on short term comparisons among adult learners and older children with the conjecture that they learn faster than children. The other five studies focus on long-term comparisons which reveal that “when accomplishments in the L2 were compared after at least five years of residence in the L2 environment [...], then young starters were clearly better than adult starters” (Ortega 2013: 17). To put it in a nutshell, children eventually always make up for a delay and even outpace late starters. (Ortega 2013: 17)

However, when children first encounter the new language, they try using their native language, but very soon they realize that communication in their L1 is not possible in this environment. As a result, they express themselves nonverbally. Throughout this period, children’s production of L2 utterances is very little. They either communicate with gestures or do not speak at all. Similar to L1 acquisition, children’s first utterances in L2 tend to be telegraphic, meaning that they are reliant on memorized phrases and make only little use of grammatical morphemes. Some of the first utterances children produce are single-words, as in the case in L1 acquisition. Since Krashen supports the idea that “[t]he child relies primarily on acquisition” (1981: 49), a considerable amount of time must pass in order for a child to become fluent. This stage is called “interlanguage” (Selinker, Swain & Damas 1975: 139) which

describes L2 learner language that is reasonably fluent and is the product of an underlying productive linguistic system, but differs from the target language; it is a dynamic system balancing L1 transfer processes with target language developmental processes that gradually moves closer to the target system. (Paradis 2007: 388).

Thus, it reflects the learner’s different language levels which are not yet NS like. This developing system of rules results from a variety of processes that include the influence of L1, overgeneralization of newly encountered rules and interference from the target language. (Paradis 2007: 388)

Additionally, Snow and Hoefnagel-Höhle (1977: 361ff) also studied how fast children acquire L2 phonology. In this study, 47 English speakers aged 3 to 60 years who learned Dutch while living in the Netherlands were tested. The researchers came to the conclusion that over the first 10-11 months of being

exposed to the L2, the children's accuracy score on pronunciation was not higher than that of their older counterparts. More recent studies by Flege (2004) and Winitz et al. (1995) have demonstrated that if test persons were exposed to the target language for a longer time (12-18 months), children received higher accuracy marks on pronunciation than adults. The reason for this is because a child's foreign accent decreases much faster.

In summary, at first sight it seems that children perform poorly when it comes to L2 acquisition, but in the long term they show better results than adults and even surpass them by far.

3.2.2. Adults

Adults, on the other hand, might be disadvantaged in acquiring a new language because their natural ability to pick up an L2 drops and continues to do so as they get older (DeKeyser 2000: 500). However, as stated in the previous section, adults show better results in the short term. Abrahamsson and Hyltenstam explain this by claiming that they "are left [...] with their general problem-solving strategies and processes when faced with the task of acquiring a L2" instead of "acquir[ing] languages implicitly" like children do (2008: 486). Given this fact, it seems that adults can never reach a native-like level in an L2. However, Selinker argues that under certain circumstances it is possible. He suggests that "those adults who 'succeed' in learning a second language so that they achieve native-speaker 'competence' have somehow reactivated the *latent language structure* [original emphasis]" (1972: 212). Similarly, Carroll believes that adult learners with a high language aptitude "are those who have for some reason lost little of the language acquisition ability with which they are natively endowed" while those with a low language aptitude "have lost most of this innate ability" (1973: 6f). This implies that there are people who have an advantage in language learning which is inherent. Nevertheless, DeKeyser again emphasizes that adults have to "rely on language-specific mechanisms of implicit learning instead of on general mechanisms for explicit learning" and "must bring alternative, verbal-analytic problem-solving skills to the process of language acquisition in order to succeed, and these analytical verbal skills are

characterized by strong individual differences” (2000: 500), which were presented in chapter 2 of this thesis. Hence, language learning requires a much more active process of adults and involves controlled practice of the target language.

In short, despite the fact that late starters of language learning perform poorer than children do in the long term, they can still reach a NS level, but need to be involved in a conscious operation and apply other skills than their younger counterparts do.

3.3. Learning ways

3.3.1. Teacher-student learning environment

There is no doubt that a teacher has a significant influence on the learner in many ways, such as on their behavior and attitude towards school and learning. This, in turn, greatly impacts the students’ success in school. To prove this point, Farrell, referring to Bullough (2008), goes so far as to claim that “teacher-student relationships are at the core of any quality learning experience” (2015: 26). This emphasizes that that teachers indeed make a difference in how well learners acquire new knowledge, especially since their “quality of teaching has perhaps the greatest potential effect” (National Research Council 2010: 9). However, for Hawkins and Norton, teachers are not only there for the sake of teaching, but also to “serve as social mediators and informants in the new environment” (2009: 32). Therefore, according to Farrell, “it is difficult, if not impossible, to separate the people (teachers and learners) from the act (teaching and learning)” and defines teaching as a “relational act” (2015: 27). If teaching consisted solely of knowledge transfer without including relationships and “teachers acted like well-oiled machines” (Farrell 2015: 27), classrooms would be a monotonous and tedious atmosphere to study. As a result, students perceive their teachers often as entertaining, approachable or boring and distant and get the feeling of being supported or ignored by their instructor. This relational act, which implies emotional involvement, means that teachers need to be aware how their students are feeling and if they need support (Farrell

2015: 27). Moreover, Isenbarger and Zembylas noted that “taking the time to listen to students’ problems or worries, giving advice or guidance to them, and showing warmth and love are all examples of emotional work in teaching” (2006: 123). Along these lines, it is suggested that in order to offer a positive learning environment in a school setting, teachers should strive towards a harmonious and fair relationship with the right amount of distance with their students.

Not only does healthy student-teacher interaction contribute to success in school, but also to appropriate classroom behavior like “reductions in aggression and increases in compliance with rules can be expected” (Alderman & Green 2001: 39, referred to in Murray & Pianta 2007). Numerous studies have shown that due to these positive relationships, students’ social interactions and academic achievement have improved, social competence has increased and school failures reduced (Baker, Grant & Morlock 2008; Buyse, Verschueren, Doumen, Van Damme & Maes 2008; Hamre & Pianta 2005; Hughes, Luo, Kwok & Loyd 2008; Murray & Pianta 2007). Thus, Alderman and Green’s statement seems right when they argue that “teachers [...] influence students to excel both academically and behaviorally” (2001: 39). In a sense, teachers help students to solve problems that they were not able to alone. Furthermore, “[i]f students like a teacher, they may be more inclined to do what the teachers asks. When a teacher is viewed as fun, interesting, and personable”, by engaging learners in “fun activities [...], remember[ing] birthdays, spend[ing] time outside of class [...], us[ing] humour in the classroom” and “find[ing] out about the students’ personal interests”, “students feel more connected to that teacher, and that type of connection increases their likelihood of cooperating” (Alderman & Green 2001: 40ff).

However, even though these relationships are important for helping learners to optimize and maximize their learning success and confidence in the classroom or other learning settings, teachers also have to take care of their own well-being (Farrell 2015: 33). Otherwise, the chance of burning out physically and emotionally is very high which, in the long run, “can lead to frustration and exhaustion” (Farrell 2015: 27).

Another point that needs to be mentioned when talking about teacher-student learning settings is the role of the teacher per se. For the majority of the time, it is the teacher who is doing the talking, leading through the lesson and deciding which activity follows another. Additionally, he or she “plays the role of expert, whose primary instructional task is to elicit information from the students in order to ascertain whether they know the material” and determines “when students can take a turn, how much they can contribute” (Hall & Walsh 2002: 188). Sadly, it is often the teacher who talks and the learners are limited in producing language on their own, as studies revealed, according to Hall and Walsh (2002: 188f). Consequently, the presence of a teacher is valuable because they assess and provide useful feedback for the student, but at the same time teachers should offer time for students to do group or pair work where they can try and experiment with language.

To sum up, a healthy relationship between a teacher and a student is of vital importance both in performing successfully and behaving appropriately in school. Nevertheless, teachers need to consider not engaging themselves too much, but with a healthy level, and to be aware of giving learners opportunities to talk in the target language.

3.3.2. Peer-to-peer learning environment

Having dealt with the assets and drawbacks of a learning situation in which students and teachers interact with each other, I will now elaborate on peer learning approaches, interactions among learners and impacts on their learning process.

Peer learning is probably the oldest learning method, since it has always happened, sometimes directly, at other times indirectly (Topping 2005: 631). It is defined as

the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions. It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching (Topping 2005: 631).

In some literature it is also referred to as 'peer assisted learning', abbreviated as PAL (Lynch, Cil, Lehane, Reardon & Corrigan 2014; Cantillon & Glynn 2008; Topping & Ehly 2009). "It is this reciprocity of learning among other things that makes PAL such an attractive idea to educationalists" (Glynn, MacFarlane, Kelly, Cantillon & Murphy 2006: 19). The definition by Topping suggests that everyone can help everyone, no matter if they are experts in a particular field or not. Assisting someone through a learning process is not only advantageous for the person being helped, but also for the one assisting, since he or she solidifies their knowledge by finding a way to convey a topic so that it is best understood. Additionally, in Glynn et al.'s view, PAL is an attractive concept because both sides benefit from this learning process.

The types of peer learning most commonly used are peer tutoring and cooperative learning. The former, shortened as PT, involves a tutor and tutee and focuses on curriculum content and typically on precisely defined proceedings for interaction. Some peer tutors make use of structured materials such as handouts and worksheets, whereas others take solely a piece of paper with them and make notes of issues that the tutor and tutee encounter incidentally while interacting (Topping 2005: 632).

Tutoring and mentoring are often used interchangeably in literature. However, according to Topping, mentoring is characterized by an encouraging and supportive relationship between only two people, one who is more experienced and one who benefits from him or her. "[P]ositive role modeling, promotion of raised aspirations, positive reinforcement, open-ended counselling, and joint problem-solving" (Topping 2005: 632) are often at the core of mentoring. Moreover, it is "cross-age, always fixed role, quite often cross-institution, and often targeted to disadvantaged groups" (Topping 2005: 632).

The other model of peer learning extensively researched is cooperative learning (CL). This term refers to activities where students are grouped together and receive rewards after they have accomplished a certain task together, depending on their performance (Slavin 1980: 315). Usually, specification of goals and tasks are defined with a teacher involved who leads this interactive learning process. The ideal number of learners in one group is six people who, at best, but not necessarily, have already received previous training in order to

finish the given task. (Topping 2005: 632). However, “[h]aving all group members work with the same information might heighten cognitive conflict but risks intra-group comparison and ‘competence threat’” (Topping 2005: 632). In order to prevent participants from this competition-related activity, the “‘jigsaw’ arrangement for informational interdependence” can be applied (Buchs, Butera & Mugny 2004, quoted in Topping 2005: 632), meaning that the tasks are set in a way that learners are dependent on one another to succeed (Looi, Lin & Liu 2008: 157). This seems to be of great advantage because everyone is required to participate equally and no one can afford to be passive.

In an earlier paper by Topping, he lists various benefits that come along with peer learning. A few examples are “more active, interactive and participative learning”, “greater student ownership of the learning process”, “cognitive gains”, “improved retention”, “greater meta-cognitive awareness”, “better application of knowledge and skills to new situations” and “greater commitment, self-esteem, self-confidence and empathy with others” (1996: 324f). In addition, McDonough argues for pedagogical reasons, for instance, “[p]air and small group activities provide learners with more time to speak the target language than teacher-fronted activities” (2004: 208). Thus, putting students in groups gets them speaking and practicing the language they are learning. Further reasons are that learner autonomy and self-directed learning are promoted. This is especially important because it activates students to become more independent in language learning, which is also essential for future learning. Moreover, “learners may feel less anxious and are confident when interacting with peers during pair or small group activities than during whole-class discussions” (McDonough 2004: 208). Thus, speaking the target language in a smaller group than in front of the whole class is less intimidating and learners who are shy or introverted are more confident using the language. (McDonough 2004: 208) Besides these social and cognitive benefits, learners yield also “significant gains in academic achievement” (2005: 635), according to Topping, which results in better grades. After all, group work has another side effect, which greatly contributes to enhancing the performance of the whole class: while learners work in pairs or small groups, the teacher has the possibility to work with learners individually, which helps them to find the strengths and weaknesses of individuals and, consequently, of the whole class. Thereby, the teacher knows

what aspects of the subject matter needs repetition or where they can demand more from their learners (McDonough 2004: 208).

Having discussed the numerous advantages of peer-to-peer learning, it must also be mentioned that “learners cannot provide each other with the accurate grammatical and sociolinguistic input that NSs can” (Long & Porter 1985: 217). Lightbown and Spada go even further and address the issue of whether learners who “are allowed to interact freely (for example, in group or pair activities), [...] copy each other’s mistakes” (2013: 209). This is a legitimate concern, since learners do not always produce accurate output and the “cognitive processes that allow them to learn from input are not ‘shut down’ when they are interacting with other learners” (Lightbown & Spada 2013: 209). Consequently, learners might produce some ungrammatical sentence or make other language mistakes when they communicate with each other. In addition, when the learners’ L1 is the same and their background is similar, they probably understand each other without many difficulties, “eliminating the need for negotiation for meaning that might lead them to replace their interlanguage patterns with more target-like ones” (Lightbown & Spada 2013: 209). Nevertheless, learners “can offer each other genuine communicative practice including the negotiation for meaning that is believed to aid L2 acquisition” (Long & Porter 1985: 217), provided that the task is “properly designed” (Lightbown & Spada 2013: 209) so that the learners cannot rely on their common assumption of life. Hence, learners’ output might not always be perfect, but students can practice the target language in an authentic environment, which far outweighs the drawbacks (Lightbown & Spada 2013: 209).

Given that “activities are well designed and learners are appropriately matched, pair and group work provides far more practice in speaking and participating in conversations than a teacher-centred class ever could” (Lightbown & Spada 2013: 209). Again, there is emphasis that learners tend to profit more from peer work than teacher-fronted activities. Interestingly, studies revealed that students do not show more mistakes in their linguistic output while they interact with peers than they do when communicating with learners with a higher proficiency or even NSs. However, it has also been found that learners who possess a

similar proficiency level are not able to give each other information on how to express a particular phrase, sentence or utterance correctly. Still, “tasks can be devised in such a way that learners working together can discover not only how to express or interpret meaning, but also how to discover the correct patterns in the second language” (Lightbown & Spada 2013: 210). For this, a careful preparation of tasks is necessary in order for the learners to profit the most. (Lightbown & Spada 2013: 209f)

One minor drawback to peer learning is the fact that it consumes a considerable amount of time and method and making progress is rather slow (Topping 2005: 325). However, considering the numerous benefits, which clearly have an impact on the learner’s current and future learning, it can be said that this learning concept is of great importance when it comes to language learning.

To summarize, peer-to-peer learning does not require professional teachers who are helping another person in language learning or any other field. Quite the contrary, this language learning method is for everyone, by everyone, about almost everything. Hence it is safe to say there are no limits regarding the educational background of a person and the educational material or subject matter.

3.4. Learning structures

3.4.1. Tandem learning

Tandem learning is a language learning method that has become increasingly popular among language learners within the last few years. Especially, since the second half of the 1980s this idea has spread rapidly (Baumann, Bricaud, Chollet, Dupuis, Falk, Herfurth, Kerndter & Sanssené: 2007: 12). The idea behind tandem language learning is based on mutual language exchange. Appel and Mullen, referring to Calvert (1992), describe the term tandem in the following way: it “is used to refer to organized language exchanges between two language learners, each of whom wishes to improve his or her proficiency in the other’s native language” (2000: 291). To give a more precise definition, Woodin inserts the term NSs in her description of tandem learning: “Tandem learning is

a language exchange activity which involves two native speakers (NS) and learners of each others' language coming together to learn each others' language and to help each other learn" (2010: 227). Moreover, she refers to Brammerts who also sees tandem learning as an intercultural exchange, since both parties bring their own language and culture with them (2010: 227, 1995). Thus, when two people meet with the purpose of tandem language learning, they can profit in various ways, for instance, "develop[ing] oral and written skills in their partner's native language", "expand[ing] their knowledge of this language" and "learn[ing] more about their partner's country and culture" (Morley & Truscott 2006: 53). Through these learning opportunities, both tandem partners gain valuable insights into a foreign language and culture which they would certainly not get when learning a language at school or in a language course.

The two people might not know each other well in the beginning, but they agree to meet each other on a regular basis for a certain period of time. By "alternating the use of the languages, each of them can learn the language in which the other is proficient" (Telles & Vassallo 2006: 2). They need not be teachers who have undergone education to be certified to teach; they are simply ordinary people who meet to share ideas, talk about topics they encountered recently and have fun. Beside the chance of using the target language in a natural environment, contrary to the classroom where the setting is not always authentic, since the language teacher is usually a non-NS, there is another big advantage, which is flexibility. Hence, meetings between the tandem partners can take place almost anywhere and any time (Telles & Vassallo 2006: 2f).

Most literature about tandem learning emphasizes the importance of reciprocity and autonomy in particular (Woodin 2010, Brammerts 1996, Telles & Vassallo 2006, Appel & Mullen 2000, Bruen & Sudharsan 2015, Morley & Truscott 2006, Kötter 2002). Depending on these two principles and how their criteria are being fulfilled, tandem exchanges can be valued. Reciprocity refers to the fact that each partner is "responsible for ensuring mutual benefit" (Appel & Mullen 2000: 292), meaning that both should contribute to the learning process in a balanced way. If, for example, the tandem partners, one German NS and one

English NS, meet each other for two hours, then one hour is devoted to speaking German and the other for communicating in English. Another option would be to meet regularly every Thursday night, for instance, for a certain amount of time and the language of communication is changed every week. Either way, this system allows both language learners to use the target language verbally or, if they agree on working with texts too, in writing with the NS. (Appel & Mullen 2000: 292, Telles & Vassallo 2006: 6) Therefore, each tandem partner should share an equal length of time in either language. The other principle, autonomy, refers to the fact that each is responsible for their own learning (Woodin 2010: 227). Indeed, there is no teacher present to control the learning progress or success. As a result, language learning in tandems foster the development of working independently, which, in turn, is much more effective and efficient. Simultaneously, the learners are not completely left alone, since they work in pairs. This affirms somewhat of a commitment to the partner to assist one another and comply with the reciprocal agreements (Appel & Mullen 2000: 296).

In order to learn a foreign language successfully, error correction is often of fundamental necessity. Therefore, tandem partners need to provide each other with helpful explanations, translations or paraphrases of new vocabulary and advice on how to use certain aspects of grammar. However, when to interrupt the counterpart and tell them what needs to be rectified requires high sensitivity. On the one hand, correcting too often can quickly frustrate a learner. Then again, not enough feedback can result in problems between the two tandem partners, because one may feel that the other does not put an equal effort into the learning process. Eventually, behavior like this endangers the equation of reciprocity and the relationship between these two people (Kötter 2002: 188).

Where tandem language learning takes place is dependent on the partners' preferences. The most common form is a face-to-face interaction, meaning that the two people meet at a place they like, such as in one of the tandem partners' apartment, or in a café or restaurant (Kötter 2002: 37). However, Vassallo and Telles thought outside the box proposing the idea of virtual tandem language learning. They claimed that it can also take place online which opened the possibility of language learning in tandems without actually meeting each other.

By sending messages via email, making use of video chats like Skype or other digital platforms tandem language learning can take place practically anywhere (2006: 33). Before Telles and Vassallo came up with this idea, geographical limitations could have been obstacles for some people to meet for tandem learning, but taking this view, it can be said that there are no boundaries left.

Out of this analysis of tandem learning, numerous benefits can be drawn. Firstly, it promotes autonomous learning in people, which helps them to progress on their own. Secondly, because language and culture are undeniably intertwined, a development in intercultural competence is also administered. This helps to increase one's own awareness of the other country and its culture. Thirdly, and probably the most important factor, L2 development is promoted. Other advantages, for instance, are "a greater potential to meet specific areas of student need and/or interest", "more corrective feedback than is currently possible in the taught class situation", "opportunities for students to gain experience as learner mentors [...] [and] for learners to gain insights into the language learning difficulties of their partners" (Morley & Truscott 2006: 53). All these aspects not only foster a greater awareness in the culture, but, more importantly, in the person opposite. Both partners learn to give comprehensible explanations so that the other person can benefit. A further key advantage worth mentioning is that of learner anxiety. Learners may feel less anxious of experimenting with language in an informal setting than in a teacher-centered classroom (Morley & Truscott 2006: 53).

Thus, tandem learning can be seen as a valuable method for language learning which not only increases the language proficiency itself, but also many other skills and competences. Therefore, it is worth trying out learning a new language in tandems, either in real or virtually, for every language learner, especially when considering the manifold benefits of it.

3.4.2. Learning in open spaces

At first sight, learning in open spaces seems to suggest that learning or studying can take place everywhere. Indeed, Butts' view meets this assumption, but adds a few features when he defines "open systems" or "open learning" as the

following: “open learning systems are defined as those which offer students a measure of flexibility and autonomy, to study the programmes of their choice when and where they wish, and at a pace to suit their circumstance” (1981: 26). Hence, learning in open spaces proposes that the learners choose the time, place, program and how far they want to work autonomously. Given this, learning a foreign language in a place called Language Café can be a space for open learning. Therefore, the next chapter will be entirely devoted to Language Cafés.

3.5. Summary

The aim of this chapter has been to provide a general overview of how children and adults perform when they learn a new language. After that, teacher-student learning settings as well as teacher-teacher learning settings were elaborated on and how these situations influence the learning processes. Lastly, tandem learning was the main topic, since it somewhat laid a foundation for Language Cafés, which will be the subject of the next chapter.

4. The Language Café

4.1. Introduction

Before the focus can be drawn on the empirical part of this diploma thesis, Language Cafés as such should be scrutinized more closely. However, since they are a new phenomenon of language learning, as the title of this thesis indicates, there is barely any literature available on Language Cafés. Therefore, most of the information provided in the following is mainly based on online research on Language Cafés that have been initiated in the past few years or on my own experiences I gained in the course of the study presented in the empirical part. Firstly, the beginnings of meetings similar to Language Cafés will be described, followed by the main concept and objective of such cafés. Next, an insight into a Language Café in Southampton will be provided as well as selected examples of Language Cafés in Austria will be illustrated. Finally, support and suggestions for potential future Language Cafés are presented.

4.2. A Historical Review

Retrospectively, people have always met for fellowship, exchange of information or many other reasons. Our early antecedents sat around fires where “conversation has been a primary process for making sense of our world” (Brown & Isaacs 2001: 1). They discussed values, shared knowledge and pictured how their future would be, topics that are discussed to the present day. Groups of people asked essential questions about life whereby they connected with each other and simply enjoyed the time together. One must only take the “sewing circles and ‘committees of correspondence’” into account that helped to yield the American Republic, “the conversations in cafés and salons that spawned the French Revolution” and the “Scandinavian ‘study circles’ that stimulated an economic and social renaissance in Northern Europe” (Brown & Isaacs 2001: 1) What all of these gatherings had in common was the fact that they used language in order to communicate with each other. By doing so, they practiced using a language which unconsciously improved their language skills

and competences. Over the years and especially with the appearance of the Internet, a growing awareness of the capacity of such dynamic networks of conversation, their power and their general importance for cooperative work and learning has been created. Brown and Isaacs initially called this collaborative learning “system thinking together”, but soon originated the idea of “The World Café”, defining it as “the capacity for collaborative thinking about critical issues by linking small-group and large-group conversations” (2001: 1f) (Brown & Isaacs 2001: 1f).

According to Brown and Isaacs, the birth year of the World Café is 1995 (2005: 5). At the beginning of this year, these first two pioneers in this field “serendipitously discovered the unique power of Café-style conversations” (Brown & Isaacs 2001: 2, Brown and Isaacs 2005: 14). By providing a comfortable and relaxing atmosphere with paper and pencils on several tables in someone’s home, the first meeting was arranged. People gathered around tables, took a coffee and enjoyed exchanging information in an informal setting in a language they preferred. After some time, people were curious as to what the topic of conversation was on a different table. As a result, one person stayed at each table as a host, while the others could walk to another one. These café conversations turned out to “offer [...] the opportunity to notice the possibilities for mutual insight, innovations, [...] action” and “a unique mixture of freedom and focus, of coherence without control” (Brown & Isaacs 2001: 2). Hence, these starting points can be described as the inception of meetings which are now described as Language Cafés.

The European Commission Socrates Lingua 1 program financially allowed a two-year (2006-2008) Language Café project which was primarily based on the handbook named *Opening the Door to Language Learning: bringing language learning to the wider community* (OdLL Project partners 2005), which gives ideas and advice on how to set up and support autonomous language learning in a non-formal context. In addition, nine case studies are included to help potential future hosts what to consider when initiating a non-formal language learning environment. At the very end of this handbook photocopyable materials such as a learner profile, learners self-assessment and many other useful tools can be found that help the language learner to make the most of the time in a

Language Café. However, before continuing to a particular Language Café established in Southampton, England, a closer look at the idea of such cafés should be taken.

4.3. The Language Café Concept

As reported by Davis and Holdom from the Centre for Languages, Linguistics and Area Studies, a Language Café is based on the Lingua 1 program and the café culture in Europe and “provides an informal, social setting in which to practice languages and share cultural interest” (2015). The University of Southampton, UK, who carried out The Language Café Project (2015), provide the following definition “A Language Cafe is a sociable and friendly way to practise languages without attending formal classes”. Thus, Language Cafés offer a comfortable and relaxing atmosphere to learn languages in an informal environment. Another central feature of these Language Cafés is that they are self-managed and autonomous, or, in other words “run for and by the participants” (Davis & Holdom 2015). Through this concept, it is planned that Language Cafés will still be in existence even when the original founders are no longer actively participating.

In order for a Language Café to launch and be successfully maintained, there are a few key elements that need to be taken account of. Place, pace, people involved, price, publicity and potential challenges are factors that are essential for the establishment of a Language Café.

First of all, the venue has to be decided very carefully, since it should be accessible for a large number of people. In a town or big city it is advisable to place it near a train, bus, tram or an underground station, in rural areas parking spaces should be available. Moreover, it is important that the place gives the feeling of a relaxed, informal and supportive atmosphere with enough tables and chairs to allow comfortable seating, playing games and making notes. Depending on whether the Language Café exists for talking in the target language only or also to make notes because the visitors want to write down certain vocabulary, the noise level has to be considered. Wherever it takes place, it needs to be a fixed location “to give the Language Café a sense of

identity” as Davis and Holdom (2015) reason. Cafés, restaurants, pubs, schools, libraries, bookshops, and community centers can be places for a Language Café. Additionally, there are also virtual Language Cafés where people do not meet in reality, but online (Davis & Holdom 2015).

Secondly, the frequency gives a regular rhythm in the meetings. Davis and Holdom claim that the pace “should be agreed by the group in consultation with the venue” (2015). Clearly if the meetings are in a restaurant or coffeehouse it needs to be decided in coordination with the boss and staff, but it is not always possible to reach all Language Café goers on a certain date. Furthermore, some participants join the Language Café after a few months or years when all is already fixed. The groups usually meet once a week for about three hours. There are Language Cafés that post fixed dates and times and as soon as the time is over, the hosts politely beseech the visitors to leave. Other hosts only announce the beginning (e.g. “starting 8 p.m.”) and leave the end open. If the group meets in a location with gastronomy, the end is commonly left to the owner of the venue, depending on its opening hours. Regardless of the frequency, “regularity is [sic] key – participants need to know that the Language Café will meet at the same day and time each week” (Davis & Holdom 2015). Thus, it gives the Café a structure. Time and date will also influence what kind of people visit the Language Café, according to Davis and Holdom (2015). Indeed, a meeting around lunchtime may not be suitable for full-time employees.

Thirdly, there are a number of people who make their contributions to a successful Language Café. The people initiating it are called managers by David, Holdom and their project partners and are “responsible for setting up the Language Café, finding and negotiating with the venue and publicizing the Café” (2015). Another key person, the facilitator, “leads the sessions by animating the conversation (particularly in the early stages of the Language Café) and [sic] acting as the main point of contact for the group” (Davis & Holdom 2015). It is not a necessity that this person is a qualified teacher, but according to Davis and Holdom they need “to have a good standard of proficiency in the spoken language, enthusiasm, reliability, and a willingness to listen as well as to speak” (2015). However, with the first characteristic

mentioned, one has to differentiate between a Language Café that offers only one or many languages. In a monolingual one, a Spanish Language Café for example, the facilitator should possess a good expertise in Spanish or, in the best case, be a NS of this language. Otherwise, it is difficult for him or her to help the visitors in terms of linguistic, grammatical or comprehensive questions. What is also of great importance is the host, the person who offers their place for a Language Café. Lastly, there are the people attending these Cafés who are called “Language Café attendees” or “Language Café goers” by Davis and Holdom (2015). They “must have at least basic skills in the language concerned as the Language Café is not a class so [sic] is not really suitable for complete beginners” (Davis & Holdom 2015). While this may be true for some Language Cafés, there are also others who welcome beginners, irrespective of their competence. A group of about ten people would be the best size, as this allows good and meaningful conversation, but also short breaks from speaking (Davis & Holdom 2015).

During my visits to various Language Cafés, I noticed that one person can have more than one role. The manager for instance is bilingual, German and English, and talks in both languages, depending on what language is spoken at his or her table. Optionally, this person can sit at a table where Italian is the target language and be a learner themselves. In brief, one can say that the people involved are the core of the Language Café.

The fourth aspect concerns the costs (OdII Project Partners 2005). Up to the present day, there is no definite price for setting up a Language Café. What does need to be considered though is “the facilitators’ costs (in terms of time and travel expenses), a possible fee for using the venue, the costs of material (e.g. a dictionary, photocopies, and games [...]) and publicity costs” (Davis & Holdom 2015). Based on my experiences, most facilitators work on a voluntary basis and want to learn another language just as much as the regular Language Café goers, or simply enjoy the possibility of talking with someone in a different language. Hosts who offer their location usually do not charge a fee, but expect Language Café attendees to buy drinks or food. This might exclude people who tend to avoid visiting a coffeehouse or restaurant due to financial reasons. Therefore, the manager and facilitator could negotiate a discount for

participants of the Language Café. One café I visited took place in the rooms of a public charity. German courses were held, and the managers requested donations to cover the hire of the space. Further details about this particular Language Café can be found in the empirical part of this thesis.

Another important element, especially during the initial phase of a Language Café, is publicity. Facilitator and manager have to find a way to draw attention to the newly launched Language Café. This can be done with a newspaper advertisement, distributing leaflets, hanging up posters or buzz marketing. Whichever method is chosen, clear time and dates as well as an appealing layout help to promote the Language Café.

As with every new project, challenges arise when starting and maintaining a Language Café. Davis and Holdom raise the aspect of “facilities not meeting the expectations of participants (e.g. no coffee available in a bookshop), and venues changing ownership” (2015). Clearly, Americans who take over a Spanish restaurant, for example, would not be delighted to offer their location for a continuation of a Spanish Language Café.

One of the most difficult challenges, according to Davis and Holdom, is to motivate participants to self-manage the Language Café, and “failure to do this can lead to ‘facilitator fatigue’ syndrome” (2015). Reasons for the former problem can be irregularity of participants’ attendance or avoidance of accepting responsibility. In my view, in order to prevent oneself from suffering from the above mentioned syndrome, it is advisable to launch a Language Café not completely alone, but in a group of people consisting of at least more than two people. Davis and Holdom present the option of “mak[ing] the self-management aspect of the Language Cafés clear from the start” (2015), meaning that every participant is responsible for their own visiting behavior and contributes to the quality of the Language Café. Despite some challenges, it is of fundamental importance to not become discouraged by emerging difficulties, but always focusing on the enormous potential a Language Café offers.

Since Davis and Holdom do not offer any features of the language learning process itself, I will share my own experience about it. The procedure is organized in the following way: Usually one or more NSs of a particular

language sits at each table 'offering' their language with a sign that says "French", "English", "German" et cetera. People slowly arrive and search for the language they want to learn or improve that day. At the beginning, everyone introduces themselves by telling their name, age, profession, field of study, what languages they can speak and other relevant information. Most of the times, a certain topic arises where all Language Café attendees participate, some more actively, some less. It also happens that people have certain questions about grammar, vocabulary or pronunciation. However, it is noticeable that the learners really reflect on certain language issues. Certainly a substantial progress cannot be seen overnight, but through the regular visits the Language Café participants become increasingly self-confident in the target language.

Having established the meaning and key elements of a Language Café, the attention can now be drawn to the first Language Café that has been recorded.

4.4. The Language Café Project in Southampton

In October 2007 members of the Spanish-speaking Subject center initiated a weekly Spanish Language Café in a public library. Usually between five and eight people (the highest number was thirteen one evening) come to the lively meetings and only occasionally native speakers join the group, which consists of retirees, students, university staff, newcomers and people who have always lived in or around Southampton. What they all have in common is a love and interest for the Spanish language (Davis & Holdom 2015).

People have various reasons for visiting. A number of Language Café attendees were taught Spanish in school or currently attend elective courses during their studies at university and want to use this language again to refresh, maintain or deepen their competence. "One student mentioned how intimidating and unnatural he found it to speak in his Spanish language class, and so he appreciated the opportunity to converse more naturally" (Davis & Holdom 2015). Other members have Spanish-speaking relatives and are looking for chances to make improvements in this language so that they can hold conversations with them. Another reason for attending the Café is because people are planning to spend their next holiday in a country where Spanish is spoken and wish to learn

the basics (Davis & Holdom 2015, Subject Centre for Languages, Linguistics and Area Studies 2008).

When the Language Café Southampton was founded, the facilitator mainly ensured maintenance of conversations by bringing different items. After a while, participants showed engagement and brought their own books, pictures and games with them, which they still do. There is no fixed program how the Language Café proceeds from beginning until the last people leave, quite the contrary, “the atmosphere is convivial and relaxed, reminiscent of a group of friends meeting for a coffee and a chat” (Davis & Holdom 2015). Friends meet to talk about their family, job, holidays, activities they are involved in their leisure time and other topics of interest. It is the same with this café in Southampton, only that people talk in Spanish from the moment they enter the venue until they exit it (Davis & Holdom 2015).

It is noteworthy that some members have started meeting each other outside of the café to visit a theater together. This connection among participants “has certainly assured a good flow of conversation and has created a rewarding, mutually-supportive, language learning experience” (Davis & Holdom 2015). Questions regarding vocabulary and grammar are resolved together and everyone is listening patiently to the one who is currently speaking. Clearly, no one is forced to talk a certain amount; contribution to the Language Café is solely on a voluntary basis (Davis & Holdom 2015).

The Language Café appears to be of “genuine interest in the community for languages outside the classroom” and “has received positive feedback from café-goers, facilitators and hosts” and participants cherish the NSs’ presence and assistance (Davis & Holdom 2015). However, not only do people benefit linguistically from a Language Café, but also socially, since it “helped [them] feel part of the local community” (Davis & Holdom 2015). In addition, the meetings have also helped to generate the sales of the coffee house and created the atmosphere the owners desired for their business (Davis & Holdom 2015).

For the future, managers and facilitators hope for further existence of Language Cafés once the founders disappear because of moving or other reasons. Of course, the friendships that have grown among participants will sustain the café

for some time, but there are groups that need support for a continued existence. In order for a Language Café to survive, but also incept one The Language Café Project of Southampton offered some materials, which are presented in the section to follow, that can be used as support and guidance. Above all, it is hoped that many more Language Cafés start existing worldwide (Davis & Holdom 2015).

4.5. Selected examples of Language Cafés in Austria

When searching the internet under the words “The Language Café”, the first link that emerges is the Language Café the members of the University of Southampton founded, which has been described above.

Following this, the “Vienna English Conversation group” can be found. Their meetings are scheduled for Thursday evenings from 7 to 9 p.m. in a coffeehouse in Vienna, usually in the 8th district called Josefstadt. The managers allure potential participants by advertising that it is a great possibility for locals and NSs to talk English in an enjoyable atmosphere whilst drinking hot or cold beverages. Unfortunately, the website designed for this Language Café does not work anymore. However, regular updates can be found on the Facebook page “Vienna English Conversation Group” where regular posts for meetings, but also for other activities planned are announced (<http://www.groops.at/english-language-cafe>).

Typing in the German equivalent of Language Café, the “Sprachencafé – Station Wien” is listed at the top. I refer to this Café in more detail in chapter 5, in particular 5.4., since this is part of the empirical study and will be outlined more precisely there.

Another Sprachencafé takes place at an adult education center in Götzis, Bregenz, Austria. Every second month (usually a Monday) a group of people from different cultures with various languages meet for about two hours to practice their language skills. The most common languages are French, Spanish, Italian, English, Russian, German, Japanese, Portuguese and Turkish. (<https://www.vhs-goetzis.at/sprachencafe/>).

Another meeting for speaking English is situated in Breitenfurt, Lower Austria, though it is not called Language Café, but “Let’s talk in English”, and takes place once a month. A small group of people meet in an Italian restaurant and hold conversations in English while they dine. With the words “No fees, no homework, no exams – just speak English” a retired woman from Breitenfurt tries to attract as many people as possible. (Unser Breitenfurt. Unsere Heimat 2015: 22)

One more English Language Café is called “Weekly English conversation get-together”. People meet, as indicated, once a week in one of Vienna’s famous restaurants, such as TGI Fridays or Centimeter, to talk English with each other. Most of the participants are students of the University of Vienna (<https://www.facebook.com/groups/675223419273483/>).

“Caffé della lingua Italiana a Vienna” and “Café de la Lengua Española” are two groups who meet in Vienna to speak Italian and Spanish respectively. Information for imminent events for both groups can be found on Facebook. The former takes place in an Italian restaurant or coffee house in Vienna and the latter in a Spanish local called “¡más!”, where questionnaires for this thesis were distributed (<https://www.facebook.com/events/826212814153885/> and <https://www.facebook.com/groups/1579025548987918/>.)

Having established some examples, it should be emphasized that this is only a fraction of the numerous Language Cafés that exist. There are certainly many other cafés, which are not necessarily called Language Café, but have been given their own unique names, around the world. Others might have died already due to insufficient resources of facilitators, managers or other reasons. Therefore, the described examples above should always be treated with caution when considering joining one of these Language Cafés.

4.6. Assistance, support and suggestions for a Language Café

language café  Language Café Helpsheet 1 Let's get started Before you all meet for the first time it is likely that you will already know what language or cultural interest will be the main focus of your Language Café. A useful activity for your first meeting is to discuss your language learning experiences using the form below. Each member of the Language Café group can introduce themselves using the CV below. It will probably be less intimidating for people to speak to each other rather than to the whole group. This can be done in the foreign language or in your own language. Another idea is for each group member to introduce themselves to the person next to them who will then introduce them to the whole group. LANGUAGE CV Name: What languages do you know (please refer to social and travel experiences as well as formal studies)? What cultures have you experienced (e.g. at home, on holiday, at work, socially, through the media)? What is your most enjoyable experience of languages and/or cultures? 	language café  What has been your most significant or memorable experience of another language or culture? PLANS AND EXPECTATIONS Use these questions to discuss what each of you would like to get out of the Language Café. This could be done each time a new person joins the Café or simply used for the first meeting to set up the café. What is it about the language/culture that appeals to you? What are your reasons for joining a Language Café? Do you have any particular language learning aims, e.g. improving speaking skills, holiday vocabulary, language for work, socialising with the speakers of the language? What are your preferred times/days for meetings?
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©The Language Café Project, University of Southampton, UK
www.languagecafe.eu

Figure 1 | Helpsheet 1 (University Southampton 2016)

This helpsheet provided by the University of Southampton, UK, should be distributed at the initial meeting of a Language Café to help members get to know each other. Discussing the questions addressed not only helps to get an idea of what language learning experiences the participants have had, but also to establish topics of conversation. In the first few meetings of a Language Café this is very important, in my view, because members come from all quarters, not knowing each other. Therefore, becoming acquainted with the other Language Café attendees helps to break barriers which is essential when establishing a firm foundation for talks. As also indicated on the helpsheet, the questions can be discussed in groups of various sizes, or in pairs. This has the advantage that people who tend to be shy do not have to speak in front of people they do not know. However, a manager or facilitator usually never knows who is going to join the Language Café, which NSs come and what languages will be covered, if it is a multilingual Language Café. For this problem it is advisable to have the

above illustrated helpsheet ready when needed. Besides English, translations into Belgian, Latvian, Lithuanian, Hungarian, Swedish and Turkish are available. If other languages are needed, corresponding NSs have to be found for translating. In summary, Helpsheets 1 and 2 are very useful tools for topics of conversation for the first meetings, but also because they include questions that elicit information for the organizing team that helps them plan future meetings.

Members of the University of Southampton further compiled a list of discussion starters, games and cultural activities that can be extracted from www.languagecafe.eu. After witnessing some of the ideas put into action, I can highly recommend these for use in all Language Cafés around the world. However, I do not want to elaborate on every single activity, since they are all presented on the website (<http://www.languagecafe.eu/downloads/en/helpsheet2.pdf>), but also because this would be beyond the scope of this thesis.

The final helpful tool offered by the University of Southampton is a questionnaire (<http://www.languagecafe.eu/downloads/en/helpsheet3.pdf>) comprising seven open questions. It asks about people's attitudes towards the Language Café and their suggestions regarding the future. In my opinion, this is of great importance because the feedback received by the organizing team helps to realize whether their goals have been reached and also to perfect the system of Language Cafés.

4.7. Summary

This final theoretical chapter represented the main idea of Language Cafés, namely that everyone who wants to practice a foreign language is invited. After illustrating the Language Café in Southampton and some helpful tools for the initial phase, selected examples of such meetings were outlined. Thus, it has been attempted to give a vivid impression of this new phenomenon of language learning.

PART TWO – Empirical Part

5. Empirical Study

5.1. Introduction

The second part of this thesis presents the empirical research on Language Cafés. After a justification of the purpose of this study, I continue with information of the work that had to be done before this project could begin. Next, the three Language Cafés in which I distributed the questionnaires are presented concerning their characterizations and my personal impressions of them. This is followed by a description of the study and the methods used in the questionnaires and tests.

5.2. Purpose of this study

To my knowledge, this is the first time the phenomenon of language learning in Language Cafés has been investigated and studied. However, when I visited the Language Café in Passau, Germany, the managers revealed to me that this Café was founded in combination with someone's Bachelor thesis some years ago. Unfortunately, no information about the writer nor the topic of this thesis is known because the responsibility for the Language Café was handed over several times. In addition, Bachelor theses usually are not usually published and therefore it is hardly possible to gain access to it. Should it become available though, I would be delighted by a short notification to my e-mail address attached in the curriculum vitae.

The primary purpose for this research project is to investigate the emerging phenomena of Language Cafés and conduct an exploratory research in which the status quo of these Cafés in Vienna (Austria) and Passau (Germany) will be discovered, as previously mentioned in the introduction of this thesis. This part also describes the characterizations of the three Language Cafés investigated and reveals my personal impression and experiences with them. While I attempted to convey my perception as objectively as possible, it still needs to be

emphasized that this is only one point of view, it is only one position from which they are observed and considered. Therefore, when contemplating expanding this topic, one definitely has to discover their own experiences. Nevertheless, the chief object is to provide an insightful observation and description of Language Cafés.

5.3. Own Preparatory Work

As every project needs preparation before it can get started, this one also required some preparatory work. The initial phase was mainly concerned with searching the internet for various Language Cafés. However, in order to get wide enough overview of the Language Café world, it was necessary to look for terms such as “Sprachencafé”, “Sprachcafé”, “Language Exchange”, “English conversation” and other relevant words or phrases to obtain more results. In addition, I searched the online social networking service Facebook for groups of “Sprachcafés” and Language Cafés. The next step was to get more information about these meetings. This emerged to be a difficult task, since most of them only provided a date, time and location which, admittedly, are enough for potential visitors of a Language Café. For the purpose of this thesis, however, more information was necessary. Therefore, I decided to send a message to the contact person via the Facebook messenger or email, if the address was available. Despite the fact that not all of them replied, I still paid a visit to them, thinking that my message might have perished or been forgotten about. When I was there, I showed them my interest in Language Cafés and explained to them my reason for visiting them. After a decision on which Language Cafés will be included in my study has been made, I started attending the Kontaktepool Sprachencafé Wien both as a visitor and as a vendor by offering German on a regular basis in order to get an impression about this meeting. About a month passed until I began distributing the questionnaires there. With the “Sprachcafé Passau” and a Spanish-speaking Language Café in Vienna it was completely different. I established contact via Facebook and asked whether it was possible to join them on a certain day. On the arranged dates I drove to Passau, Germany, and Vienna respectively, distributed the questionnaires and gained a valuable insight into these two Language Cafés.

5.4. Visiting the Language Cafés for this study

5.4.1. Kontaktee pool Sprachencafé

Characterization



Figure 2 | Information poster Sprachencafé Wien

(<http://www.stationwien.org/projekte/sprachencaf.html>)

The Kontaktee pool Sprachencafé Wien, situated at Einsiedlerplatz 5, 1050 Wien, is offered by the “Verein Station Wien” which is a non-profit NGO (Non-Governmental Organization) concerning education, counseling and cultural exchange (<http://www.stationwien.org/ueber-uns/verein.html>).

This public charity was founded in 1997. It was their aim to facilitate a cultural exchange between different cultures, but also to provide counseling and German courses for immigrating and educationally disadvantaged women with children. A year later, Station Wien expanded their program with social counseling and psychosocial care and the first German courses for women started, which also included free child care during the time of the course. In 2000 alphabetization courses in Turkish were added. Three years later a project called “Triangel” was initiated, aiming at facilitating the communication between parents, kindergarten teachers, children and external professionals. The concept of Triangel was the foundation for the ‘Mama lernt Deutsch-Kurse’. From 2005 to 2010 Turkish courses were offered to kindergarten teachers and

other people who were interested. During the same period weekly meetings for women from different origins took place. They were called “Frauencafé” and served the purpose of exchange and interconnection. By the year 2012, 10 further projects were initiated. One of them was the Kontaktepool Sprachencafé Wien, which was held within the frame of the “Lange Nacht der Sprachen” in September 2012 for the first time (<http://www.stationwien.org/ueberuns/verein.html>).

Impressions

On Tuesday, October 6th, 2015 I entered the Kontaktepool Sprachencafé Wien for the first time. It was my first experience with a Language Café and, although I knew from several pictures and descriptions on their website, <http://www.stationwien.org/projekte/sprachencaf.html>, that the location is not a typical café, but rather simple rooms with tables surrounded by different amounts of chairs as presented above, I was surprised at how it looked and curious how the next three hours were going to proceed.

At about 5 p.m. people entered the Sprachencafé, hung up their coats on the clothes rack and slowly walked through the rooms searching for the language table they wanted to sit at that evening. However, there were visitors who went directly to an empty table waiting for someone to join them. Person after person arrived and about ten minutes after the Sprachencafé had started all three rooms were full. No official announcement to open today’s meeting was made; instead people began talking and chatting with excitement and laughter immediately as soon as they had their place.

At the German table there were sitting eight people including two German native speakers, a retired woman and myself. We both volunteered to help visitors learn this language. Three people were talking with my colleague; the others with myself. During a short round of introduction in which we asked each other’s names and nationality, the number of visits to the Sprachencafé and other interesting criteria, I found out that two of the three men were from Syria and one from Iran. All of them had been in Austria for less than two years and were currently attending a German course, either A2 or B1, at the

Sprachenzentrum at the University of Vienna. It took a short time until we reached a flowing conversation, but soon our chats covered a wide range of topics: leisure-time activities, our favorite book, my studies at the University of Vienna, the history of Austria, public transportation and their prices in Austria and the German language itself. Now and then there were instances where I wrote a sentence or single words on a piece of paper that was provided together with pens in order to bring awareness of significant characteristics in the German language. One man had his notes from the German course with him and asked for help concerning the use of the German case called genitive. Then he drew a line marking the German “Plusquamperfekt”, “Perfekt” and “Gegenwart” and requested examples from me so that he could understand these tenses better. It took me some time to provide good examples so that he could grasp the meaning of it, but eventually succeeded. While he was still busy thinking about the tenses, I was discussing various ways to get to a specific place in Vienna with the other two men. The rest of the evening progressed in a similar manner. Then, shortly before 8p.m. people gradually got up, got dressed and, most of them with a friendly greeting, left. There were also a few people who continued talking while they got ready to leave. These people were so engrossed in their conversation that they did not even realize that the managers of this Language Café were already rearranging the tables and chairs for the language course for the following day. A few minutes after 8 p.m., however, they were kindly asked to leave. As I headed home, I overheard some Syrian men conversing in German following me who were also on their way to the underground station. In summary, it can be said that almost all attending this Language Café are diligent to advance as fast as possible in their German competence.

Every Tuesday evening the Kontaktepool Sprachencafé Wien, offered by the “Station Wien”, proceeds in a similar way. At the beginning of the three hours people ask each other about names, age, nationality and their reason for being there and then they always find a topic to talk about. Certainly, visitors do make mistakes while talking, but in my view corrections should only be made once in a while, since the Sprachencafé is a place to learn language without any pressure to give a perfect performance.

5.4.2. Sprachcafé Passau

Characterization



Figure 3 | Information poster Sprachcafé Passau (<http://www.uni-passau.de/studium/campus-und-kultur/studentische-gruppen/sprachcafe-passau/>)

The Sprachcafé Passau is located in the coffee house “Café Duftleben” in Germany, to be more precise in 94032 Passau, Theresienstraße 22, which is a pedestrian mall right in the middle of the city. It is a group of people who meet every Thursday at 8 p.m. in a friendly atmosphere to converse in foreign languages, to get to know new cultures and to socialize. The purpose behind these meetings is to bring together a varied mixture of languages where the knowledge and skills learned in language courses can be applied and consolidated. Therefore, both foreign NSs and German students are warmly invited (<http://www.uni-passau.de/studium/campus-und-kultur/studentische-gruppen/sprachcafe-passau/>).

Registration is not required, which leads to the language selection and the number of participants changing weekly. The most desired languages are Spanish, French, Czech, German, Italian, English, Russian, Turkish and Hungarian. Moreover, the Sprachcafé sometimes offers, depending on the visitors, Japanese, Romanian, Polish and Portuguese. Anyone can participate at any time, no matter if students, pupils, employed persons or retirees. Usually

the tables are divided by language so that at each table a different language is spoken. Additional to the regular meetings, the Sprachcafé hosts a party each semester. In the winter term Christmas cookies are baked together; in the summer term they have an 'International Barbecue' meeting (http://campus.pnp.de/blogs/kulturbanausen/1490232_Das-Sprachcafe-ein-Cafe-mit-interkulturellem-Duft.html).

This Language Café has four main goals. Firstly, people can practice their language knowledge and skills in an informal environment which should help people to conquer potential language barriers. Secondly, one can meet new people from around the world, since Passau is a university town with students from everywhere, as it is pictured in a storybook (http://www.swp.de/ulm/lokales/ulm_neu_ulm/Passau-Eine-Studentenstadt-wie-sie-im-Buche-steht;art4329,2607446). Thirdly, people can contribute their own cultural experiences, from which others can benefit. Finally, to pass on one's own language knowledge is probably the most important aim (<http://www.uni-passau.de/studium/campus-und-kultur/studentische-gruppen/sprachcafe-passau/>).

Sprachcafé Passau also has a Facebook page called "Sprachcafé Passau". If people like this page, every Thursday a new post appears on their 'News Feed' that can be formulated as the following:

Tonight from 8pm: Sprachcafé Passau in Café Duft! Looking forward to see [sic] you later! Heute Abend ab 20 Uhr im Cafe Duft: das Sprachcafé Passau! Wir freuen uns auf Euer Kommen!

Hello! Salut! Hej! Olá! Sziasztok! Hello! Ahoj! Sprich die Sprache, die Du willst - heute ab 20 Uhr im Café Duft beim Sprachcafé!

Heute Abend noch nichts vor? Dann kommt zum SPRACHCAFÉ! Trefft die verschiedensten Kulturen und tauscht Euch in den verschiedensten Sprachen aus! Ab 20 Uhr im Cafe Duft! No plans for tonight? Then come and meet different cultures and languages in the Sprachcafe! From 8pm in Cafe Duft! (<https://www.facebook.com/Sprachcaf%C3%A9-Passau-758998540812362/?fref=ts>)

In this way, people are reminded that the Language Café takes place again, but not only this; they are also encouraged to come, no matter what language one speaks.

Impressions

I visited the Sprachcafé Passau on, December 2nd, 2015. When I entered the cafe at 7:50p.m., I asked the waitresses where the people from the Sprachcafé are normally seated. After they showed me the corresponding tables, I took a seat and waited until the first people arrived. At eight o'clock on the dot a pair of siblings, an Erasmus student from Spain and her brother on a visit, arrived and questioned me if I was here for the Sprachcafé. I affirmed their question and immediately started talking in English with them. We introduced ourselves and so I could tell them the reason why I was there which further triggered me distributing the questionnaires. While they were busy filling out the survey, one after another, people arrived and very soon we were about twenty people, including the three young women responsible for the Sprachcafé. Most of the visitors seemed to be students. I handed out the questionnaires to everyone arriving and all except one were willing to complete it. As they were working themselves through the survey, the waitresses took the visitors' order and brought coffee, tea, mulled claret, wine, cakes or other beverages and dishes. In the end I was able to collect more than fifteen completed questionnaires.

After everyone was done with the survey, the conversations continued and the atmosphere was the same as when people meet in a coffeehouse without the language café context. Most of the people who were there were students and therefore many of the conversations covered topics about student issues. Initially, personal information such as name, age, origin, field of study and other relevant facts were exchanged and generally these were starting points for further conversation. For instance, when I was talking with a Spanish male student in English, I could ask him some questions about Spain and its politics and he asked for information about Austria. The next topic we discussed was travelling. I told him that I had been to Spain once, to Barcelona, and he asked me about tourist attractions in Vienna, since he wanted to go there the following week. After giving him useful tips about the underground system and historical buildings, another person joined us and, again, we introduced each other.

I also had the chance to have a conversation with the young women that were students themselves, who regularly announce this Sprachcafé on Facebook. We talked for a very long period of time about this diploma thesis, the survey and how other Language Café I had already visited were structured. They really showed genuine interest in every detail and invited me to come and visit them again when this thesis is finished in order to show them the results. I gladly accepted it and look forward to presenting them the end product. Having had a pleasant conversation and many completed questionnaires in my bag, I left the Café Duftleben at about 11 p.m. with a wonderful experience of a language café.

5.4.3. Café de la Lengua Española

Characterization

The Spanish Language Café called Café de la Lengua Española takes place in a Mexican restaurant and cocktail bar, called “¡más!”, in Vienna (Laudongasse 36, 1080 Wien). It offers typical food and drinks from Mexico and southwest U.S.A. with different condiments, depending on the individual customer. The manager of this Language Café is originally from Spain, but now works in Vienna and encourages people to meet once a week in this restaurant to offer an opportunity to speak Spanish. Every Sunday night from 7 p.m. to 11 p.m. he reserves always the same table for approximately twenty people, regardless of how many people agree to come. The information for the next meeting is always announced on Facebook (<https://www.facebook.com/events/826212814153885/>), meaning that one needs to have an account there to receive the relevant dates. On this site there are also some links to certain Youtube videos that were recorded during the meetings where potential future Language Café goers can gain an impression about the atmosphere of this place. Moreover, the telephone number of the manager and instructions for getting there can be found on this page in case of problems (<https://www.facebook.com/events/826212814153885/>).

Impressions

After I learned about the Spanish Language Café in the eighth district of Vienna, I immediately went to the next meeting, which was on Sunday, December 20th, 2015. I asked for the Spanish speaking people and was led to an empty table. As before, I was the first there and had to wait. About ten minutes after seven o'clock, the manager, whom I had already contacted before via Facebook, and two other men came. I greeted and introduced myself to all of them before we started an interesting conversation about the Language Café. However, after three more people arrived, filled out the questionnaires and participated in the talk, I slowly began withdrawing myself from the discussion because I sensed they wanted to speak Spanish, which I totally understood since that is the reason people came.

While these six people were talking with each other, I tried to capture the atmosphere, watching other people and listening to the Spanish conversation in passing even though I do not speak this language. Concerning the atmosphere, I can say that it was a very relaxing one. People ordered food and any kinds of beverages and conversed with one another while Spanish and Mexican music was played most of the time very loudly in the background. At one point a Mexican was walking with his guitar through the restaurant and stopped at almost every table to sing a short stanza. On this guitar there was hanging a small bucket where he wanted people to put a few coins in it. The lights in the local were rather dark with some mirror balls in various colors hanging on the ceiling.

By 9 p.m. no one else joined us and I was slightly frustrated because having only six completed questionnaires was not satisfying for me. One young woman told me that the chance for a few more people to come was very low and suggested to me I should come in two or three weeks again. I followed her advice and came again on Sunday, January 10th, 2016. This time I was lucky and collected fifteen questionnaires in total.

This Language Café was completely different to the other two I visited. Not only was it a monolingual one, but it also seemed that the people really went there

for dinner and to enjoy a great evening, similar to a night in a discotheque or club.

5.5. Description of the study

As stated in the introductory chapter, it is the aim of this study to investigate the status quo of Language Cafés. Another objective of this research is provide results and literature on this subject for future investigation in this area. Since no research has been done on Language Cafés, it is necessary to present an insight into these Cafés in this thesis with the aid of the research questions and hypothesis addressed at the beginning of this thesis (see chapter 1.2.). All participants involved in this study received a six-page questionnaire including an information page on the front and a personality test called Behavioral Inhibition System and Behavioral Activation System test. However, the BIS/BAS test was not distributed to everyone because it was unavailable in Arabic, Turkish and Persian, in which some of the questionnaires had been written.

After the data had been collected on November 11th, 24th, and December 1st 2015 in the Kontaktepool Sprachencafé Wien, on December 2nd, 2015 in the Sprachcafé Passau and on December 20th, 2015 and January 1st, 2016 in the Café de la Lengua Española, I entered all the data into the statistics program SPSS. The next step was to ascertain correlations, significance and all the conspicuous points. These results are accurately described in chapter 6 which can be claimed as the heart of this thesis.

5.6. Methods

5.6.1. Language

Due to the nature of Language Cafés, it was necessary to provide the survey in not only one language, but as many as possible, preferably the number of languages spoken there. In this way, data from non-native speakers of German could be collected. As a result, the questionnaire had been translated into

English, Arabic, Persian and Turkish. All of them are included in appendix A of this thesis. In my opinion, having the questionnaire available in Spanish, French or other languages was not necessary because English is understood by the majority of people who attend a Language Café. The personality test BIS/BAS, however, was only distributed in either English or German, since translating it into other language would have impaired the results negatively and would not capture the diverse manifestation of the various statements. Therefore, participants who received a survey in Arabic, Persian or Turkish either filled out an English BIS/BAS test or none, which explains the lack of some BIS/BAS data.

5.6.2. Questionnaire

The questionnaires distributed to the Language Café attendees contains 44 questions in total. The first 14 questions were about people's background information such as gender, age, highest level of education of the participant and their parents, indication of the field of studies, current profession of the participant and their parents, nationality, place of birth and current residence, number of languages spoken (including mother tongue) and number of visits to the Language Café. These inquiries are necessary in order to learn what kind of people are involved in the research. The rest of the 44 questions are concerned with aspects regarding the Language Café. However, they were not really questions, but rather statements with a numerical rating scale ("0" meaning "strongly disagree" to "10" = "strongly agree") beneath which participants had to mark a cross, depending on their agreement. In the questionnaire, there are seven concepts, each comprised of four questions:

1. Openness to foreign languages and cultures
2. Language concept (pronunciation, vocabulary, grammar, expression)
3. Culture and integration
4. Social aspect
5. Formal vs. informal structure of Language Cafés

6. Socioeconomic status

7. Linguistic self-confidence

After the participants had completed the questionnaires, the sum of each concept was calculated and then divided by the number of questions, which is four. This figure was then entered into the SPSS datasheet.

Two additional questions asked for an estimate number of hours per week the Language Café participant is in contact with the language and to what extent parents spoke more than one language with the participant in childhood. All statements were arranged according to the random principle so that the outcome is diagnostically more conclusive and meaningful.

5.6.3. BIS/BAS test

The personality test BIS/BAS, which is an acronym for Behavioral Inhibition System and Behavioral Activation System, consisted of 24 statements with a 4-point response scale where 1 indicates strong agreement and 4 strong disagreement. Based on Gray's theory (1972 & 1981), it was developed by Carver and White "to assess dispositional BIS and BAS sensitivities" (1994: 319). This theory is of particular relevance for the research on biopsychological aspects of individual differences. In order to capture these two dispositional differences, the test encompasses four scales: BIS, BAS Fun Seeking, BAS Drive and BAS Reward Responsiveness.

"The BIS [...] is sensitive to signals of punishment, nonreward, and novelty. [...] [Its] functioning is responsible for the experience of negative feelings such as fear, anxiety, frustration, and sadness in response to these cues" (Carver & White 1994: 319). The BAS is sensitive to the opposite signals, namely of reward, nonpunishment and escape from punishment. Moreover, it carries the responsibility for positive feelings like hope, elation and happiness (Carver & White 1994: 319). Thus, the BIS/BAS test tries to capture whether and to what extent a person possesses appetitive or aversive motives and this, in turn, leads to either moving toward the desired goal or away from an unpleasant event (Carver & White 1994: 319).

5.6.4. SPSS – Statistical Package for Social Sciences

For the data collection, statistical analysis and interpretation the statistics program IBM® SPSS® (Statistical Package for the Social Sciences) Statistics Version 23, was used.

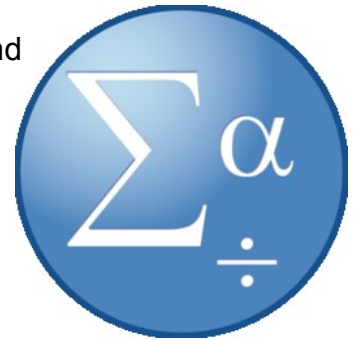


Figure 4 | SPSS Icon Screenshot

6. Results

6.1. Results of Sample Parameters

The sample size consists of 65 people ($n = 65$) who were surveyed in three Language Cafés. From the Kontaktee pool Sprachencafé Wien, 27 (42%) people originate, 23 (35%) were questioned in the Language Café in Passau and 14 (23%) were recruited in the Spanish-speaking Language Café.

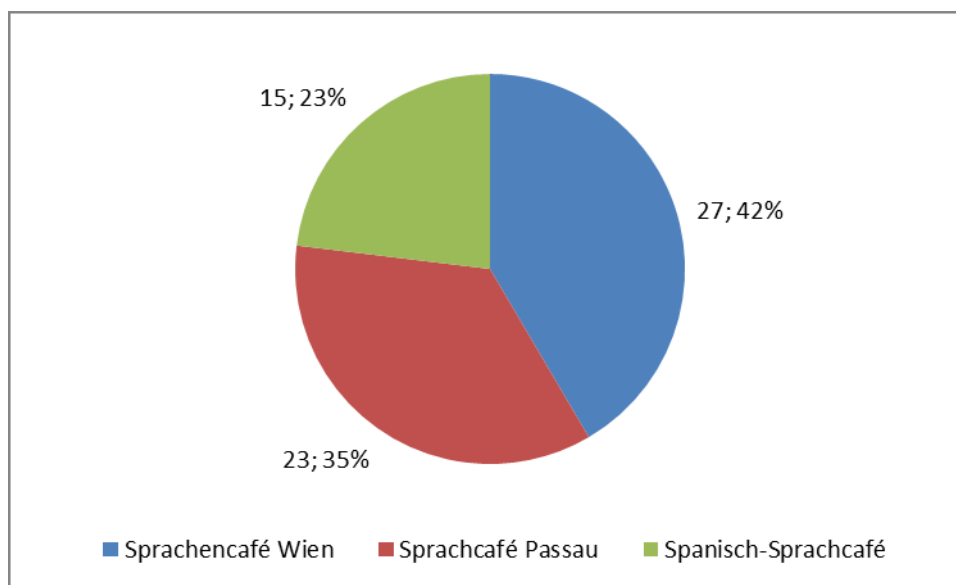


Figure 5 | Distribution of sample size by Language Café

6.1.1. Gender distribution

At the same time the sample size consists of 30 (46%) male and 35 (54%) female participants. In the three Language Cafés the gender distribution is not significantly different ($\chi^2(2)=3.29$, $p=.193$). In the Kontaktee pool Sprachencafé Wien the proportion of women is 41%, in the Language Café in Passau 65% and in the Language Café where Spanish is spoken, 60%. Details can be found in Tables 3 and 4 in the appendix.

6.1.2. Age

The average age of the sample size is 28.2 years (SD=9.7), the youngest Language Café attendant is 18 years, the oldest 61. This shows however a significant difference by place of data collection ($F(2,62)=6.82$, $p=.002$; $\eta_p^2=.18$). The eldest people are the visitors of the Language Café in Vienna (M=32.4, SD=12.5), the youngest people are in Passau (M=23.1, SD=3.0). The Language Café attendees in the Café de la Lengua Española are on average 28.2 years old (SD=7.1).

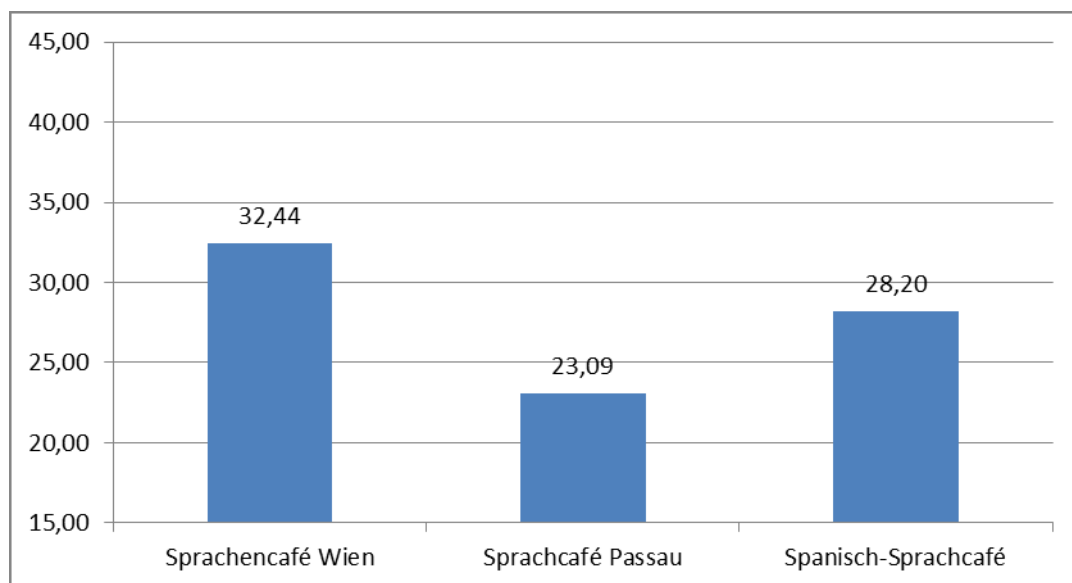


Figure 6 | Average age of participants, separated by Language Café

The male participants of this sample size show a mean age of 28.6 years (SD=8.5), women are 27.7 years (SD=10.7) old on average. However, females and males do not differ in terms of age ($t(63)=0.72$, $p=.715$). Details can be found in Tables 5 to 12 in the appendix.

6.1.3. Educational Background

According to the educational background of the sample size, the following results appear: The plurality (n=24, 37%) of all the Language Café visitors own a Bachelor's Degree, 22 (34%) hold a school leaving diploma, 13 (20%) own a Master's Degree and 3 (5%) a PhD. One person's highest educational level is secondary school and 2 (3%) people received vocational training.

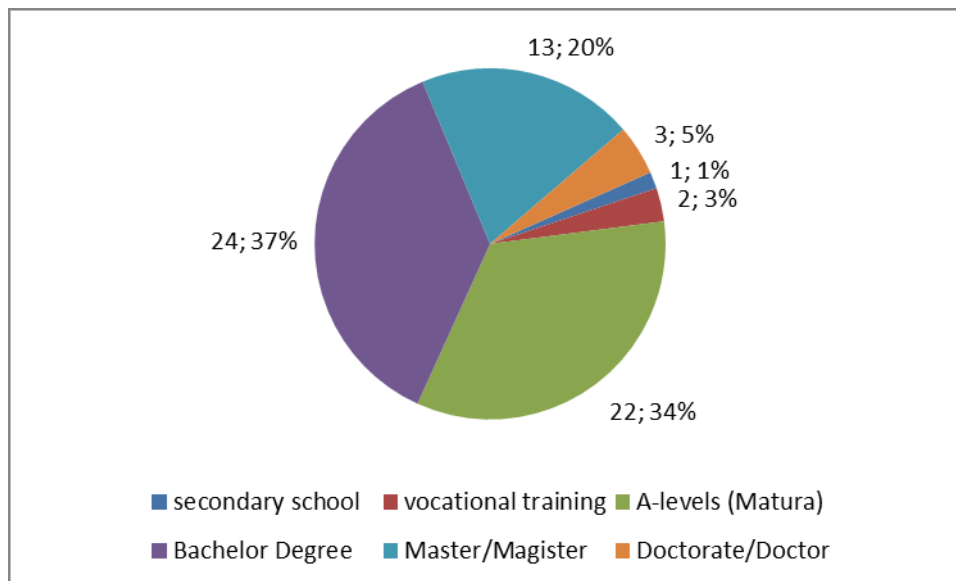


Figure 7 | Highest educational level

Conditioned by the age disparity between the three Language Cafés, in terms of education there are also significant differences between the Cafés (Fisher-Exact Test: 28.44, $p < .001$). In both Language Cafés in Vienna, the participants display a higher level of education. Thus, in the Kontaktee pool Sprachencafé Wien 81.5% own an academic degree, in the Spanish-speaking Language Café 80% and in the Language Café in Passau, by contrast, only 26%. Details can be found in Tables 13 and 14 in the appendix.

6.1.4. Nationality

Most people have German (n=13, 20%) and Austrian (n=10, 15%) nationality. Altogether there were people from 23 nationalities in the three Language Cafés.

Table 1 | Nationalities of sample size

		Nationality			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	German	13	20,0	20,0	20,0
	Austrian	10	15,4	15,4	35,4
	Spanish	5	7,7	7,7	43,1
	Iranian	4	6,2	6,2	49,2
	Italian	4	6,2	6,2	55,4
	Czech	4	6,2	6,2	61,5
	Russian	3	4,6	4,6	66,2
	American	3	4,6	4,6	70,8
	Syrian	3	4,6	4,6	75,4
	French	2	3,1	3,1	78,5
	Turkish	2	3,1	3,1	81,5
	Polish	1	1,5	1,5	83,1
	Iraqi	1	1,5	1,5	84,6
	Kosovan	1	1,5	1,5	86,2
	Tatar	1	1,5	1,5	87,7
	China	1	1,5	1,5	89,2
	Kazakhstan	1	1,5	1,5	90,8
	Bulgarian	1	1,5	1,5	92,3
	Great Britain	1	1,5	1,5	93,8
	Taiwan	1	1,5	1,5	95,4
	Cuban	1	1,5	1,5	96,9
	Mongolian	1	1,5	1,5	98,5
	Columbian	1	1,5	1,5	100,0
	Total	65	100,0	100,0	

Regarding nationality, a significant difference between the three cafés can be detected (Fisher Exact Test: 34.45, $p < .001$). In the Kontaktepool Sprachencafé Wien 89% have a nationality other than German or Austrian, in the Spanish-speaking Language Café 53% of those polled are Austrians and 47% show a different nationality and in the Language Café in Passau 52% have the German nationality and 48% a different one. Details can be found in Tables 15 and 16 in the appendix.

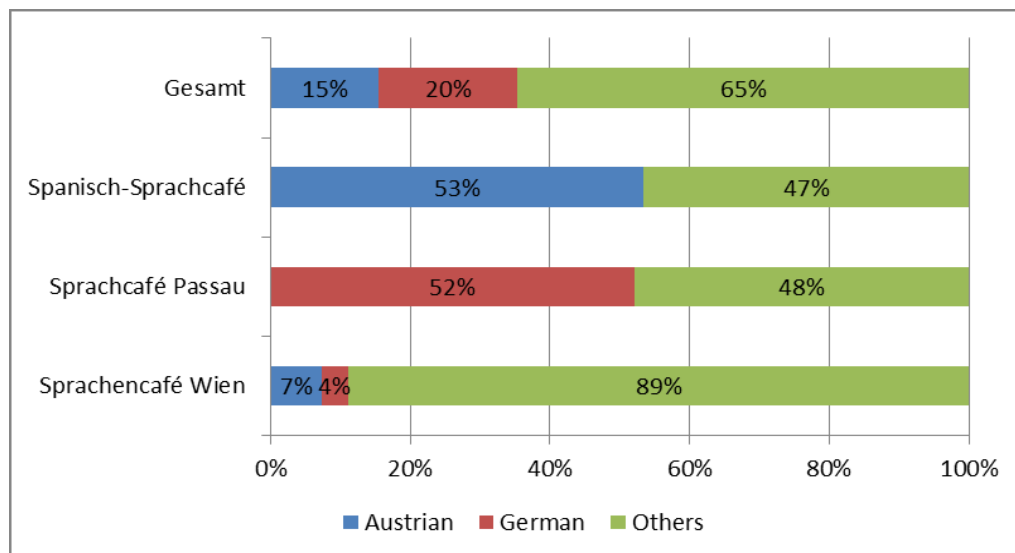


Figure 8 | Nationality, total and separated by Language Café

6.1.5. Languages spoken

On average, the people surveyed speak 3.80 languages (SD=1.20). No difference ($F(1,63)=0.13$, $p=.715$) was detected between the visitors of each Language Café (Kontaktepool Sprachencafé Wien: $M=3.56$, $SD=1.31$; Language Café Passau: $M=3.78$; $SD=0.90$; Spanish-speaking Language Café: $M=4.27$; $SD=1.34$). It becomes apparent, however, that there is a significant difference between men and women ($t(63)=-2.59$, $p=.012$). Female participants ($M=4.14$, $SD=3.40$) speak more languages than their male counterparts ($M=3.40$, $SD=0.94$). Details can be found in Tables 17 to 20 in the appendix.

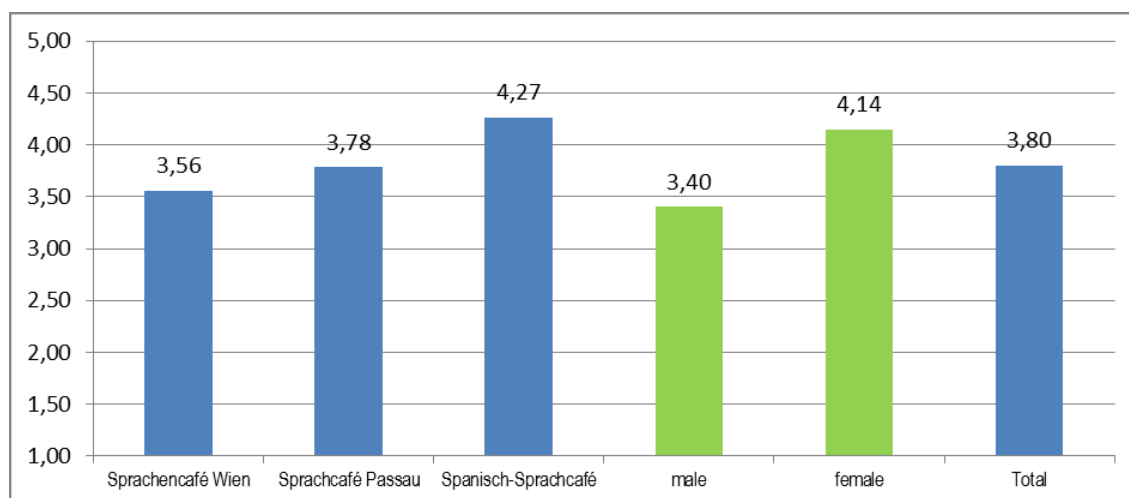


Figure 9 | Numbers of languages spoken, total and separated by Language Café and gender

6.1.6. Visits to Language Café

The number of visits ranges from one to 117. However, 10% of the sample size visited the Language Café 50 times or more. The relative majority of twelve people were in a Language Café for the first time at the date the data was collected. When grouping the number of visits in three categories (<5, 5-10 and >10), it can be said that 32% were in a Language Café fewer than 5 times, 35% were 5 to 10 times and 32% were already more than 10 times in a Language Café. A difference in location of the three Language Cafés cannot be detected (Fisher Exact Test: 4,99, $p=.287$). Moreover, between male and female participants no statistically significant differences concerning frequency of visits are shown ($\chi^2(2)=0.10$; $p=.95$). Details can be found in Tables 21 and 27 in the appendix.

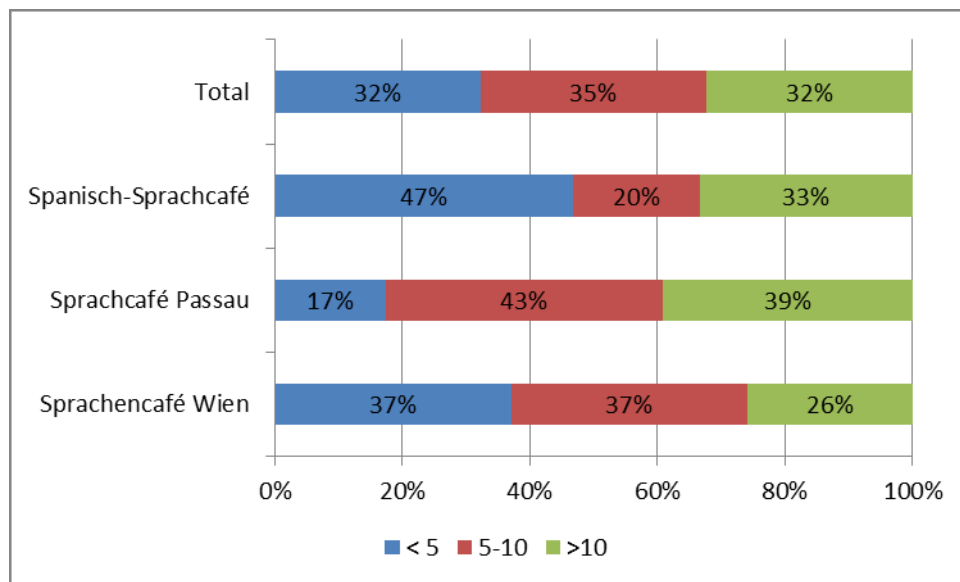


Figure 10 | Visits to Language Café, total and separated by Language Café

6.2. Evaluation of hypotheses

6.2.1. Hypothesis One

H₁: The visitors of the Language Café are extroverted people, which is shown by activated behavior, rather than inhibited and introverted people.

The BIS behavior manifests itself in behavioral inhibition, meaning in a passive avoidance and absorbance, along with an increased attention and phasic activation. Emotionally, it is further accompanied with a condition of anxiety (Strobel, Beaducel, Debener & Brocke 2001: 216ff).

The mean value of the entire sample size for the BIS item is 2.17 (SD=0.45) and for the BAS item 1.87 (SD=0.41) (see Figure 11). Whether the differences between these two mean value are significant will be examined by means of the t-test for paired samples. However, the result of the t-test is significant ($t(57)=3.90$, $p<.001$). The entire sample size differs in terms of BAS and BIS. Hence, the values of the BIS are higher than those of the BAS. From this it follows that the sample size is rather introverted rather than extroverted and the hypothesis cannot be accepted. Details can be found in Tables 28 to 32 in the appendix.

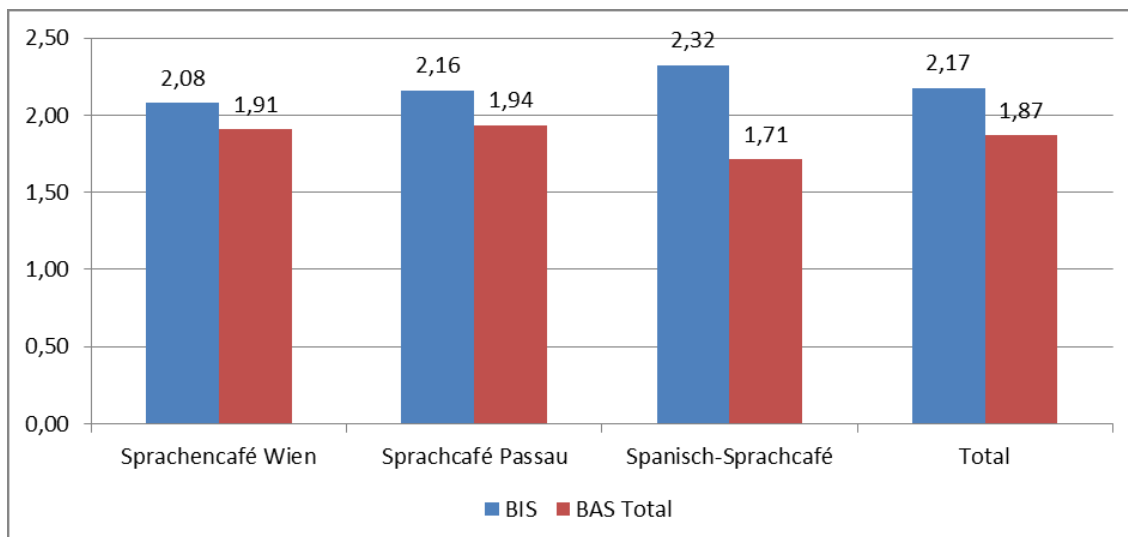


Figure 11 | BIS and BAS mean values, separated by Language Café and total

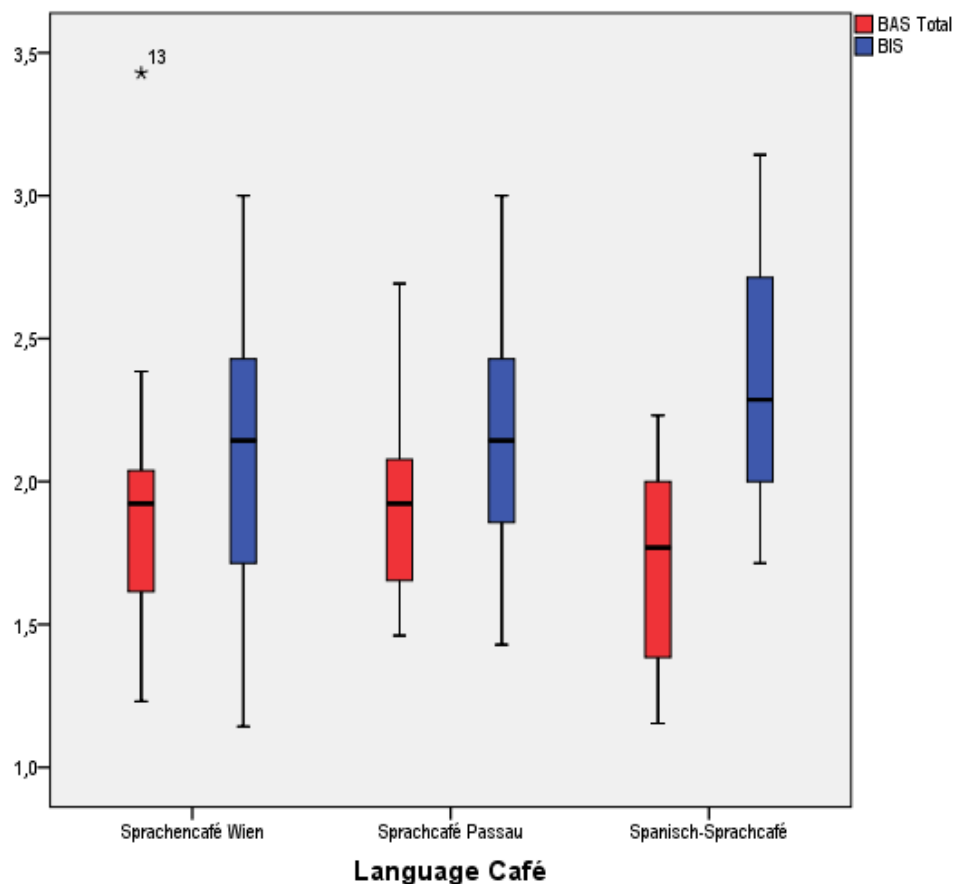


Figure 12 | Boxplot BIS and BAS total, separated by location

As can be seen in Figure 12, the BIS is in all three Language Cafés higher than the BAS total. However, the difference in the Spanish-speaking Café is the highest.

In order to detect if the differences between BIS and BAS in all three subsamples are significant, the discrepancy in BIS and BAS will now be provided. With this discrepancy the One-Way ANOVA will be conducted in which the difference is the dependent variable and the Language Cafés the independent variable. The result of the One-Way ANOVA is not significant ($F(2,55)=2.81$, $p=.069$). Therefore, the differences between BIS and BAS are to be considered equally in all three Language Cafés. Details can be found in Tables 33 to 35 in the appendix.

In the following, the differences between the sexes regarding the difference between BIS and BAS shall be explored. For this purpose, a t-test for independent samples will be undertaken with the difference between BIS and BAS. It becomes apparent, however, that there is no significance of the

difference in BIS and BAS between men and women ($t(56)=1.00$, $p=.323$). When talking about the female participants, the average difference is 0.23 points ($SD=0.49$); the male participants' 0.39 ($SD=0.71$). Details can be found in Tables 36 to 38 in the appendix.

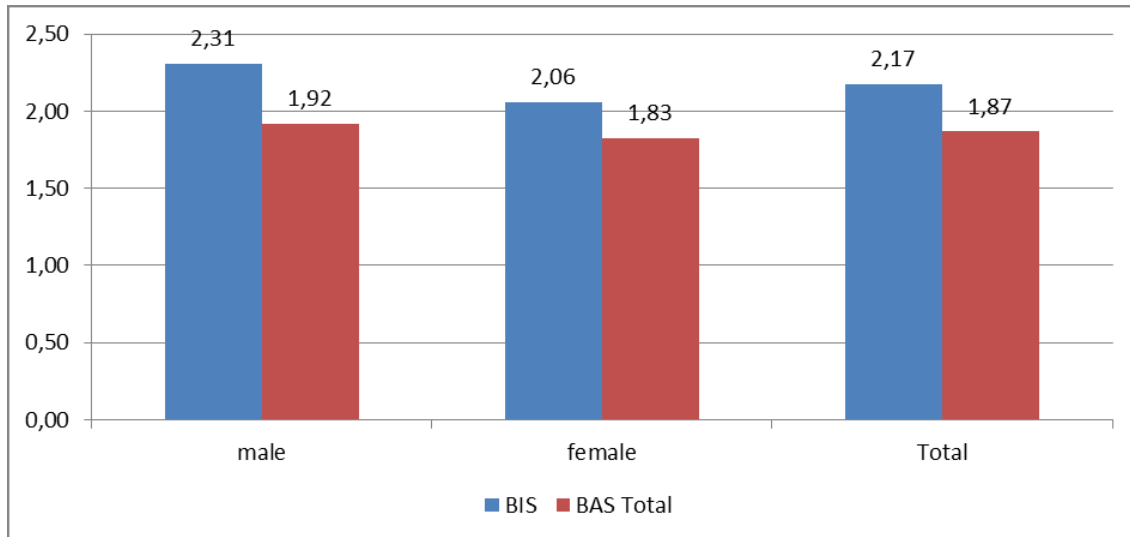


Figure 13 | BIS and BAS, separated by gender and total

Now it shall be compared, how far BIS and BAS deviate from the standard value. For this, as a standard value the results by Strobel, Beaducel, Debener and Brocke (2001: 216ff) are consulted. There, the BIS mean value is reported to be 2.93 ($SD=0.54$) and the BAS mean value 3.07 ($SD=0.43$). The evaluation is performed with the One-Sample t-test.

Regarding the BIS, a significant deviation from the average norm can be found ($t(57)=-12.73$, $p<.001$). The BIS value of the present sample is significantly below the norm sample by Strobel et al (2001). Similarly with the BAS, a significant divergence from the norm sample can be detected ($t(57)=-22.37$, $p<.001$). Details can be found in Tables 39 to 41 in the appendix.

Comparing the individual BAS subscales with the BIS, it can be said that the difference in Fun Seeking ($t(57)=2.90$, $p=.005$) and Reward Responsiveness ($t(57)=7.73$, $p<.001$) are significant. For Fun Seeking a mean value of 1.90 ($SD=0.49$) can be identified and for Reward Responsiveness a mean of 1.67 ($SD=0.38$). For comparison, the BIS mean value is 2.17 ($SD=0.45$). With the subscale Drive, the differences from the BIS are not significant ($t(57)=-1.79$,

$p=.079$). The subscale Drive mean value stands at 2.02 ($SD=0.56$). Details can be found in Tables 42 to 44 in the appendix.



Figure 14 | Mean values of BAS subscales in comparison to BIS

When considering the BIS and BAS scale intercorrelation, a correlation coefficient of $r=.03$ ($p=.807$) can be ascertained. Accordingly, there is no correlation of BIS and BAS manifestation (compare Figure 15). However, in the norm sample by Strobel et al a significant correlation coefficient of $r=.13$ ($p<.01$) can be found, but the intensity of the correlation is also very low in the norm sample.

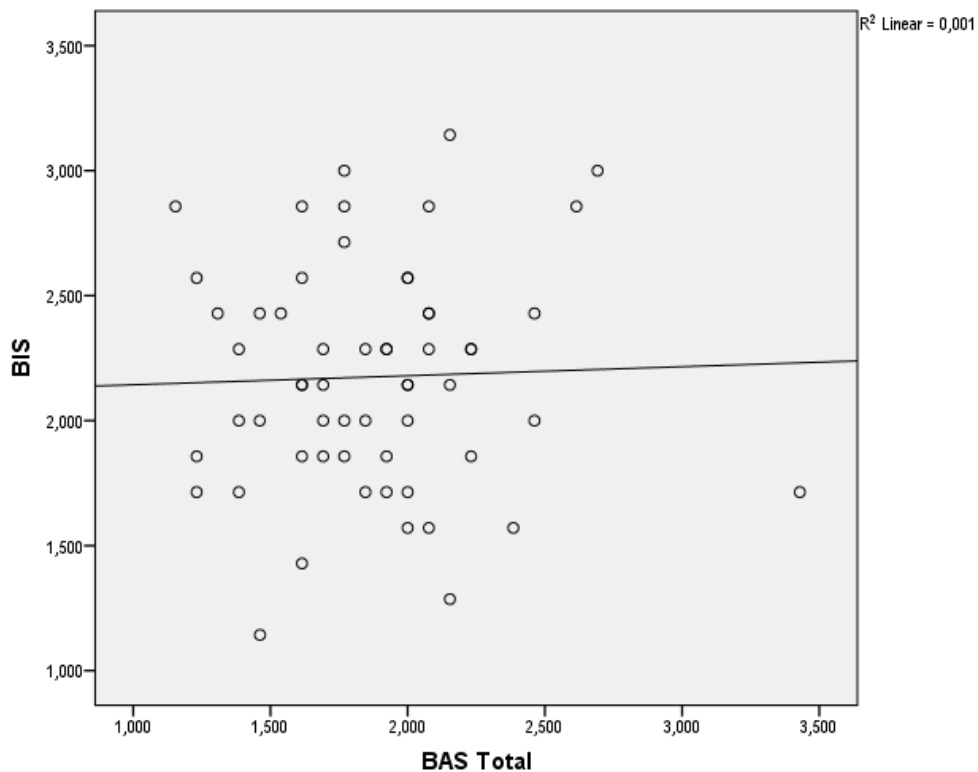


Figure 15 | Scatterplot BIS with BAS

In summary, concerning the results of hypothesis 1, the following should be noted. The Language Café attendees show significant differences in the manifestation of BIS and BAS. Contrary to the assumption, the participants show a rather inhibited behavior than activated behavior. Thus, it can be said they tend to be introverted. In both scales significant deviations from the norm sample are shown: BIS as well as BAS sample size are less than average compared to the standard population. The differences found between BIS and BAS are independent from gender and the Language Cafés. When considering the BAS subscales, it can be said that Fun Seeking and Reward Responsiveness deviate significantly downwards from the BIS. The differences between BIS and BAS-Drive, however, are not significant.

6.2.2. Hypothesis Two

H₂: The motivation for learning more about pronunciation, vocabulary and grammar (= *language concept*) will be higher than the motivation for socializing (= *social aspect*).

Within the entire sample group the mean values of the *language concept* (M=6.90, SD=2.11) and *social aspect* (M=6.92, SD=1.2) are very similar. Thus, a paired samples t-test also shows no significant difference ($t_{64}=-0.08$, $p=.940$). Forming the differences of the *language concept* and *social aspect* and comparing it with the aid of One-Way ANOVA to find out if the three Language Cafés differ from each other, a significant result is identifiable ($F(2,62)=4.57$, $p=.014$). In the Kontaktepool Sprachencafé Wien learning more about the language (M=7.24, SD=1.82) is more important than socializing (M=6.58, SD=1.51). The same is true for the Sprachcafé Passau (*language concept* M=7.07; SD=1.71; *social aspect* M=6.87, SD=0.99). The Spanish-speaking Language Café shows the opposite: The *social aspect* (M=7.62; SD=1.07) is significantly higher than the *language concept* (M=6.03; SD=2.11). Hence, in the Kontaktepool Sprachencafé Wien and in Passau acquiring knowledge of the language is more important, whereas in the Spanish-speaking Language Café in Vienna it is the *social aspect*, as can be seen in Figure where the boxes are not symmetrically distributed. The Bonferroni posthoc test show that the differences between the Kontaktepool Sprachencafé Wien and the Spanish-speaking Café are significant ($p=.013$). The differences between Passau and the Spanish-speaking Café, however, are not significant ($p=.076$) (see Figure 16).

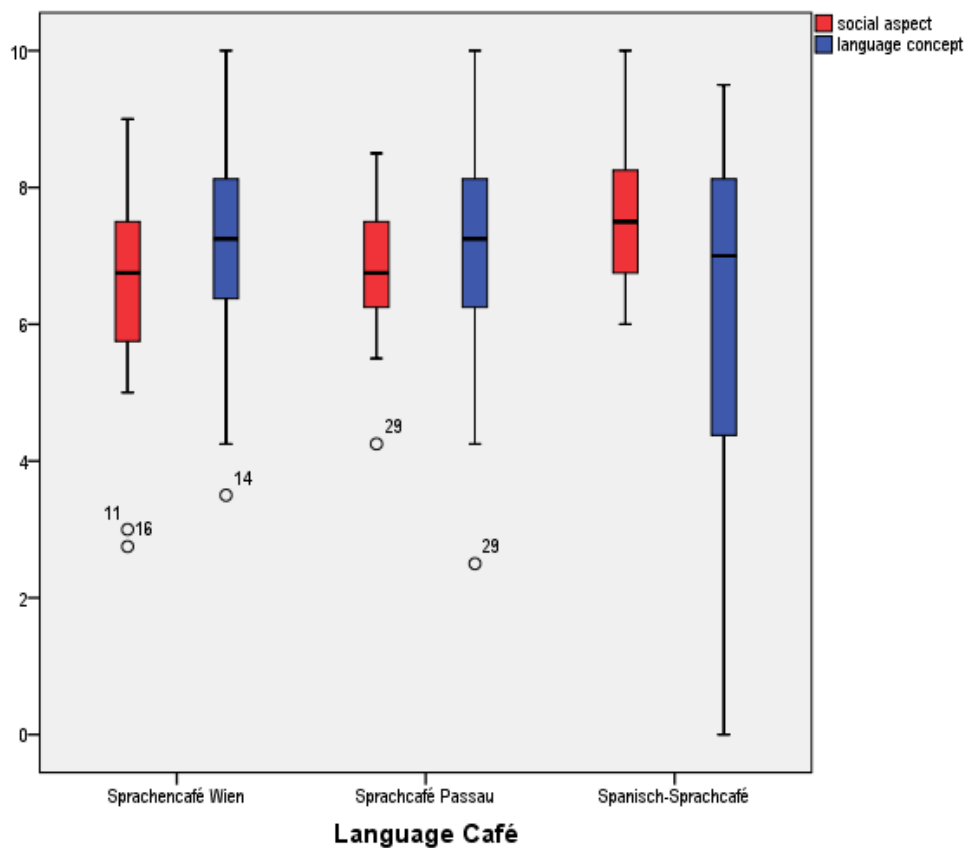


Figure 16 | Boxplot social aspect and language concept, separated by location

When considering the discrepancy between the two concepts, language and socializing, one cannot find significant differences in the *language concept* among the three Language Cafés ($F(2,62)=1.73$, $p=.186$). The differences in the *social aspect*, however, are to be assessed significantly ($F(2,62)=3.33$, $p=.042$; see figure 17). Thereby, posthoc tests verify a difference between the Kontaktee pool Sprachencafé Wien and the Spanish-speaking Café ($p=.038$). In the latter socializing is clearly more important than the two in Vienna. Details can be found in Tables 45 to 50 in the appendix.

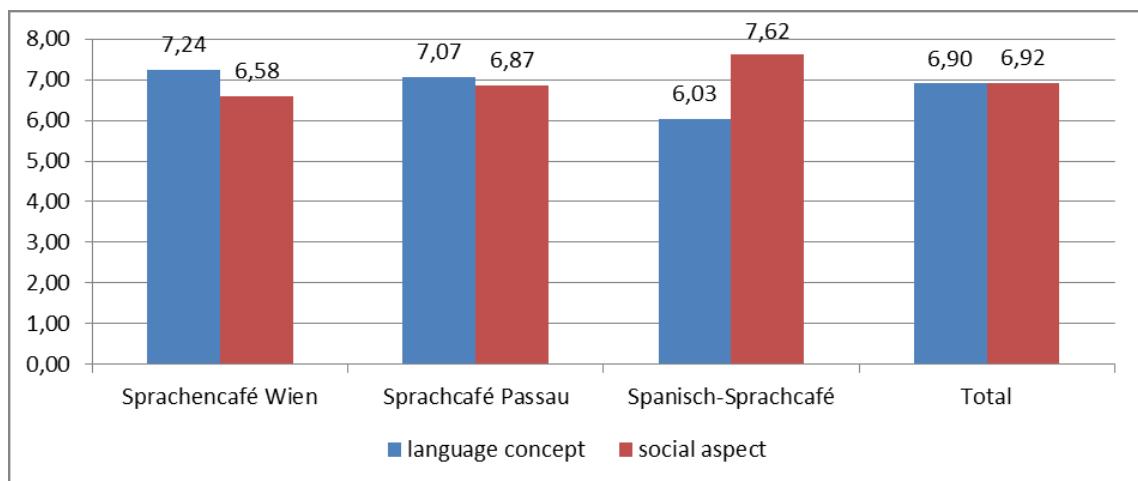


Figure 17 | Language concept and social aspect, separated by location and total

Between men and women there is no significant difference in the motivation for acquiring language knowledge and socializing ($t(63)=-0.46$, $p=.650$) (see figure 18).

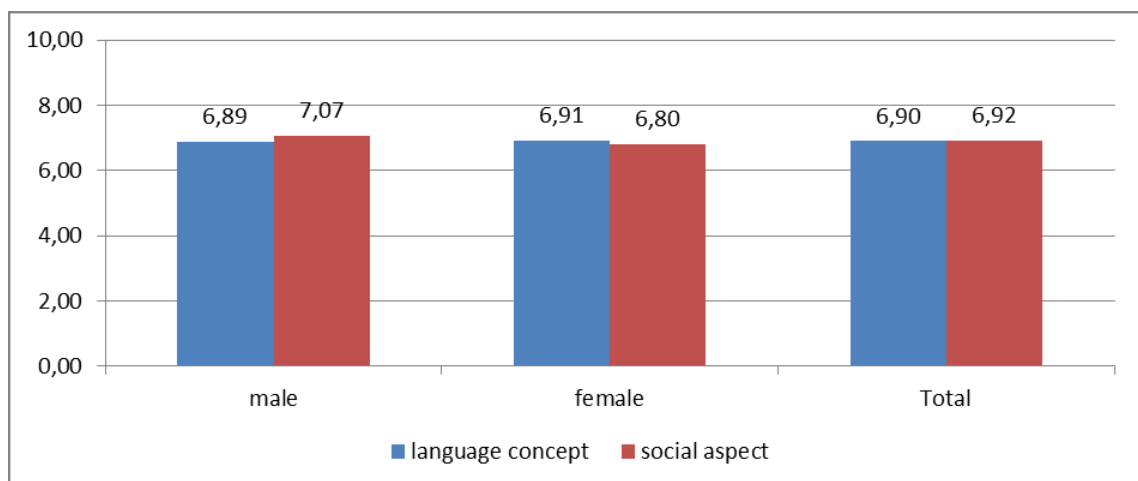


Figure 18 | Language concept and social aspect, separated by gender and total

What is noteworthy is the fact that there is a significant correlation between age and the *language concept* ($r=-.33$, $p=.008$). The older the Language Café visitors are, the less compulsion/drive they have for acquiring knowledge about pronunciation, grammar, vocabulary and expression (see figure 19). The correlation with the *social aspect*, however, is not significant ($r=0$; $p=1$). Details can be found in Tables 51 in the appendix.

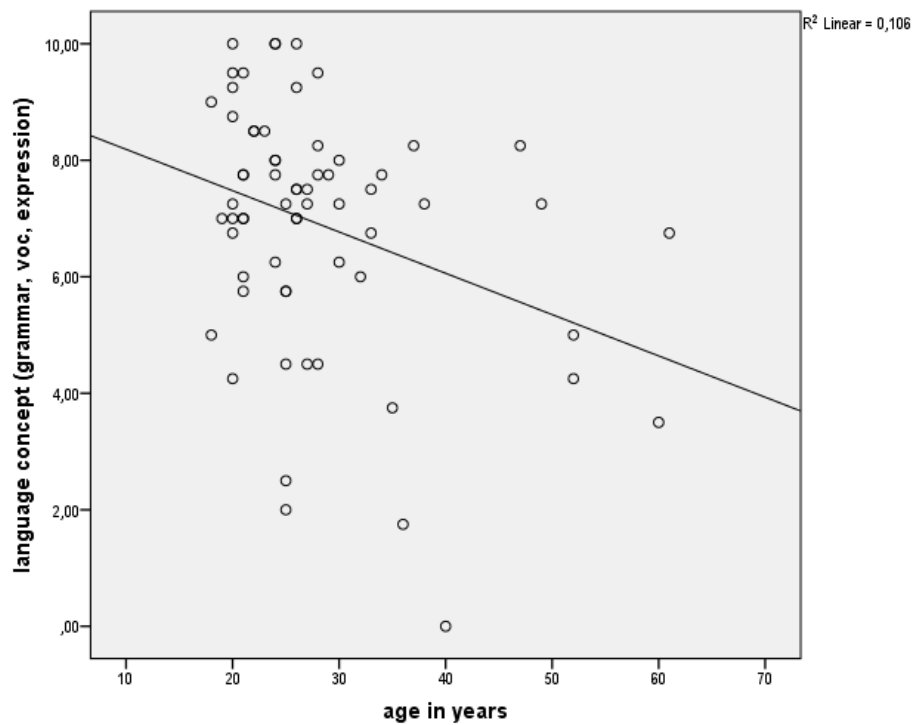


Figure 19 | Scatterplot age with language concept

Finally, it should be emphasized that there is no significant correlation between the *language concept* and *social aspect* ($r=.01$; $p=.96$, see figure 20). Details can be found in Tables 52 in the appendix.

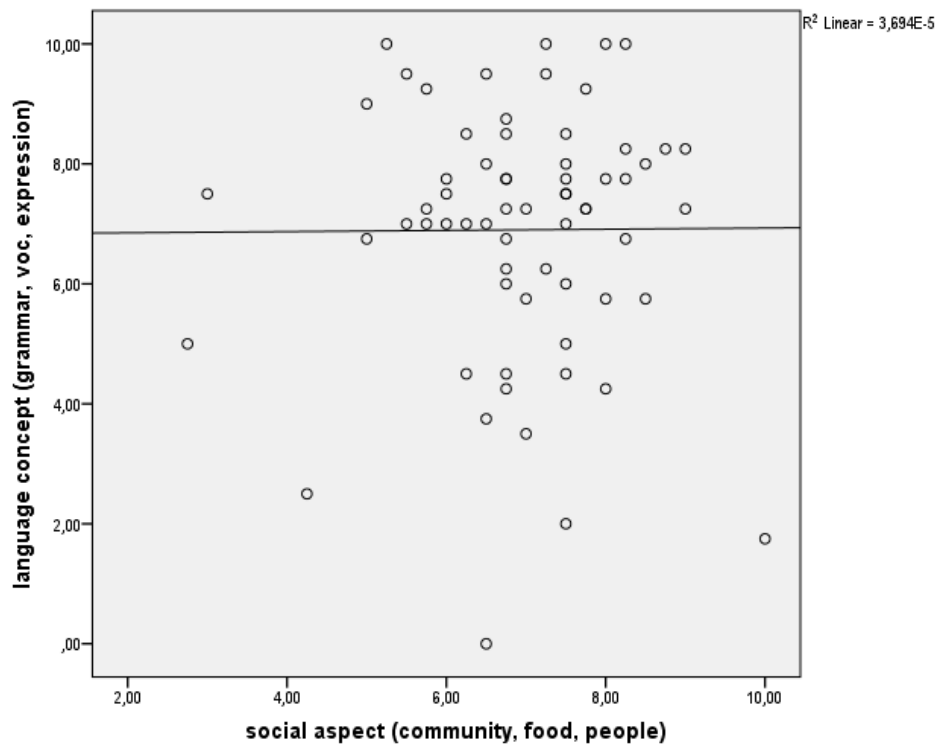


Figure 20 | Scatterplot social aspect with language concept

In summary, despite the insignificance between the *language concept* and the *social aspect*, it can be maintained that there is a dependence on the differences between these two concepts in dependence on the Language Cafés. In the Kontaktepool Sprachencafé Wien and in Passau the *language concept* is more distinctive than the *social aspect*, whereas in the Spanish-speaking Language Café it is the opposite. Differences in *gender* are not identifiable. However, it becomes apparent that there is a significant correlation between the *language concept* and the *age*. The younger the people are, the more important it is to broaden their knowledge of language. Between *age* and *social aspect* no correlation could be found. Moreover, there is no correlation between *social aspect* and *language concept*. Hence, these two motives are to be considered independently.

6.2.3. Hypothesis Three

H₃: People feel that they can improve their language skills at the Language Café more than they could at school.

In order to verify or reject this hypothesis, the variable with the same description used for the hypothesis must be looked at. For this factor the mean value of the whole sample is 6.74 (SD=2.13). The theoretical mean value of this 11-point response scale is 5. Therefore, a One-Sample t-test is conducted in which the empirical mean value is compared with the value 5. The results of this t-test are highly significant ($t(64)=6.57$; $p<.001$). Hence, the statement presented in hypothesis three can be confirmed: The Language Café attendees believe that they can improve their language skills better than they could at school. However, no significant difference can be found among the Language Cafés ($F(2,62)=0.79$, $p=.457$). The respective mean values of the three Language Cafés are illustrated in figure 21. Furthermore, there cannot be determined a difference in the evaluation of this factor between male and female participants ($t(63)=-0.87$, $p=.389$). The mean value of women is 6.94 (SD=1.92), and of men 6.48 (SD=2.35).

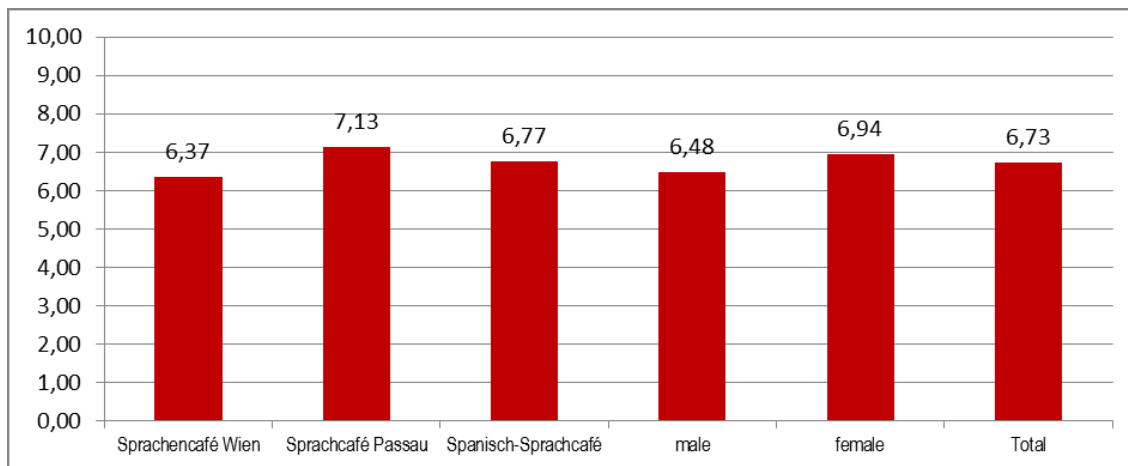


Figure 21 | Greater improvement at Language Café than at school, separated by location and gender

In evaluating this factor, no correlation with *age* is identifiable ($r=-.02$, $p=.86$). However, there is indeed a correlation between the *language concept* ($r=.36$, $p=.003$) and the *social aspect* ($r=.34$, $p=.006$), both mentioned when discussing the previous hypothesis. The higher the values of the *language concept* and *social aspect*, the higher the affirmation that a greater improvement can be achieved in Language Cafés than in schools. It seems also interesting here that the correlation of the *social aspect* is almost as high as it is with the *language concept* (see figure 22). Details can be found in Tables 53 to 65 in the appendix.

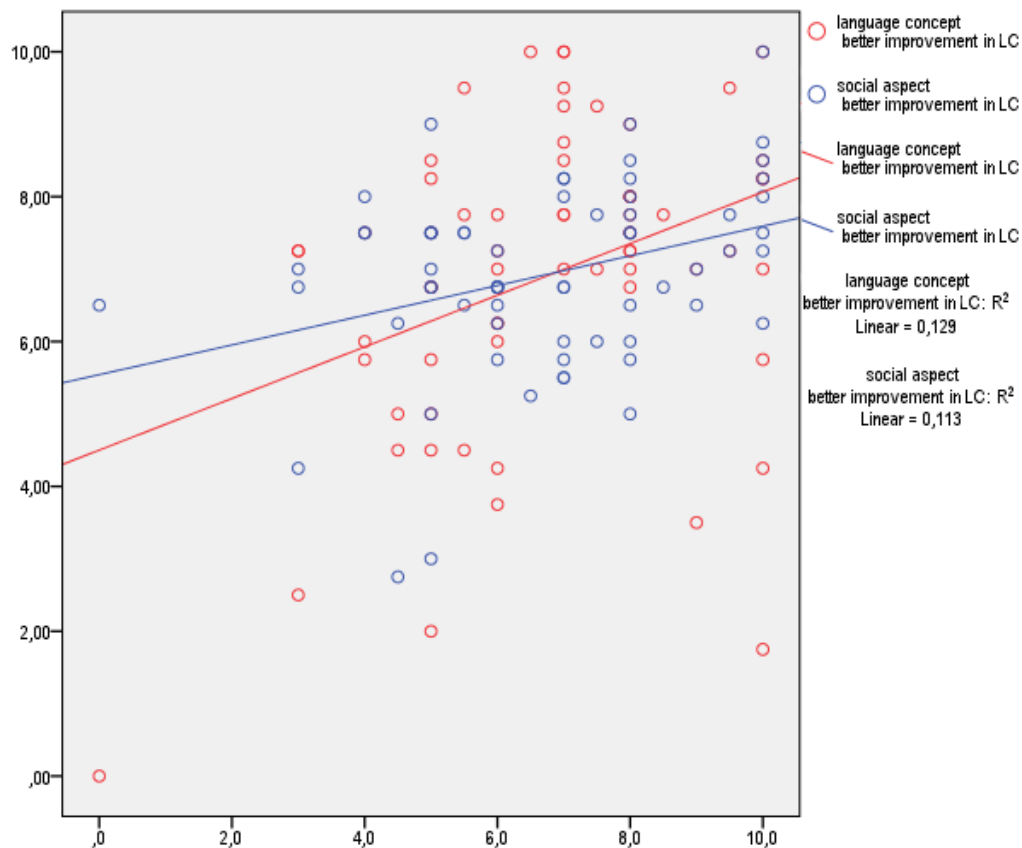


Figure 22 | Scatterplot language concept and greater improvement in Language Café than in school

In summary, the agreement with the statement that in Language Cafés a greater improvement is more feasible than in schools can be verified. The mean value is statistically valid within the approval section of the scale. Differences between the Language Cafés and gender are not evident. The more important the motives *language concept* and *social aspect* are for someone, the stronger the agreement that the improvement in language skills comes from the visits to the Language Cafés.

6.2.4. Hypothesis Four

H₄: Visitors of Language Cafés wish to have predefined topics to talk about and to receive worksheets or handouts.

The evaluation of hypothesis four proceeds analogous to hypothesis three. The wish to receive handouts and worksheets appears with a mean value of 5.75 (SD=2.79). This value is significantly higher ($t(64)=2.18$, $p=.033$) than the theoretical middle of 5.0. Therefore, the wish for handouts and the like can be claimed to be in the affirmative area. Among the different Language Cafés there are no significant recognizable differences ($F(2,62)=0.87$; $p=.424$). The mean values fluctuate between 5.22 (Language Café Passau) and 6.26 (Kontaktepool Sprachencafé Wien). Furthermore, no significant difference can be found between men and women ($t(63)=1.24$, $p=.219$): Among women the mean value is 5.36 (SD=.71), among men 6.22 (SD=2.86) (see figure 23). Details can be found in Tables 66 to 71 in the appendix.

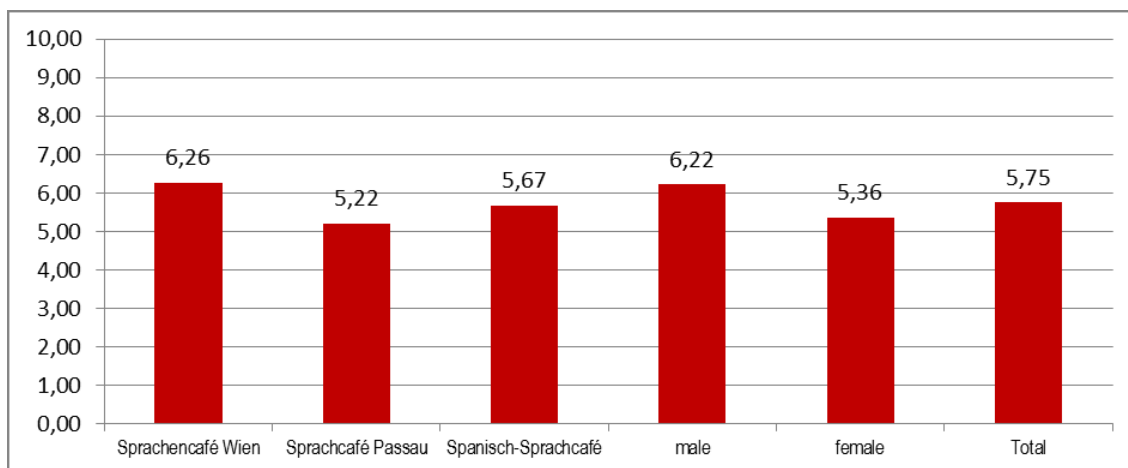


Figure 23 | Wish to receive handouts and worksheets, separated by location and gender

Between age and desire to receive handouts and/or worksheets no significant correlation can be found ($r=-.14$, $p=.25$). However, this wish correlates with the motive *language concept* ($r=.39$, $p=.001$), meaning that people visit the Language Café because they want to learn more about the language. The higher this motive is, the higher the request for handouts and worksheets. No correlation is discernible between the intention to visit the Language Café because of the *social aspect* and because people think they can improve their

language skills at the Language Café more than they could at school ($r=.12$, $p=.324$) (see Figure 24). Details can be found in Tables 71 and 75 in the appendix.

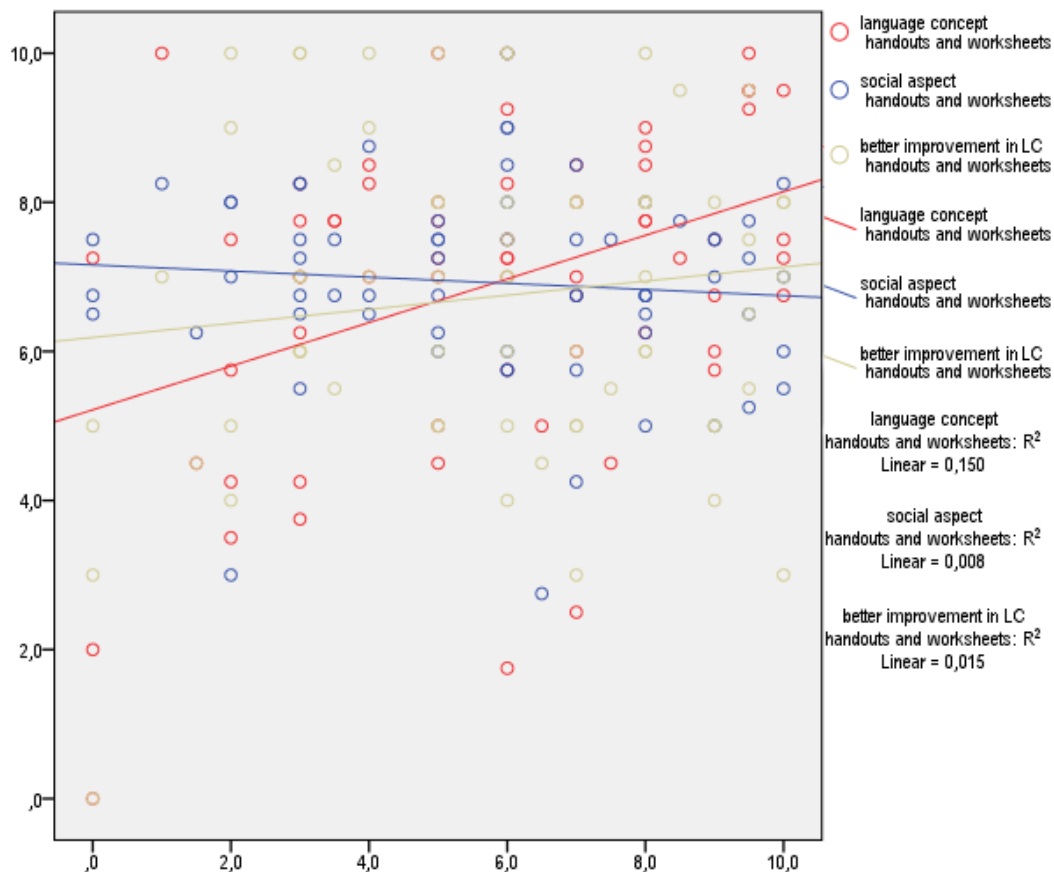


Figure 24 | Scatterplot wish to receive handouts and/or worksheets, language concept, social aspect and greater improvement in Language Café than in school

The overall mean value of predefined topics is 4.77 (SD=3.33). This mean value does not deviate significantly from the value 5 ($t(64)=-0.54$, $p=.591$). The wish to talk about certain topics determined by, for example, managers of the Language Café is not within the affirmative area.

However, delving into the individual Language Café, the following differences can be found. The mean value of the Kontaktepool Sprachencafé Wien is 5.09 (SD=3.61), of the Language Café Passau 4.35 (SD=2.69) and of the Spanish-speaking Language Café 4.87 (SD=3.81). The difference among these three Language Cafés is not significant ($F(2,62)=0.31$, $p=.734$). The difference in gender is also not significant ($t(63)=1.88$, $p=.065$): The mean value for men is

5.60 (SD=3.59), and for women 4.07 (SD=3.96). Even though the result is not highly significant, it is descriptively noticeable that men evaluate predefined topics, handouts and worksheets more positively than women. Moreover, it does not correlate with *age* ($r=-.13$, $p=.314$). Details can be found in Tables 76 to 82 in the appendix.

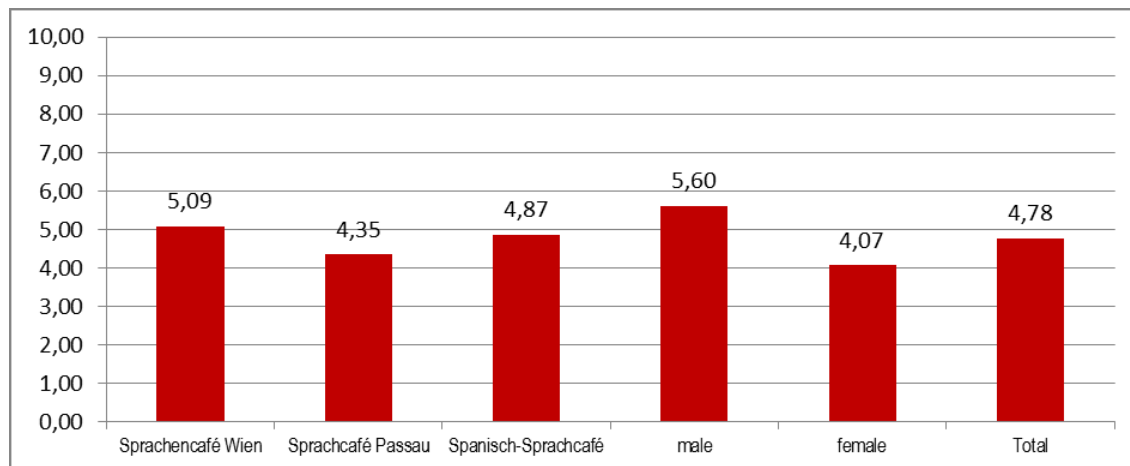


Figure 25 | Wish to have predefined topics, separated by Language Café, gender and total

It also becomes apparent that there is a significant correlation between *predefined topics* and the *language concept* ($r=.28$, $p=.02$). The stronger the wish for *predefined topics*, the higher the *language concept*. The correlation with the *social aspect*, however, is not significant ($r=.19$, $p=.126$). The same can be said about the correlation with greater improvement in Language Café than in schools ($r=.10$; $p=.412$) (see Figures 26 and 27). However, the wish for *predefined topics* correlates with the desire for handouts and worksheets ($r=.25$, $p=.048$). If *predefined topics* are considered important, handouts and worksheets are also evaluated higher or lower, respectively. Details can be found in Tables 83 and 84 in the appendix.

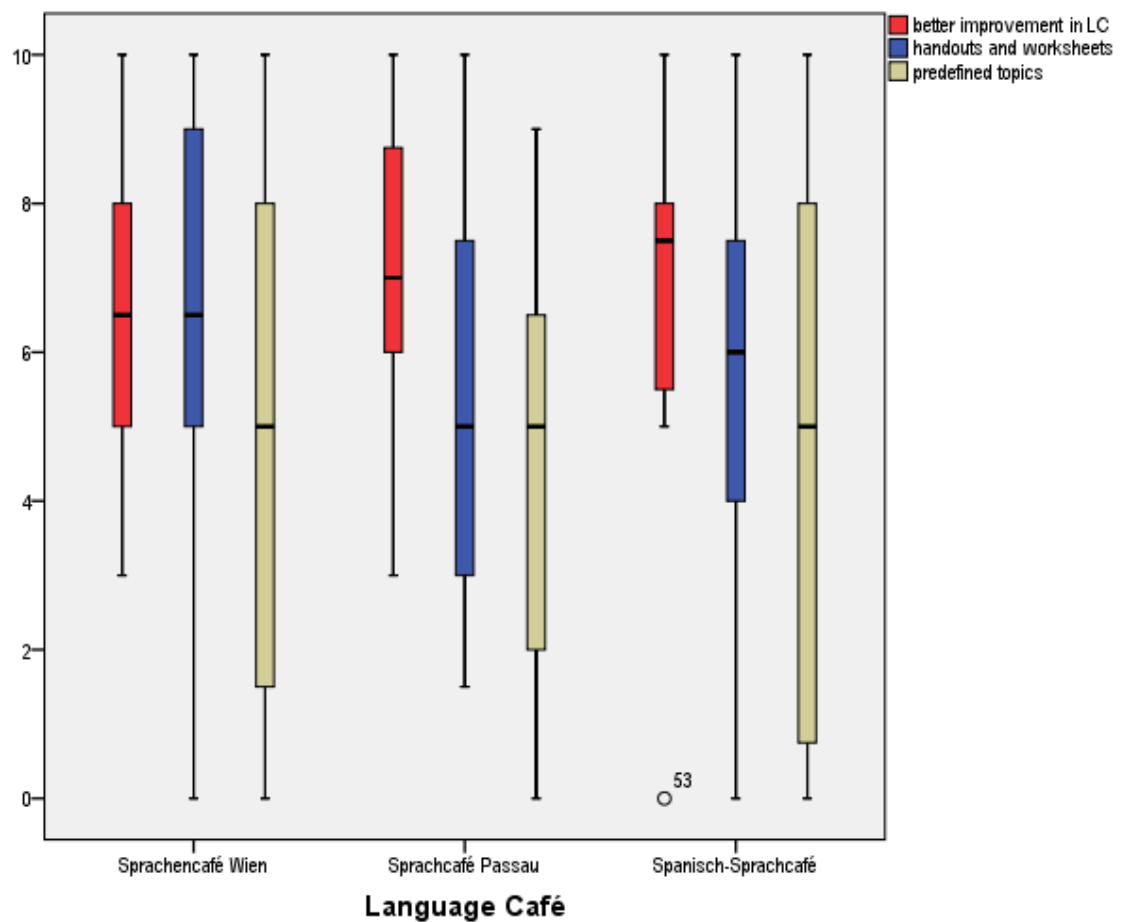


Figure 26 | Boxplot wish to receive handouts and/or worksheets, predefined topics and better improvement in Language Café, separated by location

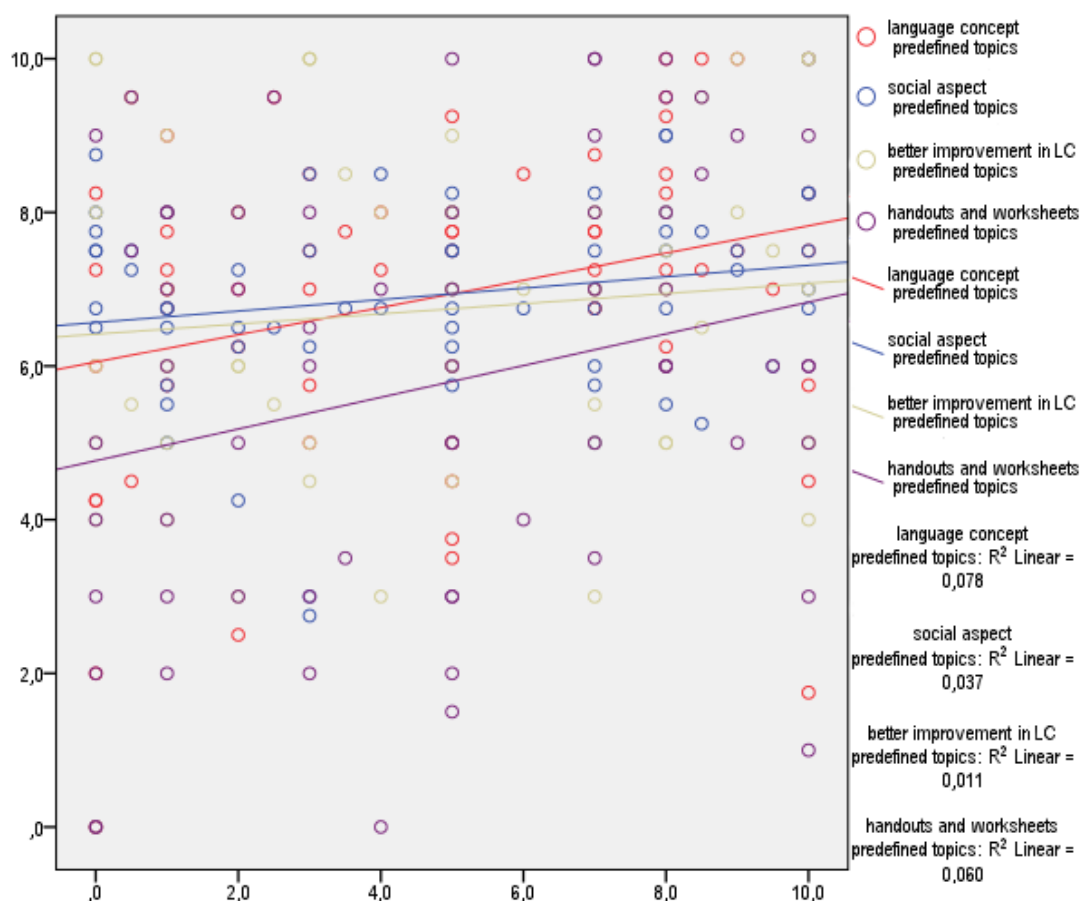


Figure 27 | Scatterplot wish for predefined topics, handouts and/or worksheets, language concept, social aspect and greater improvement in Language Café than in school

6.2.5. Hypothesis Five

H₅: People's *linguistic self-confidence* correlates with their *openness towards foreign languages and culture*.

To accept or reject this hypothesis the Pearson correlation coefficient is used. The mean value of *openness towards foreign languages and culture* is 7.04 (SD=1.78), for *linguistic self-confidence* 7.23 (SD=1.50). Thus, these two motives are highly significant. Regarding the manifestation of *openness*, there are significant differences among the Language Cafés identifiable ($F(1,62)=6.07$, $p=.004$). In the Kontaktepool Sprachencafé Wien ($M=6.21$; $SD=1.91$) the *openness* is significantly lower than in the Language Café Passau ($M=7.46$; $SD=1.03$) and in the Spanish-speaking Café ($M=7.88$, $SD=1.90$). The Bonferroni posthoc tests show that Kontaktepool Sprachencafé Wien differs

from both the one in Passau ($p=.030$) and the one where Spanish is spoken ($p=.008$). The difference between the latter two, however, is not significant ($p=1$). In terms of *linguistic self-confidence* there are no discrepancies identifiable among the three Language Cafés ($F(2,62)=0.26$, $p=.770$). Moreover, there are no differences in gender with respect to *openness* ($t(63)=-0.23$, $p=.819$) and *linguistic self-confidence* ($t(63)=-0.42$, $p=.677$) discernible.

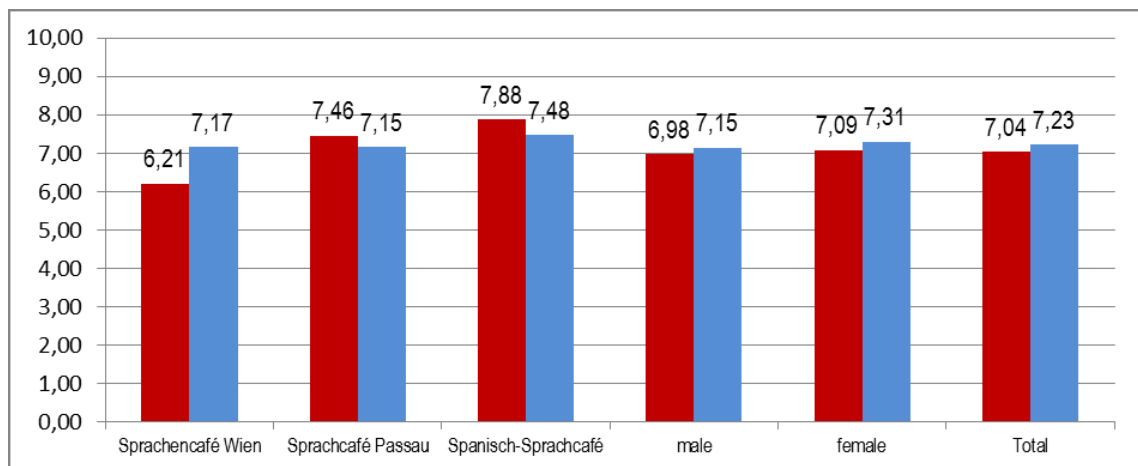


Figure 28 | Descriptive statistics openness and linguistic self-confidence, separated by location and gender

The actual verification of this hypothesis shows a significant correlation between *openness* and *linguistic self-confidence* of the Language Café attendees ($r=.34$, $p=.006$). The higher the *openness*, the higher the *linguistic self-confidence*. The scatterplot in figure 29 illustrates this correlation. Details can be found in Tables 87 to 92 in the appendix.

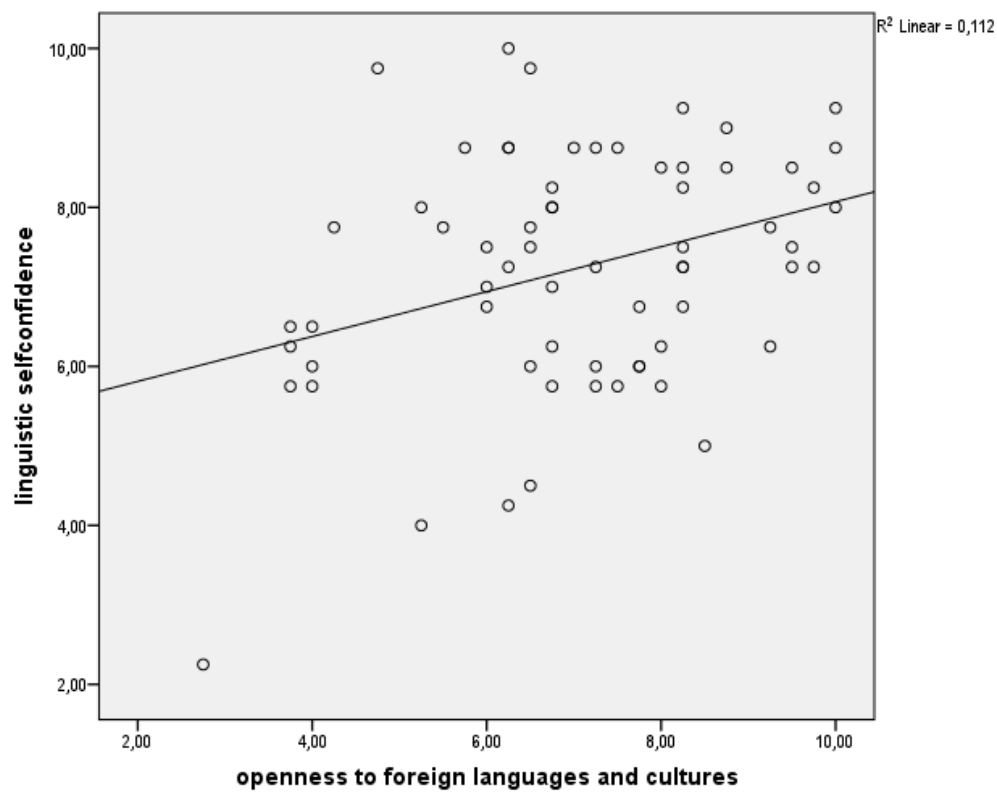


Figure 29 | Scatterplot openness and linguistic self-confidence

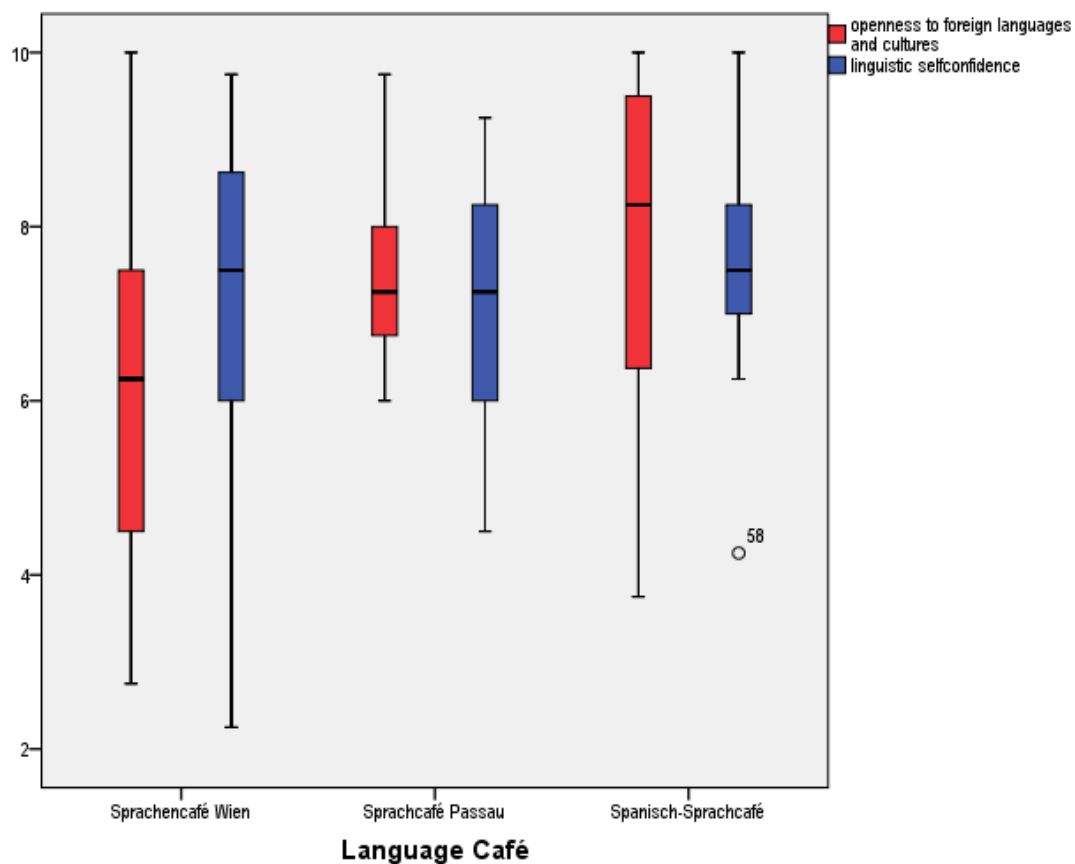


Figure 30 | Boxplot openness and linguistic self-confidence, separated by location

What is also noticeable is that *openness* correlates significantly with the *social aspect* ($r=.30$, $p=.017$), meaning that people's intention to visit the Language Café is because they want to come into contact with other people. The higher the *openness*, the higher is the *social aspect*. However, *openness* does not correlate significantly with the *language concept* ($r=.16$, $p=.203$). *Linguistic self-confidence*, however, correlates significantly with the *social aspect* ($r=.41$, $p=.001$), but does not correlate with the *language concept*. The higher the *linguistic self-confidence* is, the higher the *social aspect*. Figure 31 displays this. Details can be found in Table 93 in the appendix.

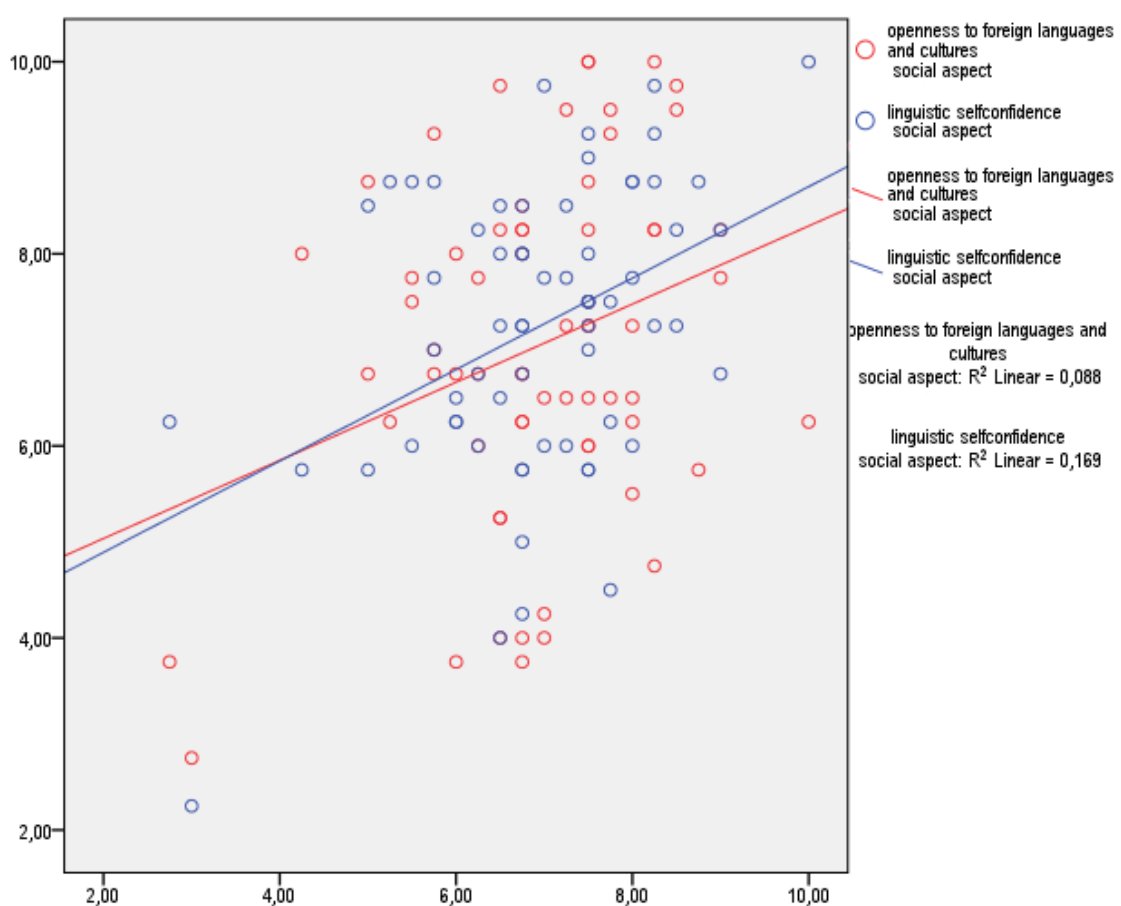


Figure 31 | Scatterplot openness, linguistic self-confidence and social aspect

Openness correlates negatively with *age* ($r=-.27$, $p=.031$). This means that the older people are, the less is their *openness*. Moreover, *linguistic self-confidence* shows no significant correlation with *age* ($r=-.01$; $p=.96$). Details can be found in Table 94 in the appendix.

6.3. Other important evaluation

The mean value of the factor *culture and integration* is 7.44 (SD=1.69). This value deviates significant from 5 ($t(63)=11.63$, $p<.001$). Hence, this factor is located in the affirmative area. However, no significant difference can be found among the three Language Cafés ($F(2,62)=1.14$, $p=.325$) and between gender ($t(63)=1.53$, $p=.13$). The descriptive statistics is illustrated in figure 32.

The participants' evaluation with regard to their *socioeconomic status* is rather humble ($M=4.22$, $SD=1.81$). This value deviates significantly from the theoretical middle 5 ($t(64)=-3.45$, $p=.001$). Thus, the Language Café participants' *socioeconomic status* is classified in the lower area. Moreover, differences among the Language Cafés ($F(2,62)=1.34$; $p=.270$) and gender ($t(63)=1.50$, $p=.139$) are not identifiable (see figure 32). Details can be found in Tables 95 to 67 in the appendix.

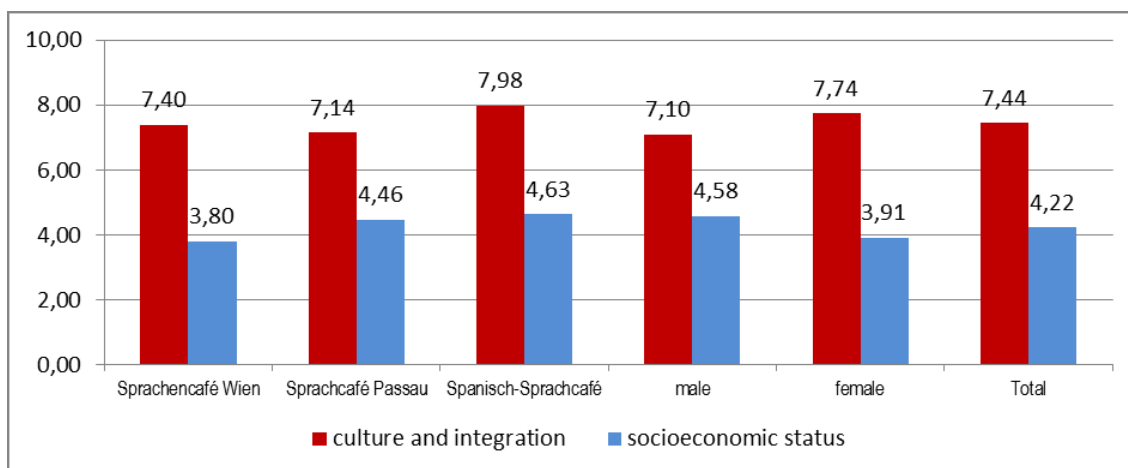


Figure 32 | Culture and integration and socioeconomic status, separated by location, gender and total

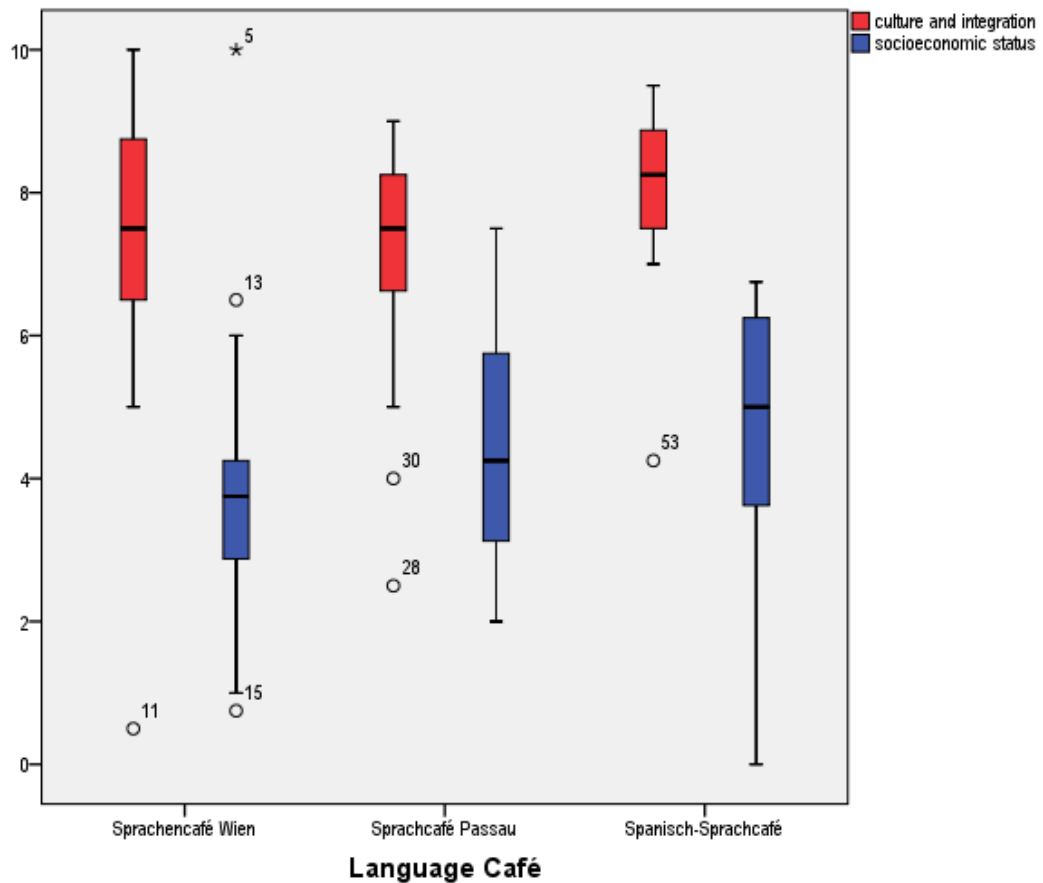


Figure 33 | Boxplot culture and integration and socioeconomic status, separated by location

As a final point, it will be investigated how participants' *education* correlates with *social aspect*, *language concept*, handouts and worksheets, *predefined topics* and *linguistic self-confidence*. For this, the Spearman correlation is calculated because *education* is measured in an ordinal way when the data was gathered. It becomes apparent that there is no significant correlation between *education* and the other variables mentioned (see table 2 and 101) except one. The only tendency that can be detected is the significant correlation with the *language concept* ($r=-.22$, $p=.074$). The higher the *education*, the less important it is for people to learn more about language.

	r	p
Social aspect	,05	,715
Language concept	-,22	,074
Handouts and worksheets	-,08	,537
Predefined topics	,03	,812
Linguistic selfconfidence	-,12	,345

Table 2 | Correlation of education with social aspect, language concept, handouts and worksheets, predefined topics and linguistic self-confidence

6.4. Interview

This subchapter contains the summaries of the interviews conducted with the manager or contact person of the three Language Cafés. In the interview attached in the appendix, “I” represents the interviewer, which is me; “M”, “M1” and “M2” represent the interviewees.

6.4.1. Kontaktepool Sprachencafé Wien

This Viennese Language Café was not the initial idea the managers had in mind. First and foremost, they wanted to offer a possibility where people could meet without them having to pay for food or drinks. Then they learned about a multilingual Language Café in Bratislava, Slovakia, which they were very fond of. However, this Café there was mainly meant for students, but the interviewee and her colleagues took the idea of a Language Café from them. As a result, they created a regular Language Café on Wednesday evening where people could meet and become friends. Moreover, visitors of the Café met outside the meetings to go hiking and for other activities, especially during the summer months when the Language Café pauses and people continue meeting each other to maintain contact.

The Kontaktepool Sprachencafé Wien financially relies on the magistrate department 17 of Vienna, which is responsible for integration and diversity, the AMIF which is an acronym for “Asyl-, Migrations- und Ingetrationsfonds”

(asylum, migration and integration fund), the “Erste Bank”, a financial services provider in Central and Eastern Europe, and donations. The money donated was enough for all the meetings on Wednesday. Since these evenings were so successful, but also overcrowded, the managers wanted to offer a second evening for which they eventually received enough money for ten more meetings in autumn 2015. For spring 2016, however, they are still waiting to be fully funded.

As already indicated in the characterization of this Language Café, the first meeting took place on the European Day of Languages in 2012 (September 26th, 2012). In order for people to get to know the Language Café the managers spread e-mails, hung posters at libraries and the University of Vienna and wrote articles for the newspaper. The next six meetings were only every four weeks because the managers did not know whether or not it would be successful. For these first meetings, they asked their friends and relatives if they could “offer their language on a table”, as they call it. What makes the evenings very suspenseful is what languages are actually covered. This is because the NSs do not have to officially subscribe on a form. Instead it is regulated by whoever comes.

Almost every time there are new people, but there are also some who visit the Language Café very regularly. When the meetings were only once a month, there were a lot of people. Then, when it started weekly, the number of visitors declined slightly. It is also important to mention that most people are not there for the whole three hours, some arrive later and others leave earlier. Generally, the atmosphere at the Language Café is very relaxed and enjoyable where the people can concentrate and learn a language in an informal surrounding.

More details about the interview with the manager of the Kontaktepool Sprachencafé Wien can be found in the appendix attached.

6.4.2. Sprachcafé Passau

The German Sprachcafé Passau was originally invented by a French exchange student within the frame of a Bachelor thesis about seven or eight years ago.

Since then the responsibility of the Language Café has been passed on from one student to another. Everyone who is participating in the organization works in a voluntary basis. The only profit the managers, or the Language Café participants have is a discount of 20% on food and beverages. The main goal is solely to bring people into contact with each other. Concerning the number of people visiting the Café, it can be said that it fluctuates. It depends on how busy the visitors, mainly students, are with seminar papers or exams and whether or not it is semester break. At the beginning of the semester there are usually a lot of visitors and then it decreases slowly, but the regular number is between 20 and 30. People learn about the existence of this Language Café via Facebook and posters at the University of Passau.

More details about the interview with the managers of the Sprachcafé Passau can be found in the appendix attached.

6.4.3. Café de la Lengua Española

The Café de la Lengua Española in Vienna was created in 2010 by a British man who lived for about ten years in Spain. This Language Café, like the others, runs on voluntary basis. Regarding long-term goals, the managers did not reveal any ideas. What can be said about the development is that the language skills of nonnative speakers increased over the five years. Most people who participate in this Language Café learn about this Café on Facebook for which a group was created in order to remind people about upcoming meetings.

More details about the interview with the manager of the Café de la Lengua Española can be found in the appendix attached.

7. Discussion

The present chapter contains a discussion of the results presented in the previous chapter. As already indicated in the introductory chapter of this thesis and at the beginning of chapter four, this is the first time the phenomenon of Language Cafés has been investigated and studied. Therefore, the discussion will be solely based on the outcomes of the survey conducted and cannot be compared with any other previous studies or literature. My wish is not only that further studies will be carried out in the future in order to learn more about Language Cafés, but also that this paper provides literature for potential future managers of such Cafés.

In the following, the three research questions presented in the introduction of this thesis are being responded to.

7.1. Research Question One

The first question asked what kinds of people visit the Language Café. According to the results of the personality test (BIS/BAS) it can be said that the majority of people attending the Language Café tend to be introverted. This is shown by inhibited behavior in line with the statements of the BIS/BAS test. My assumption was, however, that Language Café users show more activated behavior and are thus extrovert people. The reason why the result was the opposite might be because the majority of people (65%) had a nationality other than the Austrian and German and are not yet as confident in the foreign culture as they might be in their home country. Another reason for the tendency towards an inhibited behavior could be the insecurity some Language Café goers possibly have. The number of visits by participants to the Language Cafés might explain the rather inhibited behavior of the people. About two-thirds (67.7%) of all Language Café attendees examined had less than 11 visits behind them.

visits split into 2 groups (less than 11 & more than 11)					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1,00	44	67,7	67,7	67,7
	2,00	21	32,3	32,3	100,0
Total		65	100,0	100,0	

Table 3 | Visits to Language Cafés (split into two groups)

This would followh Morrow's explanation that people who are in "new, unknown, and unfamiliar situations" feel insecure and "are unsure of how the situations will turn out" (2010: 315). These people need time to become acquainted with new situations, which is probably the same case with most of the people who participated in this study. Hence, after several visits to Language Cafés, the shyness would be eliminated. However, as indicated in chapter 2.3., being shy and rather introverted does not mean the Language Café attendee is an unsuccessful language learner (Lightbown & Spada 2013: 84). Closely linked with the inhibited behavior is the personality variable anxiety. Zafar and Meenakshi (2012: 644) claimed that it comes with uneasiness and self-doubt, which might hinder participants in daring to speak.

7.2. Research Question Two

The second question makes an inquiry about people's motivations to visit the Language Café. For this question the two concepts, *language* and *social aspect*, are compared. Considering the entire sample size, the two concepts are almost equally important in all three Language Cafés. However, distinguishing between the three Cafés there are interesting outcomes. In the Kontaktepool Sprachencafé Wien and the Sprachcafé Passau the *language aspect* was more important than the *social aspect*. In the Spanish-speaking Language Café the opposite was true. These results confirm my conjecture I had in mind before conducting the study, namely that visitors of the latter want to have a nice evening whilst eating Spanish food. The people visiting this Viennese Spanish-speaking Café primarily go there because they want to spend time with other people and enjoy the community. Clearly, their motivation is also to improve their language skills, but it is not as important as the *social aspect*. The intention

of the people who visit the other two Language Cafés is mainly because they wish to improve their language competencies. When talking about the Kontaktepool Sprachencafé Wien this is totally in line with my suspicion. Eighty-nine percent of this Café are immigrants and are eager to learn more about a particular language, which is also the managers' goal of this Café. The Sprachcafé in Passau shows almost the same tendency, only that the difference between the *language aspect* and the *social aspect* is not as big as the one of the Kontaktepool Sprachencafé Wien.

Considering Gardner and Lambert's (1972: 3) distinction of instrumental and integrative motivation, it can be claimed that both are true for the Language Cafés, the former because of the goal to pass a certain language exam (e.g. an Arabic native speaker wants to pass his "B2" German test, which was the case in the Kontaktepool Sprachencafé Wien) and because of the desire to become more proficient in the language in order to communicate successfully with the people who speak that language.

7.3. Research Question Three

The third question concerns the Language Café attendees' hopes and expectations. Considering the fact that people had the option of agreement from zero to ten and the Language Café attendees marked 5.75 on average, it can be said that about half of the people would like to receive handouts and worksheets when learning a new language. Most people had this wish in the Kontaktepool Sprachencafé Wien, which I assumed when I was attending this Language Café myself. It seemed as though people were more eager to make advances in a language at this Café than in the other two, which is now also reflected in the results. The same is true when it comes to the desire for predefined topics to talk about. Thus, visitors of the Spanish-speaking Language Café and the Café in Passau do not have as many expectations as of the Language Café in Vienna. Despite these results, it needs to be mentioned that people's expectations whether or not to receive handouts, highly depends on if a person is a visual, auditory or haptic learner. Accordingly, people who agreed to the statement that worksheets and the like would be helpful to

improve their language skills might be visual learners. Thus, differentiating between these learning styles in the course of a future study on Language Cafés might deliver results from which effective implementation possibilities can be achieved.

7.4. General discussion

As stated in section 6.1.5. female participants speak more languages than male participants. This goes agrees with what Zafar and Meenakshi (2012: 640) found: Females tend to have a higher motivation and more positive attitudes towards FLL than males. Moreover, women are more likely to excel than men when it comes to SLL. These same factors are not studied on in the study present, but similarities can be detected, namely that women are capable of speaking more languages than men.

Nevertheless, what is also noticeable in the study is the correlation between the *age* and *language concept*. People who are more advanced in age prefer to improve their language skills such as pronunciation, grammar, vocabulary or the ability to express themselves better. In section 3.2.2 it is outlined that adults, as all participants of this present survey are, learn better when they are aware of the process of learning. This is exactly what happens in a Language Café. People are aware of the fact that they are learning a language, which might explain the correlation between these two factors.

A reason that people think they can improve their language skills at the Language Café better than they could at school might be that at these meetings people are not under any pressure to bring a perfect performance. Marks, grades or assessment are of no relevance in Language Café. This goes in line with Statistics Canada (2001: 59) when they claimed that an informal learning environment, as a Language Café can be classified, is unstructured, unorganized (in the sense of learning) and does not contain any examination. Reasons for this outcome include, for instance, that Language Cafés offer the benefit of learning a language in a natural environment. People might also acquire more knowledge about language there because it is a relaxed atmosphere, but also because they are there by their own choice which is

contrary to language learning in school where they are forced to go to. Hence, out of the study conducted it cannot only be assumed that people learn better in an informal learning environment; far better, it is proven.

The revelation that the *openness towards foreign languages and cultures* in the Kontaktepool Sprachencafé Wien is lower than in the other two Language Cafés is not surprising. In fact, it meets the expectation. When I visited the three Cafés the people in Passau and in the Spanish-speaking one seemed to be more open and talkative. An explanation for this might be that in the Kontaktepool Sprachencafé Wien there are many immigrants who are more reluctant, less self-confident and whose background culture is slightly cautious. The correlation between *openness* and *linguistic self-confidence* confirms this. Another fact that affirms this is the connection between *openness* and the *social aspect*. People who are more open indicated that for them the *social aspect* is more important than the *language concept*. Hence, being open and curious in nature coheres with the willingness to socialize.

Regarding *openness*, the study also confirms that this factor correlates negatively with *age*, meaning that people who are advanced in *age* are less open, or the younger Language Café attendees are, the more open they are. This outcome could be explained by the fact that younger people are more flexible and hence their life patterns are not as established as might be the case with older people.

A further correlation could be ascertained between the *language concept* and *education*. People who have a higher level of *education* have also a higher motivation to learn more about language. In other words, the more someone knows, the higher the wish to increase their existing knowledge. This might explain the common assumption that the more understanding a person has the easier it is to add knowledge.

The factor *culture and integration* also yielded a significant result, as can be seen at the beginning of chapter 6.3. This concept included statements like “I am trying to integrate myself as much as possible in the culture where the language is spoken”. Considering the mean value of 7.44 (SD=1.69), indicates that people are willing to integrate themselves in the culture the language is

spoken. It is possible that people think participating actively in the target culture helps them to become fluent faster in the target language.

Concerning the *socioeconomic status* of Language Café attendees, the results correspond with my assumption. The Kontaktepool Sprachencafé Wien displays the lowest *socioeconomic status* which could be explained through the high percentage of foreigners (89%). In my experience in this Language Café I recognized that many of the attendees are from an Arabic country, might have fled from there and are not well off now. In the Sprachcafé Passau and the Spanish-speaking Language Café the socioeconomic status of participants is slightly higher. On the one side, there are students whose family background is probably well moneyed and, on the other side, there are employed persons who have already based their lives on a financially solid foundation.

Having discussed the various findings of this study, it seems that Language Café participants gradually improve their language skills. Yet, even there has been no research on how visitors perform on grammar, vocabulary or comprehension tests in this study, it can be claimed that they make progress in the particular language. Nevertheless, it is a much more active process in which the learners heavily rely on a person who, in the best case, is a NS of the language the learner wishes to learn. This is also what Cohen (1998) suggests when it comes to SLL. On the other side, in order to become proficient in a language, apart from L1, being involved in a natural surrounding is necessary (Yule 2006). Hence, Language Cafés can be described as both a place for SLL and SLA. However, the idea of how well Language Café attendees perform on various tests might be an interesting research project for the future.

In summary, this study reveals both surprising and unsurprising insights into the phenomenon of language learning in Language Cafés. Clearly, these locations for learning a language still remain to be investigated and it is my wish that this thesis is only the beginning of researching this field. Language Cafés are an underexplored but yet potentially powerful tool in SLL and I hope that there are people out there who feel the need to conduct further studies about these Cafés.

As indicated above, this empirical study has only been the first step in the area of Language Cafés. For future research I suggest the use of a personality test that captures other facets such as the NEO FFI test, for example. Another suggestion is to analyze the various activities that take place in a Language Café and how they contribute to improving language skills. Generally, with regard to language teaching, it would be advisable to conduct a study of how far the learning outcomes differ between someone who learns a language at a Language Café and someone who does so in school. With these suggestions, I wish that many more studies on Language Cafés will be conducted in order to find out and improve language learning opportunities in places other than in educational institutions.

8. Summary & Conclusion

This research project is believed to have reached insights into an area that has so far been uninvestigated. Language Cafés have emerged to be a completely different learning environment than a school setting. People have a great possibility to practice various languages by having conversations with native speakers and can exchange cultural interests in a relaxing atmosphere without any pressure to achieve a certain level. The results were mostly as anticipated, though still partly surprising. It was expected that the visitors of the Language Café show an activated behavior. Instead, the opposite was true. Concerning hypothesis 4, whether handouts, worksheets or predefined topics are desired, the result was in fact in the central portion, but was not highly significant. Hypothesis 2 can only be partly affirmed. The motivation for learning more about the language was only true for attendees of the Kontaktepool Sprachencafé Wien and the Language Café in Passau. In the Spanish-speaking Café the social aspect was more important. The other two hypotheses (3 and 5) yielded the expected answer: People have the feeling they can improve their language skills at the Language Café more than they could at school. With regard to hypothesis 5, it can be said that the higher the openness, the higher the linguistic self-confidence.

However, beside these findings and conclusions drawn, this project also aimed to present the momentary status of Language Cafés, considering the venue, frequency, people, costs, publicity and challenges in line with three selected examples. Through online research, conducting the survey and the interviews, this thesis has tried to convey a practical approach of studying the phenomenon of the Language Café. However, all results should be treated with caution, as outcomes in language research are questioned to be generalizable (Reiterer 2009: 157-161).

It is hoped that these insights into Language Cafés can be used to guide future research, but also to encourage people to launch such a café themselves. These places for language learning have certainly a much wider potential that can be exploited much further in order to improve the quality of such cafés.

Finally, I wish for all Language Café goers out there to come to the point where they can say with their full heart and mind that attending a language learning environment like this is “[l]earning ‘real’ language from ‘real’ people” (David & Holdom 2015).

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Appendix A

Tables

Table 3 | Gender distribution

		Language Café			Total
		Sprachencafé Wien	Sprachcafé Passau	Spanisch- Sprachcafé	
sex	male	59,3%	34,8%	40,0%	46,2%
	female	40,7%	65,2%	60,0%	53,8%
Total		100,0%	100,0%	100,0%	100,0%

Table 4 | Chi-Square Tests gender distribution

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,291 ^a	2	,193
Likelihood Ratio	3,315	2	,191
Linear-by-Linear Association	1,982	1	,159
N of Valid Cases	65		

a. 0 cells (0,0%) have expected count less than 5. The minimum expected count is 6,92.

Table 5 | Mean value of age

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
age in years	65	18	61	28,15	9,705
Valid N (listwise)	65				

Table 6 | Mean value of age separated by location

Report

age in years

Language Café	Mean	Std. Deviation
Sprachencafé Wien	32,44	12,457
Sprachcafé Passau	23,09	2,983
Spanisch-Sprachcafé	28,20	7,123
Total	28,15	9,705

Table 7 | One-Way ANOVA age

ANOVA Table

		Sum of Squares	df
age in years * Language Café	Between Groups (Combined)	1087,569	2
	Within Groups	4940,893	62
	Total	6028,462	64

ANOVA Table

		Mean Square	F	Sig.
age in years * Language Café	Between Groups (Combined)	543,784	6,824	,002
	Within Groups	79,692		
	Total			

Table 8 | Partial Eta-Squared age

Measures of Association

	Eta	Eta Squared
age in years * Language Café	,425	,180

Table 9 | Mean value of age separated by gender
Report

age in years

sex	Mean	Std. Deviation
male	28,63	8,548
female	27,74	10,706
Total	28,15	9,705

Table 10 | ANOVA age differences

ANOVA Table

		Sum of Squares	df	Mean Square
age in years * sex	Between Groups (Combined)	12,809	1	12,809
	Within Groups	6015,652	63	95,487
	Total	6028,462	64	

ANOVA Table

		F	Sig.
age in years * sex	Between Groups (Combined)	,134	,715
	Within Groups		
	Total		

Table 11 | Mean value of age, separated by gender

Group Statistics

	sex	N	Mean	Std. Deviation	Std. Error Mean
age in years	male	30	28,63	8,548	1,561
	female	35	27,74	10,706	1,810

Table 12 | Independent Samples T-Tests of age

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
age in years	Equal variances assumed	2,313	,133	,366	63
	Equal variances not assumed			,373	62,712

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
age in years	Equal variances assumed	,715	,890	2,431
	Equal variances not assumed	,711	,890	2,390

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
age in years	Equal variances assumed	-3,968	5,749
	Equal variances not assumed	-3,885	5,666

Table 13 | Educational background distribution, separated by location

		Language Café			Total
		Sprachencafé Wien	Sprachcafé Passau	Spanisch- Sprachcafé	
highest education	secondary school		4,3%		1,5%
	vocational training	3,7%		6,7%	3,1%
	A-levels (Matura)	14,8%	69,6%	13,3%	33,8%
	Bachelor Degree	51,9%	21,7%	33,3%	36,9%
	Master/Magister	18,5%	4,3%	46,7%	20,0%
	Doctorate/Doctor	11,1%			4,6%
Total		100,0%	100,0%	100,0%	100,0%

Table 14 | Chi-Square Tests of educational background

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	32,141 ^a	10	,000	,000	
Likelihood Ratio	33,212	10	,000	,000	
Fisher's Exact Test	28,437			,000	
Linear-by-Linear Association	,381 ^b	1	,537	,578	,298
N of Valid Cases	65				

Chi-Square Tests		Point Probability
Pearson Chi-Square		
Likelihood Ratio		
Fisher's Exact Test		
Linear-by-Linear Association		
N of Valid Cases		,053 ^b

a. 11 cells (61,1%) have expected count less than 5. The minimum expected count is ,23.

b. The standardized statistic is -,617.

Table 15 | Nationality distribution, separated by location

		Language Café			Total
		Sprachencafé Wien	Sprachcafé Passau	Spanisch- Sprachcafé	
Nationality	Austrian	7,4%		53,3%	15,4%
	German	3,7%	52,2%		20,0%
	Others	88,9%	47,8%	46,7%	64,6%
Total		100,0%	100,0%	100,0%	100,0%

Table 16 | Chi-Square Tests of *nationality*

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	41,399 ^a	4	,000	,000	
Likelihood Ratio	40,741	4	,000	,000	
Fisher's Exact Test	34,450			,000	
Linear-by-Linear Association	12,966 ^b	1	,000	,000	,000
N of Valid Cases	65				

Chi-Square Tests		Point Probability
Pearson Chi-Square		
Likelihood Ratio		
Fisher's Exact Test		
Linear-by-Linear Association		,000 ^b
N of Valid Cases		

a. 5 cells (55,6%) have expected count less than 5. The minimum expected count is 2,31.

b. The standardized statistic is -3,601.

Table 17 | Mean value of spoken languages

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
how many languages	65	2	8	3,80	1,202
Valid N (listwise)	65				

Table 18 | Mean value of spoken languages, separated by gender

sex	Mean	Std. Deviation
male	3,40	,894
female	4,14	1,332
Total	3,80	1,202

Table 19 | Mean value of *languages spoken*, separated by location

Language Café	Mean	Std. Deviation
Sprachencafé Wien	3,56	1,311
Sprachcafé Passau	3,78	,902
Spanisch-Sprachcafé	4,27	1,335
Total	3,80	1,202

Table 20 | Independent Samples T-Test of *languages spoken*
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
how many languages	Equal variances assumed	,837	,364	-2,594
	Equal variances not assumed			-2,671

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
how many languages	Equal variances assumed	63	,012	-,743
	Equal variances not assumed	59,791	,010	-,743

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
how many languages	Equal variances assumed	,286	-1,315	-,170
	Equal variances not assumed	,278	-1,299	-,187

Table 21 | Mean value of visits to Language Cafés
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
visits to language café	65	1	107	17,11	24,146
Valid N (listwise)	65				

Table 22 | Visits to Language Cafés, separated by frequency
visits to language café

	Frequency	Percent	Valid Percent	Cumulative Percent
1	12	18,5	18,5	18,5
2	3	4,6	4,6	23,1
3	5	7,7	7,7	30,8
4	1	1,5	1,5	32,3
5	6	9,2	9,2	41,5
6	3	4,6	4,6	46,2
7	4	6,2	6,2	52,3
8	1	1,5	1,5	53,8
10	9	13,8	13,8	67,7
11	1	1,5	1,5	69,2
15	2	3,1	3,1	72,3
Valid 20	4	6,2	6,2	78,5
25	1	1,5	1,5	80,0
27	1	1,5	1,5	81,5
35	1	1,5	1,5	83,1
40	4	6,2	6,2	89,2
50	1	1,5	1,5	90,8
60	2	3,1	3,1	93,8
70	1	1,5	1,5	95,4
80	1	1,5	1,5	96,9
106	1	1,5	1,5	98,5
107	1	1,5	1,5	100,0
Total	65	100,0	100,0	

Table 23 | Visits to Language Cafés, separated by three main groups and frequency

	Frequency	Percent	Valid Percent	Cumulative Percent
< 5	21	32,3	32,3	32,3
Valid 5-10	23	35,4	35,4	67,7
>10	21	32,3	32,3	100,0
Total	65	100,0	100,0	

Table 24 | Visits to Language Cafés, separated by three main groups and location

		Language Café			Total
		Sprachencafé Wien	Sprachcafé Passau	Spanisch- Sprachcafé	
< 5		37,0%	17,4%	46,7%	32,3%
visits 5-10		37,0%	43,5%	20,0%	35,4%
>10		25,9%	39,1%	33,3%	32,3%
Total		100,0%	100,0%	100,0%	100,0%

Table 25 | Chi-Square Tests of visits to Language Café
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	4,855 ^a	4	,303	,307	
Likelihood Ratio	5,215	4	,266	,289	
Fisher's Exact Test	4,985			,287	
Linear-by-Linear Association	,038 ^b	1	,845	,923	,461
N of Valid Cases	65				

Chi-Square Tests	Point Probability
Pearson Chi-Square	
Likelihood Ratio	
Fisher's Exact Test	
Linear-by-Linear Association	,076 ^b
N of Valid Cases	

a. 2 cells (22,2%) have expected count less than 5. The minimum expected count is 4,85.

b. The standardized statistic is ,196.

Table 26 | Visits to Language Cafés, separated by three main groups and gender
Crosstab

		sex		Total
		male	female	
visits	< 5	33,3%	31,4%	32,3%
	5-10	33,3%	37,1%	35,4%
	>10	33,3%	31,4%	32,3%
Total		100,0%	100,0%	100,0%

Table 27 | Chi-Square Tests of visits to Language Café and gender
Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	,103 ^a	2	,950	1,000	
Likelihood Ratio	,103	2	,950	1,000	
Fisher's Exact Test	,161			1,000	
Linear-by-Linear Association	,000 ^b	1	1,000	1,000	,561
N of Valid Cases	65				

Chi-Square Tests	Point Probability
Pearson Chi-Square	
Likelihood Ratio	
Fisher's Exact Test	
Linear-by-Linear Association	,122 ^b
N of Valid Cases	

a. 0 cells (0,0%) have expected count less than 5. The minimum expected count is 9,69.

b. The standardized statistic is ,000.

Table 28 | Mean value of BIS and BAS total
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
BIS	58	1,143	3,143	2,17488	,451820
BAS Total	58	1,154	3,429	1,86810	,409189
Valid N (listwise)	58				

Table 29 | Mean value of BIS and BAS total, separated by location
Report

Language Café		BIS	BAS Total
Sprachencafé Wien	Mean	2,07855	1,90610
	Std. Deviation	,489391	,474920
Sprachcafé Passau	Mean	2,16152	1,93630
	Std. Deviation	,420552	,361468
Spanisch-Sprachcafé	Mean	2,32380	1,71287
	Std. Deviation	,436882	,367092
Total	Mean	2,17488	1,86810
	Std. Deviation	,451820	,409189

Table 30 | Paired Samples Statistics of BIS and BAS total
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BIS	2,17488	58	,451820	,059327
	BAS Total	1,86810	58	,409189	,053729

Table 31 | Paired Samples Correlations of BIS and BAS total
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	BIS & BAS Total	58	,033	,807

Table 32 | Paired Samples T-Tests and Descriptives of BIS and BAS total
Paired Samples Test

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	BIS - BAS Total	,306776	,599559	,078726	,149130

		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	BIS - BAS Total	,464422	3,897	57	,000

		Descriptives				
		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
						Lower Bound
	Sprachencafé Wien	20	,1725	,75127	,16799	-,1792
	Sprachcafé Passau	23	,2252	,45190	,09423	,0298
	Spanisch-Sprachcafé	15	,6109	,49076	,12671	,3392
	Total	58	,3068	,59956	,07873	,1491

		Descriptives		
		95% Confidence Interval for Mean	Minimum	Maximum
		Upper Bound		
	Sprachencafé Wien	,5241	-1,71	1,23
	Sprachcafé Passau	,4206	-,51	1,24
	Spanisch-Sprachcafé	,8827	-,01	1,70
	Total	,4644	-1,71	1,70

Table 33 | ANOVA BIS and BAS total

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1,902	2	,951	2,813	,069
Within Groups	18,588	55	,338		
Total	20,490	57			

Table 34 | One Samples Statistics of BIS and BAS total

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
BIS	58	2,17488	,451820	,059327
BAS Total	58	1,86810	,409189	,053729

Table 35 | One Samples T-Test of BIS and BAS total

One-Sample Test						
	Test Value = 2.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
BIS	-5,480	57	,000	-,325121	-,44392	-,20632
BAS Total	-11,761	57	,000	-,631897	-,73949	-,52431

Table 36 | Mean value of BIS and BAS total, total and separated by gender

Report			
sex		BIS	BAS Total
male	Mean	2,30689	1,91607
	Std. Deviation	,447730	,469618
female	Mean	2,05990	1,82632
	Std. Deviation	,429872	,350882
Total	Mean	2,17488	1,86810
	Std. Deviation	,451820	,409189

Table 37 | BIS and BAS, gender differences

Group Statistics					
	sex	N	Mean	Std. Deviation	Std. Error Mean
db	male	27	,3908	,70505	,13569
	female	31	,2336	,49019	,08804

Table 38 | Independent Samples T-Test of BIS and BAS, gender differences

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
db	Equal variances assumed	2,166	,147	,996	56
	Equal variances not assumed			,972	45,510

Independent Samples Test					
		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
					Lower
db	Equal variances assumed	,323	,15723	,15784	-,15895
	Equal variances not assumed	,336	,15723	,16175	-,16844

Independent Samples Test					
		t-test for Equality of Means			
		95% Confidence Interval of the Difference			
		Upper			
db	Equal variances assumed				
	Equal variances not assumed				

Table 39 | BIS deviation from norm

One-Sample Test						
Test Value = 2.93						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
BIS	-12,728	57	,000	-,755121	-,87392	-,63632

Table 40 | BAS deviation from norm

One-Sample Test						
Test Value = 3.07						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
BAS Total	-22,370	57	,000	-1,201897	-1,30949	-1,09431

Table 41 | Correlation between BIS and BAS total

Correlations			
		BIS	BAS Total
BIS	Pearson Correlation	1	,033
	Sig. (2-tailed)		,807
	N	58	58
BAS Total	Pearson Correlation	,033	1
	Sig. (2-tailed)	,807	
	N	58	58

Table 42 | Mean value of BIS and BAS subscales

Paired Samples Statistics		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	BAS Drive	2,0172	58	,56168	,07375
	BIS	2,17488	58	,451820	,059327
Pair 2	BAS Fun Seeking	1,9052	58	,48853	,06415
	BIS	2,17488	58	,451820	,059327
Pair 3	BAS Reward	1,6690	58	,38123	,05006
	Responsiveness	2,17488	58	,451820	,059327

Table 43 | Paired Samples Correlations between BIS and BAS subscales

Paired Samples Correlations		N	Correlation	Sig.
Pair 1	BAS Drive & BIS	58	,139	,300
Pair 2	BAS Fun Seeking & BIS	58	-,136	,307
Pair 3	BAS Reward Responsiveness & BIS	58	,293	,026

Table 44 | Paired Samples T-Tests and Descriptives of BIS and BAS subscales

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	BAS Drive - BIS	-,157638	,670311	,088016	-,333887
Pair 2	BAS Fun Seeking - BIS	-,269707	,709254	,093130	-,456196
Pair 3	BAS Reward Responsiveness - BIS	-,505914	,498679	,065480	-,637035

		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	BAS Drive - BIS	,018611	-1,791	57	,079
Pair 2	BAS Fun Seeking - BIS	-,083218	-2,896	57	,005
Pair 3	BAS Reward Responsiveness - BIS	-,374793	-7,726	57	,000

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
BAS Drive	58	1,00	3,75	2,0172	,56168
BAS Fun Seeking	58	1,00	2,75	1,9052	,48853
BAS Reward Responsiveness	58	1,00	2,80	1,6690	,38123
BIS	58	1,143	3,143	2,17488	,451820
Valid N (listwise)	58				

Table 45 | Mean value of *language concept* and *social aspect*, total and separated by location

Report		language concept	social aspect
Language Café			
Sprachencafé Wien	Mean	7,2407	6,5833
	Std. Deviation	1,81934	1,51118
Sprachcafé Passau	Mean	7,0652	6,8696
	Std. Deviation	1,71427	,98820
Spanisch-Sprachcafé	Mean	6,0333	7,6167
	Std. Deviation	2,91833	1,06849
Total	Mean	6,9000	6,9231
	Std. Deviation	2,11015	1,29446

Table 46 | Mean value of *language concept* and *social aspect*, total and separated by gender

Report		language concept	social aspect
sex			
male	Mean	6,8917	7,0667
	Std. Deviation	2,35042	1,39725
female	Mean	6,9071	6,8000
	Std. Deviation	1,91558	1,20629
Total	Mean	6,9000	6,9231
	Std. Deviation	2,11015	1,29446

Table 47 | Paired Samples T-test and Descriptive of *language concept* and *social aspect*

Paired Samples Test					
		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference
					Lower
Pair 1	language concept - social aspect	-,02308	2,46884	,30622	-,63483

Paired Samples Test					
		Paired Differences	t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference			
		Upper			
Pair 1	language concept - social aspect	,58867	-,075	64	,940

Descriptives					
		N	Mean	Std. Deviation	Std. Error
dls	Sprachencafé Wien	27	,6574	2,35763	,45373
	Sprachcafé Passau	23	,1957	1,72541	,35977
	Spanisch-Sprachcafé	15	-1,5833	3,04676	,78667
	Total	65	-,0231	2,46884	,30622
language concept	Sprachencafé Wien	27	7,2407	1,81934	,35013
	Sprachcafé Passau	23	7,0652	1,71427	,35745
	Spanisch-Sprachcafé	15	6,0333	2,91833	,75351
	Total	65	6,9000	2,11015	,26173
social aspect	Sprachencafé Wien	27	6,5833	1,51118	,29083
	Sprachcafé Passau	23	6,8696	,98820	,20605
	Spanisch-Sprachcafé	15	7,6167	1,06849	,27588
	Total	65	6,9231	1,29446	,16056

Descriptives					
		95% Confidence Interval for Mean		Minimum	Maximum
		Lower Bound	Upper Bound		
dls	Sprachencafé Wien	-,2752	1,5901	-3,75	4,75
	Sprachcafé Passau	-,5505	,9418	-2,75	3,50
	Spanisch-Sprachcafé	-3,2706	,1039	-8,25	2,25
	Total	-,6348	,5887	-8,25	4,75
language concept	Sprachencafé Wien	6,5210	7,9604	3,50	10,00
	Sprachcafé Passau	6,3239	7,8065	2,50	10,00
	Spanisch-Sprachcafé	4,4172	7,6495	,00	9,50
	Total	6,3771	7,4229	,00	10,00
social aspect	Sprachencafé Wien	5,9855	7,1811	2,75	9,00
	Sprachcafé Passau	6,4422	7,2969	4,25	8,50
	Spanisch-Sprachcafé	7,0250	8,2084	6,00	10,00
	Total	6,6023	7,2438	2,75	10,00

Table 48 | One-Way ANOVA of *language concept* and *social aspect*
ANOVA

		Sum of Squares	df	Mean Square	F
dls	Between Groups	50,119	2	25,059	4,570
	Within Groups	339,971	62	5,483	
	Total	390,090	64		
language concept	Between Groups	15,029	2	7,515	1,726
	Within Groups	269,946	62	4,354	
	Total	284,975	64		
social aspect	Between Groups	10,398	2	5,199	3,329
	Within Groups	96,842	62	1,562	
	Total	107,240	64		

		Sig.
dls	Between Groups	,014
	Within Groups	
	Total	
language concept	Between Groups	,186
	Within Groups	
	Total	
social aspect	Between Groups	,042
	Within Groups	
	Total	

Table 49 | Bonferroni posthoc tests of *language concept* and *social aspect*
Multiple Comparisons

Bonferroni				
Dependent Variable	(I) Language Café	(J) Language Café	Mean Difference (I-J)	Std. Error
dls	Sprachencafé Wien	Sprachcafé Passau	,46176	,66445
		Spanisch-Sprachcafé	2,24074 [*]	,75409
	Sprachcafé Passau	Sprachencafé Wien	-,46176	,66445
		Spanisch-Sprachcafé	1,77899	,77715
	Spanisch-Sprachcafé	Sprachencafé Wien	-2,24074 [*]	,75409
		Sprachcafé Passau	-1,77899	,77715
language concept	Sprachencafé Wien	Sprachcafé Passau	,17552	,59208
		Spanisch-Sprachcafé	1,20741	,67195
	Sprachcafé Passau	Sprachencafé Wien	-,17552	,59208
		Spanisch-Sprachcafé	1,03188	,69251
	Spanisch-Sprachcafé	Sprachencafé Wien	-1,20741	,67195
		Sprachcafé Passau	-1,03188	,69251
social aspect	Sprachencafé Wien	Sprachcafé Passau	-,28623	,35463
		Spanisch-Sprachcafé	-1,03333 [*]	,40247
	Sprachcafé Passau	Sprachencafé Wien	,28623	,35463
		Spanisch-Sprachcafé	-,74710	,41478
	Spanisch-Sprachcafé	Sprachencafé Wien	1,03333 [*]	,40247
		Sprachcafé Passau	,74710	,41478

Multiple Comparisons

Bonferroni				
Dependent Variable	(I) Language Café	(J) Language Café	Sig.	95% Confidence Interval
				Lower Bound
dls	Sprachencafé Wien	Sprachcafé Passau	1,000	-1,1732
		Spanisch-Sprachcafé	,013 [*]	,3852
	Sprachcafé Passau	Sprachencafé Wien	1,000	-2,0968
		Spanisch-Sprachcafé	,076	-,1333
	Spanisch-Sprachcafé	Sprachencafé Wien	,013 [*]	-4,0963
		Sprachcafé Passau	,076	-3,6913
language concept	Sprachencafé Wien	Sprachcafé Passau	1,000	-1,2814
		Spanisch-Sprachcafé	,232	-,4460
	Sprachcafé Passau	Sprachencafé Wien	1,000	-1,6324
		Spanisch-Sprachcafé	,424	-,6721
	Spanisch-Sprachcafé	Sprachencafé Wien	,232	-2,8609
		Sprachcafé Passau	,424	-2,7359
social aspect	Sprachencafé Wien	Sprachcafé Passau	1,000	-1,1589
		Spanisch-Sprachcafé	,038 [*]	-2,0237
	Sprachcafé Passau	Sprachencafé Wien	1,000	-,5864
		Spanisch-Sprachcafé	,230	-1,7677
	Spanisch-Sprachcafé	Sprachencafé Wien	,038 [*]	,0430
		Sprachcafé Passau	,230	-,2735

Multiple Comparisons

Bonferroni			
Dependent Variable	(I) Language Café	(J) Language Café	95% Confidence Interval
			Upper Bound
dls	Sprachencafé Wien	Sprachcafé Passau	2,0968
		Spanisch-Sprachcafé	4,0963 [*]
	Sprachcafé Passau	Sprachencafé Wien	1,1732
		Spanisch-Sprachcafé	3,6913
language concept	Sprachencafé Wien	Sprachcafé Passau	-,3852 [*]
		Spanisch-Sprachcafé	,1333
	Sprachcafé Passau	Sprachencafé Wien	1,6324
		Spanisch-Sprachcafé	2,8609

social aspect	Sprachcafé Passau	Sprachencafé Wien	1,2814
		Spanisch-Sprachcafé	2,7359
	Spanisch-Sprachcafé	Sprachencafé Wien	,4460
		Sprachcafé Passau	,6721
	Sprachencafé Wien	Sprachcafé Passau	,5864
		Spanisch-Sprachcafé	-,0430
	Sprachcafé Passau	Sprachencafé Wien	1,1589
		Spanisch-Sprachcafé	,2735
	Spanisch-Sprachcafé	Sprachencafé Wien	2,0237
		Sprachcafé Passau	1,7677

*. The mean difference is significant at the ,050 level.

Table 50 | Independent Samples T-Test of *language concept* and *social aspect*

Independent Samples Test					
		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
dls	Equal variances assumed	,021	,886	-,456	63
	Equal variances not assumed			-,449	55,684

Independent Samples Test					
		t-test for Equality of Means			
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
					Lower
dls	Equal variances assumed	,650	-,28214	,61810	-1,51731
	Equal variances not assumed	,655	-,28214	,62831	-1,54095

Independent Samples Test				
		t-test for Equality of Means		
		95% Confidence Interval of the Difference		
		Upper		
dls	Equal variances assumed	,95303		
	Equal variances not assumed	,97667		

Table 51 | Correlation between *language concept*, *social aspect* and *age*

Correlations			
		language concept	social aspect
age in years	Pearson Correlation	-,326	,001
	Sig. (2-tailed)	,008	,996
	N	65	65

Table 52 | Correlation between *language concept* and *social aspect*

Correlations		
		social aspect
language concept	Pearson Correlation	,006
	Sig. (2-tailed)	,962
	N	65

Table 53 | Mean value of *better improvement in Language Cafés*

Statistics		
better improvement of LC		
N	Valid	65
	Missing	0
Mean		6,731
Std. Deviation		2,1251

Table 54 | Mean value of *better improvement in Language Cafés*, total and separated by location

better improvement of LC * Language Café		
better improvement of LC		
Language Café	Mean	Std. Deviation
Sprachencafé Wien	6,370	1,9542
Sprachcafé Passau	7,130	2,0406
Spanisch-Sprachcafé	6,767	2,5486
Total	6,731	2,1251

Table 55 | Mean value of *better improvement in Language Cafés*, total and separated by gender

better improvement of LC * sex		
better improvement of LC		
sex	Mean	Std. Deviation
male	6,483	2,3507
female	6,943	1,9204
Total	6,731	2,1251

Table 56 | One-Sample statistics of *better improvement in Language Café*

One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
better improvement of LC	65	6,731	2,1251	,2636

Table 57 | One-Sample T-Test of *better improvement in Language Café*

One-Sample Test					
	Test Value = 5				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower
better improvement of LC	6,566	64	,000	1,7308	1,204

One-Sample Test	
	Test Value = 5
	95% Confidence Interval of the Difference
	Upper
better improvement of LC	2,257

Table 58 | Descriptives of *better improvement in Language Café*, separated by location

Descriptives					
better improvement of LC					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
Sprachencafé Wien	27	6,370	1,9542	,3761	5,597
Sprachcafé Passau	23	7,130	2,0406	,4255	6,248
Spanisch-Sprachcafé	15	6,767	2,5486	,6580	5,355
Total	65	6,731	2,1251	,2636	6,204

Descriptives			
better improvement of LC			
	95% Confidence Interval for Mean	Minimum	Maximum
	Upper Bound		
Sprachencafé Wien	7,143	3,0	10,0
Sprachcafé Passau	8,013	3,0	10,0
Spanisch-Sprachcafé	8,178	,0	10,0
Total	7,257	,0	10,0

Table 59 | ANOVA *better improvement in Language Café*

ANOVA					
better improvement of LC					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,200	2	3,600	,792	,457
Within Groups	281,838	62	4,546		
Total	289,038	64			

Table 60 | Mean value of *better improvement in Language Café*, separated by gender

Group Statistics					
	sex	N	Mean	Std. Deviation	Std. Error Mean
better improvement of LC	male	30	6,483	2,3507	,4292
	female	35	6,943	1,9204	,3246

Table 61 | Independent Samples T-test of *better improvement in Language Café*
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
better improvement of LC	Equal variances assumed	,786	,379	-,867
	Equal variances not assumed			-,854

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
better improvement of LC	Equal variances assumed	63	,389	-,4595
	Equal variances not assumed	56,030	,397	-,4595

Independent Samples Test

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
better improvement of LC	Equal variances assumed	,5298	-1,5182
	Equal variances not assumed	,5381	-1,5375

Independent Samples Test

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
better improvement of LC	Equal variances assumed	,5991
	Equal variances not assumed	,6184

Table 62 | Correlation between *age* and *better improvement in Language Café*
Correlations

		age in years	better improvement of LC
age in years	Pearson Correlation	1	-,022
	Sig. (2-tailed)		,863
	N	65	65
better improvement of LC	Pearson Correlation	-,022	1
	Sig. (2-tailed)	,863	
	N	65	65

Table 63 | Correlation between *language concept*, *social aspect* and *better improvement in Language Café*

Correlations

		language concept	social aspect
better improvement of LC	Pearson Correlation	,359	,337
	Sig. (2-tailed)	,003	,006
	N	65	65

Table 64 | One-Way ANOVA *better improvement in Language Cafés*, *social aspect* and *language concept*

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	69,573	2	34,787	9,827	,000 ^b
Residual	219,465	62	3,540		
Total	289,038	64			

a. Dependent Variable: better improvement in LC

b. Predictors: (Constant), social aspect, language concept

Table 65 | Coefficients of *better improvement in Language Cafés*, *social aspect* and *language concept*

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,449	1,489		,301	,764
	language concept	,359	,111	,357	3,225	,002
	social aspect	,549	,182	,335	3,023	,004

a. Dependent Variable: better improvement of LC

Table 66 | Mean value of *handouts and worksheets*, separated by location

handouts and worksheets * Language Café

handouts and worksheets

Language Café	Mean	Std. Deviation
Sprachencafé Wien	6,259	2,9035
Sprachcafé Passau	5,217	2,4300
Spanisch-Sprachcafé	5,667	3,1263
Total	5,754	2,7939

Table 67 | Mean value of *handouts and worksheets*, separated by age

handouts and worksheets * sex

handouts and worksheets

sex	Mean	Std. Deviation
male	6,217	2,8638
female	5,357	2,7105
Total	5,754	2,7939

Table 68 | One Sample T-Test of *handouts and worksheets*
One-Sample Test

	Test Value = 5				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower
handouts and worksheets	2,175	64	,033	,7538	,062

One-Sample Test	
	Test Value = 5
	95% Confidence Interval of the Difference
	Upper
handouts and worksheets	1,446

Table 69 | Descriptives of *handouts and worksheets*
Descriptives

handouts and worksheets					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
Sprachencafé Wien	27	6,259	2,9035	,5588	5,111
Sprachcafé Passau	23	5,217	2,4300	,5067	4,167
Spanisch-Sprachcafé	15	5,667	3,1263	,8072	3,935
Total	65	5,754	2,7939	,3465	5,062

Descriptives			
handouts and worksheets			
	95% Confidence Interval for Mean	Minimum	Maximum
	Upper Bound		
Sprachencafé Wien	7,408	,0	10,0
Sprachcafé Passau	6,268	1,5	10,0
Spanisch-Sprachcafé	7,398	,0	10,0
Total	6,446	,0	10,0

Table 70 | ANOVA of *handouts and worksheets*
ANOVA

handouts and worksheets					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13,630	2	6,815	,870	,424
Within Groups	485,932	62	7,838		
Total	499,562	64			

Table 71 | Independent Samples T-Test of *handouts and worksheets*

Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
handouts and worksheets	Equal variances assumed	,025	,875	1,242
	Equal variances not assumed			1,236

Independent Samples Test				
		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
handouts and worksheets	Equal variances assumed	63	,219	,8595
	Equal variances not assumed	60,306	,221	,8595

Independent Samples Test			
		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
handouts and worksheets	Equal variances assumed	,6922	-,5237
	Equal variances not assumed	,6952	-,5309

Independent Samples Test				
		t-test for Equality of Means		
		95% Confidence Interval of the Difference		
		Upper		
handouts and worksheets	Equal variances assumed	2,2428		
	Equal variances not assumed	2,2500		

Table 72 | Correlation between *age* and *handouts*

Correlations			
		age in years	handouts and worksheets
age in years	Pearson Correlation	1	-,144
	Sig. (2-tailed)		,254
	N	65	65
handouts and worksheets	Pearson Correlation	-,144	1
	Sig. (2-tailed)	,254	
	N	65	65

Table 73 | Correlation between *handouts, language concept, social aspect* and *better improvement at Language Café*

Correlations		language concept	social aspect	better improvement of LC
handouts and worksheets	Pearson Correlation	,387	-,089	,124
	Sig. (2-tailed)	,001	,481	,324
	N	65	65	65

Table 74 | ANOVA of *handouts and worksheets, social aspect* and *language concept*

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79,125	2	39,562	5,834	,005 ^b
	Residual	420,437	62	6,781		
	Total	499,562	64			

a. Dependent Variable: handouts and worksheets

b. Predictors: (Constant), social aspect, language concept

Table 75 | Coefficients of *handouts and worksheets*

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,576	2,060		1,735	,088
	language concept	,514	,154	,388	3,329	,001
	social aspect	-,197	,251	-,091	-,784	,436

a. Dependent Variable: handouts and worksheets

Table 76 | Mean value of *predefined topics*, separated by location
predefined topics * Language Café

Language Café	Mean	Std. Deviation
Sprachencafé Wien	5,093	3,6083
Sprachcafé Passau	4,348	2,6944
Spanisch-Sprachcafé	4,867	3,8194
Total	4,777	3,3296

Table 77 | Mean value of *predefined topics*, separated by gender
predefined topics * sex

sex	Mean	Std. Deviation
male	5,600	3,5921
female	4,071	2,9584
Total	4,777	3,3296

Table 78 | One-Sample T-test predefined topics

One-Sample Test					
	Test Value = 5				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower
predefined topics	-,540	64	,591	-,2231	-1,048

One-Sample Test	
	Test Value = 5
	95% Confidence Interval of the Difference
	Upper
predefined topics	,602

Table 79 | Descriptives of predefined topics

Descriptives					
predefined topics	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean
					Lower Bound
					Upper Bound
Sprachencafé Wien	27	5,093	3,6083	,6944	3,665
Sprachcafé Passau	23	4,348	2,6944	,5618	3,183
Spanisch-Sprachcafé	15	4,867	3,8194	,9862	2,752
Total	65	4,777	3,3296	,4130	3,952

Descriptives				
predefined topics				
	95% Confidence Interval for Mean		Minimum	Maximum
	Upper Bound			
Sprachencafé Wien		6,520	,0	10,0
Sprachcafé Passau		5,513	,0	9,0
Spanisch-Sprachcafé		6,982	,0	10,0
Total		5,602	,0	10,0

Table 80 | One-Way ANOVA predefined topics among Language Cafés

ANOVA					
predefined topics	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,046	2	3,523	,311	,734
Within Groups	702,469	62	11,330		
Total	709,515	64			

Table 81 | Independent Samples T-Test predefined topics and gender

Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
predefined topics	Equal variances assumed	2,952	,091	1,881
	Equal variances not assumed			1,853

Independent Samples Test			
		t-test for Equality of Means	
		df	Sig. (2-tailed)
			Mean Difference

predefined topics	Equal variances assumed	63	,065	1,5286
	Equal variances not assumed	56,293	,069	1,5286

Independent Samples Test

		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
predefined topics	Equal variances assumed	,8125	-,0950	3,1521
	Equal variances not assumed	,8247	-,1234	3,1805

Table 82 | Correlation between age and predefined topics

Correlations

		age in years	predefined topics
age in years	Pearson Correlation	1	-,127
	Sig. (2-tailed)		,314
	N	65	65
predefined topics	Pearson Correlation	-,127	1
	Sig. (2-tailed)	,314	
	N	65	65

Table 83 | Correlation between language concept, social aspect, better improvement in Language Café and predefined topics

Correlations

		language concept	social aspect	better improvement of LC
predefined topics	Pearson Correlation	,280	,192	,103
	Sig. (2-tailed)	,024	,126	,412
	N	65	65	65

Table 84 | Correlation between handouts and worksheets and predefined topics

Correlations

		handouts and worksheets
predefined topics	Pearson Correlation	,246
	Sig. (2-tailed)	,048
	N	65

Table 85 | One-Way ANOVA of handouts and worksheets, social aspect and language concept

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79,125	2	39,562	5,834	,005 ^b
	Residual	420,437	62	6,781		
	Total	499,562	64			

a. Dependent Variable: handouts and worksheets

b. Predictors: (Constant), social aspect, language concept

Table 86 | Coefficients of handouts and worksheets, social aspect and language concept

Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
-------	-----------------------------	---------------------------	---	------

	B	Std. Error	Beta		
(Constant)	3,576	2,060		1,735	,088
1 language concept	,514	,154	,388	3,329	,001
social aspect	-,197	,251	-,091	-,784	,436

a. Dependent Variable: handouts and worksheets

Table 87 | Mean value of *openness* and *linguistic self-confidence*, total separated by location

openness to foreign languages and cultures linguistic selfconfidence *

Language Café

Language Café		openness to foreign languages and cultures	linguistic selfconfidence
Sprachencafé Wien	Mean	6,2130	7,1667
	Std. Deviation	1,91741	1,75275
Sprachcafé Passau	Mean	7,4565	7,1522
	Std. Deviation	1,02982	1,32874
Spanisch-Sprachcafé	Mean	7,8833	7,4833
	Std. Deviation	1,89658	1,31430
Total	Mean	7,0385	7,2346
	Std. Deviation	1,77836	1,50057

Table 88 | Mean value of *openness* and *linguistic self-confidence*, total separated by gender

openness to foreign languages and cultures linguistic selfconfidence * sex

sex		openness to foreign languages and cultures	linguistic selfconfidence
male	Mean	6,9833	7,1500
	Std. Deviation	1,87765	1,69761
female	Mean	7,0857	7,3071
	Std. Deviation	1,71492	1,32992
Total	Mean	7,0385	7,2346
	Std. Deviation	1,77836	1,50057

Table 89 | One-Way ANOVA *openness* and *linguistic self-confidence*

ANOVA

		Sum of Squares	df	Mean Square	F
openness to foreign languages and cultures	Between Groups	33,126	2	16,563	6,066
	Within Groups	169,278	62	2,730	
	Total	202,404	64		
linguistic selfconfidence	Between Groups	1,209	2	,604	,262
	Within Groups	142,901	62	2,305	
	Total	144,110	64		

ANOVA

		Sig.
openness to foreign languages and cultures	Between Groups	,004
	Within Groups	
	Total	
linguistic selfconfidence	Between Groups	,770
	Within Groups	
	Total	

Table 90 | Bonferroni posthoc tests *openness* and *linguistic self-confidence*
Multiple Comparisons

Bonferroni			
Dependent Variable	(I) Language Café	(J) Language Café	Mean Difference (I-J)
openness to foreign languages and cultures	Sprachencafé Wien	Sprachcafé Passau	-1,24356
		Spanisch-Sprachcafé	-1,67037
	Sprachcafé Passau	Sprachencafé Wien	1,24356
		Spanisch-Sprachcafé	-,42681
	Spanisch-Sprachcafé	Sprachencafé Wien	1,67037
		Sprachcafé Passau	,42681
linguistic selfconfidence	Sprachencafé Wien	Sprachcafé Passau	,01449
		Spanisch-Sprachcafé	-,31667
	Sprachcafé Passau	Sprachencafé Wien	-,01449
		Spanisch-Sprachcafé	-,33116
	Spanisch-Sprachcafé	Sprachencafé Wien	,31667
		Sprachcafé Passau	,33116

Multiple Comparisons

Bonferroni				
Dependent Variable	(I) Language Café	(J) Language Café	Std. Error	Sig.
openness to foreign languages and cultures	Sprachencafé Wien	Sprachcafé Passau	,46886	,030
		Spanisch-Sprachcafé	,53211	,008
	Sprachcafé Passau	Sprachencafé Wien	,46886	,030
		Spanisch-Sprachcafé	,54839	1,000
	Spanisch-Sprachcafé	Sprachencafé Wien	,53211	,008
		Sprachcafé Passau	,54839	1,000
linguistic selfconfidence	Sprachencafé Wien	Sprachcafé Passau	,43079	1,000
		Spanisch-Sprachcafé	,48890	1,000
	Sprachcafé Passau	Sprachencafé Wien	,43079	1,000
		Spanisch-Sprachcafé	,50385	1,000
	Spanisch-Sprachcafé	Sprachencafé Wien	,48890	1,000
		Sprachcafé Passau	,50385	1,000

Multiple Comparisons

Bonferroni			
Dependent Variable	(I) Language Café	(J) Language Café	95% Confidence Interval
			Lower Bound
openness to foreign languages and cultures	Sprachencafé Wien	Sprachcafé Passau	-2,3973
		Spanisch-Sprachcafé	-2,9797
	Sprachcafé Passau	Sprachencafé Wien	,0898
		Spanisch-Sprachcafé	-1,7762
	Spanisch-Sprachcafé	Sprachencafé Wien	,3610
		Sprachcafé Passau	-,9226
linguistic selfconfidence	Sprachencafé Wien	Sprachcafé Passau	-1,0455
		Spanisch-Sprachcafé	-1,5197
	Sprachcafé Passau	Sprachencafé Wien	-1,0745
		Spanisch-Sprachcafé	-1,5710
	Spanisch-Sprachcafé	Sprachencafé Wien	-,8864
		Sprachcafé Passau	-,9087

Multiple Comparisons

Bonferroni			
Dependent Variable	(I) Language Café	(J) Language Café	95% Confidence Interval

			Upper Bound
openness to foreign languages and cultures	Sprachcafé Wien	Sprachcafé Passau	-,0898
		Spanisch-Sprachcafé	-,3610
	Sprachcafé Passau	Sprachcafé Wien	2,3973
		Spanisch-Sprachcafé	,9226
	Spanisch-Sprachcafé	Sprachcafé Wien	2,9797
		Sprachcafé Passau	1,7762
linguistic selfconfidence	Sprachcafé Wien	Sprachcafé Passau	1,0745
		Spanisch-Sprachcafé	,8864
	Sprachcafé Passau	Sprachcafé Wien	1,0455
		Spanisch-Sprachcafé	,9087
	Spanisch-Sprachcafé	Sprachcafé Wien	1,5197
		Sprachcafé Passau	1,5710

*. The mean difference is significant at the ,050 level.

Table 91 | Independent Samples T-Tests *openness* and *linguistic self-confidence*
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
openness to foreign languages and cultures	Equal variances assumed	,412	,523	-,230
	Equal variances not assumed			-,228
linguistic selfconfidence	Equal variances assumed	1,152	,287	-,418
	Equal variances not assumed			-,410

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
openness to foreign languages and cultures	Equal variances assumed	63	,819	-,10238
	Equal variances not assumed	59,396	,820	-,10238
linguistic selfconfidence	Equal variances assumed	63	,677	-,15714
	Equal variances not assumed	54,639	,683	-,15714

Independent Samples Test

		t-test for Equality of Means	
		Std. Error Difference	95% Confidence Interval of the Difference
			Lower
openness to foreign languages and cultures	Equal variances assumed	,44578	-,99320
	Equal variances not assumed	,44894	-1,00058
linguistic selfconfidence	Equal variances assumed	,37578	-,90808
	Equal variances not assumed	,38288	-,92457

Independent Samples Test

		t-test for Equality of Means
		95% Confidence Interval of the Difference
		Upper
openness to foreign languages and cultures	Equal variances assumed	,78844
	Equal variances not assumed	,79582

linguistic selfconfidence	Equal variances assumed	,59380
	Equal variances not assumed	,61028

Table 92 | Correlation between *openness* and *linguistic self-confidence*

Correlations		openness to foreign languages and cultures	linguistic selfconfidence
openness to foreign languages and cultures	Pearson Correlation	1	,335
	Sig. (2-tailed)		,006
	N	65	65
linguistic selfconfidence	Pearson Correlation	,335	1
	Sig. (2-tailed)	,006	
	N	65	65

Table 93 | Correlation between *openness*, *linguistic self-confidence*, *language concept* and *social aspect*

Correlations		language concept	social aspect
openness to foreign languages and cultures	Pearson Correlation	,160	,296
	Sig. (2-tailed)	,203	,017
	N	65	65
linguistic selfconfidence	Pearson Correlation	-,001	,411
	Sig. (2-tailed)	,995	,001
	N	65	65

Table 94 | Correlation between *linguistic self-confidence*, *openness* and *age*

Correlations		age in years
linguistic selfconfidence	Pearson Correlation	-,007
	Sig. (2-tailed)	,959
	N	65
openness to foreign languages and cultures	Pearson Correlation	-,268
	Sig. (2-tailed)	,031
	N	65

Table 95 | Mean value of *culture and integration* and *socioeconomic status*, total and separated by location

culture and integration socioeconomic status * Language Café		culture and integration	socioeconomic status
Language Café			
Sprachencafé Wien	Mean	7,3981	3,7963
	Std. Deviation	1,92561	1,92408
Sprachcafé Passau	Mean	7,1413	4,4565
	Std. Deviation	1,59514	1,65085
Spanisch-Sprachcafé	Mean	7,9833	4,6333
	Std. Deviation	1,32107	1,80492
Total	Mean	7,4423	4,2231
	Std. Deviation	1,69257	1,81364

Table 96 | Mean value of *culture and integration* and *socioeconomic status*, total and separated by gender

culture and integration socioeconomic status * sex		culture and integration	socioeconomic status
sex			
male	Mean	7,1000	4,5833

female	Std. Deviation	1,96587	2,06295
	Mean	7,7357	3,9143
Total	Std. Deviation	1,37993	1,53266
	Mean	7,4423	4,2231
	Std. Deviation	1,69257	1,81364

Table 97 | One-Samples T-Test of *culture and integration*, total and separated by location

One-Sample Test					
	Test Value = 5				
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference
					Lower
culture and integration	11,634	64	,000	2,44231	2,0229
socioeconomic status	-3,454	64	,001	-,77692	-1,2263

One-Sample Test	
	Test Value = 5
	95% Confidence Interval of the Difference
	Upper
culture and integration	2,8617
socioeconomic status	-,3275

Table 98 | Descriptives of *culture and integration* and *socioeconomic status*, total and separated by location

Descriptives					
		N	Mean	Std. Deviation	Std. Error
culture and integration	Sprachencafé Wien	27	7,3981	1,92561	,37058
	Sprachcafé Passau	23	7,1413	1,59514	,33261
	Spanisch-Sprachcafé	15	7,9833	1,32107	,34110
	Total	65	7,4423	1,69257	,20994
socioeconomic status	Sprachencafé Wien	27	3,7963	1,92408	,37029
	Sprachcafé Passau	23	4,4565	1,65085	,34423
	Spanisch-Sprachcafé	15	4,6333	1,80492	,46603
	Total	65	4,2231	1,81364	,22495

Descriptives				
		95% Confidence Interval for Mean		Minimum
		Lower Bound	Upper Bound	
culture and integration	Sprachencafé Wien	6,6364	8,1599	,50
	Sprachcafé Passau	6,4515	7,8311	2,50
	Spanisch-Sprachcafé	7,2517	8,7149	4,25
	Total	7,0229	7,8617	,50
socioeconomic status	Sprachencafé Wien	3,0352	4,5574	,75
	Sprachcafé Passau	3,7426	5,1704	2,00
	Spanisch-Sprachcafé	3,6338	5,6329	,00
	Total	3,7737	4,6725	,00

Descriptives			Maximum
culture and integration	Sprachencafé Wien		10,00
	Sprachcafé Passau		9,00
	Spanisch-Sprachcafé		9,50

socioeconomic status	Total	10,00
	Sprachencafé Wien	10,00
	Sprachcafé Passau	7,50
	Spanisch-Sprachcafé	6,75
	Total	10,00

Table 99 | One-Way ANOVA *culture and integration* and *socioeconomic status*

ANOVA					
		Sum of Squares	df	Mean Square	F
culture and integration	Between Groups	6,527	2	3,264	1,144
	Within Groups	176,819	62	2,852	
	Total	183,346	64		
socioeconomic status	Between Groups	8,696	2	4,348	1,336
	Within Groups	201,819	62	3,255	
	Total	210,515	64		

ANOVA			Sig.
culture and integration	Between Groups		,325
	Within Groups		
	Total		
socioeconomic status	Between Groups		,270
	Within Groups		
	Total		

Table 100 | Independent Samples T-Tests *culture and integration*, *socioeconomic status* and *gender*

Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	t
culture and integration	Equal variances assumed	2,826	,098	-1,525
	Equal variances not assumed			-1,485
socioeconomic status	Equal variances assumed	1,668	,201	1,497
	Equal variances not assumed			1,464

Independent Samples Test				
		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
culture and integration	Equal variances assumed	63	,132	-,63571
	Equal variances not assumed	50,921	,144	-,63571
socioeconomic status	Equal variances assumed	63	,139	,66905
	Equal variances not assumed	52,843	,149	,66905

Independent Samples Test				
		t-test for Equality of Means		
		Std. Error Difference	95% Confidence Interval of the Difference	
			Lower	Upper
culture and integration	Equal variances assumed	,41683	-1,46867	,19725

socioeconomic status	Equal variances not assumed	,42805	-1,49509	,22367
	Equal variances assumed	,44693	-,22408	1,56218
	Equal variances not assumed	,45714	-,24792	1,58601

Table 101 | Correlation between *social aspect*, *language concept*, *handouts and worksheets*, *predefined topics* and *linguistic self-confidence* and *education*
Correlations

			highest education
Spearman's rho	social aspect	Correlation Coefficient	,046
		Sig. (2-tailed)	,715
		N	65
	language concept	Correlation Coefficient	-,223
		Sig. (2-tailed)	,074
		N	65
	handouts and worksheets	Correlation Coefficient	-,078
		Sig. (2-tailed)	,537
		N	65
	predefined topics	Correlation Coefficient	,030
		Sig. (2-tailed)	,812
		N	65
	linguistic selfconfidence	Correlation Coefficient	-,119
		Sig. (2-tailed)	,345
		N	65

Appendix B

Questionnaire in English



Vienna, November, 2015

The Language Café – An Exploration into a New Phenomenon of Language Learning

Dear Sir or Madame,

I am asking you today for your consent to fill out this questionnaire for the above mentioned project.

The University of Vienna is running a project exploring the new concept of language learning, that is *Language Café*. The aim is to do research into this new phenomenon of learning a language outside the school context. Therefore, I have the privilege to write my diploma thesis about these Language Cafés, its visitors and their language learning behavior. In order to do this, I kindly ask you to fill out this questionnaire.

Please answer all the questions. If you are not sure about any issue, then just give an estimate that comes closest.

All data collected will be strictly anonymized and are only to be used for purposes of scientific analysis to which only the diploma thesis writer has access.

By participating in this survey you contribute to finishing my studies for which I will be forever grateful and thankful.

With my best wishes,

Doris Zellinger

(student at the English Department of the University of Vienna)

QUESTIONNAIRE

General Information

1. **Gender:** ☐ male ☐ female
2. **Age:** _____
3. **Highest level of education**
 - ☐ secondary school ("Hauptschule" or non-finished school)
 - ☐ vocational training ("Berufsausbildung")
 - ☐ A-levels ("Matura", school leaving examination)
 - ☐ BA (Bachelor Degree)
 - ☐ MA or Mag. (Master, Magister, postgraduate studies)
 - ☐ Doctorate or Doktor
 - ☐ higher than Doctorate (e.g. Habilitation, University Professor)
4. **Indicate the field of your studies (either ongoing or completed)**

5. **What is your current profession/job?**

6. **What is your nationality?** (if multiple, give all)

7. **What is your place of birth?** (town and country)

8. **What is your place of current residence?** (town and country)

9. **How many languages do you speak** (including your mother tongue)? Please provide your age of onset of learning and proficiency level; 1=min, 10=maximum (native level).

1) mother tongue: _____	age of onset of learning: ____	proficiency level: ____
2) other language: _____	age of onset of learning: ____	proficiency level: ____
3) other language: _____	age of onset of learning: ____	proficiency level: ____
4) other language: _____	age of onset of learning: ____	proficiency level: ____
5) other language: _____	age of onset of learning: ____	proficiency level: ____
6) other language: _____	age of onset of learning: ____	proficiency level: ____
7) other language: _____	age of onset of learning: ____	proficiency level: ____
8) other language: _____	age of onset of learning: ____	proficiency level: ____
10. **How many times have you visited the Language Café?**
 _____ or: ☐ this is my first time
11. **What is the highest educational level of your mother?**
 - ☐ primary education
 - ☐ vocational training ("Berufsausbildung")
 - ☐ A-levels ("Matura", school leaving examination)
 - ☐ university degree
 - ☐ postgraduate degree
12. **What is the highest educational level of your father?**
 - ☐ primary education
 - ☐ vocational training ("Berufsausbildung")

- ☐ A-levels ("Matura", school leaving examination)
- ☐ university degree
- ☐ postgraduate degree

13. What is your mother's profession?

14. What is your father's profession?

15. I am visiting the Language Café because I want to improve my knowledge of vocabulary.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
 strongly disagree strongly agree

16. I have the feeling that I can improve my language skills here at the Language Café more than I could at school.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
 strongly disagree strongly agree

17. I am visiting the Language Café because I want to socialize with the (native) speakers of the language.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
 strongly disagree strongly agree

18. Using worksheets or handouts would be very useful to improve my language skills.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
 strongly disagree strongly agree

19. I was good at language learning at school.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
 strongly disagree strongly agree

20. I like to use foreign terms (words) in my mother tongue.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
 strongly disagree strongly agree

21. I am visiting the Language Café because I want to learn more about the culture in which the language is spoken.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
 strongly disagree strongly agree

22. I like wearing designer clothes.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
 strongly disagree strongly agree

23. My parents are proficient in foreign languages and spoke with me in more than one language since I was a child.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

strongly
disagree

strongly
agree

24. I am visiting the Language Café because I want to learn more about the grammar of the language.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

25. I prefer travelling to countries where the language which I learn(ed) is spoken.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

26. It is easy for me to start a conversation.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

27. I am participating in cultural and social activities that are part of the culture where the language I am learning is spoken.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

28. I am visiting the Language Café because food and drink is offered.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

29. I often eat in restaurants.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

30. I am trying to integrate myself as much as possible in the culture where the language that I am learning is spoken.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

31. I visit foreign countries several times a year.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

32. I watch movies and listen to music in foreign language instead of in my mother tongue.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

33. My family owns a very expensive car.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

34. I am visiting the Language Café because I want to improve my pronunciation.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

35. I would like to have predefined topics to talk about.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

36. I love extending my knowledge about the culture in which the language is spoken.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

37. I feel very relaxed at the Language Café.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

38. I read books in foreign languages.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

39. I am visiting the Language Café because I want to get to know new people.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

40. I am visiting the Language Café because I enjoy the community.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

41. I am visiting the Language Café because I want to learn to express myself better.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

42. I have a talent for learning foreign languages.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

43. I have the feeling that the Language Café meets my expectations.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
strongly strongly
disagree agree

44. Give an estimate how many hours per week you are in contact with the language you are learning at the Language Café.

_____ hours/week

Questionnaire in German



universität
wien

Wien, November, 2015

The Language Café – An Exploration into a New Phenomenon of Language Learning

Sehr geehrte Dame, sehr geehrter Herr,

ich bitte Sie höflichst um Ihre Zustimmung, diesen Fragebogen für oben genanntes Projekt auszufüllen.

Die Universität Wien führt momentan ein Projekt durch, das ein neues Konzept des Sprachenlernens erforscht, nämlich das *Sprachencafé*. Das Ziel dieses neuen Konzeptes ist es, eine Sprache außerhalb des Schulkontextes zu lernen, zu erforschen. Nun habe ich das Privileg, eine Diplomarbeit über solche Sprachencafés, seine Besucher und deren Sprachlernverhalten zu verfassen. Um dies erfolgreich zu untersuchen, bitte ich Sie, diesen Fragebogen auszufüllen.

Bitte beantworten Sie alle Fragen. Wenn Sie sich bei einer Frage unsicher sind, geben Sie bitte eine Schätzung ab, die noch am ehesten passt.

Alle Daten werden anonymisiert und ausschließlich für wissenschaftliche Zwecke benutzt zu denen nur die Verfasserin der Diplomarbeit Zugang hat.

Durch die Teilnahme an diesem Fragebogen tragen Sie zur Vollendung meines Studiums bei, wofür ich Ihnen ewig dankbar bin.

Mit besten Grüßen,

Doris Zellinger

(Studentin am Anglistik Institut der Universität Wien)

FRAGEBOGEN

Allgemeine Information

1. **Geschlecht:** ☐ männlich ☐ weiblich

2. **Alter:** _____

3. **Höchste Bildungsstufe**

- ☐ Hauptschule
- ☐ Berufsausbildung, Berufslehre
- ☐ Matura
- ☐ BA (Bachelor, Bakkalaureat)
- ☐ MA oder Mag. (Master, Magister, postgraduate studies)
- ☐ Doktorat oder Doktor
- ☐ höher als Doktorat (z.B. Habilitation, Universitätsprofessor)

4. **Geben Sie die Richtung Ihres Studiums an (laufendes oder abgeschlossenes)!**

5. **Was ist Ihr derzeitiger Beruf?**

6. **Was ist Ihre Nationalität?** (wenn mehrfach, bitte beide angeben)

7. **Wo sind Sie geboren?** (Stadt und Land)

8. **Wo ist Ihr momentaner Wohnsitz?** (Stadt/Ort und Land)

9. **Wie viele Sprachen sprechen Sie** (inklusive Ihrer Muttersprache)? Bitte geben Sie das Einstiegsalter in diese Sprache und die Kompetenzstufe an; 1=min, 10=max (=native level).

- | | | |
|--------------------------|-------------------------------------|-----------------------|
| a. Muttersprache: _____ | Einstiegsalter i. d. Sprache: _____ | Kompetenzstufe: _____ |
| b. andere Sprache: _____ | Einstiegsalter i. d. Sprache: _____ | Kompetenzstufe: _____ |
| c. andere Sprache: _____ | Einstiegsalter i. d. Sprache: _____ | Kompetenzstufe: _____ |
| d. andere Sprache: _____ | Einstiegsalter i. d. Sprache: _____ | Kompetenzstufe: _____ |
| e. andere Sprache: _____ | Einstiegsalter i. d. Sprache: _____ | Kompetenzstufe: _____ |
| f. andere Sprache: _____ | Einstiegsalter i. d. Sprache: _____ | Kompetenzstufe: _____ |
| g. andere Sprache: _____ | Einstiegsalter i. d. Sprache: _____ | Kompetenzstufe: _____ |
| h. andere Sprache: _____ | Einstiegsalter i. d. Sprache: _____ | Kompetenzstufe: _____ |

10. **Wie oft haben Sie das Sprachencafé schon besucht?**

_____ oder: ☐ das ist das erste Mal

11. **Was ist die höchste Schulbildung Ihrer Mutter?**

- ☐ Volksschule
- ☐ Berufsausbildung/Berufslehre
- ☐ Matura
- ☐ Hochschulabschluss
- ☐ erweiterte Hochschulbildung

12. **Was ist die höchste Schulbildung Ihres Vaters?**

- ☐ Volksschule

23. Meine Eltern sind kompetent in Fremdsprachen und haben mit mir in mehr als einer Sprache gesprochen seit dem ich ein Kind war.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

stimme
gar nicht zu

stimme
stark zu

24. Ich besuche das Sprachencafé, weil ich mehr über die Grammatik der Sprache lernen möchte.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

stimme
gar nicht zu

stimme
stark zu

25. Ich bevorzuge es in Länder zu reisen, wo die Sprache, die ich lern(t)e, gesprochen wird.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

stimme
gar nicht zu

stimme
stark zu

26. Es ist leicht für mich, eine Unterhaltung zu starten.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

stimme
gar nicht zu

stimme
stark zu

27. Ich nehme an kulturellen und gesellschaftlichen Aktivitäten teil, die Teil der Kultur sind, in der die Sprache, die ich lerne, gesprochen wird.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

stimme
gar nicht zu

stimme
stark zu

28. Ich besuche das Sprachencafé, weil dort Speisen und Getränke angeboten werden.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

stimme
gar nicht zu

stimme
stark zu

29. Ich gehe oft in Restaurants essen.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

stimme
gar nicht zu

stimme
stark zu

30. Ich versuche mich so gut wie möglich in die Kultur der Sprache, die ich lerne, zu integrieren.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

stimme
gar nicht zu

stimme
stark zu

31. Ich reise ein paar Mal im Jahr in fremde Länder.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

stimme
gar nicht zu

stimme
stark zu

32. Ich sehe Filme bzw. höre Musik in Fremdsprachen anstatt in meiner Muttersprache.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

stimme
gar nicht zu

stimme
stark zu

33. Meine Familie besitzt ein sehr teures Auto.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

stimme

stimme

gar nicht zu

stark zu

34. Ich besuche das Sprachencafé, weil ich meine Aussprache verbessern möchte.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
stimme
gar nicht zu

stimme
stark zu

35. Ich hätte gerne vorgegebene Themen zum Reden im Sprachencafé.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
stimme
gar nicht zu

stimme
stark zu

36. Ich liebe es, mein Wissen über die Kultur der Sprache, die ich lerne, zu erweitern.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
stimme
gar nicht zu

stimme
stark zu

37. Ich fühle mich sehr entspannt im Sprachencafé.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
stimme
gar nicht zu

stimme
stark zu

38. Ich lese Bücher in Fremdsprachen.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
stimme
gar nicht zu

stimme
stark zu

39. Ich besuche das Sprachencafé, weil ich neue Leute kennenlernen möchte.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
stimme
gar nicht zu

stimme
stark zu

40. Ich besuche das Sprachencafé, weil ich dort die Gemeinschaft genieße.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
stimme
gar nicht zu

stimme
stark zu

41. Ich besuche das Sprachencafé, weil ich lernen möchte mich besser auszudrücken.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
stimme
gar nicht zu

stimme
stark zu

42. Ich habe ein Talent für Fremdsprachen.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
stimme
gar nicht zu

stimme
stark zu

43. Ich habe das Gefühl, dass das Sprachencafé meine Erwartungen erfüllt.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
stimme
gar nicht zu

stimme
stark zu

44. Geben Sie eine ungefähre Schätzung, wie viele Stunden pro Woche Sie mit der Sprache, die Sie lernen, beschäftigt sind.

_____Stunden/Woche

Questionnaire in Arabic



universität
wien

فيينا, كانون الاول, 2015,

The Language Café – An Exploration into a New Phenomenon of Language Learning

سيداتي انساتي سادتي !

أطلب منكم وبكل احترام الاجابة على هذه الأسئلة .

تقوم جامعة فيينا بمشروع جديد لتعلم اللغات الا وهو (مقهى اللغات) وهدف هذا المشروع المساهمة بتعلم اللغة والتعمق بها خارج اطار المدرسة وكلّي فخر بتقديم رسالتي وبحثي عن هذا الموضوع الا وهو مقهى اللغات وزائروه ولنجاح بحثي ارجوا منكم تعبئة جدول الأسئلة والاجابة عن السؤال حتى ولو بشكل تقريبي او الاقرب لقناعاتكم او اجوبتكم وكل المعلومات الواردة منكم سرية ولن يطلع عليها احد سوى صاحب البحث وباجاباتكم على هذه الاسئلة تكونوا قد ساهتمتم بنجاح بحثي هذا وانا ممتن لكم ,

مع فائق احترامي وتقديري .

جدول الاسئلة

معلومات عامة :

1. الجنس : ذكر ☐ انثى ☐
2. العمر : _____
3. مستوى التعليم
 - ☐ ابتدائي
 - ☐ تدريب مهني
 - ☐ ثانوي
 - ☐ باكالوريوس
 - ☐ دكتوراه
 - ☐ مستوى اعلى من الدكتوراه (مثال : استاذ جامعي)

4. ماذا تدرس او ماذا درست ؟

5. ماهي وظيفتك الحالية ؟

6. ماهي جنسيتك (حتى لو كنت تحمل اكثر من جنسية)

7. مكان الولادة (الدولة والمدينة)

8. مكان الإقامة (الدولة والمدينة)

9. كم عدد اللغات التي تتحدث بها (بما في ذلك لغتك الأم) ويرجى الاشارة الى عمر البدئ في تعلم اللغة , و يرجى تسجيل مستوى إتقان اللغة من 1 الى 10 = مستوى لغة الأم

- | | | |
|----------------------|-------------------|-----------------|
| (1) لغتي الأم _____ | عمر البدئ : _____ | المستوى : _____ |
| (2) لغة أخرى : _____ | عمر البدئ : _____ | المستوى : _____ |
| (3) لغة أخرى : _____ | عمر البدئ : _____ | المستوى : _____ |
| (4) لغة أخرى : _____ | عمر البدئ : _____ | المستوى : _____ |
| (5) لغة أخرى : _____ | عمر البدئ : _____ | المستوى : _____ |
| (6) لغة أخرى : _____ | عمر البدئ : _____ | المستوى : _____ |

10. كم مرة زرت مقهى اللغات ؟
 أو _____ أو :اول مرة

11. ماهو مستوى تعليم والدتك ؟

- ☐ ابتدائي
- ☐ تعليم مهني
- ☐ ثانوي
- ☐ جامعي

☐ أكثر من جامعي

12. ماهو مستوى تعليم والدك

- ☐ ابتدائي
☐ تعليم مهني
☐ ثانوي
☐ جامعي
☐ أكثر من جامعي

13. ماذا تعمل والدتك ؟

14. ماذا يعمل والدك ؟

15. انا ازور المقهى لازيد ثروتي اللغوية (زيادة معرفتي لمصطلحات جديدة)

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

16. يوجد لدي الاحساس اني اتعلم عن طريق المقهى أكثر من المدرسة .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

17. انا ازور المقهى للتعرف على اناس لغتهم الأساسية اللغة التي اتعلمها .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

18. كنت أتمنى ان يكون هناك اوراق عمل أكثر لتحسين معلوماتي اللغوية .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

19. كنت دائما جيد في تعلم اللغة بالمدرسة .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

20. عندما تتكلم بلغتك الام هل تستخدم مصطلحات اجنبية.
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
لا أوافق
أوافق بقوة

21. انا ازور المقهى لاتعلم عادات وتقاليذ المجتمع الذي اتعلم لغته.
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
لا أوافق
أوافق بقوة

22. ملابسى من نوعية فاخرة (ماركات).
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
لا أوافق
أوافق بقوة

23. يتكلم اهلى عدة لغات ومنذ طفولتى حدثونى بلغات مختلفة .
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
لا أوافق
أوافق بقوة

24. انا ازور المقهى حتى اتعلم قواعد اللغة .
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
لا أوافق
أوافق بقوة

25. انا افضل السفر الى دول اتكلم لغتها .
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
لا أوافق
أوافق بقوة

26. من السهل لى الدخول بحديث مع اى شخص كان .
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
لا أوافق
أوافق بقوة

27. انا ازور فعاليات اجتماعية وثقافية للمجتمع الذى اتعلم لغته.
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
لا أوافق
أوافق بقوة

28. انا ازور المقهى لتوافر الطعام والشراب .
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
لا أوافق
أوافق بقوة

29. اذهب كثيرا الى المطاعم .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

30. انا احاول قدر المستطاع الاندماج في المجتمع الذي اتعلم لغته .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

31. أسافر عدة مرات سنويا لدول أجنبية .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

32. انا افضل مشاهدة لافلام او استماع الموسيقى بلغات مختلفة غير لغتي الأم .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

33. عائلتي تملك سيارة فاخرة .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

34. انا ازور مقهى اللغات حتى احسن لفظي اللغوي .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

35. كنت أود لو أنه يوجد مواضيع مطروحة اكثر بها المقهى .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

36. انا احب زيادة ثقافتي اللغوية وتوسعتها .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

37. اشعر بارتياح نفسي عند تواجدي بالمقهى .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

38. انا أفضل قراءة الكتب بلغات أجنبية .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

39. انا ازور المقهى للتعرف على اناس جدد .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

40. انا ازور المقهى حتى استمتع باللقاء مع الناس .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

41. انا ازور المقهى لتحسين مستوى لغتي .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

42. انا متأكد انه لدي موهبة لتعلم لغات أجنبية .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

43. لدي احساس ان المقهى يلبي طلباتي .

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

أوافق بقوة

لا أوافق

44. كم ساعة تقضي من وقتك اسبوعيا لتعلم اللغة

اسبوع/ساعة _____

Questionnaire in Turkish



universität
wien

Viyana, Kasım 2015

Dil Kafe – Dil Öğreniminde Yeni bir Olgu Üzerine Araştırma

Sayın Katılımcı,

Yukarıda belirtilen proje hakkındaki bu ankete katılmanızı sizden rica ediyorum.

Viyana Üniversitesi, dil öğreniminde yeni bir kavram olan Dil Kafe ile ilgili bir proje yürütmektedir. Çalışmanın amacı, okul dışında kullanılan bu yeni dil öğrenim yöntemi hakkında araştırma yapmaktır. Bu nedenle, Dil Kafe kullanıcıları ve bu kişilerin dil öğrenim davranışları hakkında tez çalışmamı yürütmekteyim. Bu amaç kapsamında, sizden bu ankete katılmanızı rica ediyorum.

Lütfen bütün soruları cevaplayınız. Eğer herhangi bir konuda emin olamıyorsanız, size en doğru görünen cevabı veriniz.

Toplanan bütün verilerde isimler gizli tutulacak ve sadece diploma tezi yazarının erişiminde bilimsel analiz amaçları kapsamında kullanılacaktır.

Bu çalışmaya katkılarınız, tez çalışmamı bitirebilmem için büyük önem ve değer arz etmektedir.

Saygılarımla,

Doris Zellinger

(Viyana Üniversitesi, İngilizce Bölümü Öğrencisi)

ANKET

Genel Bilgi

1. Cinsiyet: ☐ erkek ☐ kadın
2. Yaş: _____
3. Alınan Son Eğitim Derecesi
 - ☐ Ortaokul ("Hauptschule" or non-finished school)
 - ☐ Mesleki Eğitim ("Berufsausbildung")
 - ☐ Lise bitirme sınavları ("Matura", school leaving examination)
 - ☐ Lisans
 - ☐ Yüksek Lisans
 - ☐ Doktora
 - ☐ Post-doktora
4. Lütfen çalışma alanlarınızı belirtiniz (devam eden ya da tamamlanmış)

5. Şuan ki mesleğiniz nedir?

6. Uyuğunuz nedir? (Çift vatandaşlığın olması halinde lütfen ikisini de belirtin)

7. Doğum yeriniz neresidir? (Şehir ve Ülke)

8. Şuan ki ikametgâh adresiniz neresidir? (Şehir ve Ülke)

9. Kaç dil konuşabiliyorsunuz? (ana diliniz dâhil)? Lütfen dil öğrenmeye başlangıç yaşınızı ve yeterlik seviyenizi belirtin; 1=minimum, 10=maksimum (ana dil seviyesi).

a. Ana dil: _____	Başlangıç zamanı: _____	Yeterlik Seviyesi: _____
b. Diğer dil: _____	Başlangıç zamanı: _____	Yeterlik Seviyesi: _____
c. Diğer dil: _____	Başlangıç zamanı: _____	Yeterlik Seviyesi: _____
d. Diğer dil: _____	Başlangıç zamanı: _____	Yeterlik Seviyesi: _____
e. Diğer dil: _____	Başlangıç zamanı: _____	Yeterlik Seviyesi: _____
f. Diğer dil: _____	Başlangıç zamanı: _____	Yeterlik Seviyesi: _____
g. Diğer dil: _____	Başlangıç zamanı: _____	Yeterlik Seviyesi: _____
h. Diğer dil: _____	Başlangıç zamanı: _____	Yeterlik Seviyesi: _____
10. Dil Kafe'yi kaç kere ziyaret ettiniz?
_____ ya da: ☐ ilk defa
11. Annenizin eğitim durumu nedir?
 - ☐ İlkokul
 - ☐ Mesleki Eğitim ("Berufsausbildung")
 - ☐ Lise Bitirme Sınavları ("Matura", school leaving examination)
 - ☐ Üniversite
 - ☐ Lisansüstü
12. Babanızın eğitim durumu nedir?
 - ☐ İlkokul
 - ☐ Mesleki Eğitim ("Berufsausbildung")

- ☐ Lise Bitirme Sınavları (“Matura”, school leaving examination)
☐ Üniversite
☐ Lisansüstü

13. Annenizin mesleği nedir?

14. Babanızın mesleği nedir?

15. Dil Kafe’yi ziyaret ediyorum, çünkü kelime bilgimi artırmak istiyorum.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

16. Dil Kafe’de, okula kıyasla dil becerilerimi daha fazla ilerletebildiğimi düşünüyorum.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

17. Dil Kafe’yi ziyaret ediyorum, çünkü dili anadil olarak kullanan kişilerle vakit geçirmek istiyorum.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

18. Çalışma kağıtları ya da kitapçıklar kullanmak dil becerilerimi ilerletmem için çok yararlı olabilir.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

19. Okulda iken dil öğrenme konusunda her zaman iyidim.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

20. Ana dilimde yabancı terimleri (kelimeleri) kullanmayı seviyorum.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

21. Dil Kafe’yi ziyaret ediyorum, çünkü dilin konuşulduğu kültür hakkında daha çok şey öğrenmek istiyorum.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

22. Tasarım kıyafetlerini giymeyi severim.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

23. Anne-babam yabancı dilde yeterlidir ve çocukluğumdan beri benimle birden fazla dille konuştular.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

24. Dil Kafe’yi ziyaret ediyorum, çünkü dilbilgisini öğrenmek istiyorum.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

- 25. Öğrendiğim yabancı dilin(dillerin) konuşulduğu ülkelere seyahat etmeyi tercih ederim.**
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Kesinlikle katılmıyorum Kesinlikle katılıyorum
- 26. Bir konuşmaya başlamak benim için kolaydır.**
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Kesinlikle katılmıyorum Kesinlikle katılıyorum
- 27. Öğrendiğim dilin konuşulduğu toplumlara özgü kültürel ve sosyal aktivitelere katılıyorum.**
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Kesinlikle katılmıyorum Kesinlikle katılıyorum
- 28. Dil Kafe'yi ziyaret ediyorum, çünkü yiyecek ve içecek ikramı yapıyor.**
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Kesinlikle katılmıyorum Kesinlikle katılıyorum
- 29. Sık sık restoranlarda yemek yerim.**
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Kesinlikle katılmıyorum Kesinlikle katılıyorum
- 30. Öğrendiğim dilin konuşulduğu kültüre mümkün olduğunca adapte olmaya çalışıyorum.**
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Kesinlikle katılmıyorum Kesinlikle katılıyorum
- 31. Yılda birkaç kere yabancı ülkeleri ziyaret ederim (tatil, iş gezisi, tur vs için).**
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Kesinlikle katılmıyorum Kesinlikle katılıyorum
- 32. Ana dilimde yapılan film ve müzikten ziyade yabancı dilde yapılanları tercih ederim.**
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Kesinlikle katılmıyorum Kesinlikle katılıyorum
- 33. Ailem pahalı bir arabaya sahiptir.**
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Kesinlikle katılmıyorum Kesinlikle katılıyorum
- 34. Dil Kafe'yi ziyaret ediyorum, çünkü telaffuzumu geliştirmek istiyorum.**
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Kesinlikle katılmıyorum Kesinlikle katılıyorum
- 35. Konuşulacak konuların önceden belirlenmesini isterim.**
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Kesinlikle katılmıyorum Kesinlikle katılıyorum
- 36. Dilin konuşulduğu kültür hakkında bilgimi artırmayı seviyorum.**
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Kesinlikle katılmıyorum Kesinlikle katılıyorum
- 37. Dil Kafe'de iken çok rahatlamış hissediyorum.**
0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10
Kesinlikle katılmıyorum Kesinlikle katılıyorum

38. Yabancı dilde yazılan kitapları okumayı tercih ederim.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

39. Dil Kafe'yi ziyaret ediyorum, çünkü yeni insanlarla tanışmak istiyorum.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

40. Dil Kafe'yi ziyaret ediyorum, çünkü topluluğu seviyorum.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

41. Dil Kafe'yi ziyaret ediyorum, çünkü kendimi daha iyi ifade etmek istiyorum.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

42. Yabancı dil öğrenme yeteneğimin olduğunu düşünüyorum.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

43. Dil Kafe'nin beklentilerimi karşıladığını düşünüyorum.

0.....1.....2.....3.....4.....5.....6.....7.....8.....9.....10

Kesinlikle katılmıyorum

Kesinlikle katılıyorum

44. Lütfen Dil Kafe'de öğrendiğiniz dile haftada yaklaşık kaç saat harcadığınızı belirtiniz

_____saat/hafta



وین ، نوامبر، ۲۰۱۵

کافه زبان- اکتشاف پدیده جدیدی از یادگیری زبان

شرکت کننده گرامی،

اینجانب دوریس زلینگر از شما خواهشمندم که رضایت خودتان را برای شرکت در این پرسشنامه در خصوص پروژه ای که در فوق عنوان شده اعلام نمایید.

دانشگاه وین در حال اجرا است یک پروژه در ارتباط با مفهوم جدیدی از یادگیری زبان است، که کافه زبان نام دارد و هدف آن تحقیق درباره پدیده جدید یادگیری زبان خارجی بیرون از چارچوب مدرسه است.

بنابراین، من افتخار نوشتن پایان نامه ام را درباره این موضوع دارم. و مسایلی مثل کافه زبان ، بازدید کننده های این مکانها و عاداتشان درباره یادگیری زبان را بررسی میکنم. برای همین منظور هم از شما محترمانه تقاضا میکنم که به این پرسشنامه پاسخ دهید.

لطفا به تمامی سوالات پاسخ دهید و اگر برای پاسخ به سوالات در موردی مطمئن نبودید جوابی را انتخاب کنید که به جواب احتمالی تان نزدیک تر است.

تمام اطلاعات جمع آوری شده بطور ناشناس نگهداری میشوند و تنها برای اهداف تجزیه و تحلیل علمی برای پایان نامه نگهداری میشوند و فقط اینجانب نویسنده پایان نامه دیپلم به آنها دسترسی دارد.

با شرکت در این نظر سنجی شما مرا در امر پایان تحصیلاتم یاری میکنید و من برای همیشه سپاسگزار و مدیون شما خواهم بود.

دوریس زلینگر (Doris Zellinger)

(دانشجوی دیپارتمان زبان انگلیسی دانشگاه وین)

سوالات کلی

1. جنسیت: مذکر ، مونث
2. سن:
3. بالاترین مدرک تحصیلی (موارد نوشته شده به انگلیسی و آلمانی در بعضی موارد معادل فارسی ندارد):

الف) دبیرستان "Hauptschule" یا ترک تحصیل)
ب) کار و دانش
پ) سطح - A ("Matura", school leaving examination)
ت) لیسانس
ث) فوق لیسانس
ج) دکتری
چ) فوق دکتری

4. رشته تحصیلی خود را عنوان کنید: _____
5. شغل فعلی خود را عنوان کنید: _____
6. ملیت شما چیست ؟ (اگر ملیت دو گانه دارید عنوان کنید) _____
7. محل تولد خود را عنوان کنید (شهر و کشور) _____
8. محل اقامت فعلی خود را عنوان کنید (شهر و کشور) _____

9. به چند زبان صحبت میکنید؟ (با زبان مادری)
لطفاً سن شروع یادگیری و سطح مهارت را هم عنوان کنید : حداقل ۱- حداکثر ۱۰

- (۱) زبان مادری _____
- (۲) زبان دیگر _____ سن شروع یادگیری: _____ سطح مهارت: _____
- (۳) زبان دیگر _____ سن شروع یادگیری: _____ سطح مهارت: _____
- (۴) زبان دیگر _____ سن شروع یادگیری: _____ سطح مهارت: _____
- (۵) زبان دیگر _____ سن شروع یادگیری: _____ سطح مهارت: _____
- (۶) زبان دیگر _____ سن شروع یادگیری: _____ سطح مهارت: _____
- (۷) زبان دیگر _____ سن شروع یادگیری: _____ سطح مهارت: _____
- (۸) زبان دیگر _____ سن شروع یادگیری: _____ سطح مهارت: _____

10. شما تا حالا چند بار از کافه زبان بازدید کرده اید؟

_____ یا اینکه اولین بار من است _____

11. بالاترین سطح تحصیلی مادر شما چیست؟

آموزش و پرورش ابتدایی
آموزش فنی و حرفه ای
دیپلم
مدرک دانشگاهی
کارشناسی ارشد/ دکتری

12. بالاترین سطح تحصیلی پدر شما چیست؟

آموزش و پرورش ابتدایی
آموزش فنی و حرفه ای
دیپلم
مدرک دانشگاهی
کارشناسی ارشد/ دکتری

13. شغل مادر شما چیست؟ _____

14. شغل پدر شما چیست؟ _____

15. پدر و مادر من به زبان های خارجی مسلط هستند و با من از دوران کودکی به بیش از یک زبان خارجی صحبت می کردند :

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

16. من فیلم ها و موسیقی به زبان خارجی را به فیلم ها و موسیقی به زبان مادری ترجیح می دهم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

17. من کتاب خواندن به زبان خارجی را ترجیح می دهم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

18. من استفاده از اصطلاحات خارجی را موقع صحبت کردن به زبان مادری را دوست دارم (مثلاً من می خواهم امشب به دیدن fiancé ام بروم.)

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

19. من دوست ار به کشورهای سفر کنم که زبان خارجی را که یاد گرفته ام آنجا صحبت می شود.

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

20. من به کافه زبان می آیم برای این که میخوام لهجه ام را تقویت کنم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً مخالف

کاملاً موافق

21. من به کافه زبان می آیم برای این که میخوام دامنه لغاتم را گسترش دهم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً مخالف

کاملاً موافق

22. من به کافه زبان می آیم برای این که میخوام یاد بگیرم که بهتر منظور خودم را بیان کنم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً مخالف

کاملاً موافق

23. من به کافه زبان می آیم برای این که میخوام به دستور زبان تسلط پیدا کنم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً مخالف

کاملاً موافق

24. من به کافه زبان می آیم برای این که میخوام بیشتر با فرهنگ زبانی که میخوام یاد بگیرم آشنا بشوم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً مخالف

کاملاً موافق

25. من در فعالیت های که جزیی از فرهنگ زبانی هستند که میخوام یاد بگیرم شرکت میکنم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً مخالف

کاملاً موافق

26. من تا جایی که ممکن است سعی میکنم خودم را با فرهنگ جایی که میخواهم زبان آنجا را یاد بگیرم تطبیق بدهم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

27. من خیلی دوست دارم که اطلاعات خودم را درباره فرهنگ جایی که میخواهم زبان آنجا را یاد بگیرم گسترش دهم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

28. من به کافه زبان می آیم برای این که از در جمع بودن لذت میبرم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

29. من به کافه زبان می آیم برای این که خوردنی و نوشیدنی ارایه میشود

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

30. من به کافه زبان می آیم برای این که میخواهم با افراد بیشتری آشنا شوم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

31. من به کافه زبان می آیم برای این که میخواهم با افرادی که به زبان های دیگر صحبت میکنند در ارتباط باشم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

32. من احساس میکنم که در کافه زبان بهتر از مدرسه میتوانم مهارت های زبان خارجیم را گسترش دهم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

33. من دوست دارم که موضوعات صحبت از قبل تعیین شده باشند

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً مخالف

کاملاً موافق

34. استفاده از جزوه و کاربرگ برای پیشرفت مهرتهای زبان من بسیار مفید خواهد بود

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً مخالف

کاملاً موافق

35. من احساس میکنم که کافه زبان انتظارات من را برآورده میکند

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً مخالف

کاملاً موافق

36. خانواده من ماشین بسیار گران قیمتی دارند

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً مخالف

کاملاً موافق

37. من دوست دارم که لباس های مارک دار بپوشم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً مخالف

کاملاً موافق

38. من سالی چند بار برای تعطیلات و گردش به کشورهای خارجی سفر میکنم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً مخالف

کاملاً موافق

39. من بیشتر وقتها در رستوران غذا میخورم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً مخالف

کاملاً موافق

40. من مطمئنم که استعداد یادگیری زبان خارجی را دارم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

41. برای من خیلی آسان است که مکالمه ای را شروع کنم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

42. من در کافه زبان خیلی احساس راحتی میکنم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

43. من همیشه در درس زبان در مدرسه خوب بودم

۰ ۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰

کاملاً موافق کاملاً مخالف

44. به طور تقریبی بگویید که چند ساعت در هفته با زبانی که در کافه زبان یاد میگیرید در ارتباط هستید؟

ساعت در هفته _____

BIS/BAS test in English

Each item of this questionnaire is a statement that a person may either agree with or disagree with. For each item, indicate how much you agree or disagree with what the item says. Please respond to all the items; do not leave any blank. Choose only one response to each statement. Please be as accurate and honest as you can be. Respond to each item as if it were the only item.

	This is...			
	very true for me	somewhat true for me	somewhat false for me	very false for me
1. A person's family is the most important thing in life.				
2. Even if something bad is about to happen to me, I rarely experience fear or nervousness.				
3. I go out of my way to get things I want.				
4. When I'm doing well at something I love to keep at it.				
5. I'm always willing to try something new if I think it will be fun.				
6. How I dress is important to me.				
7. When I get something I want, I feel excited and energized.				
8. Criticism or scolding hurts me quite a bit.				
9. When I want something I usually go all-out to get it.				
10. I will often do things for no other reason than that they might be fun.				
11. It's hard for me to find the time to do things such as get a haircut.				
12. If I see a chance to get something I want I move on it right away.				
13. I feel pretty worried or upset when I think or know somebody is angry at me.				
14. When I see an opportunity for something I like I get excited right away.				
15. I often act on the spur of the moment.				
16. If I think something unpleasant is going to happen I usually get pretty "worked up".				
17. I often wonder why people act the way they do.				
18. When good things happen to me, it affects me strongly.				
19. I feel worried when I think I have done poorly at something important.				
20. I crave excitement and new sensations.				
21. When I go after something I use a "no holds barred" approach.				

22. I have very few fears compared to my friends.				
23. It would excite me to win a contest.				
24. I worry about making mistakes.				

(Department of Psychology,

<http://www.psy.miami.edu/faculty/ccarver/sclBISBAS.html>)

BIS/BAS test in German

Der folgende Fragebogen enthält eine Reihe von Feststellungen, mit denen man sich selbst beschreiben kann. Diese Feststellungen können genau auf Sie zutreffen, eher zutreffen, eher nicht oder gar nicht auf Sie zutreffen. Zur Beantwortung des Fragebogens setzen Sie ein Kreuz in den entsprechenden Kreis. Bitte beantworten Sie jede Feststellung, auch wenn Sie einmal nicht sicher sind, welche Antwort für Sie zutrifft. Kreuzen Sie dann diejenige Antwort an, die noch am ehesten auf Sie zutrifft.

	trifft für mich...			
	genau zu	eher zu	eher nicht zu	gar nicht zu
1. Eine eigene Familie ist die wichtigste Sache im Leben.				
2. Sogar wenn mir etwas Schlimmes bevorsteht, bin ich selten nervös oder ängstlich.				
3. Ich strenge mich besonders an, damit ich erreiche, was ich möchte.				
4. Wenn mir etwas gut gelingt, bleibe ich sehr gern bei der Sache.				
5. Ich bin immer bereit, etwas Neues zu versuchen, wenn ich denke, dass es Spaß machen wird.				
6. Es ist wichtig für mich, wie ich gekleidet bin.				
7. Wenn ich erreiche, was ich will, bin ich voller Energie und Spannung.				
8. Kritik oder Beschimpfungen verletzen mich ziemlich stark.				
9. Wenn ich etwas haben will, tue ich gewöhnlich alles, um es zu bekommen.				
10. Ich werde oft Dinge nur deshalb tun, weil sie Spaß machen könnten.				
11. Es ist schwierig für mich, Zeit für solche Dinge wie Friseurbesuche zu finden.				
12. Wenn ich eine Chance sehe, etwas Erwünschtes zu bekommen, versuche ich sofort mein Glück.				
13. Ich bin ziemlich besorgt oder verstimmt, wenn ich glaube oder weiß, dass jemand wütend auf mich ist.				
14. Wenn ich eine Gelegenheit für etwas, das ich mag, sehe, bin ich sofort voller Spannung.				
15. Ich handle oft so, wie es mir gerade in den Sinn kommt.				
16. Wenn ich glaube, dass mir etwas Unangenehmes bevorsteht, bin ich gewöhnlich ziemlich unruhig.				
17. Ich wundere mich oft über das menschliche Verhalten.				
18. Wenn mir etwas Schönes passiert, berührt mich das sehr stark.				
19. Ich bin besorgt, wenn ich glaube, dass ich eine wichtige Sache schlecht gemacht habe.				
20. Ich brauche Abwechslung und neue Erfahrungen.				
21. Wenn ich etwas erreichen will, verfolge ich hartnäckig mein Ziel.				

22. Verglichen mit meinen Freunden habe ich sehr wenig Ängste.				
23. Ich fände es sehr aufregend, einen Wettbewerb zu gewinnen.				
24. Ich habe Angst, Fehler zu machen.				

(Strobel et al. 2006)

Appendix C

Transcription Interview Sprachencafé Wien

I = Interviewer (Doris Zellinger)

M = Manager

I: Vielen Dank, dass du dir Zeit genommen hast für das Interview. Meine erste Frage an dich ist gleich: Wie ist die Idee entstanden dieses Sprachencafé zu gründen?

M: Das Sprachencafé hatten wir in der Form jetzt nicht gleich im Kopf, sondern wir haben eigentlich einen Raum schaffen wollen wo sich die Leute, die mit uns in Kontakt stehen, treffen können ohne, dass man jetzt... weil wir haben jetzt zum Beispiel das Projekt Kontaktpool wo sich Leute treffen auch für Lernhilfe oder Sprachtandems und das passiert halt dann bei den Teilnehmer zu Hause. Und bei manchen ist das halt diese Situation nicht so gut geeignet und deswegen ... in einem Kaffee kostet es gleich mal ... es ist teuer ... und deswegen haben wir uns gedacht wir wollen eigentlich einen Raum schaffen wo man sich treffen kann ohne dass man was zahlen muss, ohne dass man was konsumieren muss. Und dann haben wir über eine Bekannte von einem mehrsprachigen Kaffee erfahren – das gibt's in Bratislava – und das haben wir uns angeschaut und das hat uns voll gut gefallen. Nur es waren dort fast ausschließlich StudentInnen, das heißt nicht unser Klientel. Aber wir haben uns halt die Idee mitgenommen und haben dann davon unser Sprachencafé abgeleitet mehr oder weniger, wo jeder kommen kann, und vor allem auch die Leute die schon arbeiten, die halt wenig Möglichkeiten haben sonst oder nicht so viel außer Haus gehen oder auch Leute treffen wollen in Kontakt zu kommen. Aufgehängt haben wir das Ganze dann an der Sprache, das war halt irgendwie unverfänglich und lässt halt viel offen und es entsteht neben dem Sprachenlernen am Tisch noch viel mehr. Also es ja nicht nur Sprache üben und austauschen, sondern eben man lernt sich kennen und trifft sich außerhalb, wird zu Freunden. Und, und, jaalso das hat so bisschen ... das ist noch mehr als nur Sprachenlernen eigentlich.

I: Ich hab ja auch gehört, dass einige auch schon zusammen wandern gegangen, zum Beispiel.

M: Das ja, das hat sich letztes Jahr herausgebildet im Herbst. Da war eine Frau bei uns im Kontaktpool eben, die wollte nicht gleich direkt in ihre Pension, die genießt das gerade und die wollt jetzt nicht gleich irgendwie wieder sich fix treffen und helfen, sondern die wollt irgendwie ein bisschen was Unverbindlicheres wo man halt teilnehmen kann, wenn man will und ihr eben macht das Wandern und das Spaziergehen Spaß und die hat dann im Sprachencafé dann Leute eingeladen oder das heißt, wir haben dann auch ein bisschen Werbung dafür gemacht und dann hat man sich eintragen können in einer Liste und die hat dann sie bekommen. Sie hat sich ausgesucht wo sie hingehen und hat uns das vorgeschlagen und dann haben wir halt im Sprachencafé haben wir nach Leuten gesucht, die mitgehen wollen und es waren immer zwischen, ich glaub zwischen 10, 12 bis 20, 25 Leute die dann

gemeinsam an Sonntagen einen Spaziergang gemacht haben oder wandern gegangen sind, ein paar Stunden einfach ... so zwischen 2 und 5 Stunden.

I: Sehr schön, was sich schon alles daraus entwickelt hat.

M: Ja, vieles erfahren wir gar nicht so oder nicht unmittelbar, sondern manchmal merkt man, also man redet mal mit jemandem ein bisschen, der zum Beispiel länger nicht da war, und die erzählen dann „Ja, sie haben sich da jetzt übern Sommer zusammen zu fünft immer getroffen und waren grillen und dieses und jenes ...“ Oder sie haben sich schon über ein Jahr getroffen - weil wir ja längere Sommerpause haben – und da wollten sie sich weiter treffen so an einem Tisch wo sie zusammen sitzen können oder die Italienisch-Gruppe, die gehen regelmäßig essen wenn längere Pause ist – also gerade am Ende vom Sprachencafé im Sommer. Da waren sie gemeinsam Pizza essen. Und auch viele andere die sich dann halt wirklich nur zu zweit treffen, zu dritt irgendwie treffen. Ein paar Pärchen haben sich schon gebildet. Also ja, es passiert viel und nicht alles erfahren wir. Aber wenn wir es erfahren, dann freuen wir uns sehr darüber.

I: Wow, da tut sich einiges! Und wodurch wird dieses Projekt Sprachencafé finanziert? Wie ist das ganze finanziell aufgebaut?

M: Ja, also wir haben verschiedene Projekte im Verein. Eines davon sind– zum Beispiel ganz unabhängig davon die Deutsch-Kurse.

I: Mhm.

M: Und dann haben wir ein anderes Projekt, das ist der Kontaktpool wo es halt um die Vermittlung von Freizeitkontakten geht und Lernhilfe und Sprachtandems und dazu gehört auch, daraus hat sich das Sprachencafé dann herausgebildet, das jetzt relativ groß geworden ist mittlerweile. Und viele BesucherInnen und viele neue Leute auch anzieht. Und diese verschiedenen Projekte, die wir haben oder auch Sozialberatungen. Wir haben eine Sozialberaterin die die Frauen in den Kursen berät und auch Leute vom Kontaktpool. Also das ist so ein bisschen übergreifend. Und jedes Projekt hat irgendwie andere Fördergeber. Das heißt wir werden finanziert von hauptsächlich Fördergebern, die jetzt, also zum Beispiel, von der Magistratsabteilung 17, das ist für Integration und Diversitätsangelegenheiten, dann vom AMIF das ist der Asyl-, Migrations- und Ingetrationsfonds von der europäischen Union. Also es gibt verschiedene Fördergeber, auch der Bezirk, dann gibt's ein bisschen Sponsorgeld von der Erste Bank und von der MA 7 Kulturabteilung und das ist aber immer dann zweckgebunden für die verschiedenen Projekte. Und fürs Sprachencafé, das fällt dann unter die Fördergeber vom Kontaktpool und was beim Sprachencafé dazukommt: Wir machen immer wieder was über die Crowdfunding Plattform respekt.net. Das ist so eine Internet-Plattform wo man Projekte reinstellen kann und die Zivilgesellschaft spendet dann dafür. Und wenn das Geld zusammengekommen ist, dann bekommt man's ausbezahlt, also in einer gewissen Zeitspanne kann man das Geld quasi sammeln von den Leuten die dort aktiv sind. Und wenn man's in dieser Zeit zusammenbekommt, kriegt man's ausbezahlt und man kann das Projekt umsetzen. Wenn man nicht alles die 100% ausfinanziert bekommt oder die Spenden nicht sammeln kann, dann bekommt man gar nichts. Wir haben halt gestartet, generell vor, also 2012 war das mit dem ersten Sprachencafé, dass man die ersten sechs Termine so über Crowdfunding über respekt.net initiiert haben. Dann war das Projekt so erfolgreich, dass es eben mitfinanziert worden ist von Fördergebern. Das wird auch nach wie vor mitfinanziert, aber nur am Mittwoch, also nur fürs Mittwoch-Sprachencafé. Und

für ein, dadurch, dass es so einen großen Zulauf hat, haben wir uns überlegt, dass wir Dienstag auch gern ein Sprachencafé anbieten wollen. Das es eben gleich abläuft, nur dafür haben wir momentan keine finanzielle Mittel. Und deswegen sind wir jetzt noch mal auf die Plattform zurückgekommen und haben jetzt zum Beispiel für Herbst noch 10 zusätzliche Termine finanzieren können. Jetzt gerade fürs Frühjahr 2016 ist auch wieder so ein Aufruf und da haben wir jetzt gerade die 50%-Marke geschafft. Das heißt, es fehlen jetzt noch ein bisl was über 1.000 Euro, die wir jetzt hoffentlich noch so schnell wie möglich zusammen bekommen weil dann können wir eigentlich schon im Februar starten. Das wäre ganz super.

I: Sehr cool! Du hast erwähnt, dass es eben 2012 das Sprachencafé begonnen hat. Wie würdest du diesem Zeitpunkt an bis jetzt beschreiben?

M: Es wir haben gestartet 2012 am Europäischen Tag der Sprachen (26.9.2012). Und dann war es die ersten 6 Male war nur einmal im Monat. Also September, Oktober, November, Dezember, Jänner und Februar war's einmal im Monat. Und weil wir nicht wussten wie läuft's an und wird das ein Erfolg oder nicht. Aber es eigentlich von Anfang an, also da haben wir dann am Anfang sehr viele Freunde, Bekannte mal so gefragt „Kannst du ... Du sprichst Muttersprache Französisch. Magst du einen Tisch machen?“ Oder zum Beispiel auch Türkisch, also verschiedenste Sprachen Leute angesprochen und... Es ist aber dann recht schnell sehr selbstständig geworden. Die Leute sind von Anfang an...also es sind viele gekommen. Ab März 2013 haben wir das dann wöchentlich machen können. Wir haben dann eine längere Pause im Winter und im Sommer und wenn Ferienzeiten sind von der Schule aus sind haben wir auch zu. Aber es waren dann immer voll viele Leute da und es haben sich auch ganz viele Leute neu angeboten. Was halt ist, es ist sehr niederschwellig, das heißt, es meldet sich niemand an und auch wenn man versucht mit den TischbetreuerInnen etwas fix auszumachen sich bei mir zu melden, damit ich weiß wer ungefähr da ist und einen Tische anbieten kann, ist das manchmal schwierig weil die Leute die sich da anbieten tun das sehr gerne aber halt schätzen auch diese Unverbindlichkeit. Das heißt, ich muss mich jetzt nicht verpflichten. Nur weiß ich dann oft nicht so genau, was passiert an dem Abend. Das macht's halt sehr spannend. Aber es ist bis jetzt immer sehr... also es war noch nie, dass niemand da war oder so. Also das ist einerseits die Tischbetreuung. Andererseits die BesucherInnen: Da gibt's ganz viele die schon lange dabei sind, immer wieder kommen, sich verbunden fühlen und fast schon ein freundschaftliches Verhältnis da ist auch. Es kommen auch immer wieder oder fast jedes Mal neue Leute, die davon erfahren über Freunde, Bekannte oder durch das Internet und sich das anschauen. Leider haben wir nicht so viel Platz, dass wir halt noch größer werden könnten vom Raum her, weil es ist dann oft sehr eng und sehr laut. Aber trotzdem kommen immer wieder Leute. Also es dann nicht so, dass sich die Leute so dran stoßen, dass sie gar nicht mehr kommen. Und verändert hat sich's schon immer wieder weil es ist sehr ... dadurch, dass es eben unbezahlt ist, dass die Leute, die eben Tische betreuen nichts bezahlt bekommen – die machen das freiwillig – ist dann manchmal ... da ist mehr Zeit, wenn weniger Arbeit im Büro ist. Dann fällt man wieder aus. Genauso Leute, die ... Viele Leute sind halt nur kurzfristig in Wien zwecks Studium oder Arbeit. Die ziehen dann wieder weiter oder kehren zurück in die Heimat ... nach Frankreich, Spanien, wo auch immer sie herkommen. Ja, insofern kommen ist es so in Wellen. Es gibt dann halt Sprachen... da bildet sich so eine Gruppe, die trifft sich regelmäßig und dann ist halt der, der den

Tisch leitet, fällt wieder aus, dann löst sich das wieder auf. Dann kommt aber wieder jemand und es werden andere Sprachen angeboten wo man sich regelmäßig trifft. Also das ist sehr...

I: Ein Kommen und Gehen ist das also

M: Genau. Also, es aber auch gut so, weil es ist halt so, dass ... es gibt halt so Lebensphasen im Menschen wenn man halt nur kurzfristig in Wien ist und dann wieder wo anders. Oder wenn man dann einen Job findet ... Es kommen ja viele die studieren oder sind noch arbeitssuchend und haben viel Zeit und so und wenn man dann einen Job findet oder weil sich bei der Uni was verändert im Semester, dass man dann Mittwochabend zum Beispiel keine Zeit mehr hat, dann ist es halt wieder ...dann geht's halt ein Semester lang und dann nicht mehr. Ja, das ist halt ganz natürlich. Es zwar traurig, wenn man Leute, die man gern mag oder die halt oft da waren, dann halt nicht mehr können, aber hin und wieder schauen sie dann wieder vorbei, besuchen mal oder kommen und fragen, plaudern, was hat sich so getan. Ja, also das ist sehr nett.

I: Aber tendenziell ist die Zahl gestiegen von 2012 bis jetzt?

M: Ahh, naja, am Anfang mit dem Monatlichen waren auch ganz viele Leute da weil's halt nur einmal im Monat war. Und dann, dann hat's irgendwie, wie wir's dann wöchentlich gestartet haben, ist es dann ein bisschen zurückgegangen. Also da waren dann zeitweise so zwischen 40, 50, 60 Leute da. Mittlerweile ist es aber so, dass wöchentlich zwischen 80 und 100 Leute kommen.

I: Wow, das ist echt eine Menge!

M: Es ist nicht so, dass alle auf einmal da sind – gibt's zwar auch. Aber viele, die kommen halt und gehen dann früher, weil es ist ja nicht so, dass man für 3 Stunden da sein muss. Aber meistens so die Zeit zwischen 6 und 7 ist so der Höhepunkt wo es dann wirklich manchmal keinen Platz mehr gibt oder keine Sessel mehr, wo alles voll ist. Aber das ist halt auch unterschiedlich. Aber so recht viel weniger als 70 Leute am Abend, das ist schon ... da denkt man schon „Was ist heute los?“. Aber so ungefähr so um die 80 sind immer da eigentlich kann man sagen.

I: Wow, eine beachtliche Menge!

M: Und es war dann am Dienstag-Abend diese 10 Zusatztermine. Die waren super. Da war's nämlich immer bisschen ruhiger. Da waren keine 90 Leute da.

I: Also war es da dann aufgeteilter?

M: Ja genau. Also es haben nicht so viele Leute gewusst. Und es war dann halt eher ruhiger. Es waren nicht so viele Sprachen da weil eben auch der Mittwoch so etabliert ist. Aber es war dann von der Atmosphäre her trotzdem total angenehm und es waren halt nicht alle Tische besetzt aber die ... die 40 bis 70 Leute die da waren, die waren ganze zufrieden. Es war nicht zu laut, es war halt gut sich auszutauschen, zu reden. Ja, also das war dann von einer anderen Qualität wenn weniger los ist. Natürlich, wenn viel los ist und ein Spaß ist, die Leute sich treffen und man zuschaut wie sie sich begrüßen und sich freuen, dass sie sich wieder sehen,... das ist schon toll. Aber es ist auch angenehm, wenn man dann halt merkt, es ist dann ruhiger, arbeitsintensive Stimmung, jeder ist beschäftigt am Tisch. Also es ist jetzt nicht irgendwie große Partystimmung, sondern man arbeitet richtig an den Tischen.

I: Und wie ist für eigentlich für das allererste Sprachencafé im September 2012 Werbung gemacht worden? Wie ist darauf aufmerksam gemacht worden?

M: Da haben wir erstens Mal unsere ganzen Kontakte, Partner... also wo wir halt vernetzt sind. Es gibt da ganz viele so Organisationen wie wir die halt auch mit MigrantInnen arbeiten. Also da haben wir mal gespreadet und E-Mails

geschickt und eingeladen. Wir haben Plakate aufgehängt ... ganz viele. Und vor allem da wo wir uns gedacht haben, das ist interessant für die Menschen die da aus- und eingehen. Also zum Beispiel in Bibliotheken, Büchereien, auf der Uni ganz viel.

I: Habt ihr in Zeitungen auch einen Artikel gehabt?

M: Ja, da haben wir auch gute Kontakte zur Bezirkszeitung hier. Und es ist dann irgendwie... Es war 2012 ganz was Neues. Also mittlerweile gibt's schon einige so Initiativen die jetzt nicht unbedingt so wie das Sprachencafé sind, aber die halt schon auch solche Dinge anbieten, wo man sich trifft und Austausch hat, auch nur Sprachgruppen in gewissen Sprachen. Aber das war ganz neu in Wien, was wir gemacht haben. Also das hat's vorher nicht gegeben und wir haben dann, ohne dass man jetzt groß ausgeschickt haben an Pressestellen immer wieder Anfragen gehabt für Interviews und dass wir Berichte schreiben. Also da grad am Anfang haben wir ganz viele Zeitungsartikel, also von der Wiener Zeitung, von der der Bezirkszeitung und vom Standard, es sind halt wirklich unterschiedlichste Pressevertreter bei uns. Es war dann manchmal wirklich so „Jetzt kommt schon wieder jemand“. Der ORF war zweimal da. Und der...

I: Wahnsinn, das Sprachencafé ist ja innerhalb kürzester Zeit richtig berühmt geworden!

M: Ja, es war dann halt manchmal ein bisschen mühsam, vor allem wenn alle paar Wochen jemanden da hast, der mit Kamera durch unsere kleinen Räume wuselt und dann die Leute noch interviewen möchte und so... Also da haben wir kurzfristig einmal gedacht, „Na hoffentlich wird das den BesucherInnen jetzt nicht zu viel“. Und außerdem, es ist halt auch so, dass, also das ist das Besondere bei uns, glaub ich, der geschützte Rahmen und die Atmosphäre. Wir haben ein recht fixes Team. Also ich bin auch immer da und da schauen wir, dass wir die Leute beim Reinkommen schon einmal begrüßen und erklären wie's funktioniert, mit Leuten die öfters kommen einmal ein bisschen plaudern, wie es ihnen so geht und so weiter. Irgendwann kommt man dann ins Gespräch, was man so macht beruflich oder... Also einfach so das Gefühl zu geben, willkommen zu sein und dass man sich freut, dass er kommt, dass du dich wohl fühlst bei uns, dass wir uns freuen, dass so viele Leute da sind und dass du jetzt auch kommst... und vor allem auch das Gefühl vermitteln, dass es auch ein geschützter Rahmen ist, dass wir auch nicht jeden quasi reinlassen von außen. Also der daran teilnehmen möchte, ja. Aber wenn da jetzt zum Beispiel viele Anfragen kommen von jemanden der da gern eine Umfrage machen möchte, also da schauen wir uns dann schon einmal an um was geht's da jetzt, wo ich jemanden unterstützen kann oder wir als Team schauen, ob das ok ist, dass die da was fragen. Wir schauen uns die Fragebögen an ...also wir wollen das eigentlich nicht, dass die Leute, die zu uns kommen, mit so was da belästigt werden. Und da schauen wir dann auch, dass...ja..

I: Dann dank ich euch vielmals, dass ich da bei euch die Fragebögen austeilen durfte!

M: Ja, also das ist und schon auch wichtig, dass für die Leute die kommen... Ja, ich mein es war schon einmal der Fall, dass jemand einfach Fragebögen, ohne mit uns Rücksprache zu halten, ausgeteilt hat und die Leute die dann da sind an den Tischen, die haben dann geglaubt, das ist irgendwie von uns auch und sie müssen das jetzt ausfüllen und das wollen wir eigentlich nicht. Das wollen wir schon genau schauen, ob das jetzt eine Sache ist, die wir wirklich unterstützen kann und ist das etwas was man den Leuten zumuten kann.

I: Eine letzte Frage habe ich noch. Und zwar: Gibt es irgendein langfristiges Ziel, das mit dem Sprachencafé verfolgt wird?

M: Naja, das langfristige Ziel ist, dass wir die Finanzierung aufrechterhalten können und dass wir es ausbauen. Das ist jetzt gerade ein großes Ziel, das wir einfach einen zweiten Abend schaffen können und das am besten unabhängig von den Fördergebern, weil alles was Fördergeber betrifft ist natürlich aufwendig. Man muss Konzepte schreiben, man muss Berichte schreiben, man muss alles ganz genau dokumentieren. Und die Ausgaben und Einnahmen – also Einnahmen ...wie gesagt, wir haben keinen Gewinn – wir bekommen hin und wieder Spendengelder herein, aber das ist gerade mal so, dass man ja... nicht einmal die Ausgaben decken kann eigentlich. Aber trotzdem muss man über alles ganz genau Buch führen und respekt.net ist da, man muss auch alles ganz genau nachweisen, aber es ist viel weniger aufwendig. Und es ist unabhängiger für uns das Ganze. Wir können dann besser bestimmen und müssen es dann niemanden erklären außer den Spendengebern und das ist aber... die unterstützen einfach die gute Sache und wollen dann nicht irgendwelche Kennzahlen und irgendwelche bestimmten Dinge, die wir erfüllen müssen, sondern können uns dann frei hier festlegen. Aber natürlich auf längerfristige Sicht haben wir schon auch Ideen, aber das ist dann nicht nur Sprachencafé, sondern das ist dann eher übergreifender, dass wir noch einen Raum schaffen wo man noch ein Sprachencafé abhalten kann, aber auch wo man sich dann außerhalb dieser Öffnungszeiten noch treffen kann, ja. Weil das geht bei uns jetzt momentan nicht, weil wir da in den Räumen, wo das Sprachencafé stattfindet ja von Montag bis Freitag Kurse haben. Also immer vormittags und ...

I: Deutschkurse sind das, oder?

M: Genau, das sind Deutschkurse. Das sind Intensivkurse, aber die werden von einem anderen Projekt und Fördergeber finanziert und deswegen sind die Räume dort frei. Wir haben jetzt bis Montag bis Freitagvormittag und Montag, Dienstag, Donnerstag, Freitagnachmittag Kurse und Dienstag ist dann eh schon ein bisschen stressig weil da ist der Kurs aus ... schnell umräumen, Sprachencafé wieder umräumen. Also es ist halt mühsam und dass man da vielleicht irgendwann einmal schafft einen Raum zu haben der nur für solche Begegnungen wie das Sprachencafé zu Verfügung steht. Ja, aber das ist halt jetzt nicht Sprachencaféspezifisch, das ist eher so vereinsintern nochmal so eine Idee oder Zukunftsvision die wir anvisieren.

I: Also ich find das echt toll wie viel sich daraus schon entwickelt hat und wie die Leute davon profitieren können. An dieser Stelle möchte ich mich recht herzlich für das Interview bedanken!

M: Gerne!

Transcription Interview Sprachcafé Passau

I = Interviewer (Doris Zellinger)

M1 = Manager 1

M2 = Manager 2

I: Vielen Dank, dass ihr euch für das Interview Zeit genommen habt und dass ich hier überhaupt Fragebögen austeilen kann. Ich habe gleich die erste Frage an euch und zwar, wie ist die Idee überhaupt entstanden das Sprachcafé hier in Passau zu gründen beziehungsweise ins Leben zu rufen?

M1: Also ursprünglich ist das Sprachcafé Passau im Rahmen einer Bachelor-Arbeit von einer französischen Austauschstudentin entstanden. Das ist jetzt ungefähr ... sieben oder sogar schon acht Jahre her. Und die hat das dann damals gegründet und seitdem ist es von verschiedenen Personen immer weitergeführt worden.

I: Das klingt sehr interessant. Und wann war das genau wie es gegründet worden ist?

M1: Um ehrlich zu sein, wissen wir das gar nicht so genau...

I: Ungefähr?

M1: Aber ich vermute das es 2008, 2009 war...wahrscheinlich eher Wintersemester 2009.

I: Okay, also läuft das doch schon ein paar Jahre. Das leitet mich auch gleich zu nächsten Frage und zwar gab es für die Studentin damals beziehungsweise für euch als Organisationsteam jetzt irgendeinen Gewinn oder läuft das rein auf freiwilliger Basis ab?

M2: Genau, also rein ehrenamtlich.

I: Okay. Also ihr habt jetzt keinen Gewinn oder bekommt etwas gratis.

M2: Nein, absolut nicht.

I: Okay, und...

M2: Naja, wobei, wir bekommen schon 10% Rabatt...

M1: 20

M2: ... 20% Rabatt. Also nicht nur wir, sondern auch alle die zum Sprachcafé kommen bekommen 20% Rabatt auf Getränke und auf italienische Brote. Das hat uns ...ähm...der Besitzer vom Café Duft angeboten.

I: Oh, das ist ja super. Und...ähm...gibt es irgendein langfristiges Ziel das mit dem Sprachcafé verfolgt wird? Oder...was war das Ziel wie es gegründet worden ist?

M1: Also die Gründerin kennt tatsächlich keiner mehr...deswegen weiß ich jetzt nicht obs ein langfristiges Ziel gab...

M 2: Ich glaube auch, das ist halt das Schöne an dem Sprachcafé ... zum Beispiel wenn man zu verschiedenen Hochschulgruppen geht, sie haben immer ein bestimmtes Ziel ... ein Projekt das sie verfolgen, etwas über das sie diskutieren können, die haben einen Zeitplan ... und bei uns ist es wirklich so ... also das Sprachcafé gibt es damit sich Menschen aus verschiedenen Kulturen begegnen können und dieses Ziel steht dann auch im Mittelpunkt. Genau. Und das ist eigentlich auch das oberste Ziel...einfach, dass sich Menschen begegnen.

I: Alles klar. Also ungefähr sechs oder sieben Jahre gibt es das Sprachcafé schon. Wie würdet ihr die Entwicklung von Beginn bis jetzt beschreiben? Von Besucheranzahl über Gesprächsthemen und so weiter.

M1: Also was die Besucher angeht, schwankt das sehr stark. Dadurch, dass wir eine Hochschulgruppe sind, ist es sehr abhängig von dem was grad an der Universität los ist. Also, sei es, in den Semesterferien sind kaum Studenten da, wobei wir auch erst seit circa zwei Jahren das Sprachcafé in den Semesterferien machen und vorher hat es nur während des Semesters stattgefunden. Und so kann man sagen, dass Anfang des Semesters erst mal sehr viele Leute kommen und dann wird es im Laufe des Semesters immer weniger. Wir auch schon mal nur zu sechst. Die Stammgröße, sag ich mal, 20-30 Personen. Und seit diesem Jahr sind wir tatsächlich sehr viele, da waren auch schon mal 40-50 Leute...

M2: Einmal, da sind wir aus allen Nähten geplatzt. Da waren ca. 90 Leute die gekommen sind.

I: Und sonst, so generell, dass es am Anfang 2008, 9, weniger waren und jetzt 2015 mehr, ist das der Fall?

M1 + O2: Das wissen wir leider nicht.

M1: Also seit dem ich da bin, seit circa zwei, zweieinhalb Jahren, ist es eigentlich eher gleich geblieben. Es sind immer verschiedene Leute, aber von der Größe ungefähr gleich.

I: Und gibt es oft bestimmte Themen über die dann in der Zielsprache hier im Sprachcafé gesprochen wird oder ist das immer unterschiedlich?

M2: Ganz und gar nicht.

I: Okay...

M2: Ganz und gar nicht. Also es geht wirklich einfach darum, dass wir... also wir haben die Aufgabe, quasi, eine gemütliche und schöne Atmosphäre zu schaffen. Ahm, und wie die Leute dass dann ausfüllen, mit welchem Gesprächsthemen und mit welchem Gesprächspartner die Leute reden...das hängt ganz von ihnen ab.

M1: Man kann vielleicht sagen, dass am Anfang gefragt wird, woher man kommt, welche Sprache man spricht ... also, dass man sich so ein bisschen kennenlernt. Häufig ist tatsächlich auch Sprache ein Thema. Also ich hab schon mit vielen Leuten über Dialekte in Deutschland, besonders Bayrisch, unterhalten, ja, dann einfach auch die Länder wo die Person herkommt, was es für kulturelle Unterschiede gibt, teilweise auch politische Themen, also jetzt in den letzten Wochen fahren es Flüchtlingsthemen auf jeden Fall auch, ist immer wieder Gesprächsthema. Ja eigentlich, da wir auch keine Vorgaben haben, ist es jede Woche anders.

I: Alles klar. Eine letzte Frage hab' ich noch, und zwar: Wisst ihr vielleicht wie für das erste Meeting 2008, 2009 geworben worden ist oder wie darauf aufmerksam gemacht worden ist?

M1: Leider nicht, keine Ahnung...

I: Und wie wird jetzt dafür sozusagen geworben? Hängt das irgendwo auf der Universität auch aus, dass es da ein Treffen gibt, ein Sprachcafé gibt?

M1: Ja, also die große Werbung läuft auf jeden Fall über Facebook, dass wir da regelmäßig posten wann es ist und da die meisten Leute ansprechen. Ja und Plakate und Flyer für die Uni, die dann auch aushängen und verteilen, die auch vom Kaffee gesponsert werden netterweise. Wir gehen auch teilweise in die Sprachkurse an der Uni um das Sprachcafé vorzustellen. Wir haben auch schon Werbung an der VHS gemacht um das Sprachcafé außerhalb der Uni

weiter bekanntzumachen. Und am Anfang vom Semester sind immer so Infoveranstaltungen wo man so Hochschulgruppen vorstellen kann und da stellen wir das Sprachcafé auch immer vor.

I: Okay...

M2: Es ist auch so, dass jetzt ahm..., ich weiß nicht, ... aber es kommen immer mehr Leute die nicht aus der Universität sind, die teilweise von anderen Unis kommen oder ... ahm ... schon arbeiten und die haben das dann über Google meistens gefunden. Sie haben einfach nach irgendeiner Möglichkeit gesucht Deutsch zu lernen.

I: Wahnsinn, echt interessant so einen Einblick in dieses Sprachcafé zu bekommen. Dann dank ich euch recht herzlich für das Interview und vor allem auch für die Zeit die ihr euch genommen habt.

M1+ M2: Bitte, gerne.

Transcription Interview Café de la Lengua Española

(Note: Due to very loud music which would have worsened the audio recording of the file, the interviewee and me agreed on conducting an interview via the Facebook messenger.)

I = Interviewer (Doris Zellinger)

M = Manager

I: Dear (...),

Thank you for letting me hand out the questionnaires at the end of December and last Sunday. That helps a lot because now I am able to finish my diploma thesis and my studies. Moreover, I want to thank you for the time answering my questions. Here is the first one.

1. How did you have the idea to create the "Café de la Lengua Española"?

M: I didn't create it. It has been running for over 5 years now.

I: But, do you know who created it and why?

M: A British guy called (...).

I: ...and do you know why?

M: Yes, because he spent like 10 years living in Spain.

I: ...ah ok, I see ☺ thank you! And is there any benefit for you that you are managing this Language Café or is it on a voluntary basis?

M: I don't make any profit. In fact, I am losing money.

I: oh wow! So you mean "losing money" because you have to order and pay your food and drink there, right?

M: Yes.

I: Another question I have is "Do you have a long-term goal of this Language Café?"

M: Well I have ideas, but first I have to find a job.

I: Do you want me to tell something about your ideas?

M: Not yet, this will be seen in the future.

I: Okay. And how would you describe the development from the beginning of the Café de la Lengua Española until today (regarding number of people, topics talked about, location,...)?

M: It's hard to answer that question, because it depends on many factors. I would say that the speaking abilities from nonnative speakers increased.

I: That's a great development! On last question I have is, how did you advertise for the first meeting of this Language Café (newspaper, Facebook, flyers,...)?

M: Before I started hosting the event, it was already on Couchsurfing, Meetup and Internations (at least). I created a Facebook Group short after I started hosting this event.

I: I see. So you don't know any more details before it was on these platforms?

M: No, unfortunately not.

I: Never mind. Thank you so much for answering these questions! Have a great day!

M: Thank you.

Appendix D

Abstract English

This thesis seeks to explore the current status of Language Cafés, a place where people can meet for the sake of language learning in an informal environment. After the theoretical background on learning a language has been provided, a study conducted in three Language Cafés is presented.

The first part of this paper illustrates a general overview of first language acquisition, second language learning and three types of learning (formal, informal, non-formal) to highlight the differences respectively. Following this, the focus is shifted to how children and adults learn languages and the factors influencing a teacher-student and peer-to-peer learning environment. Tandem language learning and learning in open spaces build a bridge to the Language Cafés per se.

The empirical part of this paper is intended to reveal the happenings and characteristics of Language Cafés. A study has been conducted in Vienna, Austria, and Passau, Germany. Participants received a questionnaire and personality test through which the type of people who go there and their motivation and expectations could be determined. The outcomes disclosed that rather introverted people visit these cafés. The reasons for attending a Language Café are that people want to improve their language skills, but also to socialize. However, the former prevails. Regarding expectations of having predefined topics or to receive handouts the results yielded no clear agreement or disagreement. Moreover, it turned out that participants had the feeling they could improve their language skills at these cafés more than they could at school. Thus, it can be claimed that attending Language Cafés greatly contributes to language learning.

Abstract German

Die vorliegende Diplomarbeit versucht den momentanen Stand von Sprachencafés, ein Ort wo sich Menschen um des Sprachenlernens willen in einem informellen Umfeld treffen können, zu erforschen. Nach der Darstellung des theoretischen Hintergrundes vom Sprachenlernen folgt anschließend die Präsentation einer Studie, die in drei Sprachencafés durchgeführt wurde.

Der erste Teil der Arbeit zeigt einen allgemeinen Überblick von Erstsprachenerwerb, Zweitsprachenerwerb und drei Typen des Lernens (formell, informell, nicht-formell), um die jeweiligen Unterschiede hervorzuheben. Anschließend verschiebt sich der Fokus auf die Art und Weise, wie Kinder und Erwachsene Sprachen lernen und welche Faktoren eine Lehrer-Schüler und Schüler-Schüler Lernumgebung beeinflussen. Die Tandem-Sprachlernmethode und Lernen in offenen Räumen bilden die Brücke zum Sprachencafé an sich.

Der empirische Teil dieser Arbeit möchte die Geschehnisse und Merkmale von Sprachencafés aufzeigen. Es wurde eine Studie in Wien und Passau durchgeführt. Die Teilnehmer erhielten einen Fragebogen und einen Persönlichkeitstest, wodurch ihr Menschentyp, ihre Motivation und Erfahrungen erhoben werden sollten. Die Ergebnisse zeigten, dass eher introvertierte Menschen diese Cafés besuchen. Die Gründe ein Sprachencafé aufzusuchen, sind folgende: Die Personen möchten ihre Sprachfähigkeiten verbessern, aber sie wollen auch Gemeinschaft haben, wobei jedoch ersteres überwiegt. Was die Erwartungen betrifft, vorgegebene Themen oder Handouts zu erhalten, kamen keine signifikanten Ergebnisse heraus. Des weiteren hat sich herausgestellt, dass die Teilnehmer das Gefühl hatten, sie könnten ihre Sprachfähigkeiten in den Sprachencafés mehr verbessern als sie es in ihrer Schulzeit konnten. Die Schlussfolgerung liegt nahe, dass der Besuch von Sprachencafés in nicht unerheblichem Maß zum Sprachenlernen beiträgt.

Appendix E

Curriculum Vitae

PERSONAL INFORMATION

Name: Doris Zellinger

Date of birth: 06.04.1991

Place of birth: Vienna

Nationality: Austria

E-Mail address: 1007823@unet.univie.ac.at

EDUCATION

since WS 2015 Bachelor studies English and American Studies at the University of Vienna

since WS 2010 Teaching Program English and Psychology/Philosophy

Juni 2010 Matura/school-leaving exam (passed with good success)

2005-2010 BAKIP Ettenreichgasse 45c, 1100 Wien

2001-2005 BG/BRG Roseggasse 2, 2380 Perchtoldsdorf

1997-2001 Volksschule Breitenfurt, 2384 Niederösterreich

OTHER EDUCATION

training „Ausbildung zur ÖSV Snowboardlehrerin Anwarter“ (31.3.2012-9.4.2012)

Driver's license class B

EMPLOYMENT HISTORY

September 2010-January 2011 kindergarten teacher at Wiener Kinderfreunde

since September 2011 private tutoring in English

September 2012-January 2014 personnel service provider Manpower

July -August 2013 kindergarten teacher at Wiener Kinderfreunde

November-December 2013 Kultur- u. Weihnachtsmarkt Schönbrunn

November-December 2014 Kultur- u. Weihnachtsmarkt Schönbrunn

September 2015-February 2016 Easystaff

FOREIGN LANGUAGE SKILLS

English (C2)

Latin (basic knowledge)

VISITS ABROAD

USA: June 2009 - August 2009, July 2011 – September 2011, December 2012-January 2013