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INNOVATION IN A COMPLEX SYSTEM FRAMEWORK: SCHOOL PRINCIPALS' PERSPECTIVES ON THE YEAR OF INTENSIVE LANGUAGE LEARNING

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Innovation in a Complex System Framework: School Principals' Perspectives on the Year of Intensive Language Learning

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List of abbreviations

CAQDAS	Computer Assisted Qualitative Data Analysis Software
CCM	Creswell's Coding Model
CEFR	The Common European Framework of Reference for Languages
ICT	Information and Communication Technology
FL	Foreign Language
MC	Magnitude Coding
NCC	National Core Curriculum
YILL	Year of Intensive Language Learning
WLP	World Language Programme

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Abstract

The focus of my dissertation is the Year of Intensive Language Learning (YILL) launched in 2003 in order to develop foreign language education in Hungary. The qualitative and emic study has manifold content aims accompanied by research methodology concerns. It intends (1) to identify the benefits and drawbacks as well as their interrelations in YILL to reveal how beneficial the programme has been, (2) to uncover the interrelations in the programme to see the operation of this dynamic complex system, (3) to identify the extent to which YILL is perceived as an innovation, and (4) to determine if the coding techniques used are appropriate for the aims of the study. As the research aims reflect, I explore YILL from an innovation and a dynamic complex system perspective.

The programme was monitored with the help of three surveys, the most recent of which served as the basis for the present study. It drew on its database, comprising 1,321 responses of 267 YILL school principals to two open-ended, short-answer items in an online questionnaire. In order to achieve the above goals, the study applied Creswell's (2008) coding model to the responses and supplemented it with two waves of Magnitude Coding, the first targeting the identification of the outcomes and their interrelations, the second specifying the beneficiaries and sufferers of the benefits and drawbacks, whilst the last one revealing the level of innovation in the respondents' perception. The trustworthiness of the study is bolstered with the help of reliably evolved and piloted coding schemes, intra-coder calculations, thorough documentation of each decision and procedure taken and triangulation of the data.

The primary content objectives of the study were to reveal whether YILL was an innovation and to identify the interrelations of a dynamic complex system in the programme, in the school principals' perception. The findings reflected that YILL was a beneficial initiative. The main objectives of the programme were less frequently referred to as positive outcomes, but several other areas were mentioned as results. Some positive effects were perceived as negative ones by other respondents, demonstrating a wide range of perspectives to benefits and drawbacks. Although an abundance of negative effects were listed, I found that principals regarded the programme beneficial and did not regret implementing it at their schools. As for its novelty, I concluded that the level of newness varied with the different stakeholder groups the outcomes had been linked to. YILL appears to have been an innovative programme which, however, was not designed and implemented with sufficient forethought. The outcomes and interrelations revealed verified that it was a dynamic complex system, but they also indicated that this was not considered in the planning phase: (1) linear cause-and-effect relationships were anticipated, not taking the unpredictable nature of these systems into consideration, (2) the planning was restricted to one stakeholder group, i.e. to the students' needs and to a few articulated objectives, leaving the interrelations of the other components without attention. This resulted in an implementation in which the objectives of the decision-makers were not fully achieved. The study also discusses the implications of these conclusions. As for the research methodology concern of the dissertation, the selected coding techniques proved to lend themselves appropriately to inspecting a dynamic complex system, i.e. for the purposes of the study.

> *Adopting a complexity perspective requires us to take seriously the interconnectedness of system components within and across levels and scales, as well as how they interconnect with the system's context.*
>
> Larsen-Freeman and Cameron, 2008, p. 39

Chapter One: Introduction

1.1 Rationale for research and personal motivation

Foreign language learning and teaching received significant attention at the very beginning of the 21st century in Hungary. After the political changes in the 1990s, new ways were sought to improve the foreign language competence of the Hungarian population. As the presentation of the Hungarian situation will show, there were ambitions to develop foreign language (FL) teaching with the help of language policies and diverse measures, but the first significant wave of progress was achieved when the World Language Programme (WLP) was launched in 2003. The programme offered opportunities at all levels of FL education in two different ways. It involved changes in the legislation, the most salient elements of which were the Year of Intensive Language Learning (YILL) and the implementation of the new school-leaving exam. The second group of measures was brought to life with the development of a comprehensive programme package, targeting areas such as content- and language-integrated learning, vocational language teaching and the establishment of language teaching materials for the disabled. In tertiary education, it supported foreign language education for special purposes, and for adult populations, courses were financed and tax benefits were introduced for FL

courses. The focus of the programme, however, was public education, as this area was considered the most significant driving force of language learning success and efficiency.

As stated above, the Year of Intensive Language Learning was initiated in the framework of the World Language Programme and became its most significant, long-lasting and expensive item. YILL, as Nikolov put it, was "an even internationally innovative measure of language pedagogy which had extended public education with a year, financed from the national budget, in order to devote this period to intensive language learning in voluntarily participating schools" (Nikolov, 2007, p. 62). It was launched in 2004 by the amended Public Education Act (*Act no. LXI*, 2003), which allowed secondary grammar and vocational schools to integrate an extra year of intensive language learning where at least 40 percent of the compulsory curriculum time (minimum eleven contact hours per week) had to be devoted to foreign language learning. Another requirement was to prepare students for the advanced-level school-leaving exam in a FL, which entailed that they had to be provided with at least five contact hours in a FL per week in the grades following the YILL, until they passed the school-leaving exam in FL. As an additional priority, YILL students had to take part in at least four Information and Communication Technology (ICT) lessons per week as well, in order to allow them to develop their ICT key competences at school. In case of the four-year secondary schools, YILL had to be organized in grade 9, while in the six- or eight-year systems the schools had the right to implement it in any year. The national educational authorities of that time took several measures to assist the planning and the implementation. Documents containing methodological and organizational support were produced and published, syllabi were constructed and in-service trainings for YILL teachers and annual YILL conferences were organized.

Besides being a unique measure from several aspects, YILL was also exemplary in its being monitored from the launch of the first YILL classes to the end of their five-year studies. The process involved three studies, all of which followed the same representative sample of YILL students from September 2004 to June 2009 with an array of qualitative and quantitative techniques.

YILL is the point where my personal motivation first appears. As a civil servant of the educational ministry, I was responsible for the coordination of the World Language Programme, and later for the management of the Year of Intensive Language Learning, one of the large-scale educational changes in Hungary. A team developed guidelines and sample curricula, which are presented later on in the contextual background section. We worked out and implemented teacher trainings for future YILL language teachers, and coordinated communication with all parties involved, that is, implemented "secondary innovations" to support the "primary innovation" of YILL (Waters & Vilches, 2013, p. 61). Later, I became part of the monitoring research group and took an active part in the surveys on YILL. In addition, I worked in the recent revision of the YILL programme and wrote the current YILL frame curriculum (*Nyelvi előkészítő évfolyam kerettantervei*, 2012), so my involvement with YILL has not ceased since. I feel compelled to find further ways to support YILL, this complex and innovative system.

The second reason for my personal motivation is related to the monitor surveys on YILL. As part of the research team, my task was to analyse the responses to the open-ended questions of the questionnaires. I enjoyed reading the views of the participants expressed in their own wording, as it was a direct link to the reality of stakeholders' perspectives. That was when I decided to deepen my knowledge and competence in coding as an analytic tool, and the interest

in transferring the qualitative data into more tangible, partly quantitative summaries has become one of my main areas of interest.

Having followed the literature on the implementation of YILL, I came to the realization that only a few studies or reports had been devoted to this large-scale educational change. Apart from the monitor surveys, only a scarcity of research projects aimed to investigate the programme's innovative nature, or its effects or limitations. This was despite the fact that it involved thousands of students and teachers and was intended to improve an area that is still one of the weakest parts of the Hungarian public education. Moreover, its continuation was also questioned in the 2010-2011 academic year, which did not generate further empirical inquiries either. Another area that is hardly focused on in the Hungarian professional literature is the role of coding in research methodology, although it is a major technique of data collection and analysis in qualitative research. The present dissertation, the particular aims of which are detailed below, intends to contribute to a wider and more comprehensive understanding of these aspects and offer a recognizable contribution to the field.

1.2 Overview of research

The dissertation falls into six main chapters. Following Chapter One, which is the introduction, Chapter Two overviews the contextual background of the study. It provides an introduction to the Hungarian foreign language learning and teaching context of the last decade from an educational policy perspective, giving an overview of the framework of FL teaching in public education including recent changes such as the new *National Core Curriculum* (2012) and its frame curricula, plus the few language policies developed since 2000. The chapter discusses the most significant programme launched to improve FL education in Hungary, the World Language Programme (WLP). It offers a thorough summary of the Year of Intensive Language

Learning, which was put into effect in the framework of WLP. YILL, the survey of which has provided the data for the present study, is described from several aspects: its legal foundation, planning, implementation, the monitoring process on its outcomes between 2004 and 2009. YILL was empirically surveyed at the beginning and at the end of its very first year on a representative sample of the first YILL classes (henceforth referred to as Survey 2005), and on a smaller fragment of the original sample in 2006 (Survey 2006). The same schools and students were studied in their fifth year of training in order to get retrospective insights into the impacts of YILL in 2009 (Survey 2009). The second chapter offers insights into the framework and findings of the three surveys as well, with special attention paid to Survey 2009, which is the source of the dataset on which the present study has been built.

Chapter Three overviews the theoretical background of the study from two perspectives. It presents the concepts of educational change, innovation and dynamic complex systems and discusses YILL in the light of these terms. The second perspective, the aspects of the coding process, is more of a methodological concern, but due to the aims of the study, I decided to include a thorough overview in the theoretical discussions. The terms code, category and theme are considered and compared, coding is introduced and the mechanics of the process is shown. The chapter approaches the data to be coded from the perspectives of what can be coded and what portion of the data collected is to be coded. Insights are given into the alternatives of solo or collaborated coding and the issues of reliability and validity are also argued. The coding process is reflected upon concerning the pre-coding, the actual coding and the post-coding phases. The chapter provides a through presentation of the coding techniques. The introduction of the methods is divided into first and second cycle techniques, and Magnitude Coding and Creswell's 2008 model are discussed separately as the analysis is built on these techniques.

Chapter Four details the framework of the research by stating the aims of the study and identifying the particular research questions. The study had a manifold objective: (1) to identify the benefits and drawbacks of the YILL programme in order to reveal how beneficial the programme was, (2) to recognise the interrelations in the programme to understand the operation of this dynamic complex system, (3) to specify the extent to which YILL was perceived as an innovation, and (4) to define if the coding techniques used were appropriate for the purposes of the study. After recoding and reanalysing the responses, a comparison was made between the findings of the present research and those of the main study (Nikolov, Ottó & Öveges, 2009b).

The chapter also discusses the rationale for the methodology of the research and then introduces the participants involved and the means and procedures of the data collection. The rationale explains the gist of the coding process about the selection of the particular coding techniques, the relevant coder attributes and the characteristics of the process. The survey was based on an inductive approach. It employed and elaborated on Creswell's 2008 coding model (CCM), and Magnitude Coding (Saldana, 2009) to support the findings. The data the analysis focused on was collected with the help of an online questionnaire in the Survey 2009 on YILL. Altogether 267 respondents typed in 1,321 answers to two open-ended questions on the benefits (Question 9) and negative outcomes (Question 10) of the YILL programme directly into the central database of the survey, which was converted into Excel files and later used as the basis for the coding procedure. The replies were coded by a sole coder. I only relied on external expertise in the piloting of the coding scheme. The coding reliability was strengthened in several ways, and calculated with agreement rate measurement, whilst validity was assured by piloting the coding templates and triangulating the data. It must be noted that the terms coding scheme and coding template are used interchangeably in the study.

The presentation and discussion of the findings are presented in Chapter Five. The first section focuses on the revisions of the coding templates used in Survey 2009 and the elaboration of the new ones for the present study. The next part relates the outcomes of the analysis based on Creswell's technique, whilst the subsequent one discusses the findings that have resulted from the application of Magnitude Coding (MC) and the evolvement of MC 1 and MC 2 categories. The chapter also includes the theme generation, the layering of the processes and the identification of the interconnections for both the benefits (Question 9) and the drawbacks (Question 10) of the YILL programme. Chapter Six comprises three sections: one granting a summary of the final conclusions, the second one commenting on the implications of the findings and a third part which relates the limitations of the study.

Chapter Two: Contextual background

2.1 The Hungarian context

At present, compulsory FL learning in Hungarian public education begins at grade 4 (age 10-11). This does not correspond to the practice in the rest of the European Union, as "in most countries, the starting age of the first foreign language as a compulsory subject ranges between six and nine years old" (*Key data on teaching languages at school in Europe*, 2012, p. 25). Nor is this in line with the current tendency to lower the age at which FL teaching begins (*Key data on teaching languages at school in Europe,* 2012, p. 26). Starting language learning is allowed in grades 1-3, but it is not obligatory. Although there is no empirical data on the number of schools where FL education is introduced before grade 4, Morvai, Ottó and Öveges found that 58 percent of the 1,286 responding schools (53% of all primary schools) provided FL education in grades 1-3. However, even at schools where students had this opportunity, only 44 percent offered it for all students in grades 1-3 (2009, p. 15). Several studies revealed that the primary reason for schools to launch FL teaching in these low primary classes was the pressure on part of the parents (Morvai et al., 2009; Nikolov, 2003, 2011; Petneki, 2007). Students can choose from four languages as their first FL: English, German, French and Chinese. According to recent regulations (*Government decree,* 2012), the language learnt in primary school has to be continued in secondary school, in order to guarantee the continuity of FL development. Students can also begin a second FL in grade 7, which corresponds to European practice (*Key data on teaching languages at school in Europe*, 2012), but time and other constraints make this an improbable option. Secondary school students have to learn a second language if they go to secondary grammar schools; while it is optional but recommended for vocational school students provided the necessary conditions are available in the institution. This explains what has been called the "relatively large gap between the general and vocational pathways" in

Hungarian FL education (*Key data on teaching languages at school in Europe*, 2012, p. 64), which was supported by the findings of a large-scale survey conducted in 2008 (Nikolov, Ottó & Öveges, 2009a).

The framework of FL education in Hungary and its development since the turn of the century is presented briefly through relevant studies and legal regulations, alongside the three language teaching development strategies that were devised in this period. Special emphasis is put on the YILL programme, which serves as a basis for this study.

The entry of Hungary into the European Union illuminated and further increased the need that Hungarians should speak FLs, as new opportunities opened up in several areas where FL competence was needed. The revolutionary development of information and communication technology made the demand even more pressing (Szénay, 2005, p. 15), and FL proficiency began to be regarded as useful knowledge (Nikolov, 2001, p. 3; Imre, 2000, p. 705) and a "key competence" (Petneki, 2009, p. 17); towards which positive attitudes developed quickly (Vágó, 2000, p. 670; Nikolov, 2009, para. 20). However, data on the language proficiency of the Hungarian population showed that "there is a considerable language deficit both in quantitative and qualitative terms" (Lukács, 2001, para. 7). The 2002 National Census (*Népszámlálás 2001*, 2002) revealed that only the 19.2 % of the population claimed to speak at least one foreign language, and the ratios were similar or slightly higher in other sources (24.3% in 1997 and 30.5% in 2000 (Terestyéni, 2000, p. 652). The latest European barometer documents (*Europeans and their languages*, 2006; *Europeans and their languages*, 2012) highlighted that Hungary was one of the EU nations self-reporting the lowest FL competence, especially when it came to the number of individuals speaking more than one foreign language. Szénay drew conclusions that were more promising when she found that only 45 percent of the Hungarian

population aged 15-44 reported that they did not speak any foreign languages (2005, p. 49). She also pointed out that a positive tendency had started, as 51 percent of the sample aged 15-19 achieved B1-C2 CEFR-level proficiency in their tests, compared to the 40-44 age group where this ratio was 22 percent (Szénay, 2005, p. 58). Her findings shed lights on the fact that every fourth public education student attended for-profit language schools or studied with private tutors to complement their FL education (Szénay, 2005, p. 26). Seventy-two percent of parents paid for language lessons, according to Halász and Lannert (2000, p. 486). As an additional example, in Terestyéni's study, 71 percent of the respondents attributed their English proficiency to their primary and secondary school studies, while 57 percent ascribed them to privately-funded studies (2000, p. 659). As Lukács put it, "in order to improve Hungarian citizens' foreign language capabilities state education should be allowed to pay a much larger role" (2001, para. 33). Nikolov claimed that students needed (1) language proficiency learnt at school, (2) a certificate to prove this without additional costs, and (3) an opportunity to make up for the social and economic disadvantages with which they had started their studies (Nikolov, 2001, pp. 3-4). Csapó reinforced these findings when he emphasized that, aside from the overall favourable increase in the number of students who achieved the level of FL proficiency prescribed in the national policy documents, public education was not able to make up for the social and economic differences in student achievements without allocating further attention and resources (2001, p. 35).

Similarly to other subjects, language teaching in public education is mainly regulated by the National Core Curriculum, which was supplemented by an intermediary content level in the form of frame curricula in 2000 (*Ministry of Education decree no. 28/2000*, 2000; Petneki,) and 2012 (*Kerettantervek*, 2012) to form the upper two levels of a "three-tier system" (Vass, 2002, p. 2), and "to return to a more centralized education system" (Medgyes & Miklósy, 2000,

p. 195) after the 1995 document, which shifted responsibilities and decentralised the system (Fekete, Major & Nikolov, 1999, p. 9). NCCs in Hungary constitute an excellent example of Medgyes and Nikolov's statement, according to which these documents "usually have a slim chance of long-term survival" (2000, p. 266). The 1995 version (*Government decree*, 1995), the first I discuss in the present study, was replaced by a new one in 2003 (*Government decree*, 2003), soon followed by a further version in 2007 (*Government decree*, 2007), and 2012 witnessed the issuance of a more recent document (*Government decree*, 2012). Although all of the first three documents followed the recommendations of the European Council, as Medgyes and Nikolov put it: they were "designed to be 'euroconform'" by adopting the functional-notional syllabus and following "humanistic and communicative principles of education" (2000, p. 271), the basic principles showed several differences in the sections on modern foreign languages. The relevant part of the first NCC discussed (1995) took up "merely 14 pages of the whole publication" (Medgyes & Miklósy, 2000, p. 196), and emphasized practical language skills and the need for learning about other cultures, although it was criticised by Szépe for disregarding real-life requirements (2000, p. 643). The other two core curricula (NCC 2003, 2007) expressly put communicative language competence into the focus. Efficient language competence was the most important objective of all three documents, but the number of languages to be taught was different. The 1995 curriculum made at least one foreign language compulsory, which did not correspond to the school-leaving exam regulations in effect (Vágó, 1999). It was later replaced by the requirement of teaching two foreign languages in secondary grammar and in certain secondary vocational schools.

All three NCCs (1995, 2003, 2007) ensured the free choice of languages in accordance with the local needs and potentials. This changed in 2012, when the choice of the first FL was limited to English, German, French or Chinese for the first time in the history of NCCs. The output

proficiency levels were first identified in accordance with *The common European framework of reference for languages: Learning, teaching, assessment* (2001) (CEFR) in the National Core Curriculum of 2003. The expected minimum outcome level was B1 in the first FL at the end of grade 12, and A2 in the second FL, and the same expectations were formulated in the NCC of 2007. It is notable that the regulation of 2007 „defines a double requirement system" (Nikolov, 2011, p. 15) where the choice was determined by the student's targeted output level by the end of year 12, i.e. the decision was based on „what level of the given language the students aim to reach by the end of the compulsory education, how intensive their language learning is and what level of matura exam they wish to take" (Nikolov, 2011, p. 15). A change in the approach and the attainable levels was introduced by the 2012 document, which raised the mandatory minimum outcome level from A1 to A2 in grade 8. However, at the same time, oddly enough, it reduced the ratio of FL lessons in grades 5 to 8 from 12-20 percent to 10-15 (grades 5-6) and 10-18 percent (grades 7-8) (Öveges, 2013). As for the YILL programme, it was mentioned only in the 2007 NCC on Modern Foreign Languages. The document established separate outcome levels for the participants of this form of education, but they were apparently not supported by any empirical data. The NCC of 2012 did not even mention the YILL programme despite the fact that it had been in effect for eight years by that time.

The recent years have witnessed a plethora of modifications in the FL teaching-related regulations (Öveges, 2013). As the discussion in the previous paragraph illustrates, the Modern Foreign Languages section of the 2012 NCC went through significant alterations; moreover, newly-constructed FL frame curricula (*Kerettantervek*, 2012) and language–specific appendices in English, German and Latin (*Függelék: angol és német nyelvi specifikáció*, 2012; *Latin nyelv – választható második idegen nyelv*, 2012) were attached to it. Among others, the framework of bilingual teaching was revised in terms of its requirements and content

regulations (*Ministry of Human Resource's decree no. 4/2013*, 2013). The system of the two-level school-leaving exam is still facing revision in 2016, some aspects, however, have been modified. The school-leaving exam regulations limited the students' options to take the exam earlier than the end of their secondary school studies, but these do not concern foreign languages, as they are one of the two areas in which early matura exams are still permitted. For the purposes of the present study, the most salient amendments made to the framework of YILL can be found in two decrees altered several times (*Ministry of Human Resources' decree no. 20/2012*, 2012; *Ministry of Human Resources' decree no. 22/2013*, 2013). These changes concern the number of FL lessons per week in grade 9 and in the subsequent years, and the required output proficiency levels by the end of grade 12. The content of the new regulation is presented in section 2.4 on YILL below.

Hungary's accession to the European Union with the emerging ideal of the trilingual citizen, combined with the prior elimination of Russian as an obligatory language led to a conscious demand on an efficient language policy to pursue at the turn of the 20th and 21st centuries. Improving the field of language teaching became a priority, and this constituted the beginning of a period viewed by many as a success story of modernization (Vágó, 2000) or a golden age (Medgyes, 2011) in FL education. A national-level FL teaching strategy was constructed in 1999 (Kapitánffy, 2001), which relied on the European recommendations in specifying the output requirements on the basis of the CEFR (2001). It set further objectives based on the Hungarian context: (1) the FL school-leaving exam was to replace profit-based external language proficiency exams in public education, and (2) foreign languages were only to be taught by qualified teachers. The document assigned the following specific aims to the general goals listed above:

- the first FL was to become compulsory from grade 4 instead of being introduced in the fifth year at the very latest (*Government decree*, 1995);

- students were to start learning a second FL in grade 9 in grammar schools, and should do so in secondary vocational schools if there is sufficient demand and the necessary conditions are available;
- at least three FL lessons per week were to be required;
- promotion of early language learning was to be supported;
- small FL groups were to be encouraged;
- the FL school-leaving examination was to be revised on the basis of modern approaches;
- the advanced-level FL school-leaving exam was to be acknowledged as a combined type (written and oral) intermediate-level language proficiency exam;
- FL education in primary schools was to be improved through (1) further training courses and regular monitoring; (2) making teaching profession an attractive option for language teachers;
- bilingual education was to be supported;
- content and language integrated learning was to be promoted in non-bilingual educational institutions;
- more emphasis was to be placed on practical training in language teacher education;
- further training courses were to be organized for language teachers (e.g. in connection with the new school-leaving exams);
- further monitoring surveys and research activities were to be supported;
- extracurricular language learning programmes were to be promoted;
- continuous cooperation was to be established between language teaching professionals and the Ministry of Education.

Although hardly any data is available on the implementation of the 1999 strategy, it can be concluded that most of the objectives were achieved in the long run. Their implementation, however, occurred only after the development and launch of the World Language strategy of 2002. Among other things, the *National Core Curriculum* of 2003 (*Government decree,* 2003) stipulated that FL teaching was mandatory from grade 4, and that grammar school students had to learn two FLs. The number of FL contact hours increased in accordance with the plans, and the output levels were specified on the basis of the CEFR (2001). 2005 saw the acknowledgement of the new, advanced-level school-leaving exam as an intermediate B2 level language proficiency exam, and from 2003 on, foreign languages were only taught in public education by qualified language teachers or teachers who had already started their FL teacher training programme. However, significant shortcomings of the strategy could be identified in the support given to early language learning and in the development of FL teaching in primary

schools. These issues re-occur repeatedly when it comes to the review of development strategies.

2.2 The World Language Programme and the beginnings of YILL

Actual cooperation between the language teaching profession and the Ministry of Education was first launched during the development of the next foreign language teaching policy paper in 2002, as anticipated by Medgyes and Miklósy: "with the advent of the 21st century, interaction between stakeholders and decision makers is likely to intensify" (2000, p. 226). The World Language Programme, which was developed by colleagues of the ministry working in conjunction with prominent experts representing various fields of FL teaching in Hungary (Fischer & Öveges, 2008), subsequently became the national FL teaching development strategy of Hungary. The policy paper set two strategic objectives (Medgyes, 2005; Medgyes & Öveges, 2004a, 2004b; Öveges, 2003; *Világ – Nyelv*, 2003). First, it claimed that the primary place of language learning was to be the public education period, wherefore the programme focused on FL teaching in two stages: primary and secondary schools. This general objective might remind the readers of the one formulated in the former, less extensive strategy, but the 2002 strategy contained different steps for implementation. The second main objective of the 2012 document was that students who for some reason were disadvantaged in terms of language learning had to be supported. This particular aim was mentioned neither directly, nor indirectly in the 1999 strategy. It is also noteworthy that the 2013 strategy, a draft of which has since been published but not finalized (*A nemzeti idegennyelv-oktatás fejlesztésének stratégiája*, 2013), does not cover this field at all. It refers to the issue only twice, and passes on the responsibility in both cases. The 2003 policy, however, paid special attention to the provision of equal opportunities in language learning, to which both the socially disadvantaged and those living with disabilities were entitled. Therefore, it is probably no coincidence that the idea and its implementation are

linked to the World Language Programme. The existence of YILL, however, became uncertain during the development of the 2013 strategy.

WLP specified several steps for the implementation of the objectives at various levels of FL education, such as the introduction of the new school-leaving exams in public education in the 2004-2005 school year (Alderson, Nagy & Öveges, 2000), and the provision of tax allowance for learning foreign languages within the framework of adult education. The tools were devised on the basis of a detailed analysis of the current situation (Fischer & Öveges, 2008; *Világ – Nyelv*, 2003). For the introduction of innovative approaches, it created a grant package to support, among others, the establishment of foreign language centres and the incorporation of content and language integrated learning (Medgyes & Öveges, 2004a, 2004b; *Világ – Nyelv*, 2003). Within the grant programme a total of 1,013 projects were implemented between 2003 and 2006 at a total cost of HUF 745 million (Fischer & Öveges, 2008, p. 18). Later, the grant system gradually lost its significance and was terminated for good in 2008. The most considerable and still ongoing initiative of WLP was the YILL programme.

The 2013 draft policy paper (*A nemzeti idegennyelv-oktatás fejlesztésének stratégiája*, 2013) discusses the current situation and the objectives broken down according to the different phases of education, language learning outside the school system, curricula and the language learning environment. The YILL programme is devoted a separate section in the document (pp. 20-22). There were three major surveys conducted to monitor the YILL programme but only the empirical findings of the last one (2009) are taken into account. In addition, the document lists only the negative elements of the analysis, and fails to mention any positive aspects of YILL. It regards the programme a static system which needs to be revised and further controlled in order to allow more predictable outcomes. The document considers FL education as a linear

change in which more investment unavoidably leads to more success. The components of the system are discussed as agents in this linear change; therefore, e.g. training the language teachers is seen as an evitable source of development, disregarding the potential local interpretations or interconnections in the implementation.

The YILL programme launched within the framework of WLP was intended to become a generally accessible alternative to bilingual education launched in the 1980s to provide students with subjects taught in the target language. Due to the high number of FL contact hours, the year of intensive language learning provided an opportunity for faster language development without the need to take private language lessons (Medgyes & Öveges, 2004a, 2004b) which was intended as a remedy for the unequal opportunities in institutional FL education (Csapó, 2001; Halász & Lannert, 2003; Szénay, 2005). It incorporated a so-called "fast lane" (Menyhei, 2010, p. 78) into the traditionally rather extensive language teaching system in Hungary. Medgyes and Öveges, however, anticipated six potential hazards in the introduction of the YILL programme (2004a, p. 34):

- schools might launch the programme in spite of being ill-prepared (e.g. few qualified language teachers trained to be engaged in intensive language teaching);
- schools might be decide to teach just one foreign language, which is likely to be either English or German;
- even if two languages are offered, less frequently taught languages might get little attention;
- the results and the motivation of the year of intensive learning might fade when the number of FL contact hours decreases in grades 10 to 13;
- for the sake of better results, schools may insist on the students taking the FL school-leaving exam as soon as possible, and hence exert a negative backwash effect on the teaching process;
- for the sake of better results, schools tend to "fill up" the YILL classes with students that perform better in the entrance exams, therefore they indirectly support more advantaged children.

The findings of the monitor surveys, as shown in sections 2.8.1-2.8.3 proved these expectations valid. The actual implementation of the YILL programme, including the risks listed above and

also its history, characteristic features and monitoring are described in detail in the next sections.

2.3 Introduction to YILL

The Year of Intensive Language Learning was initiated in 2004 by the amended Public Education Act (*Act no. LXI,* 2003). The regulation allowed secondary grammar and vocational schools to integrate an extra year of intensive language learning into their training. At least 40 percent of the compulsory curriculum time (minimum eleven contact hours per week) had to be devoted to foreign language learning and YILL students were to prepare for the advanced-level school-leaving exam in FL, which meant at least five contact hours in FL per week in the grades following the YILL year (grade 9). As an additional aim, YILL students had a minimum of four information technology lessons. In four-year secondary schools the intensive year had to be organized in grade 9 (the students graduated from their secondary studies in grade 13), while in the other two types of grammar school offering six-year or eight-year long educations the school had the right to select any grade for implementation.

Based on the above, the decision-makers specified only the number of FL contact hours and the preparation for but not the passing of the advanced-level matura. The regulation left several decisions up to the schools: the number and range of languages offered and the output level to be achieved. Being an unprecedented programme, YILL put schools in genuine need of further support. The national educational authorities took several measures to assist planning and implementation alike. Methodological and organizational support was provided on the ministry's website (*Ajánlás a NYEK-kel induló oktatás idegen nyelvi tartalmához*, 2004; *Ajánlás a NYEK-kel induló oktatás 10-13. évfolyamainak idegen nyelvi munkájához*, 2006; *A nyelvi előkészítő évfolyam jó gyakorlatainak példatára, 2006; A Világ – Nyelv Program és a*

nyelvi előkszítő évfolyam, 2004; *Gyakran feltett kérdések a nyelvi előkészítő évfolyam idegen nyelvi tartalmával kapcsolatban*, 2003), syllabi were constructed for the intensive year (*Segédlet a NYEK-kel induló oktatás 9. évfolyama idegen nyelvi tantervének kialakításához*, 2004) and grades 10-13 in FL teaching and computer assisted language learning (*Tanmenetjavaslat a nyelvi előkészítő évfolyam számítógépes nyelvóráihoz*, 2003). In addition, YILL teachers were granted in-service trainings and annual YILL conferences were organized.

These documents contained a comprehensive curriculum and methodology recommendations for FL teaching in grade 9 and in grades 10-13. Among other things, they specified general and specific objectives, the number and range of languages taught, developmental aims, recommendations on the input and output levels, organizational and planning issues, ways of cooperation among the teachers, placement tests, selection of teaching materials, syllabus writing, and planning of the evaluation process. A draft syllabus was constructed for the integration of FL teaching and ICT as a subject: 36 ready-to-use lesson plans were drawn up in English and German. In 2005, YILL schools had the opportunity to apply to be included in the YILL Best Practices Register by completing a questionnaire, the results of which were compiled by experts (*A nyelvi előkészítő évfolyam jó gyakorlatainak példatára*, 2006). This project allowed schools to share their experiences with other institutions, and also to evaluate their own practices and facilitate further decision-making.

The 2006 amendment of Act LXXIX of 1993 on public education (*Act no. LXXI*, 2006) required the entities operating secondary schools (e.g. local municipalities) to launch the YILL programme in their respective schools from the 2010-2011 school-year if the number of applicants in the given grade justified it. Another significant change in the YILL programme was brought about by the new rules of admission to secondary schools effective since the 2008-

2009 school year. These rules significantly improved the chances of admission to the YILL programme for disadvantaged students, since after 2008, schools launching YILL programmes were no longer allowed to organize written entrance tests to assess applicants' existing FL skills. Consequently, FL competence was no longer a prerequisite for the entry into the YILL programme.

The reports on public education published every three years, *Jelentés a közoktatásról* (Halász & Lannert, 1997, 2000, 2003, 2006, 2010) present the current processes of Hungarian public education in the light of domestic and international developments. The reports put great emphasis on the presentation and evaluation of education policy decisions, and treat FL teaching as a priority area. The YILL programme was first mentioned in the 2003 volume, which reported on the inclusion of the programme in the Public Education Act. Vágó pointed out that the programme was built on the outdated approach of "more extensive language teaching equals effective language teaching" (Vágó, 2003, p. 211), and thus formulated negative expectations towards an initiative that had not even been launched. Although the programme was only in the pre-launch phase, the author calculated the expected costs: "the budgetary expenses of the programme will exceed HUF 5 billion already in the first full year" (p. 211). The same estimate appeared in a study by Balázs (2007, p. 16); however, neither author discussed the sources or components of calculating the total costs.

Obviously, the 2006 report (Halász & Lannert, 2006) presented the YILL programme in more detail. It is interesting to see that a comment on the involvement of extensive budgetary resources appeared already in the first sentence before any content or quality-related issues were discussed. The volume summarized the programme's framework and objectives using the provisions of the relevant act and the education policy requirements. Among other things, it

pointed out that one of the priority objectives of YILL was the provision of access to higher-level public education services to those disadvantaged children whose parents could not afford to pay for extra language tuition outside the school system. The authors provided a brief outline about the reception and implementation of the YILL programme and reiterated that they did not expect much from the programme:

> the studies concentrating exclusively on the year of intensive language learning do not/cannot answer the question whether this form of training is capable of raising the quality of language teaching throughout these schools, or it gives preference to children from better-off families by withdrawing resources from other classes. (Halász & Lannert, 2006, 5.3.1.2. section)

In 2006, Nikolov also offered a critical view of the YILL programme, but she approached the issue from another perspective: "the YILL programme is the institutional criticism of language learning at primary school" (Nikolov, 2006, p. 43). In her talk, she supported her opinion with the findings of the YILL surveys, the detailed summary of which can be found in section 2.8. The 2006 report (Halász & Lannert, 2006) also gave account of a survey where the attitudes towards YILL were explored in the adult Hungarian population. It was found that the majority of respondents saw YILL as the solution to the most important problem of public education, but it was also highlighted that some considered the introduction as an admission of the fact that schools were not able to cope with FL education without extra support. Actually, this fact was never denied by the decision makers, they rather expressed to comply with Csapó's recommendation on the necessary integration of additional resources (Csapó, 2001). In the 2010 Report (Halász & Lannert, 2010), the YILL programme appeared only as a recurring element. The conclusion part of the monitor survey was used to emphasize the positive aspects of the programme, but similarly to the former reports, it highlighted the low efficiency of the YILL in the implementation of equal opportunities discussed in 2.7 later.

The future of the YILL programme became uncertain after the change of government in 2010. Rumour spread that the Ministry of Human Resources, which the earlier Ministry of Education was integrated into, planned to terminate it. However, the national language teaching development strategy of 2013 (*A nemzeti idegennyelv-oktatás fejlesztésének stratégiája*, 2013) envisioned the continuation of the programme, albeit under significantly modified requirements. The National Public Education Act (*Act no. CXC*, 2011) confirmed that this form of training be maintained, whereas the concrete requirements were summarized in a ministerial decree with multiple amendments (*Ministry of Human Resources' decree no. 20/2012*, 2012; *Ministry of Human Resources' decree no. 22/2013*, 2013). The schools were to be assisted by a YILL framework curriculum (*Nyelvi előkészítő évfolyam kerettantervei*, 2012), but due to the multiple amendments, and because work was done in parallel by the decision-makers and the curriculum developers, the document in effect is not in harmony with the effective legal regulations. The particular details of the changes made to the YILL programme are overviewed in the next section.

2.4 YILL from 2012 on

The regulations on the framework of the YILL were largely modified by a ministry decree in 2012 (*Ministry of Human Resources' decree no. 20/2012*; 2012), which was in turn soon revised by a subsequent decree (*Ministry of Human Resources' decree no. 22/2013*; 2013). As far as the currently effective operative regulation for YILL is concerned, YILL secondary schools have to meet the following requirements in three consecutive school years:

- at least 80 percent of YILL students need to obtain a matura certificate of non-defined level in the target language;
- 80 percent of the students taking part in YILL and obtaining a matura certificate need to achieve a B2 level matura exam result or a state recognized language proficiency exam in the foreign language taught in YILL.

On the basis of these rules, at least 80% of the YILL class students must pass the matura exam successfully in one target language and minimum 80% of them must achieve the CEFR B2 level by the end of grade 12. The latest issue of the regulation (*Ministry of Human Resources' decree no. 22/2013*; 2013) positioned the output level check in the last year, as opposed to the former version where the students' language competence was to be checked in grade 10 first with the help of a centrally administered exam. In the latest version of the regulation (*Ministry of Human Resources' decree no. 22/2013*; 2013), this central language competence survey to be carried out by the Educational Authority was cancelled. With regards to the second foreign language, the new regulations (*Ministry of Human Resources' decree no. 22/2013*; 2013) removed the CEFR level set in the first decree and replaced it with the obligation to provide the conditions for preparing the students in the second foreign language for the advanced-level (B2) matura exam. This meant a shift from quality to quantity requirements, as the preparation is regulated with the number of lessons to offer. The compulsory requirements must first be examined in the 2016-2017 school year with regards to students who started their studies in 2012 and graduate in 2017. Therefore, the first school year when YILL may be suspended at schools where the requirements have not been met will be that of 2019-2020.

The detailed content regulations for the YILL programme are summarised in the YILL frame curricula (*Nyelvi előkészítő évfolyam kerettantervei*, 2012). As the new decree prescribes that the intensive year has to be organized in the very first year of the secondary school studies, three different versions have been compiled (for grade 5 in eight-grade schools, for grade 7 in six-grade schools and for grade 9 in four-grade schools). The three curricula vary according to the different aims, levels and age characteristics of the students. Although the documents aim to provide genuine support to the developers of the local curricula, they have an obvious and unavoidable drawback: since they had been constructed before the relevant decree was revised,

they convey outdated requirements and false information on the expected framework and organization of YILL.

2.5 Aims of YILL

The aim of the initiative was manifold. It intended to introduce intensive language learning instead of the widely spread extensive form in order to provide a significant increase in the rate of FL learning. As a positive impact, it was expected to introduce new methods and raise new awareness of methodology in teaching. From the perspective of the educational policy, YILL was considered as grounds to grant extra language classes for those students whose parents could not afford to pay for private tuition, as a significant proportion of students took advantage of for-profit FL educational services (*Család változóban*, 2001; Halász & Lannert, 2003; Petneki, 2007; Szénay, 2005). It also meant an opportunity to meet an old challenge to improve foreign language education in Hungarian public education and served as a short-term way out of the generally accepted low level of primary school language education (Vágó, 2007).

The programme was designed to achieve the following general objectives (*Ajánlás a NYEK-kel induló oktatás idegen nyelvi tartalmához*, 2004):

- the largest possible number of students should have efficient communicative language competence upon graduating from public education at the end of their secondary school studies;
- the year that can be devoted to language learning and information technology should render it possible to harmonise and intensively develop the knowledge of students coming from various backgrounds, so it should lead to the creation of opportunities and compensation of disadvantages;
- YILL should provide a solid foundation for higher education to focus on FL learning for specific purposes and to create equal opportunities for everybody to enter the domestic and international labour market.

The general objectives were supplemented with specific aims:

- to enable students to acquire proficiency in one or more foreign languages during YILL in grade 9, thus enabling them to pass the advanced-level school-leaving exam at the end of their secondary studies;
- to generate in students positive attitudes towards and motivation to learn languages and new cultures;
- to enable students to develop and maintain their language knowledge on their own with the application and transfer of appropriate study skills.

In order to evaluate the achievement of the objectives and monitor the process, three surveys were conducted in the first five-year period. Two studies were carried out on the experiences of the first school year of YILL (Nikolov, Ottó & Öveges, 2005a, 2005b; Nikolov & Ottó, 2006), followed by another research project in the spring of 2006 (Nikolov & Öveges, 2006). At the end of the first five-year cycle of the program, in the spring of 2009, a comprehensive survey entitled *Evaluation of the Year of Intensive Language Learning: 2004-2005 – 20008-2009* (Nikolov, Ottó & Öveges, 2009b) was conducted, which serves as the dataset of the present study. The sequence of surveys referred to Survey 2005, Survey 2006 and Survey 2009 henceforth are elaborated on in detail later in section 2.8.

2.6 YILL participants and their languages

In the very first school year (2004-2005) 15,970 students (17% of all first-grade students (*Statisztikai tájékoztató oktatási évkönyv*, 2011, p. 18)) in 370 secondary schools (215 secondary grammar and 161 secondary vocational schools; 26% of all) took the opportunity to launch YILL. The subsequent years can best be compared on the basis of the number and proportion of YILL students, as the number of schools also decreased due to a central merge of several institutions. As Table 1 shows, in the second and third years the number of participants demonstrated a sudden growth that seemed to fall back to some extent in the following school years. However, the proportions of the students to the other first-grade students did not reduce, as from 2009-2010 there was a significant drop in the first-grader population (2004-2005:

93,519; 2012-2013: 78173). The decrease has been continuous since then, with another huge cut in the most recent year. Table 1 summarizes the number of secondary grammar and secondary vocational schools, and the number of YILL students in each year between 2004 and 2013, with their ratio to the non-YILL first-grade students. The information, taken from the Public Education Information System and originally provided in an Excel file by the Ministry of Human Resources in September 2013, is attached in Appendix A. The original statistical table contained the numbers of students for the consecutive years, which were converted into percentages.

Table 1
Number of secondary schools and students in YILL between 2004 and 2013

Year	Secondary grammar school			Secondary vocational school			All schools	
	No. of schools	No. of students	Ratio of students to all (%)	No. of schools	No. of students	Ratio of students to all (%)	No. of students	Ratio of students to all (%)
2004-2005	215	10,080	23	161	5,890	12	15,970	17
2005-2006	227	11,010	24	173	6,081	12	17,091	18
2006-2007	226	10,846	24	176	6,543	13	17,389	18
2007-2008	211	9,931	23	168	6,561	13	16,492	18
2008-2009	216	10,192	24	163	6,582	14	16,774	19
2009-2010	201	6,927	17	138	5,326	11	12,253	14
2010-2011	203	7,294	17	135	5,202	12	12,496	15
2011-2012	184	6,595	16	121	4,533	11	11,128	13
2012-2013	175	5,755	15	90	2,847	7	8,602	11

The schools had different considerations when opting for launching the programme. Fehérvári (2009) explored the background of YILL students in a 2009 study. Although she states that mainly schools of higher prestige decided to launch the YILL programme, she supports her claim only in case of the secondary vocational schools: “there is a higher representation of the more prestigious vocational schools with profiles of economics, commerce or humanities, whilst the institutions offering less prestigious vocations (industry, agriculture) are underrepresented”, at the six- or eight-grade secondary grammar schools “the proportion of these schools have a higher representation in YILL than the national average” (Fehérvári,

2009b, p. 4). She concludes that there are a few schools that considered social aspects in the introduction. Some vocational secondary schools appear to have thought that YILL was an opportunity to provide quality language development for the children of socially disadvantaged families (Fehérvári, 2009b, p. 9). However, launching YILL was still rooted mainly in a sort of pressure to guarantee the necessary number of students in the low prestige secondary schools, according to her findings (Fehérvári, 2009b, p. 8). Despite what Balázs states in her study (Balázs, 2007, p. 17), schools did not have to apply for the implementation of YILL, but they did need consent from their local authority or operating body.

As far as the variety of languages is concerned, the YILL groups represented a similar pattern to that of the non-YILL students, i.e., the majority chose to learn English or German. However, besides the two major languages, nine others were taken up in the first year of implementation, the distribution of which with the number of students is presented in Appendix A. The findings of Survey 2005 (Nikolov et al., 2005a) showed that in 86 percent of the schools of the representative sample of 64, only one FL was offered in grade 9, and 99 percent of the students learnt English or German as a first FL.

2.7 Equal opportunities in YILL

The promotion of equal opportunities was one of the most pronounced objectives of the YILL programme. It aimed to remedy the fact that the FL education was even more characterized by providing less chance to disadvantaged students than general public education (Nikolov, 2007, p. 45). The findings of the 2006 YILL survey (introduced in detail in section 2.8.2) indicated that the reduction of inequalities was an important point in the responses given by the heads of institutions, however, all but one school running YILL programmes applied some sort of filtering in the admission process (Nikolov & Öveges, 2006, p. 11). This meant that the

principle of equal opportunities was violated in the selection procedure. The principals cited the following achievements indicative of the implementation of equal opportunities:

- most students starting their studies in the YILL programme eventually took secondary school-leaving exams
- the programme offered an opportunity for children from socially-disadvantaged families to catch up with their peers or to become the first generation to attend higher education
- the children of lower-income parents with higher education degrees were allowed to participate in quality language programmes without extra costs
- the YILL programme contributed to the elimination of the rural/urban divide, i.e. YILL students in rural towns were enabled to compete with their urban peers
- the YILL programme is also open to children with physical disabilities, whose employment opportunities may significantly improve due to their FL and IT knowledge (Nikolov & Öveges, 2006, p. 12).

Despite the major achievements, the head of one school was surprised to see that in many places the YILL programme was implemented in the framework of "elitist" education, i.e. it was launched as a special programme (Nikolov & Öveges, 2006, p. 13). The suggestions raised by some language teachers also went against the original idea. They proposed that the YILL programme should only be launched in grammar schools, because they had brighter students; teachers should be allowed to make a student repeat the year if the student turned in an unsatisfactory performance; and that "only those students should be admitted to the programme who really want to learn languages" (Nikolov & Öveges, 2006, p. 18.). This finding was confirmed in a study by Horváth-Magyar that concluded that teachers would change the entrance exam system in order to filter out students not suitable for the programme (2010, p. 99). A similar conclusion was found in Survey 2009 (Nikolov et al., 2009b) where "entrance exam / screening system" became the third most frequently mentioned element that would further improve the YILL in the language teachers' responses (p. 66). In Medgyes' volume on the Hungarian FL education between 1989-2009, a YILL teacher from a secondary grammar school also claimed that "due to the enormous number of applicants, we have to identify the best ones in an oral entrance exam, even if we know that this has a contrary effect on equal opportunities" (2011, p. 139).

There is one issue in which YILL definitely goes against the principle of equal opportunities: it can only be launched at institutions that offer students the opportunity to take the secondary school-leaving exam. This rule *a priori* excludes from the programme secondary-school students at the three-grade technical schools, even though they already have very limited access to language learning in a normal school setting. In 2007, Fehérvári conducted research (Fehérvári, 2008) to find out whether disadvantaged students had a chance at all to be admitted to this programme. She concluded that schools, using the large number of applicants as a pretext, practised selective admission in several ways. For instance, in addition to the usual entrance exams consisting of a written test in Hungarian literature and language and in mathematics, students were also asked to take a FL test. The study also concluded that the social composition of the student body in these schools did not differ from the national average, but due to the strong selection process, the ratio of socially disadvantaged students was much lower in the YILL than in the non-YILL classes. Her findings suggested that the programme provided an opportunity for intensive language learning primarily to the children of middle-class, educated parents who could not participate in the six- or eight-year grammar schools or bilingual education programmes (Fehérvári, 2008, p.69).

2.8 Further research on YILL

The Year of Intensive Language Learning, despite its significance in the Hungarian public education, has not generated an abundance of research. Its implementation, however, was monitored from the very first year in three large-scale surveys (Nikolov et al., 2005a, 2005b; Nikolov & Öveges, 2006; Nikolov et al., 2009b), which are discussed in detail later in this section. The three studies are referred to as Survey 2005, Survey 2006 and Survey 2009 in the

dissertation as they are the consecutive phases of the process the last element of which has served as the database for the present study.

Besides the monitor surveys, few studies examined YILL from different perspectives. Some investigated the educational policy aspects of the programme (Balázs, 2007; Fehérvári, 2009b); others explored the social background of the introduction (Fehérvári, 2008, 2009a) or discussed it as part of the overall public education system (Halász & Lannert, 1997, 2000, 2003, 2006, 2010) or the World Language Programme (Medgyes, 2005; Medgyes & Öveges, 2004a, 2004b).

Several small-scale follow-up studies were conducted on the basis of the major monitor surveys (Dombi, Nikolov & Turányi, 2010, Hódi, Nikolov & Pathó, 2009; Horváth-Magyar, 2010; Menyhei, 2010; Nikolov & Ottó, 2006; Nikolov, Ottó & Öveges, 2012; Öveges, 2007), all of them being qualitative and applying an emic perspective. Nikolov and Ottó elaborated on the 2005 survey in their study, whilst Öveges highlighted the aspect of the language proficiency exams and matura exam in FL in YILL and overviewed the participants' views in this respect. Öveges based her survey on Survey 2006 (Nikolov & Öveges, 2006), focusing on stakeholder responses which were related to language proficiency exams. She found that FL teachers and principals attached similar significance to the matura and the external exams; however, in their students' prioritization, the latter ranked first. It was noteworthy that students appeared to regard the exams as their main aims, considering real-life objectives to a lesser extent.

Dombi et al. (2010) analysed teachers' views on how YILL had effected students' language learning proficiency and motivation, drawing on data obtained in the 2009 survey (Nikolov et al., 2009b). The study also focused on the impacts of YILL on students becoming autonomous language learners and on the opportunities it provided disadvantaged students with. Altogether

114 YILL FL teachers filled in a questionnaire with open-ended questions on eleven aspects, including their best memories of YILL or the characteristics of YILL students. The findings were presented in four major parts, focusing on students' FL proficiency, motivation, autonomy, and the compensation of disadvantages. As for language proficiency, it was one of the most important sources of good memories for FL teachers, and 16 percent regarded documented FL proficiency as the most significant success of YILL. Fifty-three percent of the respondents gave account of highly motivated students, 18 teachers (12%) identified higher motivation in them than in their non-YILL peers (Dombi et al., 2010, p. 54). However, it was pointed out that students lost motivation after the successfully passed language exams. As a contrary example, 19 teachers referred to the low motivational level of YILL students. Concerning autonomy, 57% of the respondents claimed that students had achieved this aim (Dombi et al., 2010, p. 55). Seven teachers did not appear to believe that their students had become independent language learners; however, they mostly passed on the responsibility for this to their students. The majority of the teachers (51%) stated that disadvantaged students were able to catch up with their peers; the main reasons for failure were the lack of motivation and the presence of learning and behavioural problems (Dombi et al., 2010, pp. 58-59).

Hódi, Nikolov and Pathó (2009) concentrated on the YILL students' experiences, views on the programme concentrating on their self-assessment, their development in their language skills, pleasant memories and the students' overall evaluation of YILL. The database for the study was drawn from Survey 2009 (Nikolov et al., 2009b): four YILL students at each school (a total of 227) completed a questionnaire with closed items on their background data and open ones on their experiences. Regarding satisfaction with their FL achievement in YILL, 57 percent of the respondents claimed that they were fully satisfied or satisfied, and 20 percent expressed definite dissatisfaction. Similarly to Dombi et al.'s (2010) findings on teachers' perceptions, the main

reason for satisfaction in the students' views was also the number of successful language exams. On the other hand, 51 percent reported that they had "felt no difference in their knowledge before and after YILL" (Hódi et al., 2009, p. 43). In terms of pleasant memories, students ranked favourable classroom experiences the highest. The findings on the holistic evaluation of the YILL by the students overlapped with the results of the present study: the respondents perceived grade 9 more positively than grades 10-13. However, students formulated a much more negative overall position than their principals did: only 48 percent would opt for the programme again.

Similarly to Dombi et al. (2010), Horváth-Magyar (2010) also focused on the issue of students at a disadvantage in the YILL programme. She found that teachers blamed the huge size and the heterogeneity of the language groups for the failure. The same problems were identified in the present study, as the discussion later reveals. Horváth-Magyar also inspected the positive and negative sides of YILL, the ways to improve its efficiency and increase the number of advanced-level FL matura taken. Her sample comprised six YILL students (three grade 9, three grade 13) and two YILL teachers of English. Students were asked to design a leaflet for primary-school students applying to their school and to make a list of recommendations and questions on YILL. They were also asked to take part in a focus-group interview. The teachers' perceptions were collected in semi-structured interviews. Students identified several strengths of the programme: high number of classes, ICT, study skills lessons or the lack of entrance exam into this class. Teachers were less positive in their views, one of them referred to YILL as a "good-will thought" which ended up as a "parking lane" (Horváth-Magyar, 2009, p. 95). Concerning advanced-level maturas, students claimed that more of them took it if the number of FL lessons remained high in grades 10-13 and a more communicative approach were employed by the FL teachers. Teachers also listed several reasons why students did not opt for the advanced level: students did not identify any benefits of it and this left them unmotivated to

target it. As a solution, they proposed that tertiary education institutions should set the advanced level as a criterion for admission.

The next three sections elaborate on the three monitor surveys (2005, 2006 and 2009) and give contextual background in order to grant a substantial base for the present study. Considering YILL as an innovation in the Hungarian FL education setting and applying Fullan's conceptualization (Fullan, 2001), it can be stated that Survey 2005 and 2006 examined Phase II in the educational innovation management process, as they targeted the implementation in the first two or three years and intended to give insights into the ways a large-scale change was put into practice. Survey 2009, however, focused on the institutionalization phase (Phase III) where the objective was to see how the reform integrated into the system, providing empirical data on the sustainability of the programme (Waters, 2009, p. 423). More on the programme as an innovation and an educational change can be found in section 2.9.

2.8.1 Survey 2005

The YILL survey conducted in the 2004-2005 school year, when the YILL programme was introduced in Hungarian secondary schools, consisted of two phases. Both of these were carried out in the autumn of 2004 and in the spring of 2005, respectively. Separate reports were drawn up on each phase (Nikolov et al., 2005a, b) and the findings were communicated in detail to the participating schools at the beginning of the following year. The views of the schools on the report were inspected in Survey 2006.

The first data collection involved 1,724 year 9 YILL students from 64 schools that made up a representative sample in terms of geographic location and school type. The following data collection instruments were used in the survey: a background questionnaire, a Standard

Hungarian Language Aptitude Test (MENYÉT) (Ottó, 1996, 2002), as well as language proficiency tests in English and German, assessing reading, writing and listening skills. The objective of the survey was to establish a baseline of teaching in the YILL programme. In addition, the survey examined the attitudes, motivation, and aptitude of YILL students. The survey aimed to answer the following research questions with regards to YILL:

- How many and which languages are learnt?
- What is the ratio of language learners to language teachers?
- How many foreign language contact hours are there at school?
- What were the students' language learning experiences at primary school?
- What are the students' language preferences in terms of range and number of languages?
- What were the reasons for application to a YILL programme?
- What is the level of students' proficiency in the languages learnt earlier?
- What is the relationship between preliminary language proficiency and other variables: aptitude, motivation, years of study, contact hours?

The first phase of the survey yielded the following results in brief in order to give sufficient contextual background for the present research. As far as the number of contact hours was concerned, it was found that the number of lessons per week exceeded the number recommended by the ministry for the teaching of the first FL. The majority of the participating schools taught students only one foreign language despite the fact that many schools had the capacity to teach two languages, since they launched YILL programmes in two languages, and more than half of the students would have liked to learn two languages (51.44%). Almost all students said that they wanted to choose English or German as the first foreign language (95%). However, a substantial portion of students (34%) wishing to learn two foreign languages would have been happy to learn French, Italian or Spanish in addition to English or German as a second FL, but these were not offered. The most frequently mentioned reason for FL learning was that students liked to learn languages.

As for the number of FL teachers teaching the first FL in a language group, the survey showed that in more than half of the institutions (52%) two language teachers worked with one group of students. Concerning the number of contact hours in the first FL, the most popular choice was the twelve FL lessons per week, whilst the second FL was only taught in 2-3 hours weekly.

Students reported mixed experiences about learning languages at primary school. The number one reason for applying to a YILL programme was the love of learning languages, which was closely followed by the need for taking language proficiency exams. In terms of the students' preliminary language proficiency, vocational-school students regularly fell behind their peers in grammar schools. As an example, the average score for grammar school students in the reading test was 74.31, whilst for vocational school students it was 61.61. The same scores in the writing test were 74.91 and 53.14 points. A further disadvantage that secondary vocational schools faced was that that their students' language skills varied largely, which in turn led to less homogenous language groups.

From among the individual differences, language aptitude (the correlation was 0.48 for English and 0.55 for German) and average of the marks (0.46; 0.50) were the ones that mostly determined the students' preliminary language proficiency levels in both English and German. However, low correlations were found between the scores achieved on the language tests and the start of language learning (-0.22 for English and -0.15 for German).

The second phase of the survey was conducted in the spring term of the 2004-2005 academic year. With the exception of one school, the sample was the same as in the autumn semester, which meant that the respondents were grade 9 students participating in YILL programmes from 63 schools. This time the survey involved two questionnaires besides foreign language

tests. The questionnaires contained questions related to classroom methods and motivation (goals for and attitude to language learning). Similarly to the first phase, the language tests measured writing, reading and listening skills in English and German. The students' answers given in the autumn semester regarding the framework of teaching were now confirmed using a teachers' questionnaire, which contained one additional aspect: the number of native teachers in the given language group.

The main objectives of the survey were the following: assessing the development of the students' language proficiency, obtaining information on the conditions of teaching, mapping the students' motivations, individual results and differences, exploration of classroom procedures from the students' viewpoints, and the comparison of the results with those obtained in the autumn phase. The following research questions were built on to tap into the various areas:

- How did the students' language skills develop in YILL over one year?
- What differences were seen in the pace of development between beginner and non-beginner students?
- How did the language skills of grammar school and secondary vocational school students compare?
- What correlations was found across the students' language skills?
- What was the relationship between the development of students' language proficiency and other variables?
- How many languages were learnt?
- How many students were there in the language groups?
- How many contact hours per week did they have in FL?
- How many language teachers taught a FL group?
- What was the role of native teachers?
- In what way did the general attitudes change towards language learning?
- What languages did students want to learn?
- What were the students like who were encouraged to apply for a YILL programme?
- What motivational factors did students report?
- What were the relationships between students' language proficiency and other individual characteristic features?
- What did students observe in language lessons?
- What were students' ideas about what made a good language lesson?

The second phase of the survey yielded several important results. The development of the English and German language skills of the participating students was found to be varied both in the case of beginner and non-beginner students. The test results varied greatly, indicating complex relationships with students' initial proficiency levels, abilities, and motifs, with the essential differences in the number of contact hours as well as other factors influencing language learning. The scores of non-beginner learners of English or German exceeded those of beginners. For example, in English, beginners at the secondary grammar schools achieved an average score of 38.04 in the reading test, whilst the non-beginners' score was 55.65. Grammar-school students achieved better results than those attending secondary vocational schools (non-beginners, reading test, grammar schools: 55.65, vocational schools: 42.82). The ranking of aggregate scores was the same in the case of both languages: the best results were achieved by advanced learners of the target language at grammar schools, while the lowest mean scores were those of beginner language learners in secondary vocational schools. As for the relationship between the reasons for applying to participate in YILL programmes and the scores achieved in the language tests, it was concluded that the intensive language learning environment in the YILL programmes only partially met the expectations for less-able students wishing to catch up with their peers. The gap between lower and higher achievers persisted throughout the year.

It turned out that at most schools, each group was taught only one language, nine out of 64 schools (14%) provided two FL languages for the students in grade 9. In terms of group size, the number of students ranged from six to 23. The conditions for efficient language learning seem to have been most present in groups with 13 to 18 students (the average score of beginners in English was 38.34, whilst in the small groups it was 33.02 and in the large ones 32.08). In

relation to the number of language teachers, it was found that the language proficiency of students in groups with four language teachers had developed to a significantly higher level than that of students with two or three language teachers. The differences between the two latter groups were not significant. As an example, in case of English non-beginners, the average scores with two and three teachers were, respectively, 46.72 and 47.31. With four teachers, however, it rose to 64.81.

In connection with the role of native speakers, the survey concluded that the employment of native speakers did not considerably intensify development. The figures obtained showed that the schools employed native teachers only in those non-beginner groups in which the students' preliminary language proficiency was deemed to be sufficiently good. Therefore, it was not possible to assess the exact role of native teachers.

A nearly ten percent improvement was found in the students' attitudes after they had spent one year in a YILL programme, despite the fact that the students found language learning more difficult in the YILL programme than in primary school. If they had had the chance to start the YILL programme again, 44 percent of the students would have liked to learn two foreign languages. Almost all students participating in the survey would have voted for English (73%), or to a lesser extent German as a first foreign language (24%). All language pairs indicated by students wishing to learn two languages included English, but many would have opted for French, Italian or Spanish.

The survey also aimed to explore what primary goals of the application for the YILL programme resulted in the development of FL proficiency. Two aims were found to have significant correlation with the test result. Love for learning languages proved to have a positive

impact on the success in the tests (0.27 for English and 0.38 for German), however, students with the initial aim to catch up with the others did not seem to fulfil their expectations (the correlation for English is -0.39, for German: -0.36).

The students' responses revealed that the dominant teaching techniques in YILL classrooms were similar to the traditional grammar and translation method, although in the students' opinion, good language lessons were supposed to differ from those traditional approaches.

2.8.2 Survey 2006

The 2006 survey focused on how the school principals, language teachers and grade 10 YILL students perceived the realization of the YILL aims set by the ministry. It aimed to overview the benefits and problems of the intensive year, the attitudes towards YILL and the extent and ways of the exploitation of the findings of Survey 2005. Twelve schools were selected from the representative sample of Survey 2005. A questionnaire was filled in by 44 YILL FL teachers and twelve principals gave structured interviews. Two FL lessons in each institution were observed using a detailed observation instrument, and each grade 10 YILL student (a total of 349 students) was asked to respond to a students' questionnaire.

According to the findings, all respondent groups confirmed the general approval of the YILL programme. Most respondents were satisfied with the experience of YILL, and did not formulate any fundamental criticism or suggestion for change. According to the school principals, the primary reasons for launching and maintaining a YILL programme were to meet the students' and parents' needs, to create equal opportunities and to take a proactive action against a shrinking student body (all three: four out of twelve respondents). The principals of

the institutions saw an opportunity of development in intensive language teaching, which fortunately coincided with other needs.

The most significant results of the YILL programme listed by both the principals and teachers highlighted the indirect gain from the students' language learning successes: enjoyment of school and favourable attitudes to learning and peers. The extra school year was beneficial from other aspects too, since the students became more mature and showed higher achievements in non-FL subjects, too. Besides the results related to language learning, students had the opportunity to study additional subjects that were not common in other classes: rhetoric or personality development. YILL classes became better communities and students found it easier to meet the secondary school requirements. In addition, essential comments were made on the closer and more efficient cooperation of language teachers and students, as well as on quality pedagogy (e.g. cooperation among the teachers, organizing student communities). The YILL also triggered development in the motivation level and behaviour of teachers and students alike. Overall, it was found that "principals see YILL as an opportunity that can solve several problems at the same time" (Öveges, 2007, p. 24). Regarding the difficulties faced in the implementation of the programme, the most frequently mentioned problem was the high expectations on behalf of parents and other teachers (four out of twelve respondents). The other difficulties included heterogeneous language groups or the integration of the fifth year into the school's educational structure, all of which were stated by one respondent each.

As far as the continuation of the programme was concerned, each principal emphasized that they planned to maintain YILL due to its success and the high demand for it on behalf of the parents and teachers of the school. Based on the experience of the first year, some aspects of the programme were modified. Five schools decided to expand the number of YILL classes

launched from one to two in the following school year. Moreover, the range of languages taught would be widened, students would have the opportunity to learn more than one FL from grade 9 and complete beginner groups would also be allowed. All these changes correspond with the ministry's original guidelines (*Ajánlás a NYEK-kel induló oktatás idegen nyelvi tartalmához,* 2004; *Ajánlás a NYEK-kel induló oktatás 10-13. évfolyamainak idegen nyelvi munkájához*, 2006).

Concerning the realization of equal opportunities, the schools showed different approaches. In two institutions, the YILL programme granted access to higher quality FL education to selected students, whilst in two other ones YILL classes were the worst achievers in the given grade. Admission to the programme was based on some sort of selective procedure in each case, there was only one place where all applicants were accepted. One cannot fail to notice the contradiction between this practice and the aim of the programme as it does not enhance but reduce equal opportunities.

The majority of the principals and language teachers of the participating institutions concluded that the findings of the 2004-2005 survey of the YILL programme had been useful and informative. Several respondents claimed to have received a fair and useful evaluation and diagnosis of their work on the basis of which they could form a better informed opinion of the results of their students and schools in comparison with other students and schools. The recommendations of the two reports specifying the students' requirements were in solid agreement with the requirements, suggestions and opinions of the respondents.

Öveges (2007) applied the dataset of the survey to investigate what the respondents think of the roles of advanced-level FL school-leaving exam and the B2 level external language proficiency

exams in the YILL. Language proficiency exams were only referred to by three respondents as a reason to introduce YILL. It also received less than expected attention among teachers: only two people mentioned successful external language proficiency exams. As for the maintenance of YILL, teachers judged the school-leaving exam as the third important reason to continue the programme. Thirty-two students (11%) expressed that an external language proficiency exam should be made compulsory at the end of grade 9, whilst the school-leaving exam in FL was not mentioned at all. The same approach was seen in the students' responses to the question on their further language learning. Altogether 224 students (39%) referred to the external exams as their future goals for their first FL, and only 77 respondents (13%) decided to pass the matura exam. The findings showed that YILL had not strengthened the prestige of the school-leaving exam among students, and it had not been attributed sufficient attention in the planning and the implementation phase by the other two groups of respondents despite the fact that it was an objective of YILL in the official documents.

In the framework of Survey 2006, 23 language lessons were observed. Based on the findings, the conclusions were that the principles of communicative language teaching were utilized in most lessons. However, there were nine classes where only frontal teaching techniques were applied or three cases where the content and methods were restricted to textbook or grammar exercises solved in a row. Moreover, the ratio of teacher talk was higher than that of student talk in the observed lessons. Differentiated tasks or evaluation tailored to the personalities and proficiency levels of the individual students were not observed. Few language teachers made use of authentic supplementary materials (in three of the lessons observed) and computers (one lesson). Cross-curricular contents were not seen at all in the lessons. Based on the suggestions put forward by language teachers, further methodology training would have been necessary for

more efficient and motivating application of authentic materials and cross-curricular contents, as well as the development of strategies indispensable for independent language learning.

2.8.3 Survey 2009

The aim of the survey in 2009 was to overview the first five years of the first YILL classes. The three-phase study was based on the general and direct aims of the programme defined in the various planning documents. Therefore, the monitoring of the programme was centred around the following research questions:

- How did the popularity of the intensive language learning year develop over the five school years?
- To what extent were the aims of the intensive year accomplished?
    - How many students passed the advanced level school-leaving exam?
    - How did students' language learning motivation develop?
    - To what extent did students become autonomous language learners?
    - To what extent did the intensive year contribute to catching up with the others and to the creation of equal opportunities?
- What was the principals' opinion about the intensive year and the consecutive four school years?
- What was the students' opinion about the intensive year and the consecutive four school years?
- What was the language teachers' opinion about the intensive year and the consecutive four school years?

The first phase involved all the secondary schools that started a YILL class in the school year of 2008-2009 (398 institutions). In the second phase, the representative sample of the 64 schools in Survey 2005 (detailed in section 2.8.1) was asked to take part again to allow the comparison of opinions and results in the first and last secondary school year and to obtain a comprehensive picture of the introduction, process and outputs of YILL over a five-year period. Phase Three inquired into the FL school-leaving exams of the YILL students based on their matura results that were made available by the Educational Authority.

Phase One in the survey comprised an online questionnaire for institutions to which all the YILL school principals were asked to respond. In the second phase, 62 out of the 64 schools of Survey 2005 participated. The YILL language teachers in these schools were to answer in an online questionnaire and two from each school were also asked to fill in a paper-based questionnaire. A total of 1,079 grade 13 YILL students completed an online questionnaire and two successful and two less successful language learners were invited to fill in paper-based questionnaires. In order to integrate a new perspective, the YILL parents were also asked to complete a questionnaire. As the present research is based on this survey, the research design in terms of the participants and the data collection procedures is detailed later, in the Research Design section (Chapter Four). As an introduction, Table 2 summarizes the data collection instruments and the respondents involved in the survey (adapted from Nikolov et al., 2009, p. 3).

Table 2
Data collection instruments and target groups in Survey 2009

Phases	Data collection instruments	Respondents
Phase 1	online questionnaire for institutions	398 institutions launching YILL in the 2008/2009 school year
	online questionnaire for language teachers	all language teachers of the institution who taught the students
	paper-based questionnaire for language teachers	two language teachers from each institution
Phase 2	online questionnaire for students	all students currently in grade 13 who started in YILL classes in the 2004/2005 school year
	paper-based questionnaire	four students from each institution in grade 13 who started YILL classes in the 2004/2005 school year
	paper-based questionnaire	parents of the students in grade 13 who started the YILL class in the 2004/2005 school year
Phase 3	data base received from the Educational Authority (results of foreign language maturas)	

The number of YILL classes increased during the five school years both in the secondary grammar schools (2004: 117, 2005: 141, 2006: 153, 2007: 156, 2008: 157), and even more

dynamically in vocational schools (2004: 96, 2005: 121, 2006: 129, 2007: 144, 2008: 171). Concerning the number of FL contact hours per week, Survey 2009 found that similarly to the data of Survey 2005, the most common practice was 11-13 hours (45%) in the first FL, and in 59 percent of the schools there was no second FL taught in the intensive year. The requirement of five FL lessons per week in grades 10-13 was met in 78 percent of the schools (123: all along, 82: till the passing of the school-leaving exam), whilst 59 schools were not able to fulfil this regulation. As for the number of languages taught, the findings overlapped with those of Survey 2005 (Nikolov et al., 2005a, b). It was concluded that in grammar schools the most common practice was that students started to learn the second FL in grade 10, whilst vocational school students were usually not provided with this opportunity. The most frequently mentioned language pairs in grammar schools were English and German, English and another language, German and English. Concerning the number of FL maturas, students reported to have passed or planned to pass a total of 1,320 exams at both levels in all languages, which means that the majority of 1,079 students took only one exam. Furthermore, 76.82 percent of all exams were taken at intermediate level. These two findings called into question the achievement of the originally set objectives of teaching two FLs and preparing students for the advanced-level exam. YILL students often made use of the preliminary exam option, as 676 FL exams (51%) were taken earlier than the end of their secondary school studies.

With regards to the findings, the data showed fairly positive attitudes towards the YILL. Both school principals and language teachers listed an affluence of benefits. The discussion of the principals' perceptions is the focus of the present dissertation, but it was concluded that in 65 percent of the schools, both the management and the teachers approved of the programme. Teachers referred to the enthusiasm and motivated behaviour (22%) and knowledge and achievements (20%) as the two most significant positive outcomes of the YILL. Teachers also

pointed out that FL education in the YILL was more systematic (45%), varied (26%) and playful (19%); and the most frequently mentioned achievement was the students' spectacular progress in the target language (41%). Besides the favourable perceptions of YILL, school principals listed several target areas to be improved, the most often mentioned element of which was that central regulations should be more detailed and completed with entrance exams or prescribed curricula (19%). It is noteworthy that in the language teachers' opinion, the two most frequently mentioned responses to the question on further developments were that "it depends on teachers" (9%) and "closer cooperation" (9%) (Nikolov et al., 2009b, p. 66). This demonstrated that they searched for improvement within their schools. In their view, the most important problem in YILL FL education was the heterogeneity of the language groups (30%). Teachers expressed that YILL students had been able to fulfil their aims: 42 percent stated that they had completely reached their goals and only 12 percent claimed that students hardly or did not at all complete their goals. In the teachers' opinion, the advanced-level school-leaving exam was a feasible aim for 54 percent of their students. Fifty-seven percent of FL teacher respondents expressed the opinion that YILL students managed to learn how to acquire a FL.

YILL students were considered to have the competitive edge compared to the other students of the school. Their motivation was judged stronger to learn languages (16% of all responses) and other subjects (9%), their language proficiency was higher (7%), and they passed FL exams earlier and with higher success rates (11%). Twenty-seven respondents claimed that YILL students do not differ from their peers. Counter-evidence to the benefits also appeared in the data but to a lesser extent, as some institutions described YILL students as having weaker abilities (1%), worse conduct (0.5%), being under-motivated (0.5%) and less purposeful (1%) in comparison to the other students. In these institutions, bringing them up to the same level as their peers posed a serious challenge for both the language teachers and the staff. Overall, the

data reflected that YILL schools varied largely in terms of their students: while in a considerable part of the institutions YILL classes consist of the most successful students, in other places they were the ones who significantly lagged behind.

Regarding the support that the schools gave YILL, it can be stated that the majority of schools initiated developments, such as the organisation of preparation courses for the school-leaving exam, language camps, exchange programs, the extension of the library stock and improved infrastructure. They took great care selecting their language teachers on the basis of their teaching experience and cooperation skills. After the first years of YILL implementation, schools carried out several modifications in their programme, e.g. the number of FL lessons were changed and the distribution of the lessons among FL teachers were reconsidered in 40 schools or new textbooks were selected in 17 institutions.

Compared to the favourable views of students, parents and language teachers on the intensive year, the subsequent four school years were characterized by less enthusiastic responses. The schools proved to return to the ordinary ways and framework of teaching and learning in grades 10-13 and students, parents and language teachers similarly perceived the problems of changing back from a special system to the traditional one. The dramatic reduction in the number of language lessons was considered as a significant step backwards (32 out of 112 FL teachers; 14% of parents). This was similar to the general knowledge subjects, in respect of which respondents found it difficult to return to the routine of their systematic learning (8 out of 112 FL teachers, 27% of parents). The pace of the development of language competence slowed down, which also had negative impacts on the students' self-evaluation and motivation. In the students' views, grade 10 was a mainly positive and useful experience (63%: good holistic

evaluation, 26%: negative), whilst grades 10-13 were less favourable (48% positive and 31% negative evaluation).

Focusing on the attitudes towards the participation in YILL, half the students graduating in summer of 2008-2009 (49%) said they would choose the YILL grade again, whereas the other half (51%) would not make the same decision. As for the parents' opinion, a slim majority said they would surely enrol their children again (53%) and another 10 percent would probably, or under certain circumstances, select this kind of education again for their children. Students claimed to be able to (average 3.26 in a 1-5 scale) and want to (average 3.45) learn new languages after their secondary school studies, and also believed to be able to maintain the proficiency they had achieved (3.62). As for FL learning, 57 percent of the students expressed that they were satisfied with their achievements, 23 percent was more or less pleased, whilst 20 percent reported disappointment. The most frequently mentioned reason for content was the language proficiency exams passed (33%), and the skill they reported having developed most was speaking and communication (25%).

An important issue to investigate was the level and number of FL school-leaving exams taken by YILL students. The majority chose the intermediate-level exam in the language learnt; only one fifth of the students passed the advanced-level school-leaving exam for which the preparation was prescribed by law and it was also one of the aims defined by the recommendations. Comparing the results of the school-leaving exams of students with the traditional, non-YILL curriculum and those learning in the YILL, small differences can be found in the results of the intermediate level school-leaving exams to the advantage of the YILL students (e.g. English in grammar schools: 2.67%, English in vocational schools: 12.87%). As for the advanced level, the ratio of advanced-level exams taken by YILL students was higher

than that of their peers (19.2% and 4.75%), but the averages of the YILL grade students were below the averages of students following a normal curriculum (e.g. secondary grammar schools in English: -6.41%, German: -6.19%)

2.9 Summary

Chapter Two gave an overview of the Hungarian FL language teaching context and the World Language Programme, and introduced the YILL from several standpoints. There were three national strategies between the very end of 1990s and the present day, the most significant of which was WLP. All language policies aimed to remedy the low ratio of FL proficiency in the Hungarian population and targeted public education as the main area for improvement. WLP initiated a new measure, YILL, in order to provide additional time and resources for FL education in secondary schools. The programme was monitored in its first five years, altogether three major surveys were conducted to overview its implementation and efficiency. The findings showed a varied picture in all aspects investigated: students' language proficiency, attitudes towards language learning and YILL, the school principals', language teachers' and parents' perceptions on the framework, benefits and difficulties of the programme. Chapter Two introduced Survey 2009 with special attention because it served as the basis for the present study.

YILL is introduced as an educational change and innovation in the following chapter. I also highlight the rationale behind considering it a dynamic complex system and the ways this approach affect the data analysis. Although the summary is partly a presentation of the contextual background, I decided to emphasize its role as a theoretical insight and include it in the chapter on the theoretical background of the study.

Chapter Three: Theoretical background

3.1 Introduction

Chapter Three aims to provide a theoretical background in two domains. The first one discusses the issues of educational changes, innovation and dynamic complex systems. In order to give further insights into the context, it complements the theoretical introduction with the definition of YILL in terms of these concepts. The second, more extensive part of the chapter is devoted to the research methodology. I found it important to offer a detailed overview on the selection of the appropriate techniques, as this is one of the concerns of my dissertation. The relevant sections summarize and evaluate the related literature on the concepts of codes, categories and themes, and enquire into the procedures of the coding and categorizing processes in order to provide a basis for the coding procedures applied in the present study. I give an overview on the specifics of codes (types, naming and quantity) and the mechanics of coding (phases, techniques, timing, database, selection of techniques, coding filters). I also examine the coders themselves (personal and cognitive attributes) and their collaboration in the coding process. I argue that despite the extensive literature on qualitative research, coding gets less than necessary attention, thus providing an appropriate basis for further study but leaving substantial space for curiosity set forth in the present research.

Richards claims in his volume on handling qualitative data that "most qualitative researchers code" (2009, p. 93). After a review of Hungarian qualitative literature, however, this assertion certainly does not seem to be true in our setting. Studies that use coding are scarce, especially in the research area of education, where it is mainly limited to, for example, the PISA surveys (Vári, Bánfi, Felvégi, Krolopp, Rózsa & Szalay, 2001) or reports of SLA surveys (Nikolov et al., 2005 a, b, 2009a, b or Dombi et al., 2009). Guidelines for the application of coding in

Hungarian are also merely available (for psychology, see Szokolszky, 2004, 2006; for sociology, see Gelencsér, 2003, for culture, see Feischmidt, 2006). The most widely cited book in Hungarian is Babbie's (2003) volume on the practice of research in social sciences and Dörnyei's (2007) book on research methods in applied linguistics. A third often mentioned volume is one by a Hungarian author (Lehota, 2001) who approaches coding from the perspectives of marketing and agriculture. In sum, in Hungary, the use of coding as an analytical tool appears to be more common in profit-oriented projects, such as market research, than in educational research.

3.2 YILL as dynamic complex system, educational change and innovation

3.2.1 Dynamic complex systems

For Larsen-Freeman and Cameron, the complex system approach is a means of providing "a complexity description of topics of concern to applied linguistics" (2008, p. ix). They emphasize that complexity in their conceptualisation differs from what it means in everyday language, i.e. it does not mean "complicated" (Larsen-Freeman & Cameron, 2008, p. ix). Complexity theory approaches a complex system from two perspectives: (1) how the interaction of the various parts affects its collective behaviour, and (2) how it interacts with the environment. But what is a complex system? Larsen-Freeman and Cameron define it as a system which consists of "numerous, diverse and dynamic" components, the interactions of which manifest in the behaviour of the system (2008, p. 2). The outcomes are often nonlinear, that is, a tremendous amount of input may result in slight changes, and they are not completely predictable (Rogers, Medina, Rivera & Wiley, 2005). In Larsen-Freeman and Cameron's (2008) views, complex systems are also dynamic in the sense that their elements may adapt in response to feedback, and their interactions may result in a new behaviour. They "change over

time", and "future states depend in some way on the present state of the system" (Larsen-Freeman & Cameron, 2008, p. 75).

Dörnyei presents a similar definition of complex dynamic systems. As he puts it (2011, p. 2), they (a) have two or more elements that are (2) interlinked, but (3) change independently over time. These conditions may lead to "highly complex behaviour", and the relative independence of the components may result in a "seemingly chaotic behaviour" (Dörnyei, 2011, p. 3). He also points out that dynamic systems usually involve nonlinear changes and that the system's outcome is dependent on the "overall constellation of the system components" (Dörnyei, 2011, p. 3). Dörnyei warns that doing research on dynamic systems is a challenging task, as human reasoning prefers linear forms. He adds that in complex systems, "any expectations that are based on prior experiences have only limited predictive power" (Dörnyei, 2011, p. 9).

YILL proved to be a dynamic system in Survey 2009 (Nikolov et al., 2009b). The results represented mainly nonlinear changes, since the analysis revealed several areas which did not represent "straightforward linear cause-effect relationships" (Dörnyei, 2011, p. 3). An example of the emergent outcome being "disproportionate to its causal factors" (Larsen-Freeman & Cameron, 2008, p. 2) was the YILL students' advanced-level school-leaving exams where the "huge input" (Dörnyei, 2011, p. 3) and the articulated aim of the programme did not result in a drastic increase in the number of exams taken. YILL is a complex system, the behaviour of which "emerges from the interactions of its components" (Larsen-Freeman & Cameron, 2008, p. 2). The present study investigates the programme as such, trying to identify the interconnections or the lack of relationships among the outcomes with the help of Creswell's (2008) technique of interrelating the emergent themes: the main areas of benefits and drawbacks. The discussion on the interrelations is presented in section 5.7. Inspecting the

complexity of the programme in the present study entailed the identification of the YILL principals' perceptions of which stakeholders benefited or could not take advantage from the programme. The visual representations of the interconnectedness of the outcomes and the target groups display their interactions in section 5.7. The findings offer "new ways of conceptualising and perceiving", turning the "objects of concern into processes, change and continuities" (Larsen-Freeman & Cameron, 2008, p. 7). The approach applied allows the display of the interconnections of the components, thus representing a dynamic perspective. The most important characteristic feature of complex systems is change (Larsen-Freeman & Cameron, 2008, p. 25), and this is the focus of the dissertation.

3.2.2 Educational change

YILL was a "constructive change" (Hyland & Wong, 2013, p. 2), with carefully formulated general and specific objectives (detailed in 2.5), which integrated the YILL into an even larger-scale educational intervention, the national FL development language policy of the World Language Programme. Applying Kennedy's "dimensions of change" (Kennedy, 2013, p. 15), it was a large-scale and long-term national intervention that was managed in a top-down, centralised way. Cost-benefit calculations on the implementation were not published, only estimations with no source identification were available (Balázs, 2007; Halász & Lannert, 2003).

It was a "mechanistic change" (Kennedy, 2013, p. 16), since it "introduced institutional change from the outside" with the help of regulations. Kennedy warns that this kind of change may seem to reinforce a national policy, but in practice, it does not. He proposes "the ecological model", "a systemic 'mix'" instead, which utilizes the advantages of the mechanistic and the individual models (the latter being a small-scale, bottom-up process with local control), and

minimizes their drawbacks. In this model "roles and functions are allocated throughout the levels of an educational system according to the skills and expertise of the participants" (Kennedy, 2013, p. 21), i.e. each phase of the change (plan, implementation, evaluation) requires the collaboration and involvement of "all the parties affected" (Waters & Vilches, 2013, p. 63). Kennedy cautions that the ecological model is hard to implement in highly centralised contexts due to potential lack of appropriate resources at the different levels. It is the most complex mode to choose, but "it approaches the reality of change more closely than the other models" despite the fact that it "still remains an abstraction" (Kennedy, 2013, p. 22).

Although YILL appeared to be an obviously mechanistic change in Kennedy's (2013) terms, it must be noted that it involved aspects that could be considered as representing the individual method. The reason for this was the loose regulations governing the programme, which left an abundance of space for the schools to implement it in their own way. There were only a few aspects of YILL prescribed centrally: (1) the minimum number of FL in grade 9, (3) the minimum number of FL in grades 10-13, and (3) the obligation to prepare students for the advanced-level school-leaving exam. This entailed that schools, the agents of implementation, were free to decide on several key parameters of the programme. They were allowed to determine (1) the actual number of FL lessons in grade 9, (2) the number and (3) range of languages to be taught, and (4) the type and level of language proficiency exams to target. The freedom was due to the low level of control offered by the educational authorities, which allowed schools to tailor the programme to their needs and potentials. In the light of the findings of Survey 2005 (Nikolov et al., 2005a, 2005b), (1) the number of weekly contact hours ranged between 11-18, (2) 14 percent of schools offered two languages in grade 9, and (3) English and German were taught in 99 percent of the YILL classes. As for the language proficiency exams, a complex relationship was identified between the school-leaving examinations and the external

proficiency exams: largely similar amounts of attention attached to them in the various respondent groups' perceptions. All these variations meant that the implementation level did have an influence on the success of a national-level change.

Although the development was carried out without any cooperation with stakeholders at the local level, the implementation of the programme was accompanied with "fact-finding research" (Kennedy, 2013, p. 15). However, the empirical data collected in the three large-scale monitor surveys (Nikolov et al., 2005a, 2005b; Nikolov & Öveges, 2006; Nikolov et al., 2009b) did not seem to influence the educational policy decisions on YILL. The revision of the regulations on the programme led to a more controlled change (*Ministry of Human Resources' decree no. 22/2012*, 2012). The number of FL lessons in grade 9 was limited to the sole choice of 18 contact hours per week, the range of languages was restricted to the languages students had learnt during their primary school studies, and output proficiency levels were determined in terms of both the matura and the external language proficiency exams. Grammar schools were to offer two FLs, while vocational schools were allowed to opt for one or two FLs to teach. However, as the new regulations set requirements for the second language as well, it is dubious whether schools will take the risk. The output requirements were to be met, or schools would have to suspend launching YILL classes. The amount of control was reflected in the fact that the fulfilment of the requirements was to be checked in a national-level proficiency exam centrally administered by the educational authority of the ministry.

Waters (2009, p. 434) distinguishes five main models of change: (1) centre-periphery, (2) research, development and diffusion, (3) problem-solving, (4) social interaction and (5) linkage. The first one reflects changes influenced or forced by the prestige or the power of the innovation centre and it includes most reforms initiated by policies and centralised organizations. A

variation of this is the second model, but it builds on "a process of scientific, systematic working-out". The problem solving model centres on the owner of the problem, rather than being initiated by outside agents. The fourth model is concerned with the role that social relations play in the change. The last one emphasizes that "the best model(s) to use will depend on the innovation situation in question" (Waters, 2009, p. 434). YILL obviously adopted the centre-periphery model of change, as it was launched and controlled by the Hungarian educational authorities. Waters further divides this model into two main approaches: (1) power-coercive, in which legislation is applied to initiate the change, and (2) rational-empirical, in which the need for change is shown with the help of reasoning and evidence (2009, p. 434). YILL belongs to the first approach, as it was introduced by the amendment of the public education act. Concerning innovation institutionalization, that is the sustainability of innovation, the following steps are recommended to be taken into consideration (Waters, 2009, p. 448):

- integration of a strategy for fostering innovation from the start, not only when the initial project implementation phase is over;
- appropriate provision of procedures to support innovation;
- involvement of affected parties and professionals in the process.

It is important to note that all changes involve anxiety and struggle, as Fullan formulates it:

> Real change … represents a serious personal and collective experience characterized by ambivalence and uncertainty; and if the change works out, it can result in a sense of mastery, accomplishment, and professional growth. The anxieties of uncertainty and the joys of mastery are central to the subjective meaning of educational change, and to success or failure thereof – facts that not have been recognised or appreciated in most attempts at reform. (2001, p. 32).

Considering difficulties and drawbacks as necessary side effects of changes may give a different perspective to the participants' responses, which has to be kept in mind.

3.2.3 Innovation

Once the programme was identified as an educational change, the question whether it was an innovation still remains. It was considered by many as an innovation (Nikolov, 2007; Nikolov et al., 2009b), as it integrated intensive language learning (minimum 11, later 18 lessons per week in grade 9 and 5 in grades 10-13) into the Hungarian FL education context, in order to complement the common practice of extensive form (average of 3-5 lessons per week in grades 9-12 (Vágó, 2007, p. 164)) in secondary schools. But what is innovation? Rogers identified innovation as "an idea, practice or object that is perceived as new" (2003, p. 12), that is, the change is seen as a novelty by the agents of implementation. In his view, newness of an innovation can be seen "in terms of knowledge, persuasion or a decision to adopt" (Rogers, 2003, p. 12). Waters identifies it as an "attempt to bring about beneficial change" (2009, p. 421), whilst Hyland and Wong focus on the intention to develop: "a process which implies some deliberation and consciousness" (2013, p. 2). The latter authors (Hyland & Wong, 2013) distinguish between change and innovation as uncontrolled and controlled, respectively, and point out that several authors prefer to use the term 'innovation'. Waters, however, uses them as equivalents, although he also admits that literature reflects conceptual differences between the two terms. In his article on managing innovation in English language education, Waters highlights that "primary motivation for successful innovation is dissatisfaction with the status quo" (2009, p. 424).

Innovation, based on the above definitions, in my view, can be defined as a beneficial, deliberate, controlled process that is perceived as new and is based on dissatisfaction with the present conditions. It is easy to see that YILL can be regarded innovative in the sense that it was built on the common discontent with Hungarian FL teaching in public education (detailed in section 2.1), and it was initiated as a controlled and conscious measure. This leaves the

researcher with two characteristics to explore: (1) the beneficial nature and (2) the stakeholders' perceptions as to the level of novelty of the programme. These two aims are to be fulfilled by investigating the YILL's benefits, drawbacks and their interrelations, and by identifying the level to which respondents view the programme as beneficial and truly new. Survey 2009 asked school principals and language teachers to list the most important benefits of the programme, and the responses revealed that there were elements which were regarded as new in the respondents' views, e.g., the intensity of FL education in grade 9 or the spectacular progress of students in FL their proficiency. The present study aims to gain further insights into YILL as an innovation and to what extent they resulted in real change, or determine to what extent it is an innovation by applying Magnitude Coding to identify (1) new outcomes of the programme, and (2) changes that are the intensifications or deterioration of already existing features. The findings are discussed in sections 5.4.7 and 5.4.8.

Rogers lists five "perceived attributes of innovation" (2003, p. 15), which are the innovation characteristics that explain the different rates of adoption:

- relative advantage: the degree to which the innovation is seen as more advantageous than the former system;
- compatibility: the degree to which the innovation is viewed as being in line with the existing values and needs;
- complexity: the degree to which an innovation is seen as manageable to use and understand;
- triability: the degree to which the innovation may be piloted on a limited basis;
- observability: the degree to which the results of an innovation are visible to others.

Rogers claims that innovations with higher relative advantage, compatibility, triability and observability, and a lower level of complexity allow rapid adoption. Although the particular characteristics go beyond the scope of the present study, perceptions of the respondents may shed lights on their perceived presence or absence in the implementation. The rate of adoption, that is, "the relative speed with which innovation is adopted by members of social system"

(Rogers, 2003, p. 221) is also influenced by the type of the innovation-decision (optional, collective or authority) or the selected communication channels (e.g., mass media or interpersonal).

Rogers (2003) introduces an additional term in his volume on the diffusion of innovations. "Re-invention" is the degree to which the innovation is adapted by the users in the course of the implementation (Rogers, 2003, p. 17). In the case of YILL, re-invention is presented from several perspectives in the three monitor studies (Nikolov et al., 2005a, 2005b; Nikolov & Öveges, 2006; Nikolov et al., 2009b), detailed in sections 2.8.1-2.8.3.

Waters and Vilches differentiate between objective and subjective meanings of change (2013, p. 60), based on Fullan (2001, p. 29). They claim that innovation projects have to have a "well-established 'objective' meaning" but it is to be "reconciled with its range of potential subjective meanings" (Waters & Vilches, 2013, p. 60), the former being the formal manifestation of the change from the proponent's perspective, and the latter being the stakeholders' personal interpretations of the change. In the case of YILL, the objective meaning of the change was embodied by the relevant regulations and guidelines, whilst the subjective ones were surveyed in the monitor surveys and thus, are in the focus of the dissertation. The YILL school principals' perceptions also permit insights into the "re-invention" of the programme (Rogers, 2003, p. 17). The authors point out that the two meanings, or sets of perceptions, are typically significantly different. Fullan warns that "neglect of the phenomenology of change – that is how people actually experience change as distinct from how it might have been intended – is at the heart of the spectacular lack of success" (2001, p. 8). This gap between the two sets of perceptions seems to be verified in the findings discussed below.

Regarding effective change management, Waters and Vilches warn that the following ideas need to be considered in order to "develop the potential for those on the receiving end of the innovation to eventually be willing to adopt it":

- the change proposed needs to build on rather than contradict existing traditions;
- consultation with and involvement of affected parties is necessary;
- consideration is needed on the imbalances the change may introduce in the FL education, and consequently, what adjustments will be required to restore balance (2013, pp. 61-63).

There were obvious intentions on part of the educational policy makers to meet these requirements, e.g. devising and implementing "secondary innovations" (Waters & Vilches, 2013, p. 61) to achieve the aims (teacher trainings, guidelines etc., detailed in section 2.3). Rogers uses a different term for the period when innovation becomes a change: he calls it "diffusion", defining it as "the process in which an innovation is communicated through certain channels over time among the members of a social system" (Rogers, 2003, p. 5). Diffusion occurs in complex systems where "networks connecting system members are overlapping" (Rogers et al., 2005), i. e. in the interactions between innovators and members of the target populations. The diffusion of a programme can be managed to achieve a faster rate of adoption; however, it can be stated that in the light of the findings of the monitor surveys, this would have needed more consideration in the case of YILL.

3.3 Codes, categories and themes

Code is a term with manifold meanings and frequent application. As for its primary and secondary definitions, the online dictionary of Farlex (*The free dictionary*, 2014) states that it is primarily "a systematically arranged and comprehensive collection of laws". Despite the prominent positions of these statements of meaning, another relevant use has become most common in everyday communication, specifically the one that considers codes as systems of

arbitrarily selected symbols used for transmitting messages to ensure secrecy and privacy (*The free dictionary*, 2014; *Macmillan English*, 2006). Codes also have a mysterious atmosphere attached to them, since they are used to conceal phenomena and build up a distinct language of symbols or numbers that only insiders can understand, thus becoming keys to different domains of professional knowledge. Due to their data reduction feature, codes have become an essential part of our personal routine as well. We need them to operate the abundance of gadgets around us: they are vital when we want access to our bank account, open the personal folders on our computer or when we simply wish to use our mobile phone. And there has been no reference so far to the genetic code, which is a vital but for the present purposes, an irrelevant area.

What do codes mean in qualitative research? They are not a collection of rules, they do not aim to guarantee secrecy and they are certainly not arbitrary. The only common feature of codes in everyday use and research application is that they allow data reduction. Codes "pull together a lot of material" (Miles & Huberman, 1994, p. 58), they reduce and summarize data. As Saldana defines it, a code is "most often a word or a short phase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data" (2009, p. 3). Miles and Huberman approach the term similarly, claiming that codes are "tags or labels for assigning meaning to "chunks" of varying size of data collected" (1994, p. 56). Besides the data-labelling function, however, both publications point out that the purpose of data condensation is to organize and prepare the data so that it is ready for analysis. Miles and Huberman claim that codes group "disparate pieces into a more inclusive and meaningful whole", they assign "units of meaning to the descriptive or inferential information compiled during the study" (1994, p. 58). Creswell also considers codes as labels, which describe segments of texts with the aim of establishing descriptions and themes of the data (2008, p. 251). Codes are not merely labels, but rather means to bring data together "so they can be

reviewed, and your thinking about the topic developed" (Richards, 2009, p. 94). Saldana and Richards complete this picture with the assertion that codes are also "efficient data-retrieval devices" (Saldana, 2009, p. 65). Codes aggregate data, constitute the first step to their interpretation and at the same time, they ensure that the researcher can "return to the data" as qualitative codes are "about data retention" (Richards, 2009, p. 94). Dörnyei claims that "researchers typically use "categories" or "codes" to structure … the limitless information obtainable", but he also emphasizes that "this is where the similarities between QUAL and QUAN end" (2007, p. 26). In his definition, qualitative codes differ from the quantitative ones in two major aspects. Firstly, qualitative codes are verbal, textual labels as opposed to the numerical ones in quantitative research, secondly, they are not pre-estalished but "left open and flexible as long as possible to be able to account for the subtle nuances of meaning uncovered during the process of investigation" (Dörnyei, 2007, p. 26).

Apart from their attribute as agents of reduction and organization, codes might "at the maximum interpret aspects of a phenomenon" (Boyatzis, 1998, p. 4). In Boyatzis' terms, codes vary from manifest ("directly observable in the information" to latent level ones ("underlying the phenomenon") (1998, p. vii). This approach is supported by Miles and Huberman, who differentiate three kinds of codes: (1) descriptive, (2) interpretive and (3) pattern codes (1994, p. 56). The codes differ in their level of interpretation and the phase of the research when they are applied. Descriptive codes involve little if any interpretation, whilst pattern codes are explanatory and inferential in their nature. As for their timing, they follow each other in a sequence, i.e. descriptive coding is followed by pattern coding in Miles and Huberman's opinion. Codes can be characterized also by their sources, e.g. Boyatzis defines theory-driven, data-driven codes and a third approach which embraces the two (1998, p. 31). A third approach to classify codes is presented by Creswell in his 2008 volume (p. 251). He claims that codes

vary in the topics addressed and these topic-based codes can refer to the setting, the processes, the activities, the strategies and the relationships in the database. Based on the above, the operational definition of codes in the present dissertation is as follows: they condense, store, organize, cluster and interpret data in order to allow analysis. The various codes are established in the coding procedures, the specifics of which follow below in 3.8. "The good code … captures the qualitative richness of the phenomenon and … has the maximum probability of producing high interrater reliability and validity" (Boyatzis, 1998, p. x). Codes must form a "conceptual and structural order", they "should relate to one another in coherent, study-important ways; they should be part of a governing structure". The code list is to be a "conceptual web, including larger meanings and their constitutive characteristics" (Miles & Huberman, 1994, p. 62).

Although some sources apply the terms code and category interchangeably or with a very close resemblance in meaning (Dörnyei, 2007; Rossman & Rallies, 2003), most researchers consider them "two separate components of data analysis" (Hsieh & Shannon, 2005; Saldana, 2009, p. 8). The second approach is represented by Saldana, who regards codes as essence-capturing devices, whilst categories are the means to cluster these together on the basis of their connections such as similarity or regularity. In his view, codes evolve into categories, which in turn lead toward the more abstract level of concept development, thus getting from "real" to "abstract" and "particular" to "general" (Saldana, 2009, p. 8). The final stage for him is theme level, which is the outcome of the coding, categorizing and reflection processes. Hsieh and Shannon outline a similar code-to-theme theory. In their standpoint, categories are "meaningful clusters" (2005, p. 1279) of codes sorted on the basis of how these codes are related and linked. Besides supporting this scheme, Creswell adds an additional term to the previous ones. He uses the term "theme", which he defines as "codes aggregated together to form a major idea in the

database" (2008, p. 252). As Dey phrases it, "with codes meaning is computed, with categories meaning is imputed" (1999, p. 95), or as Clarke formulates it, "related codes are then densified into more enduring and analytically ambitious "categories"" (2003, p. 557). Rossman and Rallis replace code as viewed by the previously mentioned authors with the term category, i.e. code is "a word or phrase describing explicit data" (2003, p. 282) and the more subtle level is called a theme in their approach. Auerbach and Silverstein consider themes as organizing principles, saying that "a theme is an implicit topic that organizes a group of repeating ideas", but they identify a higher level, namely the theoretical constructs which are the results of grouping the themes (2003). Auerbach also uses "repeating ideas" as a term for code (2006, para. 4).

In the present research, I merged the different positions and worked with the triplet of code-category-theme with an expanding level of abstraction attached to them. Codes and categories described data, although codes represented a more descriptive, whilst categories embodied a more interpretative level of abstraction. Themes clustered CCM codes and were evolved with the help of the emergent MC categories for the purposes of the dissertation. Codes were also referred to as elements in the discussion part.

3.4 Coding as a process

"The term coding can be misleading; it suggests a routine mechanical process, whereas developing theory is anything but mechanical", this is how Auerbach and Silverstein encourage researchers in their volume on qualitative data (2003, 528 of 3815). They liken the process to a staircase which takes the researcher from a lower to a higher level of understanding. Coding "gives the researcher a condensed, abstract view with scope and dimension that encompasses otherwise seemingly disparate phenomena" in Holton's definition (2010, para. 3). As Boyatzis puts it, coding (thematic analysis in her approach) is a process with a widespread use but "there

has been little written to help people to learn technique" (1998, p. vii). It is, among others, "a way of analysing qualitative information" and "a way of converting it into quantitative data (Boyatzis, 1998, p. 5). It is necessarily a "selective process" in Miles and Huberman's view but they warn against turning qualitative data into numbers only as working with numbers only moves attention from the essence to arithmetic, "throwing out the whole notion of "qualities" or "essential characteristics"" (1994, p. 55). Baralt (2012) agrees that the qualitative approach reveals a much more detailed and complex picture than a mathematical procedure would do. Coding is an ongoing means to condense and analyse the data collected, a form of iterative reflection: "coding is analysis" (Miles & Huberman, 1994, p. 56).

Coding is an analytic tool in Richards' view as well, "a first step to opening up meaning" (2009, p. 103). It is placed between data collection and more extensive data interpretation by Saldana (2009, p. 4), it is a means of grouping the data (Weiss, 2005, p. 295). "Looking for and marking patterns in data" (Coffey & Atkinson, 1996, p. 225) is one of the "most time-consuming and painstaking aspects" in the research procedure (Coffey & Atkinson, 1996, 248). It is a process in the course of which data are segmented and labelled in order to "form descriptions and broad themes" in them (Creswell, 2008, p. 251). Grbich and Gelencsér define the process similarly, but they emphasise the cyclic nature of coding, claiming that the data are "segregated, grouped, regrouped and relinked in order to consolidate meaning and explanation" (Gelencsér, 2003, p. 147; Grbich, 2007, p. 21). Saldana also describes it as a cyclical act, and supports his standpoint by explaining that during the process, codes become more refined, they are subsumed, relabelled or even dropped. He refers to a comparison that likens coding to decorating a room in the sense that the researcher codes, then periodically steps back and moves a few things around (Saldana, 2009, p. 215). Saldana distinguishes between decoding and encoding, the first being "reflection on data to decipher its core meaning" and the second determining the code

and labelling (2009, p. 4). Richards also applies a metaphor to coding, seeing it as a recipe clipping in which the codes are soups, garnishes or desserts and these allow the cook to bring the data together to be reviewed. He states that coding enables the analyst to return to the data (Richards, 2009, p. 93). He also emphasises the importance of purposeful coding, as coding can never constitute an end itself.

The result of coding is that the data collected are arranged in a systematic, classified order. The basis is the similar characteristics or a pattern identified in the data, which is determined by the researcher's tacit and intuitive senses. Gelencsér, among others, emphasise that the success of the study is in tight relation with the efficacy of the coding procedure (2003, p. 147), it is "a key component of good research" (Coffey & Atkinson, 1996, p. 248). In grounded theory, a research method grounded in data, it is a core process (Holton, 2010). The efficiency of coding depends on the coding filters in the survey, which among others can be the particular techniques selected for use (see section 3.9 below), or the researcher' personal involvement and attributes (discussed in detail in 3.6) (Saldana, 2009, p. 7). Coding can happen at different times and levels of analysis, throughout the survey (Miles & Huberman, 1994; Richards, 2009).

Having examined the literature on the actual procedures of coding, it seems to me that the main grouping parameter of the different coding types is the time and the source of the code generation. In this respect, coding techniques can be classified into inductive and deductive ones based on whether the labelling comes from the actual data collected or previously known conceptual frameworks. The overview has led me to the conclusion that the two approaches are not equally represented and that a significant distinction can be spotted. The inductive or a priori approach where the starting point is the raw data collected and not a pre-identified provisional list of codes appears to have deeper roots and often stands independently, whilst the deductive

or emergent one appears mainly as a salient level of a more complex system. This approach is the ruling one in grounded theory, in which "constructing analytic codes and categories" is based on "data, not from pre-conceived logically-deduced hypotheses" (Charmaz, 2002, p. 10). Charmaz differentiates grounded theory coding from other qualitative approaches in the following ways in a lecture in 2012. "Grounded Theory Coding

- aims for specificity
- allows for imaginative interpretations - less concern with accuracy
- compares data with data
- prompts researchers to remain active in the process - kinaesthetic
- rejects requirements for agreement among coders. (2012, p. 2)

Holton also emphasises that "it is through coding that the conceptual abstraction of data and its reintegration as theory takes place." (2010, para. 1). As a Hungarian example for the first approach, Gelencsér applies three coding types: open, axial and selective (2003, p. 147), strongly influenced by grounded theory, which differentiates among three main phases of coding: open, axial and selective coding procedures (Creswell, 2008, p. 435). The coding process in grounded theory is often accompanied with "conceptual memoing, capturing the theorist's ideation of the emerging theory" (Holton, 2010, para. 1).

Another example is Richards, who in her 2009 volume also advocates inductive coding. The three types she describes entail different processes and constitute a whole together (2009, p. 96). The names of the types describe their essence: (1) the descriptive identifying and storing the attributes of a case, (2) the topic coding allocating the text segments to topics with little interpretation and (3) the analytical phase resulting in the emergence or the affirmation of a theory. As mentioned above, the sole application of codes established on the basis of relevant theoretical frameworks and previous research does not seem to appear in the literature, deductive approach is rather advocated as a level of a mixed (inductive and deductive combined) system. The following are examples of these mixed systems. Miles and Huberman

distinguish three alternatives as potential first-level procedures. In their standpoint, coding at this point can be predefined where the starting list is based on the conceptual framework, the hypotheses and the list of research questions, problem areas and key variables. They propose to apply "a master code" and some 12-60 sub-codes (Miles & Huberman, 1994, p. 58). Although they state that their preference is this particular approach, they also allow the postdefined way for more open-minded and context-sensitive researchers, and also inaugurate a mid-range approach representing a partway between deductive and inductive ways. The third option is the establishment of "general, non-context specific accounting schemes for codes" (Miles & Huberman, 1994, p. 58), which allow the further inductive development of codes. They complete first-level coding with a second level, namely pattern coding which expands the analysis to a more explanatory level by grouping the findings of the first cycle into themes or constructs. Later in their volume, they sum up the first cycle ones as the etic level "followed by a more specific "emic" level close to participants' categories nested in etic codes" (Miles & Huberman, 1994, p. 61). The system outlined by Szokolszky is similar to the previously described one in the sense that she also employs a multi-level coding technique, but she initiates the process from the other end by suggesting the utilization of inductively generated codes completed with deductive supplementary ones (2006).

Hsieh and Shannon take the position that inductive and deductive approaches are equally important, the former allowing new insights to emerge while the latter, which works with "key concepts with operational definitions based on a theory," proves efficient when the objective is to "validate a theoretical framework" (2005, p. 1279). Both of them are preceded by the so-called conventional phase which, similarly to Richard's and Miles and Huberman's descriptive coding, simply describes the phenomenon and involves little or no interpretation at all. Hsieh and Shannon define the difference between manifest and latent analysis through coding,

assigning e.g. frequency counts for codes to the former and the interpretation of the underlying content to the latter one. Although Coffey and Atkinson express that in qualitative research, "coding is usually grounded in the data … with the goal of closely reflecting and representing the data" (1996, p. 241), they also take the position that establishing the coding scheme and testing it before data collection effectively reduces the magnitude of problems faced in the course of the study (1996, p. 248). They speak of the deductive approach in terms of "existing coding schemes … based on standard measures" (1996, p. 230), which may enhance the ability of the findings to be generalized and call the inductive schemes as "highly customized" or "custom-made systems" developed specifically for the given research (1996, p. 231). A detailed introduction to the specific techniques representing the various types is presented below in section 3.9. With regards to the timing of coding, Dörnyei points out that

> Most research methods texts would confirm that regardless of the specific methodology followed, qualitative data analysis invariably starts with coding. Yet, this statement is only partially true, because usually a considerable amount of analysis has already taken place when we begin the actual coding process. (2007, p. 250).

As regards the issue of coding questionnaire data, which was the main concern in the present study, Dörnyei and Csizér differentiate between simple and more complex coding. The former is where numerical values are assigned and the latter is the approach towards open-ended questionnaire items of diverse complexity, involving "an elaborate and principled interpretive scheme" (2012, p. 83) and where the list of codes may be as long as the number of different answers.

3.5 Data coded

Having explored codes, categories and themes, and proceeding to the actual steps of implementation, it is necessary to clarify what data collection instruments the process can dwell

on, what can get coded. Richards and Morse present an extremely straightforward rule: "if it moves, code it" (2007, p. 147). Although most authors seem to agree with this (in fact this is the issue where all relevant sources represent identical views), for our purposes, it must be explored in more detail. Data to be coded can be collected from a multiplicity of data sources (e.g. interviews, questionnaires, observations) and forms (e.g. print, electronic), verbal documents (e.g. relevant documents, archival records, authentic discourses, e-mail correspondence, diaries, even "checkmarks on observation schemes") (Coffey and Atkinson, 1996, p. 221) and non-verbal data (e.g., artefacts produced by participants, photographs, videos). On the basis of the above, the raw data "are not necessarily generated by the researcher" (Gelencsér, 2003, p. 147). Apart from the data obtained via the data collection procedures, another significant source is the researcher's own reflective data, which can rise from reflective comments in the observation field notes or from the analytic memos produced while coding. The present research focuses on written verbal data, collected with the help of open-ended items in an electronic questionnaire. The reflections produced during the coding process are not analysed separately, but they are integrated in the data analysis.

The question of what portion of the data collected is to be coded obviously has provoked more discussion and disagreement in the relevant publications. Due to the "open-ended nature" of qualitative research (Denzin & Lincoln, 2005), it is difficult to know in advance what matters, and the amount of the database collected can also vary greatly. Should all the responses and transcripts be coded? Lofland, Snow, Anderson and Lofland (2006) and Strauss (1987) take the position of elaborating on the full corpus, because they consider each recorded piece of information worth handling. Some experts seem to support the coding of a reduced database, asserting that merely the significant parts deserve exploration (Saldana, 2009; Seidman, 2006). Miles and Huberman claim that it is "the researcher's decision … which data chunks to code

and which to pull out" (1994, p. 11) and they view it as a data reduction means, which is one of the analytic choices in the course of the survey. Coffey and Atkinson assert that "data sampling" or "data segmentation" might be applied when the given research setting (research questions, coding scheme) does not require working with the whole dataset. At the same time, they emphasize that it is always crucial to justify the reduction. Besides, the data left to be coded has to be representative of the whole and "appropriate for comparisons" (Coffey & Atkinson, 1996, p. 247), and always the same portions of data should be analysed across participants. Révész also supports the idea that the decision on how much data is to be coded is an essential one. The decision must consider the research questions, the resources available and the requirements of the further analyses (Révész, 2012). She points out that if data reduction is to be made due to feasibility issues, then random sampling works best, but in other cases, stratified random sampling is the option. Baralt also argues for data reduction as a necessary step in the process, claiming that the decisions are to be based on the research questions of the study. She emphasizes that "ethical restrictions can also play a role in selecting what parts of the data will be coded and analysed" (2012, p. 229). As an example for ethical considerations, she brings up a hypothetical setting in which one of the students has not consented to the analysis of his or her answers; in a case like that the particular students should not be included in the population. Saldana relates that he coded everything in the early stages of his professional work but with experience, he has become able to determine which data are sufficiently salient to include in the coding process. Even in the light of "principled reasons" for selection and research-question driven sampling (Coffey & Atkinson, 1996, p. 247), data segmentation appears somewhat problematic in the sense that it eliminates the data-retrieving feature of codes. Since there are amounts of data that do not get to the point of coding, they are left out of analyses and it is difficult to prove that they were righteously removed from the corpus.

I agree that useless data exist, but their lack of real value needs to be carefully verified. It is unfortunate that the limited range of literature on this issue seems vague and permissive, providing no guidance on issues such as the data collected (instrument, length, multiplicity of aspects etc.), the depth of text handling (word-by-word level or larger chunks) or the range of respondents (data from one or multiple perspectives). As far as this dissertation is concerned, I decided to work with the full data corpus. The rationale behind the decision was that the database entailed short written answers of predetermined length, i.e. manageable chunks of responses by a multitude of respondents. For the aims of the analysis, it was vital to consider the views of each participant in the sample and I excluded only those responses that could not be interpreted.

3.6 Mechanics of coding

Coding can be executed either manually or electronically (Computer Assisted Qualitative Data Analysis Software, CAQDAS). In the age of computers, however, it is hardly possible that any surveys could be conducted without the application of information and communication technology (ICT); therefore, a variously proportioned blend of the two mechanics appears to be the most prominent way nowadays. The choice may depend on several factors. Primarily, it is the size of the project (e.g., multiplicity of participants and instruments) that influences the decision. Moreover, the amount of funds and time available also determine the way. In the case of restricted time, for example, where the pace of the analysis needs to be sped up, CAQDAS is of real advantage (Silverman, 2006, p. 190). Finally, the inclination and expertise of the analyst are key issues in this respect. Manual coding involves paper and pencil printouts of data "entered and formatted with basic word-processing software only" which the researcher codes on paper and transfers to the computer only after they are "fairly set" (Saldana, 2009, p. 22). Codes in manual coding are most often presented by groups of letters representing the actual

code, or the coder may also choose to do colour coding when the various codes are illustrated by different colours (Baralt, 2012, p. 231). Unfortunately, texts providing guidance in using manual methods are scarce (Miles & Huberman, 1994; Richards, 2009; Saldana, 2009) and even the existing ones seem to be rather short and vague on the issue. Exceptions are Creswell (2005) and Saldana (2009), with their ample presentations of examples and explanations. Although these authors advocate the use of CAQDAS in most circumstances, they warn the reader that the different software programmes do not execute the actual coding of the data. The primary functions of CAQDAS are to store and manage the data for human analytic reflection. Dörnyei agrees and claims that "these programs do not do any real analysis for us; rather, they have been designed to help researchers with the mechanisation of the clerical aspects of data management" (2007, p. 263). The benefits of using a software programme in coding are that it "allows researchers to enter codes into a database for easy sorting and retrieval, link data across cases, and create graphic displays" (Polio, 2012, p. 192). Computer-based coding is increasingly used by second-language acquisition researchers (Baralt, 2012, p. 222), and Dörnyei agrees with this standpoint by saying "nowadays coding is increasingly done electronically" (2007, 250).

CAQDAS, which refers to all computer programmes that "assist in carrying out qualitative coding and analysis" (Baralt, 2012, p. 224) such as ATLAS.ti, MAXQDA or HyperRESEARCH (for more programmes see Dörnyei, 2007, p. 264), has several benefits. It facilitates data management in one data file repository and enables coders to work with all forms of data in one place. It supports data in several formats (.mp3, .avi etc.) and thus, coders can reach the different sources without having to use paper, various recorders or other forms at the same time. Baralt reminds us that CAQDAS also improves the credibility of the coding process. Dörnyei identifies additional advantages of using a software programme such as the allowance

of more sensitive second-level coding and the provision of potential for new analytical strategies. He believes that CAQDAS can increase the legitimacy of qualitative research as it can serve as a guarantee of the quality of the research (Dörnyei, 2007, p. 265-266).

Richards points out that working on a computer enhances the coding procedure but at the same time, he warns that coding with software might pose risks. The analyst may fall into the dangerous trap of coding more than necessary and this "coding fetishism" (Richards, 2009, 109) might ruin the survey in the end. Dörnyei warns that software coding can also result in "technological thinking" which "may be seen as antagonistic to the intuitive and creative process of interpretation that forms the basis of good qualitative research" (2007, p. 266). Among others, he also lists indirect theoretical influence, decontextualized coding or the loss of data as potential dangers. The literature on CAQDAS seems to be more extensive than on the manual ways, especially on the specific programmes. Creswell, in his volume, provides a substantial and efficient list of features analysts should consider when they select their software (2008, p. 249).

For the purposes of the present survey, I combined manual and computer-based techniques, although the manual parts were also conducted on the computer. The database was collected through internet-based questionnaires, with open-ended items. The responses were converted into Excel files and the coding was done with the help of these files. Manual meant that no CAQDAS was adopted, the data were organized and coded by the analyst. The rationale behind these decisions was that electronically collected data were easy to work with on the computer, the number of the participants was manageable and I aimed to stay in a close relationship with the data.

3.7 Coders and their collaboration

Standpoints on the number of coders necessary for a survey vary. The mainstream view can be summed up as one researcher is sufficient but several are better. As Boyatzis words it, coding is "typically better when done with others" (1998, p. 11), since it is always beneficial to work with multiple perceptions of the same information. Auerbach and Silverstein agree with her, claiming that qualitative coding should be done in collaboration. They give recommendations that are even more concrete: in their experience, groups of four coders work best, consisting of two experienced researchers and two students. They suggest that each coder should go through the coding process and as a final step, the main coder is to overview all four codings. This procedure excludes the potential loss of important ideas (Auerbach & Silverstein, 2003, 1126 of 3815, Kindle edition).

Richards takes the position that the descriptive types of coding can be efficiently done alone ("the only sort of coding easily handled without collaboration and communication"), but in the case of more analytical levels "collaboration is essential" (Richards, 2009, p. 100). Another argument against solitary work is the fact that coding is a tiresome and sometimes boring job and the loss of interest with no outside control can increase the ever-existing subjectivity of the technique. To eliminate this risk, the author suggests that the lone researcher should have consultations with either the participants or colleagues in the course of the work. Rigorously jotting down reflections and returning to them at times may also provide genuine help. When working in collaboration, it seems useful to use coder consistency tests and to appoint a codebook editor who maintains a master list for the group (Saldana, 2009; Szokolszky, 2006).

Consistency in coding represents itself at two levels; at the intra-coder and the inter-coder level. The literature draws similar conclusions on the required extent of consistency, but authors do

not share views on how to consider the findings of the check. Miles and Huberman (1994, p. 64) claim that the internal consistency should be within the range of 80-90 percent, whilst the consistency among coders has to be between 70-90 percent by the time coding is begun. The formula they use in their calculations is that reliability equals the number of agreements divided by the total number of agreements + disagreements. Coffey and Atkinson assert that there are no set numbers for the appropriate level of inter-coder reliability but they advise to apply certain clinical standards which consider the range over 75 percent acceptable. Richards similarly warns her readers that the reliability of interpreting a code the same way across time, and using it the same way by each coder has to be ensured but she also claims that the result of consistency tests have to be interpreted with caution. She points out that a coder may change his views on a code over time and two researchers with different background might attach different meanings to the same code. She concludes by saying that inconsistency has to be aware of by the researchers but not be concerned with (Richards, 2009, p. 108). Coding reliability is further discussed in section 3.7.

Saldana discusses an additional aspect to the issue of the reliability of coding. Reliability is also enhanced if the coder or coders possess the necessary qualities he lists in his volume on coding (Saldana, 2009). The qualities are divided into two main groups, (1) cognitive skills and (2) personal attributes. In his opinion, a coder has to have the abilities of induction, deduction, abduction, synthesis, evaluation and logical and critical thinking. As far as the personal features are concerned, the coder is required to be organized and perseverant, creative and flexible. He needs to be "able to deal with ambiguity" and "have an extensive vocabulary" and at the same time, he is expected to be "rigorously ethical" (Saldana, 2009, pp. 28-30). Boyatzis also considers the coder as the key factor in the process, but he approaches the question from a different angle. He believes that the researcher may become a potential obstacle to coding; more

precisely, he says that "there are three major … threats … they are the researcher's a) projection, b) sampling, and c) mood and style," and warns that preventive measures have to be taken to avoid these obstacles (Boyatzis, 1998, p. 12). Weston, Gandell, Beauchamp, MacAlpine, Wiseman and Beauchamp also approach the role of the coders, collaborative coding, from the angle of difficulties and warn that it "requires a kind of rigor that an independent researcher might not be aware of or need" (2001, p. 381). They emphasize the need for rigorous verification in terms of both reliability and validity when the coding is carried out in cooperation.

Holton mentions further challenges grounded theory coders need to face. First, they have to be able to navigate the coding process, to know when to advance from one stage to the following one. Another essential aspect is "theoretical sensitivity", i.e. the researcher's "ability to generate concepts from data and relate them according to normal models of theory in general" (Holton, 2010, para. 7). Coders need two competences for this: (1) analytic temperament to be able to keep a distance from the data, "tolerate regression and confusion, and facilitate a trust in the power of preconscious processing for conceptual emergence" (Holton, 2010, para. 7), and (2) analytic competence to enable them to generate theoretical insights and abstract conceptual ideas from the data corpus.

3.8 Issues of reliability and validity

Friedman points out that "as qualitative analysis inevitably involves interpretation, the question arises as to how well the researcher's interpretations represent the data" (2012, p. 194). The reliability in the coding process has already been touched upon in the previous paragraphs, but mainly from the coders' perspective. It also important to overview the issue of the coding process. Reliability in coding means the extent to which data are coded reliably, whilst validity

is concerned with "the appropriateness of a procedure for measuring the underlying construct a study intends to investigate" (Révész, 2012, p. 203). Using a reliable coding scheme, the data is coded in an almost identical way by a second coder, provided other circumstances are also the same. "A major area of accountability must be procedure" (Holliday, 2004, para. 4); however, there are inevitable incongruities arising in the process of coding (Olszewszki, 2006). Révész lists the following potential sources of error in the coding procedure, overlapping with some of the views discussed above (Révész, 2012, p. 204):

- construct underrepresentation
- construct-irrelevant variance
- ambiguity in the coding scheme
- inadequate coder expertise or training
- coder bias
- fatigue
- boredom
- coder drift
- simple mistakes such as typing errors.

Révész claims that these problems above endanger both reliability and validity, and points out the interconnection between them: "coding can be reliable without being valid, but cannot be valid without being reliable" (2012, p. 204). As for the list taken from Révész, some items may need further clarification. For construct underrepresentation, she employs the definition according to which it is the failure to catch "important aspects of the construct as a result of being too limited in scope and failing to encapsulate some relevant dimensions associated with its proposed conceptual domain" (Révész, 2012, p. 204), whilst construct-irrelevant variance illustrates the extent to which coding is impacted by variables that are not related to the intended construct. Another item in the list is coder drift which is the result of the coder starting to use the coding scheme differently due to various reasons such as fatigue or boredom and which is "a major threat to intra-coder reliability" (Révész, 2012, p. 216). The last source of problems can be remedied in several ways, e.g., with the help of organizing more than one coding round. Baralt mentions a further way to avoid this: she believes that keeping a project journal that

registers all coding decisions and reflections is a must (2012, p. 229). The sequence in which the data are coded can also result in modified interpretations of the codes, which is why it is important to code samples in a different order.

In her study, Révész focuses on coding reliability and validity in terms of second language acquisition studies and theory- or instrument-driven coding methods. She offers strategies to support the reduction of errors for each step of the coding process. In the phase of preparing data for coding, it is important to check the transfer of data (e.g., from paper-based questionnaires into electronic files) and to do the transcription carefully. As for the subsequent steps of the coding process, Révész divides the procedure into pre-coding and researcher-imposed coding. As pre-coding focuses on pre-established coding schemes and highly structured data collection means, this review is restricted to the second type. Researcher-imposed coding involves the coding of qualitative data and as far as the coding scheme is concerned, it can be adopted, adapted or created. A significant item in the selection is the consideration of construct validity. The coding scheme has to be suitable for the purposes and framework of study, has to be a reliable means of coding and the definitions of the categories are to be clearly formulated and completed with examples (piloted by other researchers).

It is also crucial to choose and train the coders well. Coding reliability can be best achieved by careful training of the coders, according to Loewen and Philp (2012). Another important consideration they suggest is the application of double-coding. They point out that there are no existing and widely accepted rules for the amount of the data to be double-coded or what portion of the corpus has to be coded first before to give it to another coder to determine the reliability of the codes. However, they propose that double-coding 15-20 percent of the data appears to be sufficient especially “if the agreement in coding is high” (Loewen & Philp, 2012, p. 68).

Révész agrees that piloting the coding protocol on a subset of data is necessary after proper coder training, but reminds the readers that this alone does not suffice for reliable coding. Inter-coder and intra-coder reliability have to be given serious consideration. Révész claims that inter-coder reliability must be checked early in the process in order to avoid the loss of time and resources. Assuring inter-coder reliability requires decisions in three areas according to Révész; the extent of the data corpus to be double-coded, the actual parts the second coder codes and the procedures in case of disagreements among the coders. Dörnyei adds one more aspect by outlining that the second coding can be based on either the first coder's coding scheme or the second coder can also generate independent codes (2007, p. 57). He also points out that both the similarities and the differences spotted in the course of double-coding can be beneficial in the revision of the coding template (Dörnyei, 2007, p. 251).

Similarly to Loewen and Philp (2012), Révész also believes that there are no rigorous prescriptions concerning the portion of the data to be double-coded. She states that "the appropriate size of the sample depends on the extent to which the coding scheme is likely to generate complex judgments" (Révész, 2012, p. 216). As for the actual portions to be double-coded, she advises the selection of samples from various parts of the data corpus and proposes stratified random sampling that samples data in a way where every aspect (participants, coding units etc.) is involved in a proportion in correspondence with the whole database. Handling the disagreements between the coders is based on the aims of the check; they can be left unsolved in case of less important goals (e.g., a simple search for inter-coder reliability), or can be given further considerations if the results are vital. Multiple ratings can be dealt with through discussions, though Révész points out that this can entail coder bias due to more powerful coders, or by the process of averaging the ratings.

Concerning the calculation of intra-coder reliability, Révész highlights three main techniques applied in second language acquisition studies. (1) Agreement rate, which is simply computed with the division of the number of agreements by the total number of decisions made, is outnumbered in use by (2) Cohen's kappa (specifying the number of agreements and disagreements with regards to each combination of codes) as the latter is able to consider chance agreement and (3) correlation. Regarding the last one, she mentions Pearson product-moment and Spearman rank-order correlation coefficients as the two most widely used ways to secure coder reliability in second language research surveys (Révész, 2012, p. 218).

Baralt adds another option to increase reliability: the application of CAQDAS. Coding with the help of a software programme makes the methods and the process more transparent, as "decisions about coding, relationships, and links are visually present and accounted for in the project" (Baralt, 2012, p. 228). Computer-based coding procedures provide increased shareability by offering remote project access and support the efficient collaboration of the coders. Dörnyei shares this view by listing "improvement of rigour" as one of the advantages of applying CAQDAS (2007, p. 265).

Auerbach and Silverstein state that reliability and validity are quantitative concepts and argue that they should be replaced by the "justifiability of interpretations" and generalizability is to be changed to "transferability of theoretical constructs" (2003, 1444 of 3815). In their opinion, aiming at reliability and validity in research is "pursuing the unreachable ideal". Lincoln and Guba agree with this stance when they claim that "objectivity is a chimera: a mythological creature that never existed, save in the imaginations of those who believe that knowing can be separated from the knower" (2005, p. 208). However, Auerbach and Silverstein admit that their

arguments are not commonly accepted in the profession. They also warn against unjustifiable uses of subjectivity in research and stress that the data analysis has to be transparent and coherent; that is, other researchers must know how the interpretations have been arrived at. Another significant feature of the research has to be that the findings are to be communicable, i.e. other researchers need to be able to understand and present them. With respect to the validity of the interpretation, they emphasize that if the interpretation is supported by the data, "then it is valid, even if there are other ways to interpret the same data" (Auerbach & Silverstein, 2003, 555 of 3815, Kindle edition). Holliday also highlights that validity in general is best assured by justifying every move (2002, p. 9), and this has been my motto when describing the various steps in the coding process.

Friedman claims that besides the intentions that aim to adapt the established criteria of reliability and validity to qualitative research (Creswell, 2008; Révész, 2012; Richards, 2009), there is another approach, according to which the nature and purposes of quantitative and qualitative inquiries are so different that a new language is needed, and a separate set of criteria are to be created (Lincoln & Guba, 1985; Miles & Huberman, 1994). In their approach, based on Guba's (1981) concepts, reliability is reconceptualised as dependability, and internal and external validity are replaced with credibility and transferability. In this methodology, dependability can be implemented with an array of precautions such as integrating an inquiry audit, documenting the process in great detail or offering several examples to allow readers to be convinced of the "robustness of the coding categories" (2012, p. 194). Credibility, or "plausible interpretations of the data" is to be achieved by the coders' prolonged engagement in the task, triangulating the data or applying member checks. Transferability can be bolstered with the help of thick description, i.e. the provision of a sufficiently detailed introduction of the study to allow comparisons to be made. Lincoln and Guba (2005) later complement these

concepts with “authenticity”. One significant element of this is fairness that means the involvement of all stakeholders, i.e. omitting any perceptions is considered as “bias” (Lincoln & Guba, 2005, p. 208). Friedman also defines authenticity: in her wording, it is the must for the researchers to consider their value systems, potential biases and the ways these may affect “what and how they see” (2012, p. 194).

Anfana, Brown and Mangione propose “tabular strategies” to ensure the “analytical defensibility of qualitative research” (2002, para. 1). Rigour, in their perception, is an attempt “to make data and explanatory schemes as public as possible” (2002, para. 7). They point out that without sufficient data to support the assertions, researchers cannot expect the readers to believe that the findings have “some congruence or verisimilitude with the reality of the phenomenon studied” (2002, para. 7). Anfana et al. also highlight that discussions on the trustworthiness in qualitative research ignore a major element: the public disclosure of processes. They claim that even in the cases when researchers address validity or reliability introspectively, they do not feel compelled to pay sufficient attention to share their ways with their readers, i.e. to “publically disclose decisions made during the research process” (Anfana et al., 2002, para. 18). In terms of codes and categories, researchers are to document the procedures applied to generate them. The instrument they propose to fulfil this goal viably is the “documentational table” that structures data in accountable way. As an example, they present a matrix of their findings and the sources used for data triangulation (Anfana, 2002, Table 3).

In the present study, a blend of the two approaches claimed by Friedman was utilised. Reliability was ensured with a reliably evolved coding scheme which covered each aspect involved (Révész, 2012). As the coding was conducted by a sole coder, intra-rater reliability

was measured with agreement rate calculations and the template was piloted with the help of an external expert. In order to overcome the difficulties boredom or fatigue might result in, coding was done in several rounds (Révész, 2012). Dependability was reinforced by documenting each and every step of the procedure, i.e. the evolvement of the codes, and categories was presented in detail (Anfana et al., 2002). Appropriate codes and categories that lent themselves to the aims of the study were found after carefully and extensively consulting the relevant literature, as it was shown in the sections above. In order to achieve credibility, the findings were supported with the results of Survey 2009, i.e. triangulated with the "multiple voices" of the other stakeholder groups (Anfana et al., 2002, para. 30).

3.9 Coding procedures

Creswell is of the view that no definite guidelines exist for the procedure of coding (Creswell, 2008, p. 251) and I have come to a similar conclusion after having browsed the relevant literature. Boyatzis (1998) lacks universal rules for coding and Miles and Huberman (1994) also state that there are no explicit procedures for how to conduct the process. In their 1994 volume, they summarise the "conventional advice" as follows:

> Go through transcripts or field notes with a pencil, marking off units that cohered because they dealt with the same topic and then dividing them into topics and subtopics at different level of analysis. These identifiable topics (or themes or gestalts) presumably would recur with some regularity. They would be given a "name", and instances of them would be marked with a shorthand label (a code). With scissors, file cards, or computers, the topics could be more finely differentiated, clustered, and even relabelled. The process can be that straightforward. (Miles & Huberman, 1994, p. 57)

Rare counter examples include Weston et al.'s article, in which the authors provide a "combination of methods" to handle the coding of verbal data (2001, p. 382); and Auerbach and Silverstein's volume on qualitative data, in which they take the readers through each step

of a “three-level coding approach” (2003, 2442 of 3815), supporting their statements with a particular study on men’s development as fathers.

The common thread in the publications is that the steps to be taken are assigned into (1) a pre-coding, (2) the actual coding and (3) a post-coding phase. Consequently, I have decided to synthesize the various activities required throughout the literature by integrating the different perspectives into a phase-based summary.

The pre-coding phase entails mainly preparatory and intuitional activities, such as the marking of parts of the text that strike the researcher, or the jotting down of impressions and intuitive feelings that arise during the initial phase of reading the data. These remarks may become precious guidelines and tentative patterns during the actual analysis. They can also form the preliminary basis for the future codebook, together with the other important step, the creation of a sheet of the research concerns, the theoretical framework in order to focus the coding decisions. Conducting a preliminary coding on a portion of the data may enhance the selection of the right techniques. The reliability check of the coding scheme (both intra-coder and inter-coder reliability) is also to be carried out before the actual coding process starts.

After having concluded the list of codes, either deductively or inductively, and having chosen the appropriate coding techniques, the actual coding can be launched. It is important that the preliminary notes must be continued while coding. The concurrent reflections are also called analytic memos, which also lend themselves to analysis and serve as qualitative data. The analyst can jot down remarks on several issues such as the various code choices, a shift in the meaning of a code, problems with the study, dilemmas of any nature or the implications of any new steps taken (Richards, 2009, p. 103).

A key to successful coding is a well-structured codebook with properly selected code names and clear operational definitions. As Weston et al put it, “A codebook is a tool for the development and evolution of a coding system and is an important means for documenting the codes and the procedures for applying them.” They also stress that coders need to have proper training to use the codebook effectively (2001, p. 395). A proper coding scheme is coherent in concept and structure and lends itself for the mapping of the codes, the creation of a coding web. The naming of the codes is also crucial to efficacy. Boyatzis, Miles and Hubermann all warn that the names should be “closest to the concept defined” (Miles & Hubermann, 1994, p. 64), “clear and concise” in order to “minimize interpretation” (Boyatzis, 1998, p. 34). Dörnyei also emphasizes that “clarity is the most important feature to aim for because it defeats the whole purpose of coding if the meaning of a code is not immediately transparent” (2007, p. 251). Creswell lists three sources for the establishment of code names, (1) the participants’ actual words, (2) standard educational terms and (3) the analyst’s own expressions (2008, p. 252). Miles and Hubermann emphasize that numbers must not be used as codes (1994, p. 64). Boyatzis points out that the appropriate codes have a label and a definition, and besides, they are completed with examples to help identification and eliminate confusion, As Dörnyei put it, “explicit descriptions of the codes” with “precise recording of code properties” (2007, p. 251). All these together are necessary to maintain a consistent application of the coding scheme over time for multiple coders.

As for the number of codes generated in the research, there exists a huge variation depending upon several factors such as the nature of the data collected, the coding techniques applied or simply how detailed the research is meant to be. Creswell proposes the use of 25-30 codes at most which then get grouped into 5-7 major themes (2008, p. 252). In terms of open coding

categories, he believes that ten categories may suffice, depending upon the size and complexity of the data corpus and the processes investigated (Creswell, 2008, p. 450). Hsieh and Shannon take the opposite perspective by starting from the number of categories. They claim that 10-15 categories should be set up to provide space for a large number of codes (Hsieh & Shannon, 2005, p. 1279). Lichtman suggests that approximately 80-100 codes should be reduced to 15-20 categories and later to 5-7 concepts. Auerbach and Silverstein (2003) share similar considerations by stating that 10-20 themes are to be generated.

The post-coding procedures are dependent on the actual techniques applied for coding. This phase is mainly about interpretation, the analytic process between coding and the write-up. The analyst progresses from codes to concepts, from real to abstract, from specific to general. It is the time to identify the relationships between the categories taking their "concurrence, antecedents or consequences" into account, for example, by using a tree diagram to help their organization (Hsieh & Shannon, 2005, p. 1280). Codes can be revised or reworded in order to match the more abstract level of meanings. New codes might emerge or new relationships might be identified within the established categories. Richards points out that the revision of coded data might result in surprises and stresses the need for "coding on", for permanent reflection (2009, p. 104).

3.10 Coding techniques

The selection of the coding techniques is based on three main decisions. The researcher has to consider how many and which particular techniques to apply and the timing of these decisions is also important. The answers are to be built on the nature and goals of the work as a wide range of suitable combinations is possible. The literature seems to agree that there is no sole solution to these questions (e.g., Saldana, 2009, p. 47). Saldana warns that two considerations

must be kept in mind when selecting the techniques. Firstly, researchers should not choose too many techniques for one study; and secondly, they should be careful not to employ incompatible ones and remember that "a few … overlap slightly in function" (Saldana, p. 47). Researchers can also develop new or hybrid methods or adapt existing ones to their needs. Weston et al. (2001, p. 382) list the coders' "discourse community, research perspective, the nature of collaborative team research, the phenomenon of the study, and pre-existing conceptual frameworks" as the determining factors in the establishment of a particular coding system.

As for the time when the decision on the techniques has to be made, it may be appropriate at several phases of the data collection process; it can precede it, go simultaneously with it or be based on an initial review of the data gained, i.e. chosen after some preliminary coding. According to Richards, coding in qualitative research "occurs throughout project" (2009, p. 94), in contrast to quantitative surveys where it is "normally a single stage between data collection and analysis". Richards emphasizes that "new categories are generated until the last stages of the project" in qualitative studies, whilst in the quantitative approach, the formulation of categories is usually completed in the piloting stage (2009, p. 94). The author stresses the necessity of reviewing coded data all along the process. Weston et al. liken the process to "continually zooming in and out":

> One begins with the big picture, an overall conception of the phenomenon, moves in to focus on details through coding, and moves out again to see how the details might have changed the way we interpret the larger picture. Thus, the development of a coding system is a critical analysis tool in that it leads to an ongoing evolution in understanding the phenomenon. (2001, p. 397)

This view is in harmony with the cyclic nature of coding, claimed by Saldana, as "rarely will anyone get coding right the first time" (2009, p. 10). He applies the "pragmatic eclecticism" principle and selects the appropriate techniques after the collection and review of the data. Miles and Huberman think of coding as an early step in analysis, which is "useful during the early

stages of a study, often while data collection is going on" (1994, p. 50). As for its function, they state that coding is a technique for data organization for deeper analyses. In their 1994 volume, they list eight techniques arranged from earlier to later in data collection and from simple to complex. Coding and pattern coding come to the second and third places in Miles and Huberman's list, which suggest that, in the authors' opinion, they should be employed at the beginning of the process and that they are less complex than the other techniques they propose (memoing, case analysis meeting, vignettes etc.). They emphasize that they prefer to establish a preliminary code list based on the conceptual framework prior to the actual data collection. The list of a master code and several subcodes (between 12-60 items) is later revised to fit the actual process. Miles and Huberman even claim that reserving coding for the end of data collection is a "serious mistake" and instruct not to proceed without coding the already collected data (1994, p. 65). Weston et al. (2001) emphasize as one of the three lessons they learnt while developing a coding system for interview data that "coding is not what happens before analysis, but constitutes an important part of the analysis" (2001, p. 381). Holton claims that data collection is controlled by the emerging theory, "beyond the decisions concerning initial collection of data, further collection cannot be planned in advance of the emerging theory" (2010, para. 19).

As far as the particular coding techniques are concerned, the most overall and detailed summary is provided by Johnny Saldana in his 2009 volume on coding for qualitative researchers. He divides the techniques into First Cycle and Second Cycle Coding Methods and several subgroups as Table 3 below illustrates (adapted from Saldana, 2009, p. 46). Identical approaches to the categorization of coding techniques can be found elsewhere in the literature as well, for example in Miles and Huberman's volume (1994). They determine the existence of first-level coding ("a device for summarizing segments of data") and as part of and pattern

coding ("a way of grouping those summaries into a smaller number of sets, themes, constructs") (Miles & Huberman, 1994, p. 69).

The following structure will serve as a basis for our review of the coding techniques, as it introduces a system of coding techniques blended from grounded theory and other qualitative approaches. More reflections will be devoted to the ones that have a more direct relation to the present study in terms of usability in open-ended questionnaire responses, and lend themselves most for educational issues and for our purposes.

Table 3
Saldana's table of coding methods (2009, p. 46)

Coding cycles	Coding methods	Coding types
FIRST CYCLE	Grammatical methods	Attribute coding Magnitude coding Simultaneous coding
	Elemental methods	Structural coding Descriptive coding In Vivo coding Process coding Initial coding
	Affective methods	Emotion coding Values coding Versus coding Evaluation coding
	Literary and language methods	Dramaturgical coding Motif coding Narrative coding Verbal Exchange coding
	Exploratory methods	Holistic coding Provisional coding Hypothesis coding
	Procedural methods	Outline of Cultural Materials (OCM) coding Protocol coding Domain and taxonomic coding
	Themeing [*sic*] the data	
SECOND CYCLE		Pattern coding Focused coding Axial coding Theoretical coding Elaborative coding Longitudinal coding

First Cycle Grammatical Methods serve to organize qualitative data, whilst Elemental Methods make the grounds for coding. Affective Methods examine the respondents' subjective qualities (emotions, values etc.). Literary and Language Methods focus on the communication for codes, Exploratory Methods enable open-ended investigation and Procedural Methods are "standardised ways to code data" (Saldana, 2009, p. 52). "Themeing [*sic*] the Data" (written with an "e" by Saldana, 2009, p. 46) works with extended passages of codes.

Second Cycle coding methods are "advanced ways of reorganizing and reanalysing" (Saldana, 2009, p. 149) the data corpus, reviewed with the help of the first cycle methods. Pattern coding establishes the categories of similarly coded data. Focused Coding classifies coded data on the basis of thematic or conceptual similarity, whilst Axial Coding focuses on the relations between categories. Theoretical Coding aims to identify the central category in the data corpus; Elaborative Coding is employed when an earlier study is elaborated on, and Longitudinal Coding is applied when data is collected and compared across time.

3.10.1 First Cycle Methods

Out of the three Grammatical Methods identified by Saldana (1994), Attribute Coding serves to elaborate on basic descriptive data, such as participant characteristics or data format, thus making a version of an unavoidable technique in qualitative studies. Miles and Huberman consider these codes as "descriptive" as "they entail little interpretation" (1994, p. 57). Richards approaches it similarly, stating that Descriptive Coding is more like a quantitative technique with the aim to store information about the attributes of the cases, such as the participant's gender or the school's size (2009). She stresses that each qualitative survey needs this technique (Richards, 2009). Attribute or Descriptive Coding are techniques that are able to handle multiple participants and data forms, establishing a solid base for analysis and interpretation.

Another grammatical method Saldana identifies is Simultaneous Coding, which is named in a variety of ways in the research literature. In this particular coding technique, more than one code is assigned to one datum. Miles and Huberman claim that "multiple coding is warranted if a segment is both descriptively and inferentially meaningful" (1994, p. 66). Saldana warns that it is different from subcoding (Saldana, 2009, p. 65), but there is no sufficient explanation concerning how Simultaneous Coding differs from simply applying two coding techniques.

The next group of first-cycle coding methods is Elemental Methods. Structural Coding is a research-question or topic-based approach in which categories are based on a relevant conceptual phrase, thus helping the researcher to find relevant data in a larger corpus. Descriptive codes involve little interpretation (Miles & Huberman, 1994, p. 57); this type of coding assigns phrases to passages of data, focussing on the fundamental topic of the given parts. It results in a contents table of the data corpus. Richard's Topic Coding also seems to belong here, as it is close to Structural Coding in that sense that it labels texts according to their subjects (2009, p. 96). It assigns topics to passages, it is "a sort of data disposal" (Richards, 2009, p. 100), requiring little understanding of the situation. Topic Coding, for this reason, comes in the earlier phases of the survey or can serve as a first step to further interpretation. In Richards' opinion, Descriptive and Topic Coding together with her third technique (Analytical Coding, to be discussed among Second Cycle Methods below) are all normally required for a set of data. Descriptive Coding works well without collaboration, but Topic and Analytical Coding require the cooperation of more than one coder.

In Vivo Coding is based on the "wording that participants use" (Khandkar, 2009, para. 8), giving priority to the actual terms the respondents apply. Baralt adds that a word or a phrase of

the participant can be so descriptive and illustrative that the coder "abstracts the data as its own code" (2012, p. 230). Process Coding codes for social and social psychological processes, using gerunds to connote actions (Charmaz, 2012, p. 4). It is particularly suitable for studies that examine "ongoing action/interaction/emotion taken in response to situations, or problems, often with the purpose of reaching a goal or handling a problem" (Saldana, 2009, p. 77).

Initial Coding is also referred to as Open Coding in grounded theory and serves to fulfil the first level of abstraction in grounded theory. As Creswell (2008) and Dörnyei (2007) summarize, data analysis is divided into open, axial and selective coding. The first phase is to generate "initial categories of information about the phenomenon being studied by segmenting information" (Creswell, 2008, p. 434), which can be single words, phrases or even sections of texts (Baralt, 2012, p. 230). Open Coding is an opportunity for the researcher to take ownership of the data and get deeper insights into their content. Saldana emphasizes that Initial Coding "can range from the descriptive to the conceptual to the theoretical" (2009, p. 85), depending upon several factors, such as the researchers' personal experience or to their inferences from the data. Open Coding is the first phases out of the two that Substantive Coding consists of in Holton's (2010) summary. For her and Polio (2012, p. 191), Open Coding means a line by line approach that must not be missed, because jumping to Selective Coding without covering the first phase is one of the causes that lead to coding chaos. For efficiency, both phases need to include constant comparison of three types (Holton, 2010, para. 18)

1) incidents are compared to other incidents to establish the underlying uniformity and varying conditions of generated concepts and hypotheses;
2) emerging concepts are compared to more incidents to generate new theoretical properties of the concepts and more hypotheses;
3) emergent concepts are compared to each other.

Open Coding must result in the establishment of a core category. Holton (2010) refers to several disputes concerning whether a core variable is necessary in grounded theory studies but concludes by claiming it as an indisputable requirement and defines it the following way:

- it can be any kind of theoretical code, e.g. a process, a typology, a continuum, a range, dimensions, conditions or consequences;
- its primary function is to integrate theory and render it dense and saturated;
- it becomes the focus of further selective data collection and coding efforts;
- it reoccurs frequently in the data and relates meaningfully and easily with other categories. (Holton, 2010, para. 22)

Creswell also shares the view that a grounded theory researcher identifies one open coding category as the core category which later becomes "the centerpoint of axial coding paradigm". Hill et al (2005) agree with Creswell and Holton on the necessity of core ideas, which have to be "as clear, accurate, and context based as possible" (p. 13).

Affective Methods aim to examine the subjective aspects of human experiences. Emotion Coding focuses on the emotions of the respondents and aims to investigate intrapersonal and interpersonal participant experiences, together with feelings the researcher thinks the participants have. Values Coding handles three main areas: (1) values, (2) attitudes and (3) beliefs. Saldana reminds his readers that in the case of this particular technique, the researcher's own values, attitudes and beliefs have an influence on the codes assigned (2009, p. 93). Another affective method is Versus Coding, which categorizes the targets in binary terms. Due to its fundamental character, it is most appropriate for qualitative surveys where issues entail conflicts among participants. "Conflicts are contextual, nuanced, and each side has its story to tell" (Saldana, 2009, p. 97), i.e. each question has more than one perspective and Versus Coding allows to elaborate on this, though limiting it strictly to only two angles. Evaluation Coding makes judgements about the actual issue in two ways, either building upon the perspective of the coder or the comments, views shared by the participants.

The next group of coding methods is that of Literary and Language Methods. They can serve to investigate intrapersonal and interpersonal respondent experiences and actions. Examples of this group include Dramaturgical Coding, in which the data corpus is considered as a performance with characters and scripts. Saldana relies on Bogdan and Biklen's (2007) strategy codes (cited in Saldana, 2009, p. 13) in approaching the technique. Dramaturgical Coding seems to involve several other techniques such as Emotional, Values or Process Coding, however, the actual differences, if there are any, are not obvious.

Similarly to Dramaturgical Coding, Motif Coding also leads the researcher into a fictional world, this time into the framework of tales, myths and legends. It builds coding on the main tale types and motifs (characters, significant actions or instruments in the story), either previously developed or originally generated. Another similar method is Narrative Coding, which considers data as stories and approaches them from literary, psychological and sociological points of views. Several prosaic, poetic and dramatic items are employed in the coding process, such as the type of the story (e.g., survivor narrative), its genre (e.g., comedy), setting, plot, character or spoken features. Verbal Exchange Coding is centred around "the verbatim transcript analysis and interpretation of the types of conversation and personal meanings of key moments in the exchanges" (Saldana, 2009, p. 113). During the process, the coder makes a precise transcription, categorizes the parts according to the type of conversation (e.g., conversations or dialogues), examines speech mannerisms, non-verbal communication and the jargon, and at the end, these are classified on the basis of a five-item list (e.g., routines or surprise-and-sense-making episodes).

Exploratory coding assigns preliminary labels to the data in the initial data review period and it prepares the corpus for more refined coding. As one of the techniques in the group, Holistic Coding is to attribute basic themes to the data passages without going as deep as word-by-word analysis. Provisional Coding approaches data with a pre-established inventory of codes that is generated from bases such as the relevant literature, the conceptual framework, the research questions, previous or pilot study findings, or the researcher's knowledge and experiences (Miles & Huberman, 1994, p. 58). The preliminary codes may naturally be modified in the later phases of the process. Hypothesis Coding entails a similar path with the distinction that the predetermined tentative list is rooted in a research hypothesis established by the researcher. The analysis looks for relevant rationale and replies in the data corpus. A further version of Hypothesis Coding is Protocol Coding, which is classified as a procedural method, one in which the codes have been developed by other researchers.

Some researchers prefer using "extended thematic statements" (Saldana, 2009, p. 139) to short codes. They may employ the Themeing the Data method, in which passages of data are labelled with longer themes instead of words or phrases. The aim of this approach is to come up with a central theme at the end which integrates the diverse themes into a coherent system. The themes are generated from the data instead of being prescribed in advance.

Another technique I aim to give insight into in this part is the COLT method, i.e. the Communicative Orientation of Language Teaching technique. Actually, it is not a First Cycle Method, but a sole cycle technique that is not followed by another turn but narrated right after the data collection has been finalised. It is a descriptive coding system that has been especially developed for the investigation of the effects of L2 instruction by Spada and Fröhlich in 1995 (cited in Loewen & Philp, 2012, p. 56). It is a pre-established coding framework with categories

based on significant components of communicative language learning. Being a standardized technique of data collection, it allows for comparison among studies and allows an outsider's perspective. It has been developed to code the ongoing classroom activities during classroom observation with the help of a "grid with columns for specific options in each category" (Loewen & Philp, 2012, p. 56).

An additional technique in which the coding sheet operates as a data collection instrument is coding for meta-analysis. For the conceptual integration of different research studies Lipsey and Wilson (2001, cited in Plonsky & Oswald, 2012, p. 279) identify two general categories: study descriptors (e.g. context or design) and study outcomes (e.g. frequencies, percentages). The aim of meta-analysis coding is to merge the variety of information gained from various sources and formats into a coding sheet.

3.10.2 Second Cycle Methods

Among the Second Cycle Methods (or "second-level coding" in Dörnyei's term (2007, p. 253), the present study touches upon Pattern, Focused, Axial, Theoretical, Elaborative and Longitudinal Coding. Although the selection of the techniques discussed is based on Saldana (2009), the methods are presented from several authors' views.

Pattern Coding can be linked to Miles and Huberman, who verify its necessity by the fact that "we need to understand the patterns, the recurrences, the plausible whys" (1994, p. 69). They are meta-codes leading to more meaningful and tight units of analysis, i.e. first cycle codes are grouped into a smaller number of themes or constructs. Pattern Coding has four important functions, in Miles and Huberman's opinion (1994, p. 69):

1) reducing the large amounts of data into a smaller number of analytic units;

2) getting the researcher into analysis during data collection, thus making later fieldwork more focused;
3) supporting the researcher in the creation of a cognitive map, a schema to understand local incidents and interactions;
4) in the case of multi-case studies, assisting cross-case analysis by evolving common themes and processes.

Pattern codes usually centre around the following points: themes, causes or explanations, relationships among people and more theoretical constructs. However, Miles and Huberman point out that "almost anything is grist for a pattern code" (Miles & Huberman, 1994, p. 70). They can be employed in three ways:

1) added to the list of codes and tried out on the next set of data;
2) mapping them (component codes with the relevant segments of the data manually or with the help of a software) can result in a new addition to the researcher's conceptual framework;
3) applied in the next phase of the data collection.

As an obvious consequence of the previous list, Miles and Huberman point out a further benefit of pattern codes: they can lead to the recoding or multiple coding of earlier data. They also warn that researchers do not have to apply pattern codes to each piece of data that has a first cycle code, "pattern codes are hunches: some pan out, but many do not" (Miles & Huberman, 1994, p. 72).

With regards to Focused Coding, Saldana declares that it is a "streamlined adaptation of classic grounded theory's Axial Coding" (2009, p. 155). It comes after Initial Coding and is intended to identify the most frequent or salient initial codes and to decide which ones are to be analysed further. It is, however, difficult to grab the actual difference between Pattern and Focused Coding and Saldana leaves this issue without discussion, except to say that Pattern Coding and Theming the Data are related methods to Focused Coding (Saldana, 2009, p. 159).

Axial Coding is considered the transitional phase between the Initial (or Open) and Theoretical Coding processes of grounded theory. It is intended to reduce the number of initial codes by sorting the similar ones and re-labeling them into conceptual categories. Category is a key word in Axial Coding, it is determined during First Cycle coding and becomes the axis of the process. The researcher identifies one open coding code to focus on and generates categories around this core item from the data. As Polio puts it, this type of coding relates categories and establishes connections between them. Axial Coding detects patterns in the data "by comparing coding categories within and across cases" (2012, p. 191). Axial Coding as part of a three-phase coding process in grounded theory was discussed in the First Cycle Methods section.

Theoretical Coding, also called Selective Coding (Creswell, 2008; Polio, 2012), or Focused Coding (Polio, 2012), is the third phase of the process in grounded theory coding. The objective of the technique is to establish a central or core category, which becomes the primary theme of the research and the one to which all the other categories are linked. It is "the culminating step toward achieving grounded theory" as it "integrates and synthetizes the categories derived from coding and analysis to now create a theory" (Saldana, 2009, p. 164). The researcher generates a theory from the interconnections of the categories evolved in Axial Coding (Creswell, 2008, p. 437). As Holton approaches it, "conceptual elaboration concludes when the relationships among individually elaborated concepts emerge through the identification and use of appropriate theoretical codes to achieve an integrated theoretical framework for the overall grounded theory" (2010, para. 33). Polio puts less emphasis on interrelations and the resulting theory in his definition: Selective Coding is "in which selected codes from the initial coding (e.g. the most frequent) are applied to the rest of the dataset and are further developed and refined" (Polio, 2012, p. 191). He reminds us that grounded theory allows theoretical sampling, that is, further data collection is possible if gaps of information have been identified during the

analysis. When new data does not provide additional themes and does not expand the details of the existing ones, the data achieve saturation and the process ends (Creswell, 2008, p. 257, Polio, 212, p. 192). Glazer claims that theoretical coding is one of the most complicated issues in the process, "the least understood aspect" of grounded theory coding, and he brings informal examples of similar views from other researchers (2005, pp. 1-3).

Theoretical codes in grounded theory identify the interconnections among the categories and serve as a basis to move from analytical towards theoretical abstraction. They are abstract models which "conceptualize the integration of substantive codes as hypotheses of a theory" and "weave the fractured story back together again" (Glaser, 2005, pp. 1-3) Glaser uses the term Substantive Coding for the first cycle just like Holton (2010). "Substantive codes refer to latent patterns and theoretical codes refer to models" (Glaser, 2005, p. 14). Glaser argues for the continuous identification of new theoretical codes and suggests that researchers should move beyond the boundaries of their own fields.

Elaborative Coding uses findings of previous studies as the basis for the bottom-up coding of the actual research data. Therefore, it requires at least two studies, minimum one completed to take the codes from and another in progress where the constructs are employed and refined. The method aims to support or modify the findings of the earlier studies. It might remind us of the meta-analysis the coding sheet of which was discussed among First Cycle methods, but there is a significant difference between them, as meta-analysis is intended to merge the findings of the studies concerned. Elaborative Coding can be carried out despite minor differences of the research frameworks or the potentially different populations in the studies involved. A thorough description of an example of elaborative coding can be found in Auerbach and Silverstein's volume (2003) on qualitative data. They give a detailed account of a qualitative study on men

becoming fathers, which is later elaborated on in a second study focusing on the same central topic but approaching it from other perspectives (e.g. from the perspective of religious ideology). They worked with theoretical sampling, developed new research concerns and applied a new instrument. Elaborative Coding, in their definition, is a top-down "process of analyzing textual data in order to develop theory further" (Auerbach & Silverstein, 2003, 1864 out of 3815, Kindle edition). The second study can be contrasted with the initial study in the sense that the first one was a bottom-up process.

Longitudinal Coding is usually applied in longitudinal qualitative studies in which the main aim is to investigate changes and development in people, groups and organizations in extended time periods. Qualitative longitudinal coding explores qualitative changes (increase, decrease, and constancy) in the dataset collected over extended time, it is the "attribution of selected change processes to qualitative data collected and compared across time" (Saldana, 2009, p. 173). It is highly appropriate for educational change studies, an example of which is Fullan's study (2001) on educational change referred to by Saldana (2009, p. 181).

3.10.3 Magnitude Coding

Magnitude Coding is a grammatical method technique, the description of which I only found in Saldana's volume (2009). He states that it adds "intensity, frequency, direction, presence, or evaluative content" (Saldana, 2009, p. 58) to the data corpus. As examples of magnitude codes, he lists the following instances (Saldana, 2009, p. 59):

- words or abbreviations to represent intensity (e.g., "strongly" / "moderately");
- numbers to denote intensity or frequency (e.g. "3 = high" / "2 = medium");
- words to show directions of processes, phenomena or concepts ("positive" / "negative");
- symbols to display directions in conceptual ideas ("→ = progressive educational change";
- symbols or words to indicate presence or absence ("yes" / "no")
- words or numbers to propose evaluation ("neutral", "mixed").

Magnitude Coding can be used in mixed-methods surveys (both qualitative and quantitative in their approach), as it can contribute to the turning of qualitative data into quantitative descriptors. The codes generated with Magnitude Coding lend themselves well to organization into summary tables or other structures that allow fast conclusions. This type of coding can be employed in both the first and the second cycle. Saldana always attaches a list of further recommended ways of analysing the codes gained with the help of the given technique, in the case of Magnitude Coding, examples include Hypotheses Coding and descriptive statistical analysis (Saldana, 2009, p. 61).

Saldana in his volume refers to a sample study where Magnitude Coding was employed. Weston et al. (2001) gave a meticulous introduction of the coding procedure they worked on. A coding system was developed for the analysis of interview transcripts. Each and every step and consideration of the evolution of the template was related and the successive draft schemes were all presented. The final codes they generated were magnitude codes, e.g. they investigated the "time of reflection" and the emergent codes for the analysis were "non-stimulated previous", "stimulated previous", "non-stimulated concurrent", "stimulated concurrent", "non-stimulated recall" and "stimulated recall". As an additional example, "when did the control change" responses were coded as "previous", "concurrent", "post" and "long-term plan" (Weston et al., 2001, p. 392).

After I had read the Weston et al. (2001) study on developing a Magnitude Coding scheme, I knew that this technique would fit my aims best. Magnitude Coding allows the researcher to reach perspectives other techniques would not be able to offer. It enhances clustering the data in a way that may lead to further interpretation. My only concern was that literature on MC was

scarce and this left me with little support. Finally, I decided to apply MC to help me to identify patterns which led to emergent themes, because the Weston et al. article with its thorough descriptions served as sufficient ground for my decisions.

3.10.4 Creswell's coding model

Creswell's model of the coding process in qualitative research (see the visual model in Figure 1 below) (2008, p. 251) seems to be one of the most widely-known coding models in qualitative research.

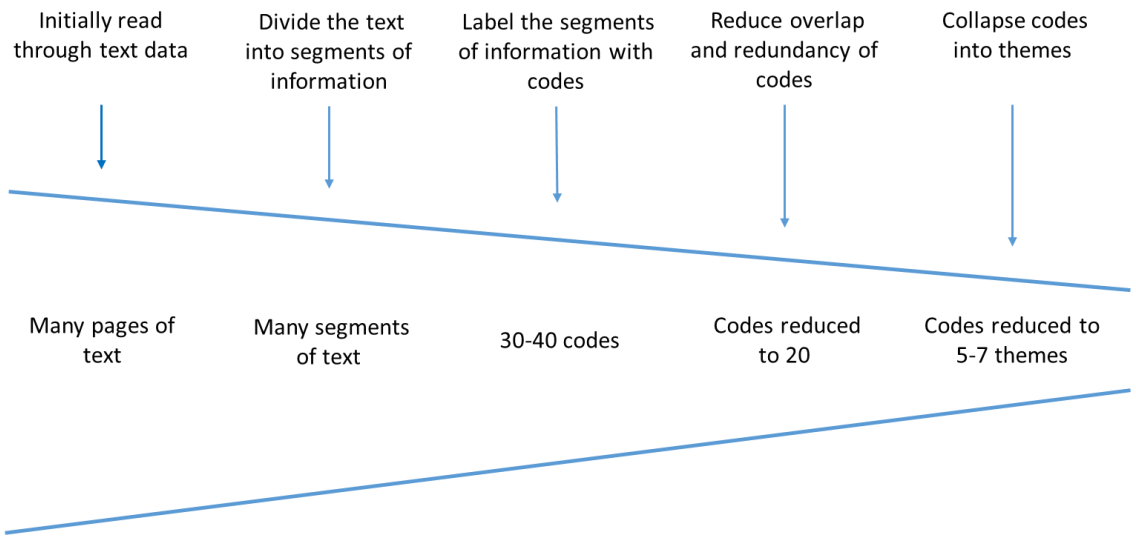

Figure 1 Creswell's model of coding (2008, p. 251)

It is an inductive way of narrowing data into a few themes, and at the same time, "select specific data to use and disregard other data that do not specifically provide evidence for your themes" (Creswell, 2008, p. 251). Creswell does not specify which cycle he believes his method belongs, to but it appears to be a first cycle method on the basis of its description. He identifies six main steps to the process that can be summarised in the following way:

1. Read all data carefully and jot down any ideas that come to your mind.
2. Choose one document (any you like) and read it. Consider the underlying meaning and write it down in 2-3 words, drawing a box around it.
3. Begin coding
    a. identify text segments (place a bracket around them);
    b. assign a code word or phrase that describe their meanings (codes can relate to e.g. the setting, perspectives of the participants, processes or strategies).
4. When finished, make a list of all code words
    a. group similar ones and look for redundant items;
    b. reduce the list, preferably to 25-30 items.
5. Try out the list to see if new codes emerge and circle specific quotes from participants that support the codes.
6. Reduce the list of codes to get five to seven themes or descriptions of the setting or participants, the themes should be the ones that
    a. the participants discuss most frequently;
    b. are unique or surprising;
    c. have the most evidence to support them;
    d. you might expect to find when studying the phenomenon (Creswell, 2008, p. 251-252).

Creswell warns that overcoding the data should be avoided, as the final report should include only 5-6 themes (2008, p. 268). As is obvious from the sequence of steps, Creswell proposes one cycle in the coding work. The way he structures the process appears to be most in line with Richard's (2009) Topic Coding and Miles and Huberman's (1994) Descriptive Coding depicted above, and differs significantly from the grounded theory methods.

Creswell completes the sole cycle with a system of layering and interrelating the generated themes; generating themes out of the similar codes is a further step in analysis. In Creswell's definition, themes are usually made up of 2-4 words, there are 5-7 of them, which have in turn been derived from 30-50 codes. As he claims, five main types of themes can be identified (2008, p. 257):

1) ordinary themes – these are the ones that the researcher may expect to find;
2) unexpected themes – these are the ones that the researcher does not expect to surface;
3) hard-to-classify themes – they contain elements that do not easily fit into one theme or overlap with other themes;
4) major themes – they represent the primary ideas in the database;
5) minor themes – they represent the secondary ideas in the database.

In order to give authentic insights into the context, the researcher can add quotes from the responses to the relevant themes. Themes can also be mapped or diagrammed.

Creswell points out that theme development also has to aim to present the different sides of the situations which may be reached with the search for contrary evidence. Contrary evidence is the information that does not underpin the emergent themes and adds a contradictory datum about the theme (2008, p. 257).

In Creswell's view (2008, p. 258), for many researchers the descriptions and the generation of the themes seem to suffice. However, he proposes that studies should not come to an end here but instead should go on layering or interconnecting the themes. This approach shows similarities with some Second Cycle Methods (e.g. interconnecting the themes may be likened to the generation of a conceptual model), but Creswell does not appear to consider the following two steps of layering and interrelating themes as coding. He expresses that coding can be finalised when the development of the themes is ready, however, layering or interconnecting them provides an additional layer of interpretation. Dörnyei presents a highly similar approach by distinguishing a final stage, which comes after the ongoing interpretation during the coding process and in which the overarching themes of the research are identified: "this is where the process is turned into a product, in the form of the final conclusions" (2007, p. 257).

The first thematic analysis approach is when the researcher places the themes into layers from basic elementary themes to more sophisticated ones. "Layering the analysis means representing the data using interconnected levels of themes" (Creswell, 2008, p. 259), aiming to move upwards, toward broader levels of abstraction. In Creswell's recommendation, there should be

2-5 layers at the end. He brings the example of a gunman incident story where four layers were identified (2008, p. 259).

Interrelating the themes involves linking them to display a sequence of events, similarly to the generation of a theoretical or conceptual model. In his example of a study where academic department chairs were investigated to see how they supported the research of faculty in their units. Several themes were identified and classified into boxes of "casual conditions, phenomena, strategies, outcomes, context" (Creswell & Brown, 1992, cited in Creswell, 2008, p. 260) and arrows were used to illustrate the connection among the boxes.

As for the representation of the findings, Creswell (2008, p. 261) suggests that the outcomes should be presented in different visual representations (tables, matrixes, diagrams etc.) along with the narrative description. The descriptive codes can be organized into comparison tables divided into the different participant groups, the themes and their interrelations can be feasibly displayed in a hierarchical tree diagram or the personal information on the participants can be summarized in a demographic table. He provides examples for the various visual representations in his 2008 volume (Creswell, 2008, pp. 259-263). In terms of the narrative part, Creswell proposes several forms of narrative description and claims that the narration can be given additional value by inserting quotes from the participants to support the themes, reporting contrary evidence, or specifying tensions and contradictions in individual experiences (2008, p. 264). In connection with the writing up of the coding process, Révész states that the description has to be sufficiently detailed and informative to allow for replications (2012, p. 218).

3.11 Conclusion

The sections above have defined the theoretical background of the study from two perspectives. First, insights were offered into the concepts of educational change, innovation and dynamic complex systems. YILL was identified as a dynamic complex system, representing a mechanistic change and innovation with objective and subjective meanings. The relevant parts identified the aspects of innovation to be further explored in the study. It was revealed that approaching the programme from a complexity theory perspective was the adequate way to recognize the interconnections among the components of the system and understand the ongoing processes. These aims are to be achieved with a selection of coding techniques, the theoretical baseline for which has also been discussed in Chapter Three.

The second theoretical perspective was the review of the coding-related literature in qualitative research. The sections introduced codes, categories and themes, outlined the coding procedures (coders' collaboration, coding mechanics etc.) and provided an overview of the grounded theory and other qualitative coding techniques. Having reviewed First and Second Cycle Methods, I have concluded that it is far from easy to identify and define the differences among the great number of techniques, especially in terms of some First Cycle Methods. There are easily distinguishable methods such as Magnitude Coding, but others are more challenging to separate, e.g. Topic or Initial Coding. The most tangible difference among them is whether they are conceptual-framework-based or researcher-denoted. Creswell's (2008) model of the qualitative coding technique has been examined separately, as it is one of the methods on which the present dissertation is built. Reliability and validity issues have also been touched on. Difficulties were faced in two areas while outlining the relevant points. First, there is little common understanding of the certain techniques, e.g. even grounded theory coding phases are interpreted in diverse ways. Second, similar constructs are named differently in the distinct

theories (e.g. category or theme). The purpose of the review was to attempt to overcome these dilemmas by approaching the issues from as many perspectives as possible and yielding a synthesis of the diverse concepts.

The review of the array of qualitative coding techniques convinced me to base the analysis on Creswell's model (2008) and refine the findings with the help of Magnitude Coding. The decision was based on several considerations further elaborated on in the next chapter on research design. The dataset was coded several times and with three different code sets, thus ensuring different perspectives and triangulation.

Chapter Four: Research design

4.1 Rationale for research methodology

The present qualitative study was built on Survey 2009 on YILL; it drew on its database and aimed to give a deeper interpretation of the findings. The dataset detailed in section 4.3 was analysed in 2009 (Nikolov et al., 2009), but because of time and other constraints, the responses were only processed to code level. This provided decision makers with due support, however, it left me with the challenge to conduct more abstract levels of interpretation and to gain deeper insights into the respondents' perceptions and their interconnections.

The main content aim of the dissertation was to see what benefits and problems YILL as an educational change had brought, in the school principals' perception; and how these were interrelated. These aims were accompanied by research methodology concerns, namely the application of qualitative coding to analyse the responses of the sample population. Therefore, the analysis of the two open-ended questions in the online questionnaire (Questions 9 and 10, Appendix B), inviting the school principals to summarize the positive and negative outcomes of YILL for their institutions, had multiple objectives. These were (1) to reveal the benefits and drawbacks as well as their interrelations in the YILL programme in order to reveal how beneficial the programme was, (2) to identify the interrelations in the programme to see the operation of this dynamic complex system, (3) to identify the extent to which YILL was perceived as an innovation, and (4) to determine if the coding techniques used were appropriate for the aims of the study. In order to achieve the above goals, the study applied Creswell's (2008) coding model to the responses and supplemented it with two waves of Magnitude Coding. Together with the 2009 coding results, based on a process that mainly followed Miles and Huberman's coding procedures (1994, p. 57; cited in section 3.8), and referred to Creswell's

(2008; cited in 3.9.3), discussed in detail in section 5.2; the database was coded from four different perspectives, thus providing a solid base for comparison. The aims of the present research were to be fulfilled through an array of research questions.

4.2 Research questions

The present study addressed the following groups of research questions:

1) What are the outcomes of the programme and their interrelations in the school principals' view? Is YILL a beneficial programme in their perception?
    a) What are the benefits of YILL in the school principals' view?
    b) What are the negative outcomes of YILL in the school principals' view?
    c) What are the interrelations among the benefits and the drawbacks?
2) To what extent is the YILL programme perceived as an innovation, as new?
    a) To what extent are the benefits of YILL seen as new by the principals?
    b) To what extent are the drawbacks of YILL seen as new by the principals?
3) What interrelations can be identified in this dynamic complex system?
    a) In what way are the different stakeholder groups interconnected with the benefits and the drawbacks reported?
    b) In what way are the levels of innovation interrelated with the stakeholder groups?
    c) In what way are the emergent benefit and drawback themes interrelated?
4) How do the selected coding techniques work for the purposes of the study?
    a. What differences are revealed by the more abstract interpretation and the application of the new techniques to the findings compared to those of the 2009 Survey?
    b. To what extent do the coding techniques applied fulfil the aims?

4.3 Dataset

The data were collected with the help of a "web-based" online questionnaire (Dörnyei & Taguchi, 2009, p. 48); the responses were transferred into an Excel file (see section 4.3 for the data collection instrument and the administration). The analysis is based on 1,321 replies of 267 responding institutions to two open-ended questions on the (1) benefits and (2) drawbacks of the Year of Intensive Language Learning:

- Question 9: What are the three most important benefits of YILL at your school?
- Question 10: What are the three most important difficulties you have faced since the introduction of YILL?

As for the portion of data to be coded, I worked with the full data corpus, in agreement with Strauss (1987) and Lofland et al. (2006) who consider every piece of data worth investigating. Analysing each and every piece of information contributed to the possibility to generalize the findings, left data reduction to the labelling phase and allowed me to avoid the dangers of data sampling. Besides, there were no reasons to consider data segmentation, as the dataset was of feasible size and consisted of manageable chunks of information. I was interested in everything submitted by the respondents and did not identify any useless data except the ones that could not be interpreted due to their content or shortness (e.g., "*unique image*" or "*xx*"). The details of the dataset are shown in Table 4.

Table 4
Number of responses and respondents in the survey

	Number of responses	Number of respondents
Benefits	697	267
Drawbacks	624	

In the coding procedure, each response of the respondents was considered as an independent item due to the fact that the questions required three items in the answer. The passages were further divided into segments of texts, based on the content of the chunks. It is important to note that the fact that the respondents had to give concrete answers of predetermined length to carefully formulated questions meant that the researcher did not have to take her time with identifying the parts that related to the same topic.

4.4 Participants

Survey 2009 on YILL comprised three phases. As an exploratory stage, Phase One was aimed at each institution that launched a YILL class in the school year of 2008-2009, whilst Phase Two involved 62 schools, based on the representative sample of the 64 schools in Survey 2005. The nearly identical samples (two schools refused to participate) allowed the comparison of opinions and results in the first and last secondary school year of the five-year YILL. For a summary of the instruments and the participants, see Table 5 adapted from Nikolov et al. (2009, p. 11).

Table 5
Respondents and methods in the two phases of Survey 2009

Phases	Data collection instruments	Respondents
Phase 1 involving 398 schools	Questionnaire for schools (online)	267 schools, principals
Phase 2 involving 62 schools	Questionnaire for FL teachers (online)	320 FL teachers
	Questionnaire for students (online)	1,079 students
	Questionnaire for FL teachers (paper)	114 FL teachers
	Questionnaire for students (paper)	227 students
	Questionnaire for parents (paper)	910 parents
Phase 3	Database of FL matura results	9,144 students
Phase 4	Re-analysis – the present study	

The present study centres on the online questionnaire for schools in the first phase of the survey. It was sent to 398 schools, and filled in by the heads of altogether 267 secondary institutions, which means a return rate of 67 percent. The 267 respondents gave 1,321 responses altogether.

4.5 Data collection instrument

With regards to the research instrument, the data the present study elaborates on was collected with the help of an internet-based questionnaire. In the first phase of Survey 2009, all the institutions where YILL was launched in the 2008-2009 school year were asked for data online. Respondents were requested to give answers to twelve questions through, on the webpage specially established for the purposes of the survey (see the original questionnaire in Appendix B). A completion guide was provided and sent out electronically; the filling in of the questionnaire was anonymous and voluntary. The replies were directly forwarded to the central database of the survey.

The first question was designed to survey how many YILL classes had been launched in the various institutions from the 2004-2005 school year up to the current school year, i.e. altogether in the course of five years. The second question referred to the history of events after the intensive year of language learning, i.e. in grades 10-13. Respondents were to choose from four options (majority of the class stayed together; the language groups stayed together during the language lessons; the class was disintegrated; the majority continued studies in a different school). The third question centered on the number of the FL lessons per week in the YILL grade (grade 9) in the 2008-2009 school year, in the first and second foreign language. Question 4 asked about the realisation of one of the paragraphs of the law on the introduction of YILL. The legal regulation prescribes that in grades 10-13, advanced level FL education should be provided, meaning that the foreign language should be taught in at least five contact hours per

week. The questionnaire inquired if the institutions had the possibility to observe this rule. The questionnaire also covered the opportunities of external language learning that students starting at the YILL grade may enjoy at the schools. Question 6 was designed to collect data on the infrastructural developments of the institution that could be related to YILL, and directly used in language education. Question 7 mapped the criteria for selecting the language teachers of the YILL grade (grade 9).

Each of the last five questions was open-ended items. Question 8 asked respondents to finish an open sentence on the way YILL students were different from non-YILL students. In response to the next question, principals were asked to list the three most important outcomes of the YILL manifested in the life of the school. Questions 10 and 11 asked about the difficulties experienced since the introduction of YILL, as well as the steps taken to solve them. The last question asked respondents to list changes that would help education policy decision makers to further develop the efficiency of YILL education.

The present study was centred on two "short-answer questions", which involved genuine exploration, but were "worded in such a focused way that the question can be answered succinctly" (Dörnyei & Taguchi, 2009, p. 39). Both Question 9 and 10 were "attitudinal" in that they aimed to find out what the respondents thought and what their opinion of the issues was (Dörnyei & Taguchi, 2009, p. 5). Both questions were open-ended items; they were not followed by multiple-choice options. Their openness was restricted by the defined number of response items and the blank spaces left for the opinions in order to strengthen the exploratory nature of the survey (Dörnyei & Taguchi, 2009, p. 36). As for the type of open-ended question, they were "simple questions" (Falus & Ollé, 2008, p. 57), which were formulated as a normal question or instruction, requiring no reflections on a text, a picture, associations or metaphors.

One reason to apply exploratory qualitative items was that there were no pre-conceptions on the expected range of answers, thus it was not possible to work out the response options in advance. The other reason that was to provide "greater freedom of expression" and allow non-anticipated views (Dörnyei & Taguchi, 2009, p. 36) and these aims overwhelmed the concerns about the potential reduction in the response ratio (Falus & Ollé, 2008) or refusals to answer the question (Dörnyei & Taguchi, 2009). These dangers might be avoided with a small number of relatively short open-ended items with restricted openness, as Dörnyei and Taguchi explain (2009, p. 36). As suggested by Dörnyei and Taguchi (2009, p. 48), they were positioned at the end of the questionnaire. Both questions were followed by three blank spaces for typing the responses. The replies to the two questions in the online questionnaire were promptly transferred into the central database of the survey and were converted into Excel files for the analysis. These files were made in the course of Survey 2009 and the same ones were used in the present survey.

4.6 Procedures

The coding procedures in the study applied the inductive approach (Creswell, 2008; Richards, 2009), resulting in data-driven codes, as I identified the codes from the raw data during the analysis and did not derive them from any conceptual frameworks or from results of other studies. Coding occurred after the data had been collected and no further data collection was conducted. The coding techniques employed were selected from the qualitative array discussed in Chapter Three, as the aim of the present study was to get insights into the implementation of the YILL, more precisely, to identify the outcomes and the interrelations of a recent educational change (see 2.8.3).

Due to the genre of the present study, the coding procedures were executed by a sole coder. For this reason, inter-rater reliability was only considered in the pilot phase. In line with the recommendations in the literature, the dangers inherent to having just one coder, such as the loss of interest due to fatigue or boredom, was reduced by occasional discussions with other researchers and continuous note-taking during the process. Apart from these, another help was the fact that the actual coding was spread along an extensive period of time, and thus, the right pace of intensity did not force the researcher and allowed time for breaks. The credibility of the findings was verified with the help of double-coding by the coder, thus measuring intra-coder reliability, and a thorough documentation of the processes. The full data corpus was coded twice, firstly at the initial analysis for the report of the YILL survey in 2009, then for the present dissertation purposes in 2012-2013. The intra-coder reliability was calculated with the help of agreement rate measurement, which was 96.21 percent for the benefits and 94.21 for the responses on the drawbacks. Agreement rate was computed with the division of the number of agreements by the total number of decisions made (Révész, 2012, p. 218). As the calculations reflected high reliability, further means were not involved and the coding was considered as reliable. In terms of validity, double-coding the full corpus was sufficient to rely on. The coding scheme was piloted by the researcher before both coding turns, and after the coding of the first ten percent of the answers to both questions, the codes were reviewed. The details of piloting and revising the templates are discussed in section 5.2.

Coding was conducted manually, that is, without the application of any coding software. The reason for this decision was the manageable amount of data and the fact that the researcher's aim was to get a hands-on experience in the particular techniques that can only be achieved by going deep into the process and not leaving it to the computer to do the work. Naturally, information technology was heavily relied on in the process, as the respondents gave their

answers in an online questionnaire and the data obtained were electronically formatted and transferred into Excel files. The assignment of the particular codes was done manually, but on screen, with the codes entered into the original Excel files (section 5.2). Further procedures such as the evolvement of themes or the identification of interrelations were carried out on paper and transferred into the computer afterwards. The codes, categories or themes were represented by my own words or sequences of words, in a way as clear and straightforward as possible in order to avoid misinterpretation. They were usually longer than the recommendations suggested in the literature, however, this way they included their own definitions. All of them were supported by quotes from the actual responses in the narrative analysis. Concerning their quantities, they complied with the recommendations; the exact numbers are given at the relevant coding procedures in section 5.2.

Altogether 1,321 responses received to the two open questions in the 2009 YILL study were first analysed in the report (Nikolov et al., 2009, pp. 29-36). The whole dataset was re-coded in 2012-2013 with the help of the coding template from the 2009 Survey in order to check intra-rater reliability and create a basis for the revision of the codes according to the Creswell's (2008) coding model (discussed in section 5.2). The coding schemes for both the benefits and the drawbacks of YILL were revised and all responses were coded again with the new codes for the purposes of the present study. The two sets of responses were then analysed according to the CCM sequence. The process was supported by involving Magnitude Coding, which allowed to generate the MC1 and MC 2 categories alongside which the dataset was coded once more. The CCM codes and the MC categories together led to the generation of themes on the benefits and negative aspects of YILL, and the analysis was made more interpretative by layering and interconnecting these themes. As it is presented in detail in Chapter Five, the full process consisted of the following sequence of steps:

1. initial reviewing of the data;
2. dividing of texts into segments of information (placing brackets around them);
3. labelling the segments of information with codes from Survey 2009;
4. drawing conclusions on the appropriateness of the phase 1 coding scheme and on intra-rater reliability;
5. revising the coding templates according to CCM;
6. reducing overlap and redundancy of codes;
7. trying out the list to check if any new codes emerge;
8. piloting the revised schemes;
9. analysing the two sets of responses based on the new templates;
10. evolving MC categories to support the CCM codes;
11. collapsing CCM codes into themes;
12. for further interpretation, layering the themes to illustrate interconnections;
13. interconnecting the themes;
14. displaying the findings in visual representations;
15. writing up the narrative on the coding process and the results.

The coding aimed to employ all the above steps, the details and experiences of the implementation is discussed in much detail in Chapter Five on the findings of the study.

4.7 Summary

Chapter Four has overviewed the research design of the dissertation. The study has both content and research methodology aims. It intends to draw conclusions on what benefits, drawbacks and interrelations the YILL programme has resulted in for the participating schools; and explores what coding techniques can enhance a more interpretative analysis of the findings to open-ended questions requiring simple answers. As the survey is based on the database of Survey 2009, it also means to reveal what differences the newly applied techniques make in the analysis.

The present research applies Creswell's (2008) coding model and Magnitude Coding to re-analyse the data gained from the online questionnaire for schools in Survey 2009. The coding templates of the baseline study are revised and the 1,321 responses of 267 respondents are

recoded. The study aims to complement the findings of the survey in 2009 with a more interpretative and more abstract understanding.

Chapter Five: Presentation of findings

5.1 Introduction

The analysis presented in this chapter is based on a previous study, Survey 2009, the aim of which was to monitor the Year of Intensive Language Learning. The survey introduced in detail in section 2.8.3 involved several data collection methods. The one I worked with was an online questionnaire; and I applied the coding procedures to questions 9 and 10, which had explored the benefits and the difficulties the respondents had faced while implementing YILL. The questionnaire was filled in by 267 school principals, generating a total of 1,321 replies for the two relevant questions (687 responses for question 9 and 622 for question 10).

The full data corpus was coded in the whole procedure. The text was already divided into chunks due to the fact that each respondent was asked to submit three items to both questions. The answers were not rank-ordered in the analysis.

The data received from the internet-based questionnaire were transferred into Excel files (see Appendix E and F) and the codes were assigned on screen, then entered back into the original files. The translation of the responses from Hungarian into English was carried out after the coding process had been finished. Working with Hungarian texts for me, as a Hungarian researcher, allows deeper understanding and exploitation of the participants' views and prevents the loss of any precious data in the translation process. The further quantification and visual representations were made manually and later transferred into the computer files. The emerging codes, categories and themes were worded in the researcher's own phrases. In order to maximise clarification, they were supplemented with definitions and samples of the actual responses.

The presentation of the coding process and the relevant findings is executed in six major steps. The first one focuses on the assignment and reduction of codes in comparison with the ones developed in Survey 2009, whilst the second introduces the CCM analysis based on the revised coding schemes. Section 5.4 discusses the MC categorization and the conclusions drawn. Section 5.5 focuses on the evolvement of themes out of the CCM codes. The next part (5.6) intends to give insights into the layering process, and the last passage (5.7) examines the interconnections among the themes. Each section is completed with a summary.

5.2 Revision of the coding templates

5.2.1 Revision of codes for the benefits of YILL

The full data corpus was double-coded for several reasons. Primarily, double-coding allowed the provision and calculation of intra-rater reliability, which was a key issue due to the solo coder in the research. The second coding was also an effective tool to refresh the researcher's familiarity with the data, and thirdly, it served as a perfect ground for the precise application of Creswell's (2008) coding model. The coding procedure in Survey 2009 followed the Miles and Huberman way of less structured and less regulated coding procedures (1994, p. 57), and used Creswell's (2008) ideas but to a less thorough extent. The coding procedure was determined by the framework of the project that restricted the process to code-level analysis. This section overviews the coding schemes of the Survey 2009 with their new alterations and the rationale behind them. Moreover, it presents the newly developed coding templates and the categories based on them for the analysis of both the positive and negative outcomes of the YLL programme. The section also discusses the reliability and validity of the current schemes.

The coding scheme that emerged in the Survey 2009 for the positive results of the YILL included altogether 36 codes (Table 7, adapted from Nikolov et al., 2009b, p. 30). They were not grouped further grouped into categories. The number of responses attached to them, varying from two to 92 answers, ordered the codes in Table 6. Their frequency was also calculated in percentage. The analysis was built on the quantitative values and the interpretations were underpinned with citations from the responses.

Table 6
Codes in Survey 2009 for the benefits of YILL (Nikolov et al., 2009b, p. 30)

Codes in Survey 2009	
1.	Students take more and/or higher level language proficiency exams
2.	The prestige of the school has grown, it is more popular; it is extended with a new profile
3.	Better language development of the students in general, also in particular skills
4.	Matura passed earlier and/or more successfully
5.	More motivated students with better knowledge and abilities also enter the school
6.	School grants higher quality language teaching at school
7.	More modern language teaching methodology, more sophisticated programmes at school
8.	Good results in ICT / matura
9.	Improvement in students' language learning motivation
10.	Expansion of international relations, extra-curricular activities related to languages
11.	Closer cooperation between teachers
12.	Opportunity to avoid dismissal of teachers due to increased number of lessons
13.	An additional year for students at secondary school (to develop, for more thorough learning)
14.	Opportunity for catching up, equal opportunities
15.	A second foreign language
16.	Development of students' other, non-linguistic abilities (communication, personality development)
17.	Role of language teaching and its importance improves at school
18.	Higher number of language lessons
19.	Teachers' sense of achievement
20.	Technical, infrastructural developments
21.	Better knowledge of the target language culture, civilization studies
22.	Better preparation of students in other subjects
23.	Facilitating transition to secondary school
24.	Better opportunities for further education
25.	Teachers' professional development, higher quality work
26.	Good class communities
27.	Introduction of learning to learn, development of study skills
28.	Development of FL for special purposes
29.	Possibility for cross-curricular teaching

30. Better study results, more satisfied parents
31. No benefits
32. Closer cooperation, better relationship between teachers and students
33. Students' better approach to extra-curricular activities
34. Use of YILL experiences in other subjects
35. More possibilities for individual development / development in small groups
36. Native-speaker teachers

The second coding carried out by the same researcher resulted in several modifications in the coding scheme. The codes were revised, expanded in their number and some of them reformulated in their wording, as it is discussed below in detail. One reason for the changes was that I considered a few codes too long and too complex, including two or more different content items in one piece. Additional grounds for the alterations were that some codes proved to overlap and some responses did not seem to have a proper label when given a thorough consideration. Altogether seven new codes were listed by the end of the revision, 14 codes were allotted more specific definitions and four codes were further divided into new codes. The second coding also involved a piloting phase when a FL teacher in a YILL school was asked to code the first 140 responses (over 20% of the responses, in line with Loewen and Philp's recommendations, 2012, p. 68) with the revised codes. The actual selection of the responses to be double-coded was a simple process: the first 140 elements were submitted. Although Révész proposed that the sample should be taken from various parts of the dataset (Révész, 2012, p. 216), this did not seem relevant in a context where every second or third response was provided by a different respondent. The second coder was consulted and trained before the second coding pilot. The agreement rate of her coding with that of mine was 94.28% (132 out of 140), which was an acceptable inter-rater reliability ratio. The responses where differences were spotted were given a second consideration later.

As a first step of the actual process, the recoding of the original data corpus was started by reading the responses carefully without referring to the codes used in the survey in 2009. The researcher took notes, jotted down each recurring idea to see later in the process if they coincided with the 2009 codes. This approach was selected as a first step in the second coding process because I was not certain whether to use the 2009 code list with the potential amendments as a base for the present work or to return to the very beginning and conduct a new coding process. Having overviewed the first 140 elements in the dataset and having checked the remarks made led me to the conclusion that the variation among the comments jotted down and the original codes was so narrow that the second option; that is, the application and adaptation of the 2009 code set was the sensible decision. The actual procedure of the coding scheme revision for the present study in terms of both the benefits and drawbacks of YILL is shown in Figure 2 below.

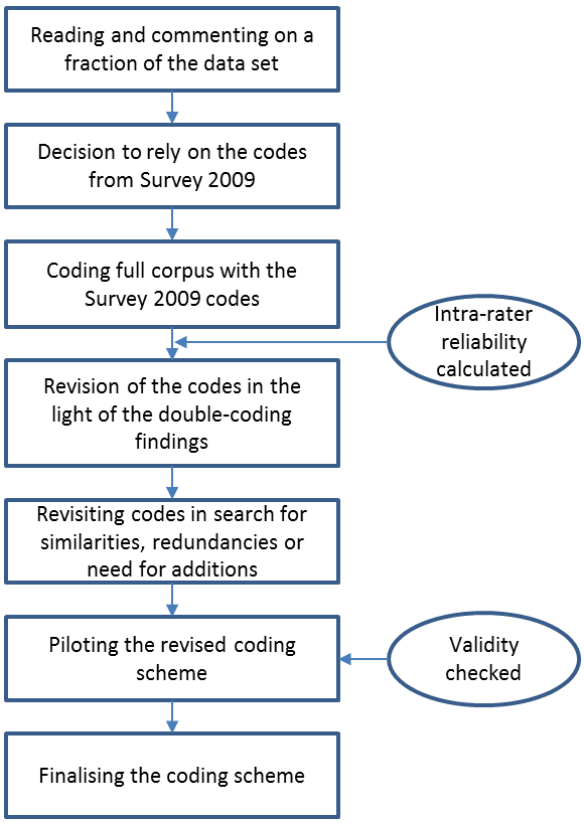

Figure 2 Procedure of the coding scheme revision

As a next step, the whole data corpus was re-coded in the light of the 2009 codes. With regards to the intra-rater reliability, 661 out of the 687 replies were assigned identical. This means a 96.21 percent agreement rate, which reflects high reliability.

However, this phase of the double-coding revealed that the coding scheme definitely needed refinement. The following changes proved to be necessary in the coding template. The actual codes together with the amendments are shown in Table 7 below.

1) Some codes were unduly long. For this reason, they were reworded to make them more coder-friendly (e.g. “School grants higher quality language teaching” was replaced by “Higher quality FL education”).
2) Based on CCM, the text segments of the dataset were bracketed and the chunking process made it obvious that some responses involved more than one benefit. These answers were segmented and considered as separate replies with different codes (e.g. “Better language proficiency exam and FL matura results” was coded twice, once assigned a language proficiency exam code and then coded as a school-leaving exam related response). As a result the number of data elements grew to 698.
3) Some codes merged two or three different perspectives; therefore, they were divided into separate individual codes. As an example, “The prestige of the school has grown, it is more popular; it is extended with a new training profile” was cut into two codes: “Increased prestige of school” and “New, expanded school profile”, or “Better study results, more satisfied parents” was separated into “Higher quality general education, better ongoing academic results” and “More satisfied parents”.
4) There were codes that involved more than one perspective of the given content, so they were also divided into a set of codes in order to give a more transparent picture of the

responses (e.g. “Better schooling process, more applicants”, “Better schooling process, more students can be accepted”, “Better schooling process, entry of “better” students”)

5) New codes were added in order to make up for the deficiencies (e.g. “Financial benefits for the school”).
6) The codes were supported with definitions in the form of key words in order to increase clarity and transparency (e.g. “Better output results” was defined to include school-leaving exams, competition results or findings of various monitor surveys).

After having executed the aforementioned modifications, the list was reconsidered in search for similar or redundant elements. As no such repetitions were revealed and no additional codes seemed to be required, the codes and related definitions were decided to constitute the final coding scheme of the present analysis. The final template involves 40 codes. The number exceeds the amount Creswell (2008) recommended (25-30 items), but he used the word “preferably,” which overlapped with my view that this many codes are necessary in the present phase of the study.

The refined coding scheme for the benefits of YILL with the codes and their definitions is presented in Table 7. The order is more or less identical with the one in Table 6, so that easier comparison could be made. The table also includes the type of change made to the particular codes compared to the ones in 2009. As it presents, 13 out of 40 codes (32.5%) are the unchanged application of the former ones; 20 (50%) have been reworded, i.e. simplified, shortened or clarified, out of which six have been separated, i.e. become independent codes. Three codes (0.7%) have been “divided”, which means they are the further divisions of issues handled in one in 2009. Two codes (0.5%) have been “expanded”, i.e. they have been completed with further phrases in order to make them clearer; and two items have benne newly added.

Table 7
Revised coding scheme for the benefits of YILL

Codes to be applied in the present study	Status compared to 2009 codes	Their definitions in key words (beyond the actual code)
1. Higher number and/or level language proficiency exams	reworded	more students take the exam, more language proficiency exams, more students take the advanced level
2. Increased prestige of school	reworded, separated	others envy, more acceptance on behalf of the self-government
3. New, expanded school profile	reworded, separated	new foci, new specializations
4. Better schooling process, more applicants	divided	
5. Better schooling process, more students can be accepted	divided	more classes
6. Better schooling process, entry of "better" students	divided	more motivated, better abilities, better skills, better background knowledge
7. FL development of students	reworded	in general, in skills
8. Earlier and/or more successful FL matura	reworded	
9. School grants higher quality language teaching	unchanged	more sophisticated methodology, FL programmes
10. Development in ICT	reworded	role of ICT, matura in ICT, ECDL exam
11. Increased motivation of students for FL	reworded	
12. Expanded international relations	reworded, separated	student exchanges, participation in international projects
13. More extra-curricular activities related to FL learning	reworded, separated	
14. Closer cooperation between teachers	unchanged	cooperation, communication
15. Teachers' positions	reworded	avoidance of dismissal, entry of new teachers due to the high number of FL lessons
16. Extra year for the students in the secondary school	reworded	to catch up, to adapt to the new situation, to develop, to take the matura, facilitation transition to secondary school
17. Equal opportunities	reworded	socially disadvantaged children, disabled children
18. Second or third FL	expanded	
19. Improved non-linguistic skills of students	reworded	communication, personality development, cooperation, presentation techniques
20. Increased prestige of FL education at school	reworded	increased weight and acceptance among other teachers, among students, among parents
21. Higher number of language lessons	unchanged	intensive FL teaching, more ground for certain skills
22. Teacher's sense of achievement	unchanged	
23. Technical, infrastructural developments	unchanged	language lab
24. Better knowledge of the target language culture	reworded	culture, civil studies
25. Better preparation in other subjects	unchanged	

26.	Better opportunities for further education and for the job market	expanded	
27.	Teacher's professional development, higher quality work	unchanged	training, exchange of experiences and information
28.	Good class communities	unchanged	easier to settle, stronger relations
29.	Development of study skills	reworded	independent subject, development of techniques
30.	Development of FL for special purposes	unchanged	vocational FL exam
31.	Possibility for cross-curricular teaching	unchanged	
32.	No benefits at all	unchanged	
33.	Closer cooperation between teachers and students	reworded	better relationship
34.	Use of YILL experiences	reworded	in other subjects, in further languages, in other classes, as a sample
35.	More possibilities for individual development / development in small groups	unchanged	differentiated teaching
36.	Native-speaker teachers	unchanged	
37.	Better ongoing and output results	reworded, separated	school-leaving exams, competition results, findings of the various monitor surveys, better marks
38.	More satisfied parents	reworded, separated	
39.	Better FL teachers are attracted	Newly added	
40.	Financial benefits for the school	newly added	higher financial support, for a longer period

5.2.2 Revision of codes for the drawbacks of YILL

The coding template developed for the negative outcomes of YILL in Survey 2009 consisted of 40 codes altogether (Table 9). Similarly to the codes for the positive outcomes, these codes were not classified into categories for the analysis. The following table lists the codes in the order of the number of responses allotted to them, with a frequency ranging between one and 79.

Table 8
Codes in Survey 2009 for the drawbacks of YILL (Nikolov et al., 2009, p. 34)

Code set	
1.	Handling heterogeneous language groups, problem of splitting groups, problem of oversized groups
2.	Little expectation from students in YILL grade, therefore they have difficulties in grades 10-13
3.	Few language teachers, teachers' overload, difficulties of cooperation
4.	Difficulties of language teaching after successful language exams
5.	Students' insufficient motivation towards learning
6.	Slowing pace language learning, decreasing interest in grades 10-13

7. Infrastructural shortcomings
8. Lack of suitable teaching materials, difficult to select them
9. Insufficient selection, screening of students
10. Students' insufficient general learning abilities
11. Other languages fall into the background compared to English
12. The five-year training is too long
13. Lack of target language relations, trips, native teachers
14. Difficulties related to language exams
15. High additional costs (course books, language proficiency exam fee)
16. Difficulties of bringing students up to the required level, making them catch up with the others, providing differentiated teaching (not only in languages)
17. Lack of or insufficient learning of a second language
18. Grade 9, this particular age of the students is not suitable for intensive language training
19. Few applicants for YILL
20. Problems with the maintaining body, the self-government
21. No difficulty
22. Class community problems
23. Monotony
24. False beliefs concerning YILL
25. Problems related to the launching of YILL
26. Students do not appreciate the possibility sufficiently
27. Aversion, resistance in respect to YILL
28. Centrally unsolved issues (not regulated or granted by law)
29. To comply with the self-government' and the parents' expectations
30. Failure to meet preliminary expectations
31. Teaching the methods of effective language teaching
32. Great difference between YILL and non-YILL classes
33. Administration difficulties, keeping contact with parents
34. Lack of sufficient learning burden in YILL grade
35. Shortcomings of the system of requirements and evaluation
36. Draining effect, jealousy of other schools
37. Lack of opportunities for extra-curricular FL learning within the school
38. Professional interest of students becomes uncertain
39. Teaching vocational language in the vocational classes
40. They do not understand the causes of the poor rate of success

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The revision of the codes was executed in harmony with the proceedings for the benefits discussed above (Figure 2). All responses given to question 10 were coded again, without consulting the original codes. Although there were more variations between the 2009 code set and the remarks jotted down for the purposes of the present study than in case of the benefits, I

decided to apply the same procedure and use the 2009 codes as the basis. The coding template was utilized for the double-coding procedure with the twofold aim of checking intra-rater reliability and finding the necessary changes in the list. Concerning the former, the agreement rate was 94.21 percent, as 586 out of 622 responses were coded identically. The differences served as guidelines for the revision. The final result of the reconsideration was piloted on 140 responses (22.5%).

As anticipated from the larger gap between my remarks and the actual codes than the one I experienced in the case of the advantages, the revision was more complex in this case. Since the intra-rater agreement rate was high, it did not seem necessary to replace the template altogether, but I still felt the urge to give a more thorough revision to the coding list. It was easy to see at first glance that the codes were too long, formulated less carefully and some of them merged several different areas of difficulty. There were repetitions among them and some did not appear to be necessary as an individual code. The template applied in the present study together with the amendments made to them compared to 2009 is introduced in Table 9. The organizing principle in the order of the codes is the frequency of their predecessors found in Survey 2009, in order to make comparisons more transparent.

Table 9
Revised coding scheme for the drawbacks of YILL

Codes to be applied in the present study	Status compared to 2009 codes	Their definitions in key words (beyond the actual code)
1. Mixed ability and / or oversized language groups	reworded, separated	variety of FL competence skills, insufficient splitting of the students into groups
2. Split language groups	reworded, separated	more lessons, need for more classrooms, need for more teachers, difficulty fixing the teachers' timetables
3. Difficulties with non-language lessons in grades 10-13	reworded, separated	loss of previous knowledge in other subjects, difficult to return to them
4. Insufficient workload on students in grade 9	reworded, separated	forgetting regular learning, getting lazy, reduced workload capacity
5. Teachers' overload, organising their work and cooperation	reworded, separated	few FL teachers, difficulties in replacement
6. Teachers' cooperation	reworded, separated	no extra lesson dedicated, disharmony, too many lessons to find time for cooperation
7. Difficulties of FL education after successful language exams	unchanged	loss of motivation, loss of aims, new language groups, small groups, uneven pace

8.	Students' insufficient motivation	unchanged	rising and maintaining motivation, students were forced into YILL
9.	Slowing pace of FL development in grades 10-13	reworded	reduction in the number of lessons, reduced motivation, reduced interest in FLs
10.	Infrastructural shortcomings	unchanged	teaching aids, ICT facilities
11.	Lack of suitable teaching materials	reworded	central list of accredited course books, vocational language, difficulty to select from the available books
12.	Insufficient selection, screening of students	unchanged	lack of entrance exam
13.	Students' insufficient general learning abilities	unchanged	improper abilities, deficiencies in the mother tongue, non-realistic self-evaluation
14.	Dominance of English as FL	reworded	fewer applicants for other languages, weakening position of German
15.	Extreme length of YILL	reworded	hardships of the adaptation to the school regulations after the age of 18, students working beside studying, too long of a period to be devoted to FL learning, five years too long in general, loss of interest in the vocational subjects
16.	Lack of target language relations	unchanged	native teacher, international projects, contacts, journeys
17.	Few FL matura taken	newly added	
18.	High additional costs	unchanged	expensive course book, language proficiency exam fees, photocopying
19.	Differentiation in teaching	reworded	disabled, disadvantaged, slow-pace students, talent support
20.	Equal opportunities	newly added	
21.	Negligence of further FLs	reworded	lack or insufficient learning of second FL
22.	Non-adequacy of grade 9 for the intensive FL year	reworded	students cannot adapt themselves to the intensive pace due to age characteristics, students are not conscious enough at this age, do not appreciate the opportunity, do not feel the importance of FL competence
23.	Few applicants for YILL	unchanged	in general, for certain levels e.g. beginners
24.	No difficulty encountered	unchanged	
25.	Class community problems	unchanged	due to group splitting
26.	Too many FL lessons in grade 9	reworded	monotony, reduced intensity, hatred for FL learning, hard for students
27.	Problems related to ICT	newly added	
28.	Insufficient regulations on YILL	reworded, merged	lack of relevant central regulations, shortage of support
29.	Meeting parents' expectations	reworded, separated	high expectations in terms of language proficiency exams etc.
30.	Failure to meet preliminary expectations	unchanged	lower output results, lagging behind other schools, fewer results, less FL development
31.	Gap between YILL and non-YILL classes	reworded	academic results, personal attributes
32.	Draining effect, jealousy of other schools	unchanged	
33.	Higher quality FL education required	newly added	finding suitable FL teachers for YILL, varied methodology, cooperation
34.	Homework issues	newly added	giving up homework in grade 9, less focus on FL outside school
35.	Problems with local government as operator / funding body of school	reworded, separated	finances, aversion to YILL, high costs, lack of support
36.	Study skills	reworded	lack, development

37.	Vocational school issues	merged	vocational language, vocations
38.	Local problems	merged	

The following steps were taken to adapt the Survey 2009 codes for the present discussion and, at the same time, to make them more valid and reliable.

1) Two codes were split into two, as they involved more than one area of problems (eight codes). As an example, the "Handling heterogeneous language groups, problem of splitting groups, problem of oversized groups" code focused on the difficulties related to both the heterogeneity of the language learning groups, the mixed ability of the students and organizational problems, such as the insufficient number of classrooms. Similarly, "Few language teachers, teachers' overload, difficulties of cooperation" code was split into the areas of "Teachers' overload" and "Teachers' cooperation".
2) The wording of the actual codes was refined, e.g. shortened and reformulated in order to make them clearer (19 items). The long and complicated "Difficulties of bringing students up to the required level, making them catch up with the others, providing differentiated teaching (not only in languages)" code was simplified and reduced into "Differentiation in teaching". The definition of the code supplements it with additional key words to cover the whole problem area.
3) The definitions were elaborated on in order to make the identification of the proper code straightforward and reliable. They consist of key words that go beyond the actual areas specified in the code name. Such an example is "The five-year training is too long" code, in the case of which the definition was expanded with issues like hardships in adapting to the school regulations after the age of 18, students working besides studying or the consideration of YILL as too long of a period to be devoted to FL learning.

4) Some codes were integrated into others, thus they were removed from the list (6 codes). "Shortcomings of the system of requirements and evaluation," for example, was merged into "Centrally unsolved issues (not regulated or granted by law)".
5) Some responses were not covered with appropriate codes; therefore, new codes were assigned to these areas in five cases (e.g. homework issues). The new additions are based on a more conscious consideration of the primary objectives of YILL (e.g. "Equal opportunities" or the integration of items on aspects of FL education).
6) Three new codes were established as a result of merging former ones, as I found that they provide a clearer picture of the given areas in this form (e.g. vocational-school-specific problems were blended into one code).

Altogether, the list was reduced to 38 codes instead of the previous 40 elements, with twelve items left unchanged.

5.2.3 Conclusion

The review of the codes was conducted in a long and thorough process. The steps included the re-reading of the data and making notes on them, the recoding with the help of the Survey 2009 code set, the revision of the coding template on the basis of the findings, the piloting of the draft scheme and finally, the construction and wording of the final template. The process also brought about the decision that the present study was to be built on the 2009 codes in order to allow comparisons both in terms of the coding techniques and the YILL content. The choice was underpinned by the high reliability indicators. The validity of the new templates was assured by the integration of a pilot phase carried out on a 20 percent section of the full corpus.

The revision involved a variety of modifications: (1) the integration, (2) the division or (3) the removal or (4) merging of codes, and (5) the re-formulation of their wording for the sake of

clarity, transparency and reliability. The descriptions were expanded and clarified. The final set of codes represent a mixture of relations to the setting, the processes and output of YILL and also entail the participants' perspectives. The number of items is within the range of 30-50 that Creswell defines as the base for the generation of the themes (Creswell, 2008, p. 257). The coding template finalised in the process serves as the instruments for the following analysis based on Creswell's (2008) Coding model.

5.3 Applying Creswell's coding model

5.3.1 Discussion on the CCM-based analysis for the benefits of YILL

The anonymously and voluntarily submitted responses of 267 principals totalled 1,307 replies to the two open-ended questions, question 9 and question 10, on which the following discussion focuses. The discussion is to answer the research questions of (1) what the benefits, (2) the drawbacks, and (3) their interrelations are in the YILL headmasters' views. The analysis is built on the coding schemes developed in the coding template revision process (Table 7 and Table 9). The findings are compared to the results of the 2009 survey on YILL in order to investigate the potential impacts of the revision of the codes. The present discussion is a more thorough and deeper analysis of the responses, and serves as the grounds for the further proceedings of interpretations, such as the evolvement of themes and the inspection of the replies from additional perspectives with the help of further coding techniques. Furthermore, the analysis aims to move towards a more abstract level by layering and interconnecting the themes in the later sections.

The responses given to Question 9 ("W*hat are the three most important benefits of YILL at your school?*") provided information on the results that the principals attributed to the launching of YILL. Respondents were asked to list three results in the online questionnaire. Merely 0.6

percent (4 answers) of all the replies indicated that there were no results at all of which an account could be given. Unfortunately, these responses did not give any clue as to the reasons of the lack of benefits. Two of these expressed the sheer fact of not having experienced any advantages, one principal claimed that they would not launch YILL again, and another did not spot any difference between YILL and non-YILL classes ("*it doesn't have any significant benefits but the same number of students apply as the other classes*"). The codes and their frequencies are presented in Table 10, whilst the actual codes assigned to the responses are contained in Appendix C.

Table 10
Frequencies of CCM codes for benefits

CCM codes for benefits	Frequency	%
FL development of students	79	11.3
Higher number and/or level language proficiency exams	69	9.9
Earlier and/or more successful FL matura	69	9.9
Better schooling process, more applicants	50	7.2
Better ongoing and output results	39	5.6
Better schooling process, entry of "better" students	35	5.0
Teacher's professional development, higher quality work	32	4.6
Development in ICT	31	4.4
Increased prestige of school	25	3.6
Extra year for the students in the secondary school	23	3.3
School grants higher quality language teaching	22	3.2
Expanded international relations	18	2.6
Teachers' positions	18	2.6
Equal opportunities	17	2.4
Improved non-linguistic skills of students	15	2.2
Increased motivation of students for FL	13	1.9
Second or third FL	13	1.9
New, expanded school profile	13	1.9
Closer cooperation between teachers	12	1.7
Higher number of language lessons	11	1.6
Technical, infrastructural developments	8	1.1
Better opportunities for further education and for the job market	8	1.1
Increased prestige of FL education at school	7	1.0
Better preparation in other subjects	7	1.0
Good class communities	7	1.0
Better knowledge of the target language culture	7	1.0

Development of study skills	7	1.0
Use of YILL experiences	6	0.9
More extra-curricular activities related to FL learning	5	0.7
Teacher's sense of achievement	5	0.7
More possibilities for individual development / development in small groups	4	0.6
Development of vocational language competence	4	0.6
No benefits at all	4	0.6
More satisfied parents	3	0.4
Closer cooperation between teachers and students	3	0.4
Possibility for inter-subject integration	3	0.4
Native teachers	2	0.3
Better FL teachers are attracted	1	0.1
Financial benefits for the school	1	0.1
Better schooling process, more students can be accepted	1	0.1
Total	697	100

In survey 2009, 320 YILL language teachers also responded to this question. They listed 842 benefits, but in their case, there was no reference to the lack of positive outcomes. The answers of the parents reflected less favourable views, as twelve percent of the 876 replies saw slight or no benefits at all ("*Nothing. We lost a year."*) (Nikolov et al., 2009b, p. 144).

The 40 codes in the template (Table 11 above) represented several relations in terms of Creswell's definition (2008, p. 251):

- participants' views ("*increased prestige of school", "increased prestige of FL education at school*")
- setting ("*financial benefits for school", "extra year for the students in the secondary school*")
- processes ("*development of learning strategies", "more possibilities for individual development / development in small groups*")
- strategies ("*use of YILL experiences", "new, expanded school profile*")

- output (“*higher number and/or level language proficiency exams”, “technical, infrastructural developments*”).

They related to several target groups, the latter of which is discussed in section 5.4.3. The frequency of the responses varied from one to 79, the distributions are nicely illustrated in Figure 3. The maximum percentage of 11.3 percent and the 20 out of 40 codes that have a frequency around one percent show high level of variation in the replies (Table 11).

The order the responses are discussed below is based on (1) their frequency and (2) their content. They are grouped under their main focus (FL matura, equal opportunities), but reported on from the most to the least frequent ones. In the discussion parts, the responses are cited in italics and quotation marks, whilst the names of the codes are referred to in quotation marks only.

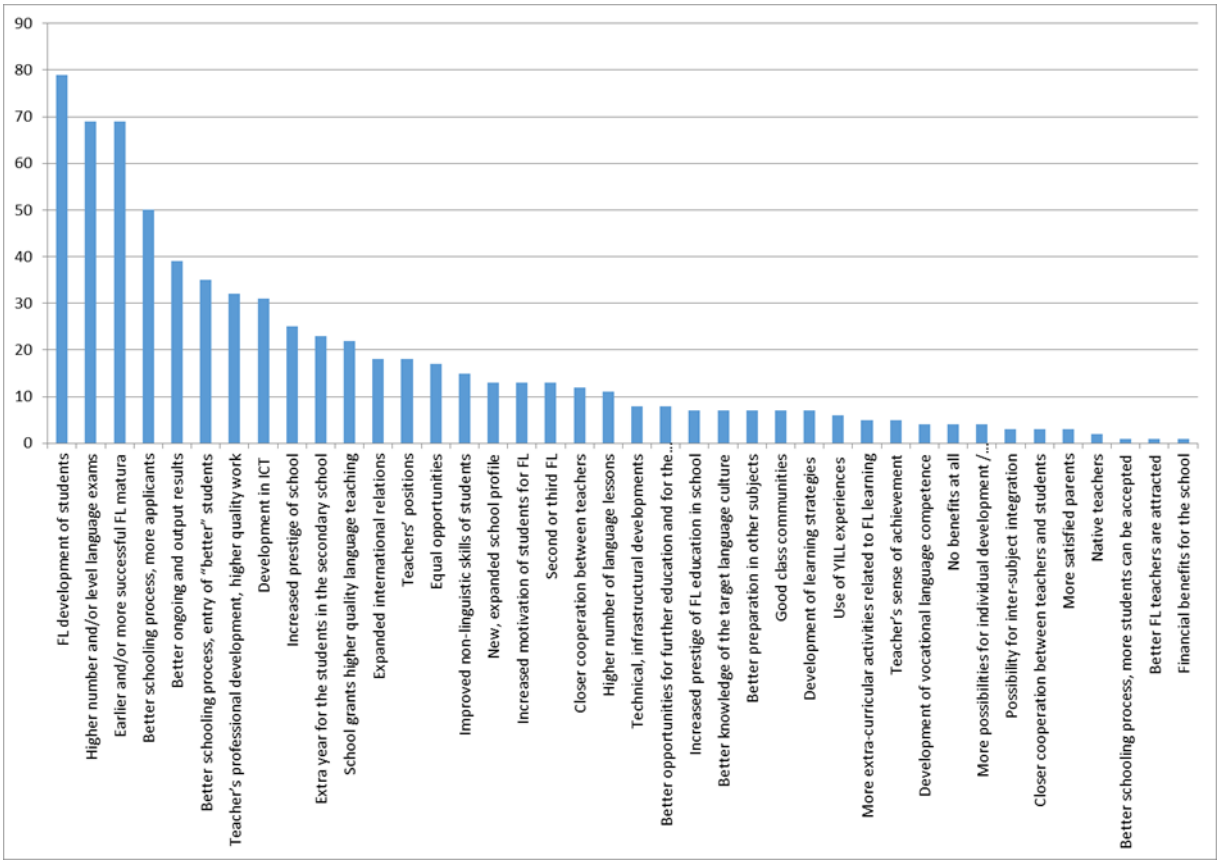

Figure 3 Distribution of codes for the benefits of YILL

The code with the most frequent responses was "FL development of students" (11.3%); 79 out of 697 replies suggested that students' FL competence had substantially grown ("*noteworthy improvement of the students' language knowledge*"), which was manifested in the facts that "*more talented students take the language proficiency exam or the FL matura a lot earlier."* They communicated more confidently and more efficiently, and their lexical and grammatical skills were better grounded. YILL students seemed to make more progress than their peers: "*more students can use the given foreign language at a somewhat higher level than the normal vocational school students.*" Several respondents emphasized that they were able to apply their competence ("*they dare to speak*") and did so in a relatively short time ("*students have acquired the language in a short period of time and with great efficiency*"). Overall, principals expressed satisfaction that the YILL had resulted in "*students leaving school with real language*

competence." This finding is in line with both the FL teachers' and the parents' perceptions in Survey 2009, 46 and 71 percent of the respondents found students' FL proficiency development as the most significant benefit (Nikolov et al., 2009, p. 56 and p. 143).

The second most frequently mentioned benefit of the YILL was "Higher number and / or level language proficiency exams" (69, 9.9%). The institutions reported on having more and more students who passed their language proficiency exams ("*the number of language proficiency exams is drastically growing" or "the number of language proficiency exams has multiplied"*). They pointed out two significant elements in this success, first of all, their responsibility for the increase in number („*the number of successful language proficiency exams has increased because of the school having prepared them", "we prepare more students for the … exam"*) and on the other hand, their perception as to *„even some of the weaker students were able to pass the language proficiency exam*". Apart from the number of students who passed language proficiency exams, the level of the exams passed had also risen – alongside the elementary and intermediate level exams the advanced exams had also played a role (*"some (unfortunately only a few) students pass advanced level language proficiency exams," "the number of advanced level language proficiency exams is higher*"). It occurred that even two language proficiency exams could be passed, for example*, "Many students obtain an intermediate language proficiency exam 1 or 2 years before the school-leaving exam. Several even in two languages."* Furthermore, even FL proficiency exams for special purposes came into the picture (*„successful language proficiency exam for special purposes"*).

The school-leaving exam in foreign languages received similar amount of attention (69, 9.9%). As far as the status is concerned, this exam should have been mentioned more than the profit-oriented language proficiency exams, since it is the final examination of public education. What

is more, the advanced level FL matura was set as an objective of the YILL programme in the centrally issued guidelines, and the relevant regulations required the preparation of the YILL students for this level matura. The initiatives complied with the articulated goal of the educational policy to reduce the former significance of the external language proficiency exams and replace it with the reformed FL advanced-level matura. It seems that this area is in need of further action.

Concerning the matura-related responses, there were three main directions and within those various combinations. Firstly, school principals (50 responses out of 69) claimed that YILL students took early school-leaving exams, i.e. passed the exam well before the end of their secondary school studies (*"those taking early school-leaving exams overwhelmingly come from that group", "at grade 11 it is typical to take an early school-leaving exam"* or *"90 % of students take an early school-leaving exam in the first foreign language in grades 11 and 12"*). Secondly, the number of students taking the advanced level also expanded according to twelve respondents ("*sudden increase in the number of successful advanced school-leaving exams of foreign languages," "the number of students taking advanced school-leaving exams of foreign languages has risen"*). The third direction was that students had achieved better results in the school-leaving exams in ten responses ("*the students advancing in a more considerate way also achieve better matura results.*" The three dimensions were sometimes referred to in combination. Instances of this were "*The number of early matura exams has grown. The exams brought good results,"* or "*several students pass the preliminary exam in grade 11 with good or excellent qualifications."*

Similarly to the previous code of developed FL competence, teachers and parents assigned an almost identical ratio of benefits to both the school-leaving exam (8% and 11%) and the external

language proficiency exam (8% and 9%) in Survey 2009 (Nikolov et al., 2009, p. 56 and p. 143).

YILL produced an assortment of favourable outcomes in terms of the schooling or admission process, which was manifested in three groups of answers. The most important code was the expansion of the number of applicants into YILL ("Better schooling process, more applicants" code), and consequently, into the YILL school. Fifty principals (7.2% of all answers) noted that the introduction of the YILL classes had attracted more students applying to their school than before. They claimed "*increased interest towards the school*" and said that the institution had become more popular. The YILL classes invited over-subscription, they constituted "*a popular training form / class type among students and parents*". The launching of YILL resulted in more simultaneous classes in certain schools ("*parallel classes came to life in the grammar school section*") and in full board ("*fully filled up classes*"). Even where YILL did not bring drastic increase, it still entailed "*admission stability*" and "*helped us maintain the number of students enrolled.*" Apart from assuring more applicants, YILL also drew "brighter" students ("Better schooling process, entry of "better" students;" 35 answers, 5%). Children with more sophisticated background knowledge ("*students with higher knowledge level apply to our school;*" "*talented and well-prepared students come into this class*"), higher level skills and abilities ("*into this type we can take better than usual students*") and stronger motivation ("*motivated students arrive*") entered the school as a result of the YILL, thus schools could rejoice that their "*student body is more exclusive*". An additional angle to the schooling process was presented by a respondent who claimed that the implementation of YILL allowed more students, and thus, fewer applicants were to be turned down ("Better schooling process, more students can be accepted"). All the aforementioned achievements (the expansion in the number of language proficiency exam, applicants and better results) led to an "increased prestige of

school", according to 25 respondents (3.6%). The findings cannot be compared to those of 2009 in this case, because teachers and parents did not refer to this code. The obvious reason for this was that managing the school was not in their competence.

The next most frequently mentioned area, referred to by 39 respondents (5.6%), was the "Better ongoing and output results" of the YILL classes. YILL students attained higher results than their peers ("*their results are better in general*"), their knowledge exceeded that of the non-YILL students and they improved the school average. Their achievements in the national competences and the competence surveys were higher, they reached better positions in academic competitions ("*we obtain better results in the different national / regional surveys, competitions*"). They improved their ICT skills as well (31, 4.4% of all answers); this was proved by the school-leaving exams in ICT ("preliminary matura in ICT") and the EDCL exams ("*an increase in the number of students having taken the ECDL exam").* The role and prestige of ICT also strengthened in the YILL schools. In survey 2009, three FL teachers pointed out that YILL students had achieved greater success in competitions, although parents did not consider this point.

As for the inclusion of an extra year in the secondary school studies with YILL, 23 respondents offered their views (3.3%). Grade 9 allowed more time for the elaboration and deepening of the competences ("*longer training period, slower pace of progression"; "They have 5 years to learn what others learn in 4 years. The programme offers more thorough preparation.");* and it enhanced the application of less typical classroom techniques such as project work. YILL students became more mature during this year and this assisted them in several ways. They came to be more prepared for the learning of other subjects ("*students get better prepared for their secondary school studies*") and by postponing the end of their studies and the matura by

a year, end up in the position of being more mature to plan their careers and to choose the right career direction. The additional year provided students with better personal skills as well *("they can manage their time better, their intentions for further studies become more fundamental"*). It made transition easier both in terms of the shift from primary to secondary school and from the secondary school to tertiary studies or the labour market. Teachers also referred to the benefit of the additional year in Survey 2009: 15 respondents (2%) claimed that "*it allows students to concentrate on one thing, thus it is more efficient*" (Nikolov et al., 2009, p. 57).

One of the main aims of the introduction of YILL, namely the provision of higher quality FL education in public education schools, was referred to by 22 principals (3.2%). They gave account of "*more effective language teaching*" and "*more efficient language teaching*", manifested in "*more conscious and result oriented language training*". There was a scarcity of information on the actual details of the increased quality, but some respondents mentioned that "*the range of language teaching techniques have expanded,*" new methods of learning had been introduced, e.g. "*more frequent use of role-plays.*" Teachers attributed more significance to this issue, as six percent of them stated that YILL provided grounds for more varied teaching, the renewal of methodology or more efficiency due to the cooperation of teachers (Nikolov et al., 2009, p. 56).

The international relations of the schools also expanded (18, 2.6%) in the principals' views. YILL students took part in student exchange programmes, the number of which grew ("*more opportunities available for foreign exchange programmes*"). The schools joined international projects like the Comenius programme and other European cooperation projects. One school managed to organize scholarships for the students: "*the students can practise their skills in a target language country with the help of scholarships, because we have become a DSD and*

PASCH school". The participations in these international initiatives seemed to be active on behalf of both students and teachers ("*more active participation in international relations - on the students' and teachers' part alike*"). It is notable that neither teachers nor the parents considered this issue.

As for other responses related to language learning, 11 principals (1.6%) claimed that the higher number of FL lessons was the positive outcome of the programme (5% of teachers' responses, (Nikolov et al., 2009, p. 56)). Thirteen responses (1.9%) expressed that an increase in the students' motivation for language learning was experienced and the same amount of answers related that YILL provided the opportunity to learn a second or even a third foreign language. The intensive year allowed deeper insights into the culture of the target language countries as well (7, 1%). Seven principals (1%) wrote about another important development, namely the "Increased prestige of FL education at school" code. "*The importance of language teaching has become more acknowledged among staff members*" or "*the programme has contributed to making FL learning a priority*" were instances of this view.

"*Language teachers are more satisfied and stable due to the higher number of language classes*" – this sentence summarizes the following code precisely (18, 2.6%). Not only had the teachers' positions become safer because of the YILL intensive classes ("*the language teacher colleagues do not have to worry about their working hours*"), including the teachers of German which had been an ever-growing problem in the recent years, but even more FL teachers were employed ("*we employed more language teachers (including native ones*"). One respondent pointed out that their school had attracted better FL teachers since YILL was begun. Language teachers approached this point from a different perspective in Survey 2009. They did not reflect on the safety of their employment rather commented on the positive impacts of the programme

they experience in their everyday practice. Seven percent stated related favourable teacher attitudes and another seven percent claimed better student-teacher relationships. Seven percent said that FL lessons were held in a positive atmosphere and three percent gave account of better external responses, e.g. from parents (Nikolov et al., 2009, p. 84).

A salient objective of the initiation of the YILL programme was to support the language learning of disadvantaged and disabled students, to offer equal opportunities for all in FL education. The number of responses that could be linked to this issue was rather low compared to its position among the expectations towards YILL. Seventeen headmasters (2.4% of all responses) referred to it, most of them simply stating that YILL enhanced equal opportunities ("*disadvantaged students receive more opportunities," "decreasing existing disadvantages, equalizing opportunities" or "provision of equal opportunities for disadvantaged children*"), without further detail. Several respondents pointed out that the programme helped socially disadvantaged children by providing free FL tuition ("*students from poorer families received high level language education without the need to take private lessons," "we are happy to be able to take less well-off students too to intermediate level FL knowledge*"). Others stated that YILL had its advantages in the non-language subjects as well, it also enforced equal opportunities in other subjects ("*there is a great opportunity to equalize the students' knowledge in Hungarian literature/grammar and mathematics*"). One respondent claimed that YILL was also appropriate for "gifted" development. Only one answer related to the integration of children with special needs, which gave account of dyslexic students all of whom were able to pass the school-leaving exam. No answer was submitted in relation to physically disabled YILL students. Both teachers and parents seem to have attached more significance to this aspect, as six percent of the teachers and eight percent of the parents listed it as a benefit of the programme (Nikolov et al., 2009, p. 56 and p. 143).

Another code was connected to equal opportunities. "Better opportunities for further education and for the job market" was assigned eight responses (1.1%), most of which concentrated on the students' better chances to get into tertiary education ("*their academic results are usually better ... a significant portion of these students continue their studies in higher education*"). Students made use of their language competence in their vocational training, and they were said to have more job opportunities. An additional perspective was manifested by the "Improved non-linguistic skills of students" responses (15, 2.2%), which suggested that students developed skills and attitudes that assisted them in every area of life. Such competences listed were cooperation, non-FL communication, rhetoric, tolerance and openness. YILL was said to prepare students in the non-FL subjects as well (7, 1%) ("*more in-depth teaching of the humanities and general education subjects*"). YILL students had the opportunity to improve their study skills at seven schools, had more extra-curricular FL activities in the light of five respondents' opinion and had more grounds for individual development or differentiated learning (4, 0.6%). As one principal formulated, YILL offered the "*opportunity for education tailored to the needs of the individuals*". This benefit was only referred to by the teachers, 0.6 percent of whom related better opportunities for tertiary studies (Nikolov et al., 2009, p. 56).

FL teachers in YILL seemed to work in closer cooperation with their colleagues (12, 1.7%), "*language teachers have become more willing to cooperate*" with "*more professional talks*", and also with their students (3, 0.4%) (e.g. "*there is very good cooperation between the teachers teaching in the class and the students*"). They had a sense of achievement in the YILL classes according to five responses (0.7%) and native teachers also supported their work at two schools.

Thirteen principals related that their teaching profile expanded as a result of the introduction of YILL. It "*enhanced standards and served as a foundation for several programmes,*" including new types of training ("*5-year long mechanical training instead of 4*"), the establishment of a language proficiency exam centre or the organization of a YILL conference. YILL resulted in more satisfied parents (3, 0.4%) and financial benefits were also mentioned once.

With respect to the impacts of the revised coding scheme on the findings, the revision did not result in significantly different results. Although the priorities were somewhat rearranged, the number of answers showed that this did not constitute major changes. As an example, the division of the codes reorganized the codes (e.g. "the prestige of the schools" came ninth in the rank order instead of its original position of the second place) but the parts taken from it ("Better schooling process, more applicants" or "Better schooling process, entry of "better" students") were still among the most frequently mentioned items). Still, the later steps of the analysis will put everything in its right place. The identification of the layers and the interconnections between the codes will demonstrate the actual relations among the items.

Teachers' and parents' responses in Survey 2009 mainly overlapped with those of the principals, though they attached more importance to equal opportunities. It was interesting to see that they did not consider school-related benefits at all.

5.3.2 Discussion on the CCM-based analysis for the drawbacks of YILL

Question 10 inquired into the hardships created by the implementation of YILL by asking "*What are the three most important difficulties you have faced since the introduction of YILL?*". Respondents were asked to type in three negative items into an online questionnaire. The

responses and their codes can be found in Appendix D, whilst Table 11 illustrates their frequencies.

Table 11
Frequencies of CCM codes for drawbacks

CCM codes for drawbacks	Frequency	%
Difficulties with non-language lessons in grades 10-13	76	12.2
Mixed ability and / or oversized language groups	65	10.4
Difficulties of FL education after successful language exams	49	7.9
Students' insufficient motivation	35	5.6
Split language groups	34	5.4
Insufficient regulations on YILL	32	5.1
Slowing pace of FL development in grades 10-13	27	4.3
Lack of suitable teaching materials	23	3.7
Students' insufficient general learning abilities	23	3.7
Extreme length of YILL	22	3.5
Infrastructural shortcomings	21	3.4
Differentiation in teaching, equal opportunities	20	3.2
Teachers' overload, organising their work and cooperation	16	2.6
Dominance of English as FL	15	2.4
Too many FL lessons in grade 9	15	2.4
Problems with self-government as operator of school	15	2.4
Higher quality FL education required	14	2.2
Lack of target language relations	13	2.1
Negligence of further FLs	11	1.8
Few applicants for YILL	11	1.8
No difficulty encountered	11	1.8
High additional costs	10	1.6
Teachers' cooperation	9	1.4
Non-adequacy of grade 9 for the intensive FL year	9	1.4
Meeting parents' expectations	9	1.4
Class community problems	8	1.3
Few FL matura taken	4	0.6
Study skills	4	0.6
Insufficient selection, screening of students	3	0.5
Problems related to ICT	3	0.5
Failure to meet preliminary expectations	3	0.5
Vocational school issues	3	0.5
Insufficient workload on students in grade 9	2	0.3
Gap between YILL and non-YILL classes	2	0.3
Draining effect, jealousy of other schools	2	0.3

CCM codes for drawbacks	Frequency	%
Homework issues	2	0.3
Local problems	2	0.3
Students' overload	1	0.2
Total	624	100

The frequency of the responses ranged from one to 76, and their distribution is displayed in Figure 4 below. The highest frequency of 12.2 percent identified and the fact that 12 out of 38 codes had a frequency around one percent represented a somewhat lower variation in the replies than in case of the positive outcomes. Eleven out of the 624 replies (1.8%) reported that they had not encountered any difficulties or problems during the implementation but only one added further information on the reasons by saying that their "*FL teaching has been strong earlier as well*". Teachers' responses in Survey 2009 showed a similar ratio (0.8%), however, parents revealed significantly more favourable views (for grade 9: 59%, for grades 10-13: 35%) (Nikolov et al., 2009, p. 62, p. 145 and p. 147).

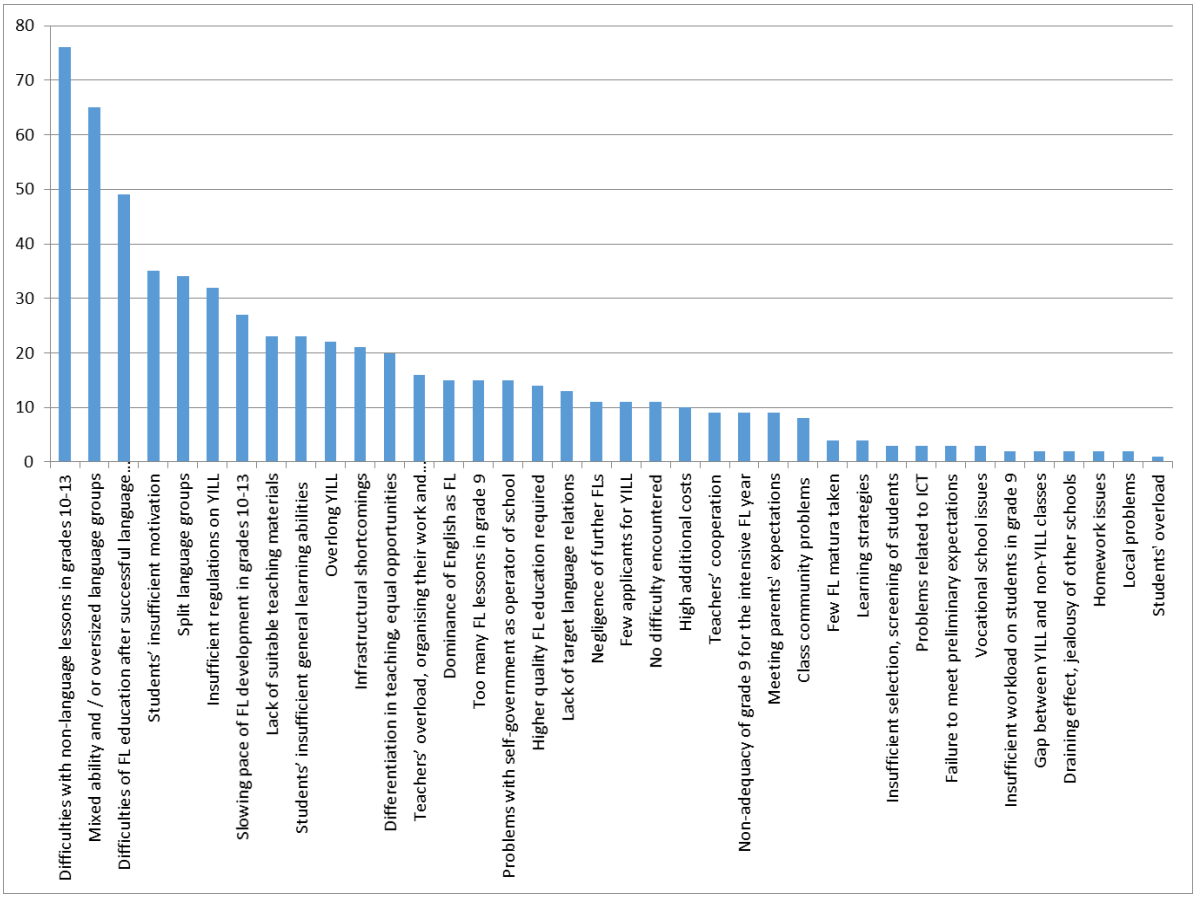

Figure 4 Distribution of codes for the disadvantages of YILL

As for the relations the 38 drawback codes manifested (Table 12 above) (Creswell, 2008, p. 251), they referred to the participants' views ("*the five-year-long education pattern is too long*"), the setting ("*financing is getting more difficult," "we have problems with space due to teaching languages in subdivided groups*"), and the output ("*due to the longer training period students are less committed to their specialization*").

The problems seemed to refer to two time periods, (1) the intensive year (grade 9) and (2) the subsequent years (grades 10-13). This was supported by the parents' perceptions in Survey 2009, as they reported 57 percent of "No difficulties faced" for grade 9, and 35 percent for grades 10-13 (Nikolov et al., 2009, p. 145 and p. 147). The most frequently stated CCM code in the principals' responses was the "Difficulties with non-language lessons in grades 10-13"

(76, 12.2%), which involved responses from the negligence of other subjects ("*due to the high number of FL lessons students become distant from learning other general subjects, this leads to deteriorating academic results in grade 10*" or "*grade 0 causes a loss of learning in general subjects*") to the less systematic academic work ("*according to non-language teachers, it is difficult to get grade 10 YILL students back to learning more subjects - they say that the preparatory year makes them "too comfortable"*" or "*in YILL the students' working morale slightly drops, they get out of the habit of learning regularly*"). The replies showed that grade 10 was a dramatic change for the YILL students in terms of the plethora of subjects to learn, and the amount of content to revise and learn after having focused on FL and ICT ("*handling the extra burden and lessons that await 10th graders*", "*in grade 10 they face a lot of problems due to having 14 subjects*"). The subjects mentioned to be problematic after grade 9 were history, mathematics, biology, chemistry, geography and Hungarian literature and grammar, which apparently covered the majority of academic subjects. Teachers considered this point a less notable problem, as only six percent of them referred to it (Nikolov et al., 2009, p. 62). Parents, however, also noted it as the second most important problem (27%) (Nikolov et al., 2009, p. 145).

Another group of responses that demonstrated the gap between grade 9 and the period of grade 10-13 had been coded "Slowing pace of FL development in grades 10-13". The number of replies allotted to this label was lower (27, 4.3%), reflecting that the extent of the problem was considered less significant by the participants. However, the drastic reduction in the number of FL lessons was still a serious challenge as the transition from the 11-20 FL lessons per week in grade 9 to the 3-5 contact hours was difficult to handle smoothly. "*After YILL there is a radical drop in the number of FL lessons*" and "*the drastic decrease in contact hours after grade 0 is detrimental*" were instances of the principals' views on the reduction. Furthermore, the

regulations prescribed five lessons per week for the subsequent years, but the responses indicated that this rule was not always implemented at schools ("*the number of contact hours decrease in higher grades after YILL (to 3 and then 4 lessons per week),*" "*the momentum of language learning comes to a halt in grade 10 when the number of contact hours drops to 3 per week*" or "*we cannot carry on with intensive language teaching after the first intensive year, because the number of contact hours drops (to 3.5)*"). Teachers also regarded the slower pace of FL progress as a serious problem (fourth element in the ranking order, 7%), and so did parents (third most frequently mentioned, 14%) (Nikolov et al., 2009, p. 62, p. 145).

As for the number of FL contact hours, 15 replies (2.4%) pointed out that grade 9 was too intensive in terms of the amount of FL lessons. Students lost interest in and got what they felt was too much FL learning time ("*at the end of the first semester we tend to notice a certain "saturation level", students demonstrate a negative attitude towards the language*", "*risk of monotony in YILL due to the 14 FL lessons a week*"), and became demotivated ("*it is difficult to keep up the students' motivation due to the high number of contact hours*"). They were not able to keep pace with the quantity of content taught in the high number of lessons ("*student cannot tolerate being under overload for an extended period*"), and there was even a tendency towards significantly negative influence on their attitudes ("*2-3 students in each YILL class start to hate the language, because 15 language lessons per week are too much for them*"). This group of answers served as a counter evidence to the two replies suggesting "Insufficient workload on students in grade 9" ("*due to the small number of subjects taught in grade 9, the load-bearing capacity of the students is not utilized to the maximum*"), and also to the eleven replies that highlighted the "Higher number of language lessons" as a positive outcome in their response to Question 9. It would be interesting to compare the background variable of the two groups of schools expressing such different approaches to the key characteristic of the YILL

programme. Teachers also stated that the intensive year was tiresome for both teachers and students (5%) and 82 parents (9%) agreed with this.

Numerous additional issues had produced opposing assessments. Problems with "Students' insufficient motivation" were mentioned in 35 responses (5.6%) (teachers in Survey 2009: 10%), stating that students had less than necessary motivation to learn or inappropriate attitudes to FL learning (among applicants: "*more and more unmotivated students apply", "low level of attachment to FL*"; among students at school: "*in grades 12 and 13 it is very difficult to keep motivation up, the students feel that they are "overeducated"*). The extent of motivation was explained in one example by the fact that some students had opted for the YILL class because they were not accepted to the more desired classes at the given school ("*some students choose the YILL class only out of necessity, because they could not get into the 4-year advanced-level language training programme*"). Inspecting the interrelations of these 35 references and the 13 replies (1.9%) claiming "Increased motivation of students for FL" to Question 9, it can be noted that motivating the students irrespective of their initial motivation level proved to be a genuine challenge both in the intensive and the subsequent years. Raising and maintaining motivation has always been an important area and this seems acutely important for YILL. A similar opposition could be uncovered for the "Students' insufficient general learning abilities" as the 23 replies (3.7%) ("*less able students applied to study in this type of class*", "*weak students*") seemed to contradict the 35 responses (5%) that highlighted the entry of "better" students into the YILL classes. This issue is also an area that would deserve further attention and inspection of the schools' characteristics.

Other less favourable interrelations of the outcomes can be identified in the pairs of positive and negative impacts on the infrastructure, the teachers' cooperation, or the aims of the YILL:

FL matura or ICT. Twenty-one answers (3.4%) related infrastructural shortcomings as obstacles to the successful implementation of YILL ("*lack of equipment*" or "*there are not enough possibilities to use the modern forms of language teaching (projector, internet, interactive board)*"), and 23 replies complained about the "Lack of suitable teaching materials" ("*insufficient supplementary materials for language teaching*"), whilst only 8 answers to Question 9 mentioned infrastructural developments. The shift towards the negative approaches to the issue of infrastructure showed that principals had considered this aspect of FL teaching important and felt the support insufficient despite the few developments. The responses also pointed out that the reason for the shortcomings were the "High additional costs" (10, 1.6%) that YILL required ("*more foreign language textbooks are needed; they are expensive, so we order fewer than needed", "we would need financial resources to purchase FL audio materials, literature and films*").

As far as "Teachers' cooperation" was concerned, nine responses (1.4%) demonstrated that "*it is difficult to organize cooperation*" and "*cooperation among the colleagues is not always smooth*". The reasons behind the difficulty were that more than one FL teacher taught one FL group, there was a lack of time for collaboration and the necessity of working in teams was something of a novely. It is noteworthy that although the ministry guidelines for YILL devoted several passages to the methodology of cooperation among FL teachers, these recommendations were not referred to in the responses. Twenty-eight teachers (4%) and twelve parents (1%) mentioned teachers' cooperation as a problematic area in Survey 2009 (Nikolov et al., 2009, p. 62, p. 145).

Sixteen answers (2.6%) attributed drawbacks in YILL to "Teachers' overload in organising their work". In the light of these replies, there were not enough "good" FL teachers to teach the

intensive FL classes ("*it is difficult to allocate quality language teachers to the increased number of contact hours*"), there were not enough FL teachers in general ("*shortage of English teachers*"), there was a constant change of FL teachers in these classes ("*high fluctuation of teachers in the language groups*"), and teachers were overloaded ("*teachers have too many contact hours (29-30 per week)*"). All these problems might be rooted in the fact that schools did not have an adequate period of time to prepare for YILL as it was introduced by the 2003 amendment to the public education act in effect (June 2003), and the first classes were launched at the beginning of the 2004-2005 school year, thus leaving three months to decide on and 14 months to prepare for the introduction of a large-scale programme. Teachers and parents did not refer to this aspect.

An important issue, that of the FL school-leaving exams, was raised among the problems as well. Passing the intermediate level of exam was a key requirement in the recent regulations for YILL, and the preparation for the advanced level was also a specific aim of the introduction. Four responses (0.6%) reflected that it was an area that the principals judged as a successful one, since the percentage of the relevant difficulties was rather low compared to the frequency of 69 answers on "Earlier and / or more successful FL matura." All four answers focused on too few students taking and passing the advanced level ("*only a few students sit for the advanced-level school-leaving exam*") and the fewer exams than expected ("*the number of students wishing to take advanced-level school-leaving exams has grown less considerably*"), but no references were made to the intermediate level. Teachers did not bring up the matura among the benefits, but in response to another question on the feasibility of the advanced-level exam, they claimed that for 54 percent of the YILL students, the higher level was realistic (Nikolov et al., 2009, p. 90). Among the parents, only two respondents complained about the lack of early matura (Nikolov et al., 2009, p. 147).

The non-FL specific aim of the YILL programme, namely the development of the students' ICT skills, was not achieved, according to three respondents. Two of the answers were related to the ICT matura ("*grade 9 students are not mature enough to take the school-leaving exam in IT*" and "*students do not learn IT after they pass the early school-leaving exam*"), whilst the third one reflected a misunderstanding of the priorities of the YILL programme ("*we organized the programme within a given class (specialized in IT), which means that even those students need to take part in language learning who apply only for the IT specialization*"). Four parents missed the continuation of ICT studies in grades 10-13 (Nikolov et al., 2009, p. 147). These difficulties seemed to be balanced by the 31 responses on the "Development on ICT" which gave account of improvements in several areas such as the prestige of ICT or the ECDL exams.

Class community and study skills are further areas that attracted contrary evidences in the two groups of responses. Eight school principals (1.3%) reported problems with YILL class communities, each and every of them blaming the division of the class into two groups in the lessons for the failure ("*in terms of community formation it is a disadvantage that the class is hardly ever together", "due to the classes being subdivided communities form only at group but not at class level*"). The positive outcomes included almost the same amount of responses (7, 1%), with none mentioning the rationale behind the establishment of good communities ("*YILL is excellent for community development purposes*"). Teachers did not consider the problem of class communities in their responses, but parents identified it as a hardship (grade 9: 22, 3%; grades 10-13: 2, 0.2%).

Besides being the reason for less favourable class communities, splitting classes into two or more language groups appeared to have resulted in a multitude of other difficulties as well ("Split language groups", 34, 5.4%). The most often mentioned problem was that the increase

in the number of groups required more classrooms to hold the FL lessons ("*it is difficult to allocate rooms to the increased number of small-group lessons"*). Another related hardship was the need for more organization and administrative jobs ("*teaching in many subdivided groups makes it difficult to prepare the timetables, allocate rooms and plan the structure of subjects*" and "*due to the high number of small-group language lessons problems arose in connection with the organization of teaching*"), and the lack of appropriately qualified FL teachers, claiming problems like "*more English teachers are needed," "there is no Spanish teacher, we cannot launch a Spanish programme*" or difficulties brought on by the task of "*selecting language teachers that meet all requirements.*".

"Study skills" were mentioned in four replies (0.6%). They suggested that students would need to apply study skills in order to overcome their learning difficulties ("*lack of learning strategies, learning problems"*). There were seven places where this challenge was met since they gave account of the "Development of study skills" among the positive outcomes that had been realized in the form of study skills lessons. Despite that fact, that this was one of the aims of the programme, neither teachers nor parents referred to it in their answers.

The second most frequently claimed problem was the handling of mixed ability language learners (65, 10.4%). The heterogeneous composition of the FL groups always seemed to be blamed as a major reason for unsuccessful FL education, but this seemed to be even fortified in the YILL framework. Principals complained about the different language learning background of the applicants ("*children come from primary school with very different language skills*"), pointing out that even complete beginners had to be accepted ("*even those students must be given the opportunity who have not learnt the given FL at all*"). This was a rather controversial position as YILL had been designed to compensate for the disadvantages, one of which could

be the lack of proper FL studies in primary school. Respondents were also dissatisfied with the heterogeneous groups (*"beginner and intermediate level students are put into the same group, which hinders progress*"), the uneven pace at which students made progress ("s*tudents make progress at a different pace*"), and the reorganization of groups after some students had passed matura ("*less able students do not take their school-leaving exams early, which subsequently makes the organization of the groups more difficult*"). Apart from the mixed abilities, groups were also oversized ("*large classes/groups*"). For FL teachers, the heterogeneity of the groups was number one difficulty (78, 11%), and even 36 parents (5%) mentioned the issue (Nikolov et al., 2009, p. 62, p. 145).

An efficient way to treat the heterogeneity of the language groups could be differentiation, i.e. tailoring the tasks and pace to the needs of the actual students. However, this seemed to be a hard task for the schools. Twenty responses focused on the difficulties that could be remedied, or at least improved, by applying the right methodology. Instances of these were "*some students do not like talking, maybe because of former experiences, however their written tasks are better than average*" or "*problems of less well performing students during the year,*" both of which are situations that would lend themselves to differentiated teaching. There were responses that reflected a misunderstanding of the YILL programme and an unacceptable teaching attitude ("*YILL cannot work wonders with students with average abilities, they will not know the language much better*" or "*managing children who "escaped" the traditional school system*"). It was important to see that besides the diversity of the students in their abilities, their different social backgrounds also caused problems in FL education. One respondent reported the problem of "*significantly different family and social backgrounds,*" another the "*elimination of social disadvantages.*" In sum, it can be noted that schools emphasized the problem side of the student differences, even if sometimes they seemed to resign to the situation: "*an objective of the YILL*

programmes is to give disadvantaged students an opportunity in language learning, but the integration of these students in the intensive language education poses a great challenge." Teachers also considered this are problematic. Thirty respondents (4% claimed that it was difficult to handle students who lagged behind in their knowledge and 14 people (2%) said that they faced hardships in differentiated teaching.

As for the FL matura and the language proficiency exams, the respondents stressed that passing these exams caused a variety of problems to schools. Forty-nine replies (7.9%) claimed that students either stopped learning the language ("*a lot of students take their FL school-leaving exam early in grade 11, and they do not continue language learning*") or continued without evaluation ("*students who take their school-leaving exams early cannot be given marks in subsequent grades*"). The early maturas made it rather complicated to rearrange the language groups ("*re-organization of language groups after the early school-leaving exams*"), and raised the question of placing the students who had not wanted to attend the FL classes after their successful exam. Students lost their interest in FL learning after the exam, became unmotivated and did not wish to prepare for a higher-level exam. Early exams also threatened teachers, as "*language teachers have fear of losing their jobs because of the possibility for students to take school-leaving exams early*". The problem of losing interest in the first language could be sold by offering them a new foreign language, but "*after the students take the school-leaving exam early, it is difficult to motivate them to learn a second FL*". Eleven responses on the "Negligence of further FLs" (1.8%) confirmed the difficulties of taking up a second foreign language. Either the school was not able to offer the opportunity to learn more than one FL or it did not even intend to provide a foreign language, especially in vocational schools where only one FL was obligatory ("*the dilemma is whether we should teach one language*"). For language teachers,

the second most important problem was students' loss of motivation after successful language exams (71, 10%) (Nikolov et al., 2009, p. 62).

Thirty-two principals asserted that the central YILL regulations had been inappropriate ("Insufficient regulations on YILL, 32, 5.1%). Some mentioned administrative problems ("*we encountered administrative difficulties (e.g. class journal, class numbering)*"), others complained about the rule according to which YILL students could not be asked to retake grade 9 ("*students demonstrating weak performance cannot be made to repeat the year at the end of the first year*"). Other areas that the responders cited as inappropriate were that FL teaching in the YILL had only been guided with few regulations, and that no entrance exam in FL had been allowed. It must be noted that both issues were deliberate policy measures, the former to allow schools more independence in their decisions on their YILL framework, the latter to avoid the exclusion of disadvantaged students from the range of the applicants. Complaints of unsatisfactory financing ("*lack of grants for continuous equipment/tool development*") and more general critical remarks were also sounded ("*the development path of the first YILL class was not worked out properly," "in the five-year period students receives 33 language lessons, but how many biology lessons can they attend if they want to become a biologist?*"). The inappropriate or insufficient regulations on the YILL were also referred to by ten teachers (1%) and ten parents (1%) (Nikolov et al., 2009, p. 62, p. 145).

There was an additional group of responses that could be directly linked to the one discussed in the previous paragraph; "Extreme length of YILL" (22, 3.5%). The majority of these replies emphasized that the YILL was long as 19-20 year old students were too old to be secondary school students. "*Making grown-up "children" obey the rules and accept the responsibilities is difficult in grade 13*" was the starting point of all responses, departing either from the students'

point of view ("*some students find it too long to stay at school for five years*") or from the schools' perspective ("t*eaching 19-20 year-olds requires completely different pedagogical methods - preparation for that is very time-consuming*"). This length might be one of the reasons for respondents to cite "Few applicants for YILL" (11, 1.8%) ("*the five years of school discourage students and parents alike*"); but one respondent claimed that "*this form of training is still not accepted in our town*". YILL results did not meet parents' expectations according to nine respondents (1.4%) and failed to meet the preliminary hopes of the institutions in three respondents' views (0.5%). Seven teachers (1%) and twelve parents (1%) agreed that the additional year was not an advantage (Nikolov et al., 2009, p. 62, p. 147).

The last code to be discussed is the "Non-adequacy of grade 9 for the intensive FL year", which was allotted nine responses (1.4%). Although regulations have changed since then and present rules prescribe that the intensive year can only be integrated into the year before the actual secondary studies start (grade 5 for eight-grade schools, grade 7 for six-grade ones and grade 9 for the four-year ones), it still seems worthwhile considering why schools do not agree with the positioning of the intensive phase to grade 9, age 14-15. Nine schools listed arguments against grade 9. First, students were not mature enough to appreciate the opportunity YILL offers and thus, they were not able to take advantage of it. As an example, one respondent formulated it like this: "*students are not conscious enough; the programme would be more useful in grade 13, just like the extra year of vocational education in secondary vocational schools.*". Students did not consider YILL an opportunity, but a "*parking zone*" or a "*gap year*" and did not realize "*what opportunity they receive for language learning once they are admitted to this class.*" On the other hand, students were not able to exploit the opportunity, as the burden was too much on them with the huge amount of input they got in the intensive year. Ten teachers (1%) agreed that students were too immature in grade 9 for the intensive year (Nikolov et al., 2009, p. 62).

Having compared the findings of the present study with those on the principals' perceptions in Survey 2009 (Nikolov et al., 2009), it can be seen that the major directions of the responses and their proportions were not rearranged. The first two most frequently mentioned codes did not change, although they changed positions. The codes denoting teacher-related difficulties went further down in the list, most probably due to the division of the original code into two codes in the new scheme. As the revised template contained more transparent and more narrowly specified codes, which refer to not more than one aspect, the recoding and the analysis ensured a more detailed discussion, with more emphasis on the particular items. The findings of the present study mostly overlapped with the perceptions of the other two respondents' groups in Survey 9.

5.3.3 Conclusion

The discussion on the benefits and difficulties of YILL were based on the revised coding schemes conducted in correspondence with Creswell's coding model. The aims of the re-analysis of the 1,321 responses were to complement and deepen the findings of Survey 2009.

The most often mentioned code for the benefits of YILL was the "FL development of students", the primary aim of the YILL programme. The realization of another direct aim was underpinned by the second and third positions FL matura and language proficiency exams had reached in the ranking order of frequencies. YILL students seemed to take the early school-leaving exam well before the end of their studies; more of them sat for the advanced level and achieve better results at the matura than their peers. These views were supported by the only four complaints concerning the FL school-leaving exam which had reported on the fewer than expected number of the advanced level exam. However, principals emphasized the doom of the completion of

the exam: after having passed the matura, students had the opportunity to stop learning the language and either "hang around" or cause difficulties in the rearrangement of the FL groups. They were not always given the opportunity to learn a further language either because of the school's decision to teach one FL or the lack of appropriate infrastructure.

Another important area the headmasters focused on was the increase in the number, abilities and motivation of the applicants. These developments together with the improvement of ongoing and output results of the students led to an improved image of the institutions. At the same time, schools gave account of highly heterogeneous language groups in terms of abilities, motivation and social background which they claimed to hinder high quality FL education. They blamed the insufficient screening of students in entrance exams, partly due to the regulation that had forbidden assessing the applicants' language proficiency.

Apart from achieving high-level communicative competence and preparing for the advanced-level FL matura, the other areas denoted as aims of the YILL programme were the support of equal opportunities, the improvement of the students' motivation to study FLs and attitudes towards language learning, and the development of their study skills. As for equal opportunities, a low number of responses cited their development. School principals noted that YILL enhanced the chances of disadvantaged students without too much detail on the actual ways, except that it allowed socially disadvantaged children to learn a FL without extra expenses and to catch up with their peers in the other subjects as well. In spite of the few positive responses, the negative outcomes revealed that the differentiation and handling of the students who made progress at a slower pace for some reason were certainly areas in definite need for further consideration and action.

As far as motivation and attitudes were concerned, some schools gave account of more motivated students with a favourable attitude towards FL learning, but others complained about applicants with insufficient motivation and general abilities. These features deteriorated even more in the course of the five years; this period was judged too long by respondents. The negative outcomes suggested that the majority of the difficulties were faced in grades 10-13, when students had to return to the regular learning of the non-FL subjects, which had been neglected for a year by then, and at the same time, they had grown weary of the intensive FL education of grade 9. The drop in the number of FL hours and the increase of the burden the other subjects put on them together made the transition between grade 9 and the subsequent years rather hard for them. Despite the positive outcomes, according to which students became more mature in five years, acquired useful non-FL competences and deeper knowledge in various areas, they found it very difficult to adapt to the rules of secondary schools at an adult age of 19-20, when their peers were already studying at colleges.

The review of the codes was carried out in several steps. The data was reread and recoded based on the Survey 2009 coding scheme. It was followed by the revision of the codes on the basis of the findings. The draft scheme was piloted and the final template was constructed and validated with the integration of a pilot phase. The revision involved integration, division and removal of codes, the re-formulation of their wording for the sake of clarity, transparency and reliability, and the addition of clearer descriptions. The analysis in the present study was built on the revised coding schemes.

The findings detailed in the discussions above do not differ considerably from the findings of the 2009 survey. The positions of the different codes in the frequency list and the related responses moderately changed, genuine variations could only be uncovered in the case of those

codes which had been divided into two separate codes. The priorities identified in the positive and negative outcomes of the YILL programme were not modified or rearranged, but the details and the interconnections definitely became more visible. The revision of the coding scheme and the transparent, carefully worded codes that entailed only one aspect resulted in a much deeper analysis and a more solid basis for further interpretations. The findings were mainly in line with the responses of the teachers and the parents in Survey 2009, in the cases of discrepancies, the discussion pointed out the differences.

5.4 Magnitude Coding

5.4.1 Introduction

Magnitude Coding (MC) may add a different aspect to the data corpus. It may be used as a First Cycle Method but it can also lend itself for application in the second cycle. For the purposes of the present dissertation, it was employed as a means of further interpretation. It was intended to examine the questionnaire responses from different angles in order to fine-tune the findings of the previous phase of the coding and analysing procedure. It aimed to answer the research questions of (1) the interconnections among the outcomes and the various stakeholder groups, (2) the extent to which the YILL was an innovative programme, and (3) the interrelatedness of these two aspects.

The different perspective, referred to in the previous paragraph, in this context means investigating the responses from the angle of the parties the benefits and outcomes were related to, i.e. the frequency of the students', teachers' and the institutions' occurrences as the beneficiaries or sufferers of the positive and negative outcomes. The original data corpus was returned to and each response was examined as to who the receiver of the particular benefit or difficulty was. The aim was twofold: on one hand, the respondents focused on the impacts but

indirectly they expressed who they thought YILL was appropriate or less appropriate for, thus stating the interrelations between the stakeholders and the outcomes. On the other hand, structuring the data from this angle promised to be an efficient way of mapping the theme interrelations.

To make the directions of the analysis transparent, it might be worth overviewing the interconnections between the layers of data and their analysis here. As Figure 5 shows, the responses functioned as a basis for the evolvement of CCM codes and two types of MC categories. The codes and the two sets of categories together served as the grounds for the development of the themes and the identification of their interconnections.

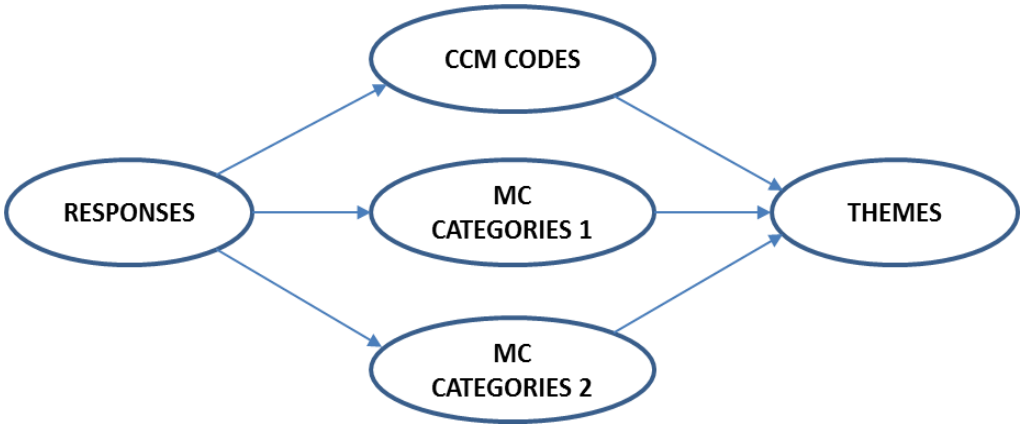

Figure 5 Direction from responses to themes in the study

For the purposes of the study, responses were the school principals' perceptions on the benefits and problems of YILL. Codes and categories were applied to describe responses, at a more descriptive and a more interpretative level of abstraction, respectively. Themes clustered CCM codes and were evolved with the help of the emergent MC categories. Codes were also referred to as elements in the discussion part.

5.4.2 Introduction to the MC 1 categorization

The first MC categories were to reveal the interrelations between the outcomes and the stakeholders of the programme. The categories expressed my assumptions on whom the target of the actual impact was in the respondents' perception. The three main groups I identified were the institution, the language teachers and the students, after having piloted the first ten percent (60 elements) of the answers, with the categories being "INSTITUTIONS", "STUDENTS" and "TEACHERS".

The categorization was straightforward in several places, either because the response itself denoted the target party or because the beneficiary or the sufferer was obvious from the answer. There were, however, responses where the direction was manifold; that is, the submitted outcome could impact more than one group or the text was too short to provide sufficient information. As an example for the first case, "*the importance of foreign language teaching*" (Appendix C) could actually be related to everyone involved. The dilemma was solved by my decision according to which the highest target group level should be the institution. Therefore, items like the example which could not be directly linked to one group but expressed a more general approach was allotted the "INSTITUTIONS" category. The decision was based on the fact that the wording of question 9 included "for your institution" and question 10 was also formulated to express an identical attitude. Concerning the insufficiently informative answers, I either relied on her perception or did not code the concrete item. On the whole, the responses were assigned into the categories on the basis of the following criteria:

- where the respondent named the beneficiary or sufferer of the impact, there the denoted party was taken as the category (e.g. "*the number of contact hours is granted for the language teachers*" went to the teachers' category)

- where the particular party was not named, I relied on my perception (e.g. "*thorough language competence*" was considered as a student category)
- outcomes directly linked to students were allotted to students (e.g. "*an increased number going on to higher education*" became a "STUDENTS" category)
- FL methodology issues were related to teachers (e.g. "*higher quality, variety in methodology"* was ascribed to "TEACHERS")
- more general developments or the more generally formulated improvements were considered as impacts on the institution (e.g. "*the weight of the FL teaching has increased*" was categorized as an "INSTITUTIONS" impact)
- less clearly formulated answers were either interpreted by my perception or considered as "no answer" (e.g. "*special image*" was attached to the "INSTITUTIONS" category as it seemed to refer to the unique or developed image of the school).

As explained above, the categories were represented by the actual stakeholder groups, i.e. "STUDENTS" was used for students, "TEACHERS" for teachers and "INSTITUTIONS" for institutions, all for the sake of clarity and simplicity. "NONE" stood for items that reflected no benefits or drawbacks. In order to be able to draw conclusions and support Creswell's model, the codes the present categories were based on were the codes established in the CCM phase (Table 8 and 10, sections 5.3.1 and 5.3.2).

5.4.3 Discussion on the MC 1 categories for the benefits of YILL

With regards to the positive outcomes of the YILL programme, the categories were assigned different numbers of responses. The "STUDENTS" category was allotted 408 answers, the "TEACHERS" 72, "the INSTITUTION" 203 replies (for the coding results, see Appendix C). There were four examples of "NONE" which means that there were four principals who

believed the YILL programme had not brought any advantages to their schools. Although the "NONE" responses were only 0.58% of all answers, which might have reflected a fairly positive picture of the training, but the fact that altogether 687 responses came from 267 schools where each respondent was supposed to list three positive outcomes suggested a less favourable approach. It probably was the result of the fact that some institutions were ready to sum up fewer than three or no benefits at all.

Out of the 687 answers, 408 (59.38 % of all answers) were linked to the "STUDENTS" category, which means that the school principals judged the students as the main beneficiaries of the YILL programme. The advantages comprised several aspects such as the increased number and level of FL school-leaving exams and language proficiency exams ("*more advanced level FL matura exam is taken," "we have more students who have passed the language proficiency exam*"), access to higher quality and quantity of FL education ("*daily opportunity to develop their speaking skill," "increased number of language lessons*"), positive outcomes in the learning of other subjects ("*the non-language lessons also represent a higher quality*") or the students' other competences ("*better cooperation skills," "more mature thinking*") and development in information technology ("*we teach information technology (ICT) in five lessons per week and as a result, nearly all students take the ECDL exam and also the preliminary matura exam in ICT*").

The next highest number of tallies was allotted to the institutions, 203 responses reflected that schools had benefited from the programme (29.54 % of all responses). The respondents listed a variety of positive outcomes including higher prestige and more applicants ("*the opportunity attracts more and better students*"), an expanded teaching profile ("*the image of the school has dramatically improved," "the expansion of the profile of the school*"), better language teaching

("*the quality of language teaching has grown*"), higher scores in monitor surveys and competitions ("*better results in the competence surveys and in the national competitions*"), improved technical infrastructure ("*we bought a language lab*") and more international projects, student exchanges ("*we can rely on our properly communicating students in the exchange programmes*").

Language teachers appear to have gained less from the programme. Only 72 respondents refereed to them as the party who benefited from YILL (10.48% of all answers), which was fewer than the references to students (17.6% of the student category) and institutions (3.5% of the institution category). Teachers were urged and motivated to brush up and develop their FL teaching methodology ("*strong professional work, the English "department" is very motivated", "new challenge for the language teachers, the application of new techniques"*), improved their cooperation with their colleagues ("*the FL teachers' cooperation skills have become better*") and the students as well ("*very good cooperation has evolved between the teachers and the students of the class*"), they had more sense of achievement and feel more secure in their positions ("*the teachers' number of lessons is granted*").

5.4.4 Discussion on the MC 1 categories for the drawbacks of YILL

In terms of the drawbacks of the programme, the direction explored was whose life (studies and career for students, work for teachers and operation for institutions) was influenced by the given difficulty. 625 negative characteristics were listed by the 276 principals, which means that 202 spaces were left empty (24.52%). Out of the 622 items, 186 negatively affected the students (29.9 % of all answers), 99 problems had to be faced by the teachers (15.91 % of all answers) and 324 difficulties were connected to the YILL institutions (52.09 % of all responses). Ten principals made note of no difficulties encountered (1.6 % of all answers), three responses were

non-interpretable ("*I don't know," "stagnation," "overburdened*") for our purposes; therefore, they were not taken into account. Before presenting the findings, it has to be noted that approaching the difficulties from the angle of the participating parties appeared to be less straightforward a task than the same process with the benefits. The reason was that the list included problems that reflected insufficient educational policy considerations. The YILL regulation, however, put most of these decisions into the hands of the institutions; therefore, the relevant items were classified with the "INSTITUTIONS" category.

Having tallied all responses ("STUDENTS" for students, "TEACHERS" for teachers, "INSTITUTIONS" for institutions, "NONE" for no problems and "X" for non-analysable responses), the institution category comprised the most items. Based on its number, schools were caused 324 difficulties, which was more than half of all the drawbacks (52.09% of all answers). Among others, schools had to face the problem of handling 19-20 year old students who had already grown out of the secondary school system ("*the attitude towards discipline and learning is different at the age of 19-20*"), the small number of applicants into the YILL ("*few tick the language class*"), the unsatisfactory level and heterogeneity of the knowledge and competences of the students applying into YILL ("*the significant differences in the students' abilities," the significant differences in the students' former education*"), the deficiencies in the infrastructure ("*the shortage of multimedia means*"), the organizational dilemmas ("*the calculation of the time frame," "group division, timetable construction*") or the gaps in the central legislation ("*grade 9 is only regulated with recommendations (exc. no. of language lessons, ICT)*").

Students ranked second in the amount of difficulties they experienced with a frequency of 186 items (29.9% of all responses), simultaneously being the target group with the most benefits,

thus Magnitude Coding pointed out that the respondents believed that students were the party that had profited most from the YILL. The problems students encountered were centred round the reduction of the language lessons in grades 10-13 ("*drop in the knowledge due to reduction in the number language lessons from grade 10 on*"), the shaky return to the other subjects in grade 10 after a year of intensive language and ICT learning ("*students find it difficult to return to the learning of several subjects in grade 10," "the YILL year is a loss for the other subjects"*), the loss of motivation in language learning after a successful FL exam ("*after the intermediate level language proficiency exam and the intermediate level school-leaving exam in FL many lose motivation*"), or less favourable attitudes ("*monotony," "the danger of monotony in the YILL year due to the 14 contact hours per week," "disinterest*").

The category calculation has led to the conclusion that language teachers were seen as the group that benefited from and suffered the least from the implementation of YILL. School principals entered 99 teacher-related items (15.91% of all answers), including the coordination of the group of teachers working with the YILL class and their communication ("*due to the increased number of lessons the teachers had to learn to work in teams*"), the maintenance of the motivation in the intensive year and in the subsequent grades ("*keeping the students' motivation alive for five years*"), the heterogeneity of the groups ("*it's hard to differentiate*"), little professional support ("*lack of relevant in-service courses and exchange of experience*"), choice of the course book and teaching materials used ("*it's difficult to select the right textbook*") or the overload teachers were forced into ("*teachers are more overburdened," "teachers are overburdened, lack of time, the demand for continuous coordination*").

It is noteworthy that teachers in Survey 2009 found most problems connected to students (355, 49.7%), which suggested that the inefficiency of the programme was largely attributed to them.

Teachers were mentioned in 147 cases (20.6%) and schools 92 times (12.9%) (Nikolov et al., 2009, p. 59).

5.4.5 Conclusion

To sum up, the primary beneficiaries of the YILL programme were the students in the respondents' opinion, but the YILL institutes and the language teachers also experienced the advantages of the initiative. The 276 principals were expected to submit 828 benefits, and the lack of 141 items probably reflected a lower level of satisfaction on behalf of the schools management.

With regards to the negative effects of the YILL programme, the respondents attributed the most difficulties to the schools, and the fewest to the teachers. Institutions had to fight three times more problems than the language teachers that may reflect that the framework of YILL needs to be elaborated on in order to make the implementation more effective. The professional side of the intensive language teaching also entailed problems for the teachers but far fewer than organizational issues.

Concerning the technique used to seize the directions of the outcomes, Magnitude Coding proved to be a useful tool for the identification of the beneficiaries and the sufferers of the programme, i.e. the interrelations between stakeholders and outcomes. It added a valuable and new perspective to the findings by stepping beyond the content of the actual improvements and problems. It established a useful framework for the theming of the CCM codes and the representation of their interrelations.

5.4.6 Introduction to MC 2 categorization

Another aspect to explore in the responses was the extent to which YILL represented (1) introduction of new characteristics, or (2) improvement of existing ones; that is, to what level the outcomes were perceived new or innovative. The categorization in this case was targeted at the differentiation between statements that (1) expressed a new outcome or (2) that conveyed the strengthening or weakening of an already existing attribute. The findings were based on a two-step analysis, the first being the allocation of one of two categories to the responses and the second drawing conclusions with the help of a comparison of the results with the MC1 categories. The two categories were "NEW" and "MORE". They were as simple as their names and aimed only to divide the answers into two main groups: outcomes that had been generated by the YILL ("NEW") and outcomes that entailed a change to an already present setting ("MORE"). The two groups were then compared against the responses classified into the "STUDENTS", "TEACHERS" and "INSTITUTIONS" categories in order to find out how many new or modified items were attached to the particular target groups.

5.4.7 Discussion on the MC 2 categories for the benefits of YILL

Concerning the positive outcomes, 353 out of the 687 responses (51%) reflected that the Year of Intensive Language Learning programme had provided additional strength to already existing characteristics of language teaching or the general teaching framework of the schools ("*the quality of teaching is higher in non-language subjects, too," "more active participation in international relations (on the students' and teachers' part alike*)" or "*the even better reputation of the school, and the subsequent better admission figures*"). 330 (48%) responses claimed that the YILL initiated processes that had not been previously characteristic of the school and its programmes. Instances in this category were "*children in this class are hard-working, and are relatively motivated in language learning*" or "*a training form acknowledged*

and supported by the self-government," The remaining four answers (1%) claimed that there had been no advantages of the YILL. The distributions are presented in Figure 6 below.

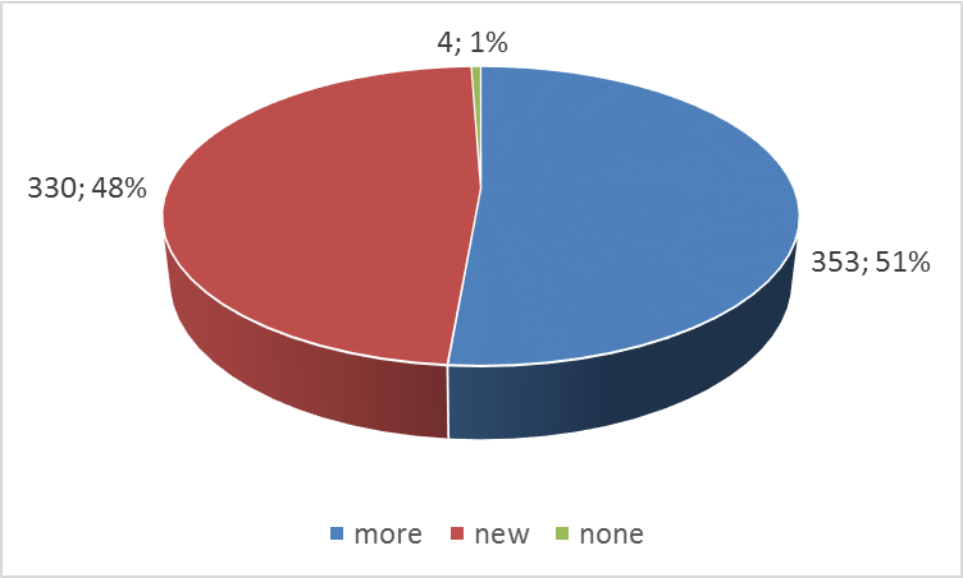

Figure 6 Proportions of more, new and none in benefits (number and %)

Similarly to the previous coding step (sections 5.4.2-5.4.4) the categories ("MORE", "NEW", "NONE") were grouped according to the codes taken from the Creswell coding process. Table 12 illustrates a collation of the three sets of categories (established in the present part, in the previous MC categorization and the CCM coding parts) in order to analyse the relations among them. Table 12 demonstrates the two types of categories and the numbers of responses corresponding to them. Appendix C presents which CCM codes were assigned to the MC 1 categories, and which MC 1 categories were allotted to the present ones in turn. The emerging interconnections constituted significant support in the further analysis of the interconnections of the CCM codes.

Table 12
Quantifying the category interconnections for benefits

Categories from MC2	Categories from MC 1	No. of responses
More	Students	177

	Teachers	34
	Institutions	142
	Total	353
New	Students	232
	Teachers	38
	Institutions	60
	Total	330
Total		683

As Table 12 demonstrates, YILL brought more improved features ("MORE") into the schools' life than "NEW" items (353 vs. 330). As far as the beneficiaries of the YILL were concerned, students and institutions achieved development according to a lot more responses ("STUDENTS": 177, "INSTITUTIONS": 142) than teachers did. This may lead to the conclusion that teachers changed the least among the target parties as an outcome of the new YILL programme, they were the ones who kept most to their traditional practice. This assumption was underpinned by the fact that teachers were allotted the least "NEW" outcomes as well. Regarding the institutions, 30 percent of the responses assigned to them (60 out of 201) entailed new features and the majority of the answers suggested that already present features had been further improved with the help of the YILL. Similarly to the confirmation that teachers were the least effected by the YILL, the present categorization also overlapped with the previous findings in that students were the real winners of the programme. 409 out of 682 (59.97%) responses referred to positive outcomes for the students and this coincided with the fact that the primary target group of the YILL was the student population. The realization of the policy aims and the expectations of the schools was endorsed with the present findings. It was also a favourable outcome that more than half of the benefits related to students (232, 56.72%) concerned "NEW" advancements, which suggests that the YILL resulted in added values for students which they would not have experienced without the implementation of this programme.

The actual contribution YILL ensued for the target parties in terms of the CCM codes and in comparison with MC 1 and MC 2 codes can also be quantified with the help of a summary table generated in Excel. The actual quantities are presented in a table in Appendix E.

Investigating the primary CCM codes (the ones with the highest frequency) from the perspectives of the target groups of the YILL (MC 1) and the improvement / new feature approach (MC 2), it can be stated that the distribution of the responses showed variation. Starting with the responses grouped into the most frequently mentioned "FL development of students" code (79), the calculations displayed that all replies were obviously student-related. They were divided into two almost equal numbers of groups in terms of "MORE" and "NEW" categories. Thirty-nine responses revealed that all "MORE" features of YILL had already been characteristic of the students' language learning framework before and YILL only strengthened them ("*more frequent use of role-plays*"). Forty replies entailed new items such as "*acquisition of language learning strategies*". The conclusion may be that students were able to benefit from both (1) the improvements of the original FL framework of the institution and (2) the truly innovative elements. Similar proportions were found for the mostly or completely student-related responses coded "Higher number and / or level language proficiency exams" and "Development in ICT". In the case of "Earlier and / or more successful FL matura", the sole target party of all responses was "STUDENTS" as well, but here the distribution of "NEW" and "MORE" was different. Almost two-thirds of the answers (45 out of 69) suggested that the better and earlier results in the FL matura were the outcomes of the YILL and only 24 schools reported that they were typical earlier as well. Thirty-two out of the 45 "NEW" answers pointed out that the YILL students took the exams earlier than the end of their secondary schools studies; therefore, it can be stated that early matura was the main positive outcome in terms of the FL school-leaving exam. This does not correspond with the central objective of the

programme which set the advanced level as a primary goal, which is only referred to in 16 out of the 45 replies. However, early exams resulted in unexpected negative outcomes, which were consequently "MORE" changes as well.

With regards to the typically institution-related CCM codes such as "Better schooling process, more applicants" or "Better schooling process, entry of "better" students", I found that some "STUDENTS" responses could be identified ("*better command of English, more motivated students*"). The majority, however, was automatically affiliated to the institutions, claiming that more and better students applied to the school ("*number of applicants to our school has risen", "the school attracts students with better academic results*"). Although the codes themselves implied that an increased volume was expected, there were replies that expressed "NEW" changes. Instances of this were "*parallel classes have come into being in the grammar school grades*" or "*it is appealing to applicants*". Identical conclusions were drawn on the "Increased prestige of school" which entailed development from an obvious baseline of the original image of the institution (22 out of 25 answers); however, it also brought about new aspects (3 answers) such as it was a "*good advertisement*" or that it was "*a training form acknowledged and supported by the local government.*"

Having a closer look at the mostly teacher-related issues, it can be noted that there were only two coded groups that had only received "TEACHERS" categories. "Closer cooperation between teachers" was apparently a cause of concern for teachers, and the twelve answers presented an equal amount of places where teamwork had increased (six responses; "*more extensive cooperation within the group of FL teachers*") and where it appeared to be a less common phenomenon (6; "*there is real teamwork among the teachers*"). Although the ratio of relevant answers was relatively low (1.7%) compared to the fact that improving teachers'

collaboration was one of the main areas in the guidelines set for YILL, it still means progress that this issue was perceived and formulated by the respondents. "Teachers' sense of achievement" was another area where only teacher-related replies were identified, among which "*teachers can see the result of their efforts directly*" suggested that in the particular school this result, which should be an expectation at all schools, was achieved with the help of the YILL programme. In case of "Teachers' professional development, higher quality work," a few student- and institution-related responses also appeared.

As for the codes which were more heterogeneous in terms of the target party (MC 1) or the expansion / new addition (MC 2), it was found that it was rather hard to find a CCM code to which all three target groups were connected in the respondents' views. It is a noteworthy finding, as the teaching and learning process should involve and positively impact all participant groups. Apart from the two codes where all three target groups were mentioned at least with one response ("Better schooling process, entry of "better" students" and "Teachers' professional development, higher quality work"), there was one where similar distribution was found ("INSTITUTIONS": 13, "STUDENTS": 5, "TEACHERS": 2). "School grants higher quality language teaching" was a primary goal in the implementation of YILL, which was expected to affect all stakeholders; therefore, it was expected to attract a more even distribution and a higher frequency. As a positive outcome, it seems worth noting that the proportion of "MORE" and "NEW" was 16 to 4, which indicated that in the majority of schools, the YILL enhanced the already good quality FL education, and the introduction of new features proved to be less common.

Concerning the aims of the YILL programme, it seemed worthwhile to look at the provision of equal opportunities, the improvement of motivation and attitudes towards FLs and the

development of language learning skills from the perspectives of the MC 1 and MC 2 categories. “Equal opportunities” was an independent CCM code with a frequency of 19 responses, all of which were linked to “STUDENTS”. Eighteen respondents presumed that YILL generated genuine and unprecedented opportunities for the less advantaged students (“*the above opportunity can be ensured irrespective of the applicants' social background - parents do not have to pay for expensive private lessons”, “disadvantaged students are also given the opportunity to learn languages*”), and only one reply reflected the expansion of an existing good practice. Similarly to the issue of higher level FL education in the previous paragraph, this code did not receive sufficient attention if its importance and role in YILL were considered. Although the sheer mentioning of the realization of the opportunity as a benefit of YILL might be a promise to further focus on this area, it must be seen that equal opportunities were of low priority in YILL schools, just like in general in Hungarian public education.

Fourteen replies indicated that the motivation and the attitudes of students had grown. Three institution-related responses showed that “*children in this class are ... relatively motivated to language learning*” (“NEW”) and YILL was characteristic of “*more effective and pleasant language lessons that give a sense of achievement to students and teachers alike*” (“MORE”). According to eleven answers, YILL students “*get to like learning languages*” (“NEW”) and “*show a better attitude towards learning, and they are more motivated to achieve good results*” (“MORE”). Despite the promising words above, the proportion of the relevant replies was rather low, especially in the light of the fact that this issue was claimed as one of the specific objectives of the programme.

With regards to the “Development of study skills”, the ratio of responses (7, 1%) demonstrated that this issue had also gained little consideration. Preparing students for autonomous learning,

for the maintenance and improvement of their FL competence and learning further languages was a direct aim of the YILL as well. Regarding the MC 2 categories, it seems that the teaching of study skills was more a "NEW" occurrence than a "MORE" development ("*introduction of learning methodology lessons: the experiences are used in other classes too*"). It is important to note that the high number of FL lessons was intended to give substantial ground and timeframe for the inclusion of the teaching of learning strategies, explicitly stated in the guidelines, but schools did not seem to take advantage of the opportunity.

5.4.8 Discussion on the MC 2 categories for the drawbacks of YILL

As far as the negative outcomes are concerned, the pie chart representing the findings shows a completely different picture (Figure 7). Eighty-nine percent of the responses (550 answers) related problems that emerged because YILL was introduced and only 58 answers (9% of all answers) claimed that some areas had worsened due to the programme. The large ratio of "NEW" problems give a discouraging picture of YILL, since it suggests that schools had to face unexpected and YILL-dependent problems as a result of introducing a programme that was launched to support them. The discussion below reveals if the difficulties were due to (1) insufficient planning on part of the schools or (2) deficiencies of the programme. Ten respondents did not report any problems. The distribution of the answers according to the categories is shown in Figure 7.

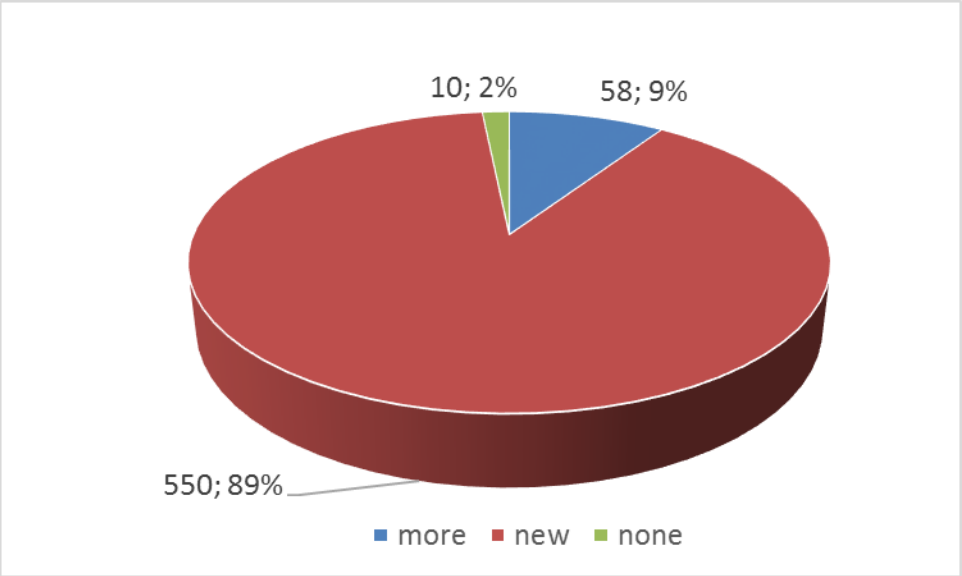

Figure 7 Distribution of more, new and none in negative outcomes (number and %)

Similarly to the analysis of the benefits of YILL, the drawbacks were also investigated in terms of their interconnections with the earlier established categories and the actual responses. The numeric representation of the interconnections is provided in Table 13. As the numbers show, teachers were the least affected by both "MORE" and the "NEW" problems. "MORE" difficulties were related to almost equal extents to "STUDENTS" and "INSTITUTIONS," whilst "NEW" negative changes had the most unfavourable impact on "INSTITUTIONS." The table with the actual responses and their allocations to categories is enclosed in Appendix D, whereas the summary table for their interconnections is presented in Appendix F.

Table 13
Quantifying the category interconnections for drawbacks

Categories	Categories from MC	No. of responses
More	Students	23
	teachers	7
	institutions	28
	more total	58
New	students	163
	teachers	93
	institutions	294
	new total	550
Total		608

Departing from the most frequently cited code, "Difficulties with non-language lessons in grade 10-13," it can be seen that this problem was most often related to students (69 out of 76 responses) and it was mainly a "NEW" phenomenon (59 out of 69). Instances of these were "*grade 0 causes a loss of learning in general subjects*" or "*in grade 0 the workload on the students is insufficient, e.g. they learn nothing new in maths, they get out of the habit of learning.*" Although ten responses reflected "MORE" student-related changes, it seems an obvious conclusion to draw that the problems students experienced in learning the non-FL subjects can be attributed to the almost exclusive focus in grade 9 on FL and ICT. The problem also related to the institutions according to six replies, all of which also covered "NEW" items such as the deterioration of the "*learning morale (high number of FL contact hours, learning other subjects, etc.*)". It turned out to be a teacher-affiliated problem as well, since "*after YILL it is more difficult to make students return to the more established lessons again*". Based on the nature of the problem, one would expect more teacher-related responses, as it cannot be a difficulty only students face. Apart from the other subjects, the FL development of the students also slowed down in grades 10-13. From the institutions' perspective, the hardest challenge was the provision of the prescribed number of FL lessons in these grades ("*we cannot ensure the high number of contact hours after the first year*"). The only teacher-related reply reported that the intensive pace of grade 9 could not be maintained and the student-related answers all gave account of the view that "*their knowledge level drops from the second year onward due to the reduced number of contact hours*".

The second largest group of difficulties ("Mixed ability and / or oversized language groups") was mentioned in 52 "INSTITUTIONS" replies (80% of the 65 replies), all of them categorized as "NEW" changes ("*differences in preliminary studies (0 to 8 years of language learning,*"

"even those students must be given the opportunity who have not learnt the given FL at all," "less able students do not take their school-leaving exams early, which subsequently makes the organization of the groups more difficult"). The problem obviously affected teachers as well. Thirteen "TEACHERS"/"NEW" responses suggested that the most important difficulties concerned the grouping of the students and the equalization of their knowledge; and if these did not work out, "*teachers will have a hard time." "Students' insufficient motivation*" was a rare example where the problem which definitely had an impact on all parties was indeed considered as such. The 35 related answers were similarly distributed among the students (15, "*students are much less motivated and hard-working than expected*"), teachers (10, "*maintaining the interest and motivation of the students for five years*") and institutions (10, "*some students choose the YILL class only out of necessity, because they could not get into the 4-year advanced-level language training programme*"), indicating that motivation is an issue that is perceived as a shared responsibility. This might be the first step for cooperation to improve the area. As for the proportions of "NEW" and "MORE", the former had a real edge on the latter.

As for the actual framework of the YILL, the insufficiency of the regulations was approached mainly from the institutions' perspective. Twenty-six out of the 32 responses highlighted problems that primarily affected the institutions' operation, all of which were "NEW" hardship items. Examples of the areas to which deficiencies had been referred to were the "*organizational problems regarding the exemption of students who take their school-leaving exams early," "determining the syllabus of Hungarian and maths in YILL*" or that "*students can carry on with their studies even if they do not fully meet the study requirements.*" Schools also complained about the "Lack of suitable teaching materials" and "Infrastructural shortcomings" as drawbacks of the introduction of YILL, both of which were overwhelmed by the mass of "NEW" problems compared to "MORE" (21/23; 20/21). Concerning the former

code, the schools reported 15 institution-related problems ("*the need for photocopying materials has increased, need for language books in the library*"), one "STUDENTS" ("*there are not any really good books for 12 and 13 graders*") and seven "TEACHERS" categories ("*choosing the most appropriate book*"). Regarding the latter code, 20 institution-based ("*ensuring the technological and technical background without financial resources*") and one teacher-related reply ("*there are not enough possibilities to use the modern forms of language teaching (projector, internet, interactive board*)") were identified. "High additional costs" was another group of answers. Similarly to the previous YILL framework-related responses, this group was also replete with "INSTITUTIONS" and "NEW" answers ("*the need for financial resources has increased as a result of the programme, and we have had to raise a large portion of the required money"*). Although one respondent touched upon a "STUDENTS"-related concern as well, stating that "*not everybody can afford to pay for a language proficiency exam*", it was remarkable that he highlighted an expense that was not expected to be paid, as the regulations prescribe the advanced-level matura, which corresponds to the B2 the language proficiency exam and does not require extra fees. The discussion on the YILL-introduction-related problems cannot miss the "Problems with local government as operator / funding body of the school" which was comprised of 14 "INSTITUTIONS" "NEW" ("*funding body's aversion to grade "0""* or "*the funding body of the school approved of the programme, but later failed to provide all the resources needed*") and one "INSTITUTIONS" "MORE" ("*financing is getting more difficult*") responses. The analysis of these groups of responses indicated that the responses concerning the framework of the introduction were mainly relevant to the institutions, but the sporadic references to the other target groups implied that the heads of the institutions were aware of the direct impacts of these on the students and teachers participating in the programme.

Two objectives set for YILL where the responsibilities seem to be shared among the three target groups were the "Difficulties of FL education after successful language exams" and the "Differentiation in teaching, equal opportunities." The 49 responses were spread almost evenly among the target groups, as 18 "INSTITUTIONS", 16 "STUDENTS" and 15 "TEACHERS" items were identified. The fact that there were only two "MORE" answers among the set of 49 implied that passing FL exams was an area that affects YILL the most. "*Ensuring the conditions for language teaching after the early FL school-leaving exams*" was the central problem for schools and the loss of interest was the main issue for students ("*a lot of students become unmotivated after they pass the intermediate level language proficiency exam and the standard school-leaving exam*"), whilst the maintenance of the students' motivation was the key area for teachers ("*maintaining motivation in higher grades, after the students have obtained their language certificates and do not wish to take advanced-level school-leaving exams*").

Looking into the other group which seemed to reflect shared responsibilities, i.e. differentiated teaching and the provision of equal opportunities, the 20 responses were classified as five institution-, five student- and ten teacher-related items, only two out of which were categorized as "MORE". The "INSTITUTIONS" items focused on the socially disadvantaged and students and children with special needs ("*elimination of social disadvantages*"), the "STUDENTS" answers concentrated on the managing of students with different abilities ("*less hard-working students fall behind significantly*") and the "TEACHERS" items covered the difficulties in differentiation ("*remedial assistance and development of gifted and talented students in the same group"*).

When approached from the perspective of sole responsibilities based on the MC1 categorization, it can be seen that there was only one issue where all responses were related to

the teachers, “Teachers’ cooperation,” which could obviously be supported by certain school measures. As for students, “Homework issues” were all connected to them, whilst it should also be the teachers’ task to manage this problem. Institutions were assigned the highest number of groups where they were the only one target group concerned in the problem. These areas included “Insufficient selection, screening of students”, “Insufficient workload on students in grade 9,” “Meeting parents’ expectations,” “Problems related to ICT,” “Few applicants for YILL” and “Draining effect, jealousy of other schools”. With the exception of the last one, the issues all belonged to the scope of the institutions, which means three things. Firstly, schools should get further support to develop these areas (e.g., the subjects taught or the clear messages towards the parents in terms of potential expectations); secondly, to better understand their essence (e.g., the arguments against the selection processes). Thirdly, the MC 1 categories appear to have worked well in terms of the target party identification.

5.4.9 Conclusion

The overview of the responses and their CCM codes from the perspectives of (1) the relevant target group (MC 1), (2) the expansion or new development character (MC 2) and (3) their combination provided useful insights. The majority of replies suggested that the benefits were only relevant for one or two target parties; teachers’ improved methodology skills were considered beneficial for them, whilst it definitely impacted directly the students’ FL development and indirectly the schools’ profile and quality.

YILL appeared to result in more “MORE” than in “NEW” for the institutions, that is, it contributed more to the development of the existing features of the schools than to the introduction of new features. However, students experienced more “NEW” opportunities, thus leading to the conclusion that they benefitted from the innovative nature of the programme and

gained added values that they would not have met without the YILL. Based on the target group analysis, it can be stated that students were the genuine beneficiaries of the programme with the highest number of tallies both in terms of “MORE” and “NEW” changes. In the principals’ view, language teachers experienced the least impact of the YILL, with the least references.

On the basis of the findings, school principals regard the programme as an innovation, but to different extents for the three stakeholder groups. A striking finding of MC 2 categorization was that 89 percent of the drawbacks were “NEW”, which claimed that the large majority of the problems that principals had identified would not have occurred without the implementation of the programme.

Regarding the general and specific objectives of YILL, it can be concluded that all of them were mentioned but some of them with a rather low level of frequency. The primary objective was to develop students FL competence, which was mentioned by 11.3 percent of the respondents. This was complemented with other codes which referred to FL-development-related issues, e.g. “Higher number and / or level language proficiency exams" (69, 9.9%) and “Earlier and / or more successful FL matura” (69, 9.9%). Equal opportunities and study skills, received even less attention, with their frequencies of 17 (2.4%) and seven (1%). Specific aims included the strengthening of students’ positive attitudes towards and motivation for language learning, which was mentioned by 13 respondents (1.9%). In sum, the references made to the aims might be considered as positive signs of progress and awareness; however, their low frequencies and the fact that their implementation is mainly dependent on the principals’ decisions imply that this target group is in definite need for further attention on part of the political decision makers.

As for the MC 1 and MC 2 categories in terms of the negative outcomes of the YILL programme, I drew the conclusion that the real "sufferers" of the YILL programme, i.e. the target party affected by the most disadvantages was perceived to be the group of the participating schools (322 responses, 53%). While the YILL students also experienced a great amount of drawbacks (186 responses, 31%), teachers seemed to be more successful (100 responses, 16%).

A striking conclusion of the MC 2 classification was that 89 percent of the answers suggested that the negative changes were "NEW", that is, they were caused by the introduction of the YILL. Altogether nine percent reported on "MORE" processes which involved negative aspects that had already existed before and had only been strengthened by the YILL programme.

The MC 1 categories helped to identify the participant groups that had been perceived by the respondents as agents, and partially, responsible for the problem, which might serve as a valuable basis for further support and development. The MC2 categories allowed me to approach the responses from a new angle by determining whether the actual difficulty was considered a means of further intensifying an already existent problem or a negative outcome that would not have happened without the implementation of the YILL. The same related to the positive outcomes, they were explored from two additional sides to complement the findings of the CCM analysis. The identification of the responses are exploited in the coming steps of interpretation, in the classification of the responses into themes, the layering process and the determination of their interconnections.

5.5 Generating themes

5.5.1 Introduction

After analysing the benefits of YILL based on the revised coding scheme, the next step in the CCM is the reduction of codes into themes. The consideration of the theme generation is assisted by the findings of the discussions based on the MC 1 and MC2 categories.

In Creswell's (2008) approach, 5-7 themes are to be identified considering (1) which codes have been discussed most frequently, (2) which ones are unique or surprising or (3) which the researcher might anticipate. The present discussion constructs a list of themes, the starting point of which was the frequency of the actual responses and their interconnections in their contents. The list was expanded with those that had been set as the official objectives of YILL but did not receive sufficiently high numbers of replies to be highlighted on the basis of their frequency. The analysis is intended to assess the role the YILL aims were given in the responses. In correspondence with the CCM model, the themes are short in length (2-4 words) and small in number (seven and five for the benefits and the drawbacks, respectively, in line with Creswell's recommendation).

5.5.2 Themes for the benefits of YILL

The most obvious emerging theme in terms of the benefits the YILL resulted in, as it was expected at the beginning of the study, was the development of the students' foreign language competence (for the themes and the related codes, see Table 14) which was the first general objective of the YILL programme. Among others, the theme included the improved aspects of FL teaching in YILL schools (more FL lessons, more appropriate teachers' approach, inclusion of native teachers), and also two of the specific objectives of the programme, (1) the FL matura

and (2) the integration of a second or third FL proposed in the YILL guidelines. Another code assigned to this group was the assertion that YILL schools attracted better-prepared FL teachers.

Table 14
Themes for YILL benefits and codes related to them

Themes for benefits	CCM codes related to themes
Development of FL competence	FL development of students
	Higher number and/or level language proficiency exams
	Earlier and/or more successful FL matura
	Teacher's professional development, higher quality work
	Second or third FL
	Higher number of language lessons
	Development of vocational language competence
	Native teachers
	Better FL teachers are attracted
Better schooling / admission process	Better schooling process, more applicants
	Better schooling process, entry of "better" students
	Increased prestige of school
	Better schooling process, more students can be accepted
Development in non-FL areas	Development in ICT
	Expanded international relations
	Improved non-linguistic skills of students
	Good class communities
	Better preparation in other subjects
	Possibility for inter-subject integration
Advantages for school	School grants higher quality language teaching
	Increased prestige of FL education at school
	Technical, infrastructural developments
	Use of YILL experiences
	Teacher's sense of achievement
	Closer cooperation between teachers
	Closer cooperation between teachers and students
	More satisfied parents
	Financial benefits for the school
Equal opportunities	Equal opportunities
	More possibilities for individual development / development in small groups
	Better opportunities for further education and for the job market
Positive attitudes and motivation	Increased motivation of students for FL
	Better knowledge of the target language culture
	More extra-curricular activities related to FL learning
Developing and maintaining FL competence	Development of study skills

"Better schooling / admission process" and "Advantages for school" became independent themes after long consideration. Finally, I decided to separate them into two themes because the 111 responses (16%) established a substantial ground to isolate the former from the more general positive outcomes. Besides, "Better schooling / admission process" gave insights into the reality of the common belief, according to which schools had launched YILL primarily as

part of their fight for more applicants. The latter theme entailed various aspects of school development such as the exploitation of the YILL experiences in other areas *("the learning strategies used in language learning have a beneficial effect on the other subjects*" or "*we can utilize experiences from the YILL programme in other language teaching settings*"), improved teachers' and parents' attitudes or financial benefits. Another commonly believed reason for the implementation was the schools' wish to obtain the extra budget for the YILL students, but the single reference to this aspect did not support this view.

As the analysis indicated, the YILL students had developed in several other competences other than FL knowledge. The theme "Development in non-FL areas" comprised these skills and issues. YILL students had the opportunity to receive more thorough education in non-FL subjects and to take part in cross-curricular lessons. They made better class communities and enjoyed expanded international relations. They improved skills in cooperation, presentation techniques, speechmaking and time management. An important element in this theme was the ICT development that had been the most salient non-FL related objective of the programme.

The last three themes were identified due to being listed as general or specific objectives of the YILL. Despite this fact, their frequencies did not underpin the realization of the goals. "Equal opportunities" were mentioned 19 times (4% altogether), 25 respondents (3.5%) referred to "positive attitudes and motivation" and "developing and maintaining FL competence" was brought up seven times (1%). Since the three themes together achieved the low percentage of 8.5% of all responses, these areas definitely in need for further consideration and action.

Concerning Creswell's categorization of theme types (2008, p. 257), it can be stated that the themes above were mainly ordinary ones, i.e. reflected the researcher's expectations, including

no unexpected themes. They represented both primary and secondary ideas in the responses, making them major and minor themes. As for hard-to-classify themes, instances overlapped with others, e.g., some "Advantages for the school" could also be allotted to the "Development of FL competence".

Creswell recommends the exploitation of "contrary evidences" (2008, p. 257); that is, the identification of pieces of information that do not support the emergent themes. The present study employs this perspective all along the analysis process due to the two questions exploring the positive and negative aspects of the YILL.

5.5.3 Themes for the drawbacks of YILL

The theme evolvement for the drawbacks was based on the frequency of the responses and their focus on related issues (for the themes and the related CCM codes see Table 15). Regarding Creswell's categorization of theme types, the themes generated were mostly ordinary ones, they mirrored my expectations and identified unexpected themes such as the "Difficulties in grades 10-13". They classified both primary and secondary ideas in the responses, making them major and minor themes.

Table 15
Themes for YILL hardships and codes related to them

Themes for hardships	CCM codes related to themes
Problems in FL education	Mixed ability and / or oversized language groups
	Students' insufficient motivation
	Lack of suitable teaching materials
	Differentiation in teaching, equal opportunities
	Dominance of English as FL
	Too many FL lessons in grade 9
	Lack of target language relations
	Negligence of further FLs
	Teachers' cooperation
	Study skills
	Homework issues
Difficulties in grades 10-13	Difficulties with non-language lessons in grades 10-13
	Slowing pace of FL development in grades 10-13

Problems with language exams	Difficulties of FL education after successful language exams
	Few FL matura taken
Problems with YILL as a programme	Insufficient regulations on YILL
	Extreme length of YILL
	High additional costs
	Non-adequacy of grade 9 for the intensive FL year
	Class community problems
	Insufficient workload on students in grade 9
Problems faced at school level	Split language groups
	Students' insufficient general learning abilities
	Infrastructural shortcomings
	Teachers' overload, organising their work and cooperation
	Problems with local government as operator / funding body of school
	Higher quality FL education required
	Few applicants for YILL
	Meeting parents' expectations
	Insufficient selection, screening of students
	Problems related to ICT
	Failure to meet preliminary expectations
	Vocational school issues
	Gap between YILL and non-YILL classes
	Draining effect, jealousy of other schools
	Local problems
	Students' overload

It must be stated at the beginning that "theming" the drawbacks of YILL was a much harder process than that of the benefits. The researcher found numerous CCM codes that would have fit into several themes and it was rather challenging to make decisions as to which should go where. Such examples were "Slowing pace of FL development in grades 10-13" which seemed to comply with both "Problems of FL education" and "Difficulties in grade 10-13" themes. "Class community problems" could also be attributed to the school level theme, but at the same time, to the YILL problems as well, since the reason behind the less favourable class communities was the high number of lessons held in groups. Another difficulty was the uneven role of the different themes as some were allocated several CCM codes, whilst others received only one or two. This, however, was not seen as a problem later as the distribution reflected the proportions found in the earlier phases of the analysis, e.g. in terms of the multitude of negative effects of the YILL on the institutions.

The most apparent theme based on both the frequencies and the nature of the programme was concerned with the difficulties of FL teaching. "Problems of FL education" encompassed

eleven CCM code areas, all of which presented a different aspect of language teaching. Most of them related to problems with the students, blaming their unsatisfactory motivation, mixed abilities, lack of learning strategies or simply the fact that they did not do their homework. For some YILL students, the intensive year was too much burden, they got bored with the monotony of the sole focus on FL in grade 9, and they lost interest, or even started to hate language learning. Both the intensity of learning and the heterogeneity of the groups could have been remedied by employing techniques to differentiate and personalize the content and the pace to students' needs, but differentiation was a real challenge for both teachers and schools. They knew that equal opportunities had to be provided but found this task a pressure, or an impossible task. Two common issues emerged as well, since "Lack of suitable teaching materials" and "Lack of target language relations," including the employment of a native teacher, seemed to be seen as classically-cited causes of less successful language teaching. Several respondents complained that English overwhelmed other languages and other FLs were not wanted, resulting in a reduced range of languages taught and the endangering of the jobs of the FL teachers concerned. The last item in the list belonging to the first theme was "Teachers' cooperation," which was allotted here after long consideration. Albeit it could be a school level problem, the emphasis was on the professional and not on the administrative side on the basis of the responses and as such, its presence or its lack directly influenced the quality of language teaching.

Although the next theme, "Difficulties in grades 10-13" was assigned only two codes, it became an independent theme in order to reflect on the gap between grade 9 and the subsequent years. The pace of the FL learning slowed down due to several reasons such as the drastic fall in the number of FL lessons, and the consequent reduction of its significance and loss of the interest on part of the students. The introduction of the non-FL subjects also contributed to the

slowdown in the FL development. Difficulties in grades 10-13 were perceived in terms of the non-FL subjects as well. Students got used to focusing on FL and ICT in grade 9 and disaccustomed to regularly learning the other subjects. When they had to return to the traditional timetable, they faced genuine hardships as they had to revise their knowledge and learn new content in more than ten subjects at the same time.

Regarding language exams, the theme was twofold. On the one hand, schools complained about fewer school-leaving exams taken in FL than expected, especially in terms of the advanced level. On the other hand, however, difficulties were caused by the optional matura or language proficiency exams as their passing allowed students to give up language learning, and thus, it became a source of numerous problems. Students did not have to attend FL classes any longer, they lost interest and motivation to sit for a higher level exam or to start a second foreign language. In case they continued learning the language, the language groups had to be rearranged in order to meet the students' needs, which was an almost impossible task because each student passed the exam at different times.

The third "umbrella theme" was "Problems with YILL as a programme" which comprised six CCM codes, all of which were rooted in the structure or framework of the YILL as a programme. School principals claimed that YILL was not regulated in all necessary areas and the programme was not harmonized with the other forms in Hungarian public education. They found that the requirements set for all types of secondary schools were not appropriate for some, e.g. for vocational schools, and disagreed with some rules such as the one that did not allow to make a YILL student retake grade 9. Some headmasters did not appreciate that decisions on the number of FL lessons, the number of FLs taught or the methodology to follow were left to them and missed stricter and more rigorous regulations. YILL was considered too long in quite few

cases, mainly for discipline reasons, as the 19-20-year-old students in grade 13 found it demanding to adapt themselves to the rules of a secondary school. The programme required high additional costs on part of all parties and the funds did not cover the extra expenditure. Respondents also claimed that grade 9 was not the right year for intensive FL study. The rationale behind the claim was controversial as some principals complained that students considered grade 9 a "parking zone" (Horváth-Magyar, 2009, p. 95), whilst others believed that the multitude of FL lessons was a burden for their students. There were complaints according to which students at the age of 15 were not mature enough to appreciate the opportunity or to understand the significance of language competence. As most lessons in grade 9 were taught in small groups, class communities and group dynamics could not evolve properly.

The widest range of codes and responses were covered by the "Problems faced at school level" theme. It included administrative (e.g. due to increase in the number of language groups and lessons) and infrastructural problems, entailed difficulties with teachers (e.g. their overload), parents (e.g. failure to meet their preliminary expectations) and students (e.g. their unsatisfactory general abilities). School headmasters also reported on admission issues such as the low number of applicants or the shortcomings of the entrance exam and highlighted cases of jealousy on part of other secondary schools.

5.5.4 Conclusion

In the course of the theme generation, the CCM codes for the benefits of YILL were turned into seven, and the ones for the drawbacks into five themes. The themes were of the ordinary type which built on the frequency of the relevant responses, the actual content of the responses and my expectations. In case of the negative outcomes, an unexpected theme was specified as on the basis of the language policy documents, I did not anticipate that the transition between grade

9 and the subsequent years was actually such a tremendous gap. Due to the frequent overlaps among the responses, and consequently amid the CCM codes, some themes proved to be hard to allocate as they belonged to more than one theme.

In spite of the complications, the emerging of the themes efficiently contributed to a more thorough understanding of the dataset. It forced me to halt, take a distant look at the information collected from perspectives that were more complex and at the same time, to seize the key issues in the responses.

5.6 Layering themes

5.6.1 Introduction

Placing the themes into layers from basic to more sophisticated ones is the first step of thematic analysis in Creswell's opinion (2008, p. 259). The 2-5 levels to be constructed help to make progress towards a broader level of abstraction. Layering the themes is a process that demonstrates the coding and analysing procedure together with its results. It helped to structure the procedure, step from descriptive to more interpretive analysis and see the whole in one from a more complex and many-sided perspective. Layering the themes in the present study was a phase in the bottom-up and data-driven approach, which led from generating to interrelating the themes.

5.6.2 Layering the themes on the benefits of YILL

The procedure in the present study can be divided into five layers, which are illustrated in Figure 8.

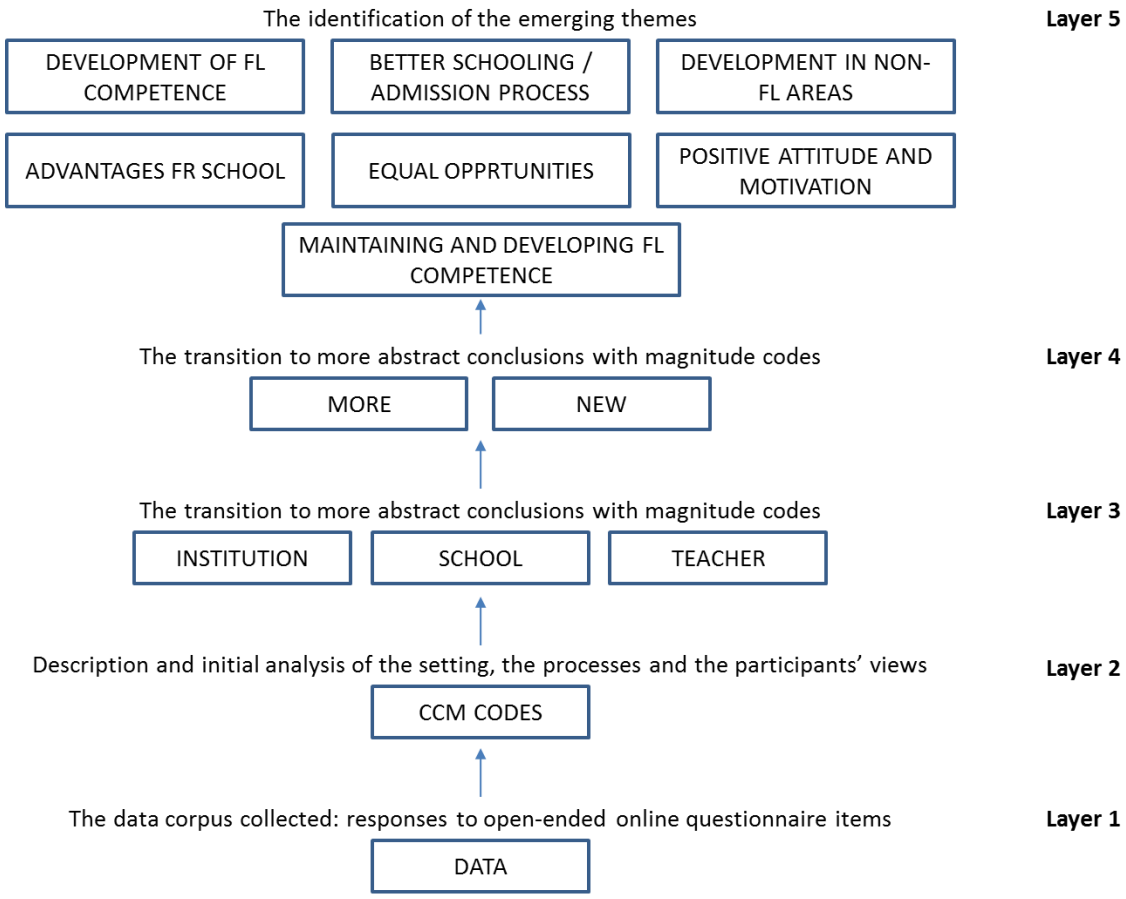

Figure 8 Layers for the benefits of YILL

Layer One comprises all the pieces of information in the dataset, it is the starting point, the basis for analysis. Layer Two is the fundamental level of analysis, it has a clear descriptive feature as it is embedded in the context of the YILL, its processes and the participants' perceptions. Apart from that, Layer Two is based on initial analysis. Layer Three and Layer Four represent the transition to more abstract conclusions. They comprise the more analytic (1) target group and (2) change/innovation MC categories that allow a wider interpretation by looking into the data from additional perspectives. Layer Five shows the seven main emergent themes at the most abstract level of analysis.

5.6.3 Layering the themes on the drawbacks of YILL

The layering process for the drawbacks is very similar to that for the benefits (see Figure 9). Layer One represents the database, i.e. the responses from the schools to Question 10 on the disadvantages of the YILL programme. The answers have been classified into 38 CCM codes which represent the participants' views, the setting and the outcomes of YILL. Layer Three constitutes the categorization of the responses according to the MC 1 categories into three groups of "INSTITUTIONS", "TEACHERS" and "STUDENTS" related elements and the same procedure has been applied with the MC 2 categories of "NEW" and "MORE". Layer Three and Layer Four have contributed considerably to the evolvement of the problem themes of YILL, which forms the fifth layer.

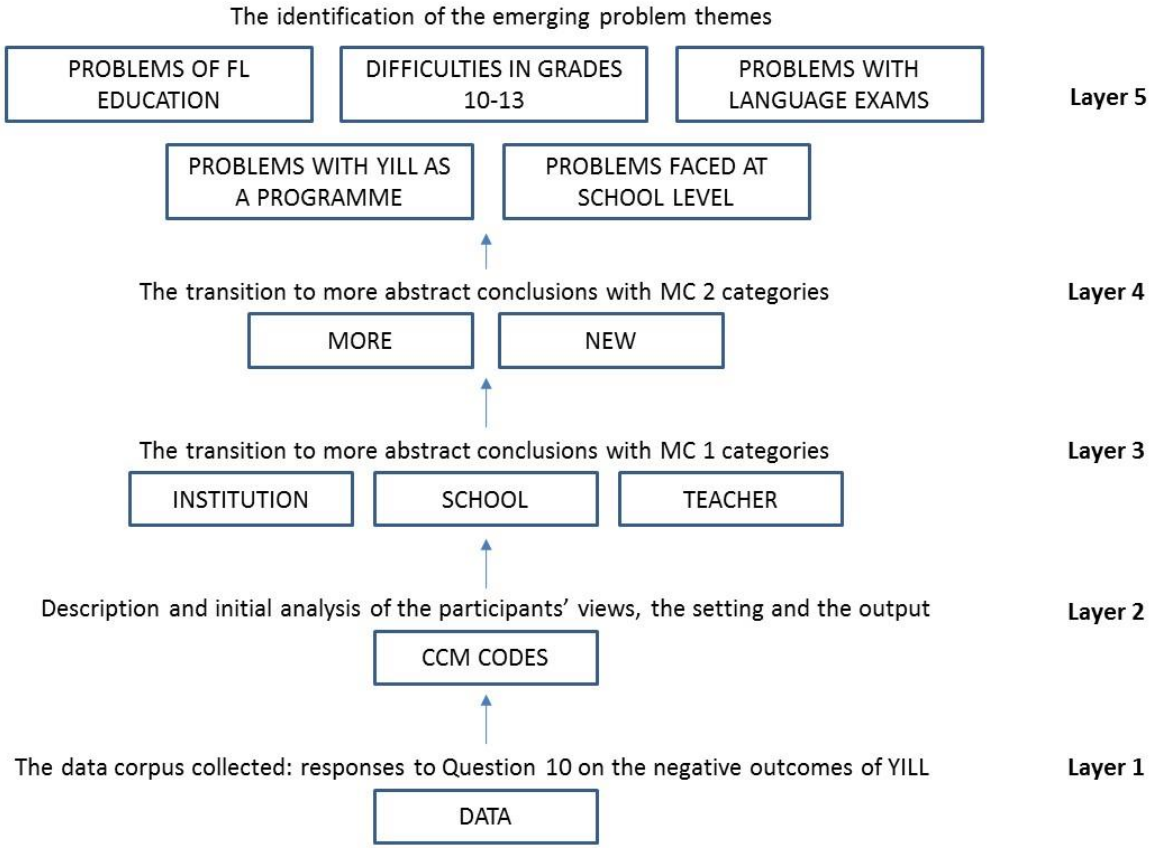

Figure 9 Layers for the drawbacks of YILL

5.6.4 Conclusion

The two layering processes were very similar as they were based on the same procedure. The first layer represented the fundamental data, the second layer comprised Creswell's coding model codes. Layer Three and Four were constructed on the basis of the MC 1 and MC 2 categories, whilst the highest one consisted of the themes generated by the end of the process. The figures helped me to structure the proceedings and the abundance of thoughts and considerations. They made the relations transparent and allowed insights into the progress from the database to its interpretation.

In fact, there was an even higher level that was not referred to by Creswell, Layer 6: the identification of the interconnections among the themes. Although the last phase would have been difficult to present in the diagram as it applied visual representations of the relations as well, but even without inserting this layer into the figure of the layers, it was the most interpretive and most abstract level of analysis. It departed from the lower levels and drew its conclusions with the help of the deep understanding of the responses gained from the bottom-up process above.

5.7 Interrelating themes

5.7.1 Introduction

The following section aims to give visual representations of the interconnections in the data in order to shed light on how the themes, i.e. the clusters of outcomes are related to each other. Two approaches are applied, the first building on the MC 1 categories and their relations to the themes, and the second aiming to "display a chronology of events" to establish a sort of conceptual model (Creswell, 2008, p. 259). In our case, albeit being participants' views or

descriptions of setting, the responses actually all reflect outcomes, thus the "events" are exchanged with "outcomes" here. Both ways are elaborated on in terms of the benefits and the drawbacks of the YILL.

5.7.2 Interconnections among the benefit themes

The theme generation phase of the CCM coding sequence has led to seven themes on the benefits of the YILL. In this section, these themes are examined in terms of their relation to the MC 1 categories ("STUDENTS", "TEACHERS", "INSTITUTIONS"). The aim of mapping their interconnections has been to visualize the findings of the MC1 categorization and strengthen its findings. Figure 10 demonstrates the links revealed.

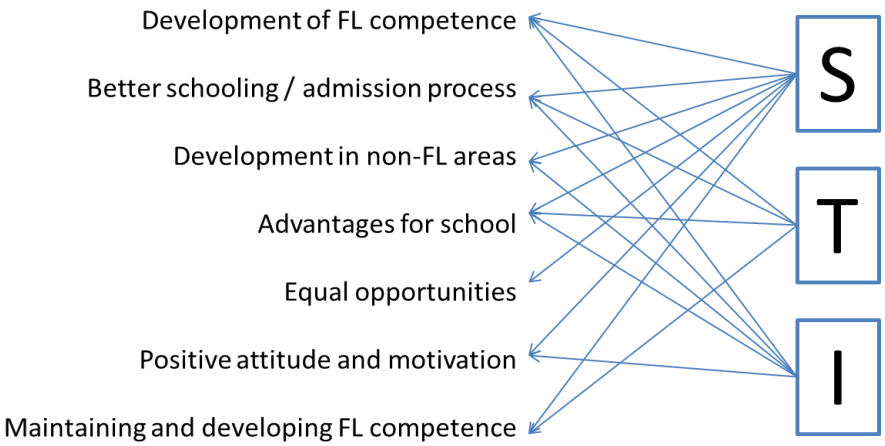

Figure 10 Interconnections between the MC1 categories and themes for benefits

The figure illustrates nicely that "STUDENTS" benefited from all areas of development, more precisely, they formed the only target group that took advantage of each element. This was obviously a great result, but it could be expected, as they were the primary target group of the programme. Each and every aim was formulated for them, involving the other stakeholders only in an indirect way. The target group inspection confirmed that the implementation had

worked out according to the decision makers' plans in this respect. "INTITUTIONS" profited from five themes on the basis of the responses. It is noteworthy that principals did not relate (1) their students' better opportunities and (2) sustained FL competence to their institutions in their wording of the replies. These both, especially the former one should have been a genuine advancement in the lives of the schools as well. "TEACHERS" experienced positive changes in only four areas. It is easy to identify at least one theme, namely the "Positive attitudes and motivation", which should affect them positively as well in their everyday practice, but headmasters failed to state this. The most remarkable was the ""Equal opportunities" theme, which seemed to benefit solely the students despite its major significance in social relations.

As for the second approach to the identification of interrelations, the first result was that Figure 10 was extremely useful because in the second context, there was no reference to the teachers. As the findings in the earlier sections showed, teachers were perceived by principals as the beneficiaries of the programme to the least extent, which was clearly manifested in the emergent themes. The chronology of the outcomes was based on the CCM codes, drawing upon the responses and the researcher's perceptions. Subjectivity cannot be excluded in the statements here, but the thorough coding considerations and the multiple perspectives have hopefully minimized it. The visual representation of the sequence is displayed in Figure 11 below.

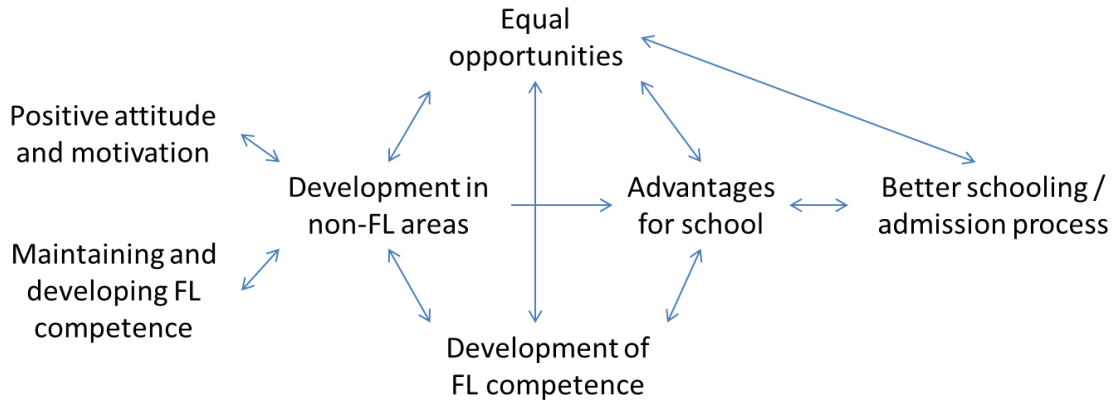

Figure 11 Interconnections among the benefit themes

The discussion should have begun a confession: this phase was the hardest part of the study. Identifying connections among the themes, and indirectly, among the responses and their CCM codes was not too complicated, as they were all interwoven. However, recognising the sequence of these outcome groups and detecting the directions of the multitude of impacts on each other was a genuine challenge. It was a complex network where every item seemed to be linked to the other one in some way. By the end, I came to the conclusion that this phase should have been carried out with the plethora of data collected from all respondent groups in Survey 2009, and verify its findings with this process showing sequence of the context, the conditions, the strategies and the present outcomes of the programme.

The starting point was the most frequently mentioned group of responses, "Development of FL competence". Together with the other development theme ("Development in non-FL areas"), they constituted the central elements, as these two were the basis for other, larger-scale benefits such as "Better schooling / admission process," "Advantages for school" and "Equal opportunities." The two "development" themes were underpinned by the improvement in their sub-areas, i.e. "Positive attitude and motivation" and "Developing and maintaining FL competence."

With regards to the directions of impacts, it can be stated that the majority of themes had mutual impacts on each other, that is, they had a reciprocal relationship. This finding is in line with our identification of YILL as a complex dynamic system (Dörnyei, 2011). "Development of FL competence" and "Development in non-FL areas" supported both school improvement themes (e.g. "Earlier and / or more successful FL matura contributed to the reputation of the school, or "Expanded international relations" enhanced "Increased prestige of FL education at school"),

and it was true the other way round as well (e.g. “Technical, infrastructural developments” had a favourable impact on FL and ICT education). Both development themes supported “Equal opportunities” (e.g. “Improved non-linguistic skills of students” might offer a long-lasting help to disadvantaged children as well), and so did the two school-related themes (e.g. “Better schooling process, more students can be accepted,” or “Financial benefits for the school”). There were two themes that were directly linked only to one other theme: “Positive attitudes and motivation” and “Developing and maintaining FL competence.” The visual representation highlighted that they were in fact parts of the “Development of FL competence” theme, and had been made individual themes because they constituted two direct aims of the YILL programme. Another example for this was “Better schooling / admission process,” which was not in direct connection with several themes, as it also turned out to be a subtheme of “Advantages for school.”

The figure mapping the sequence showed that the outcomes were all interdependent; they would not have come true without the existence of the others. They belonged together, moved together and were the conditions of one another; however, change in an outcome did not always result in a proportionate and predictable variation in another one. The shortage of the implementation that this approach also verified was the insignificant role, the under-representation of the teachers in the process. All these represent nonlinear changes, supporting my perception of YILL as a complex dynamic system (Dörnyei, 2011; Larsen-Freeman & Cameron, 2008).

5.7.3 Interconnections among the drawback themes

As far as the hardships the YILL had been reported to cause were concerned, the theme generation resulted in five themes. Their allocations to the three MC1 categories are displayed in Figure 12 beneath. Problems with the YILL showed a much more even picture since all

themes had connections with each MC1 category; all drawback areas were seen as affecting each stakeholder. One cannot fail to note that whilst the results were not considered as beneficial to all, the hardships were.

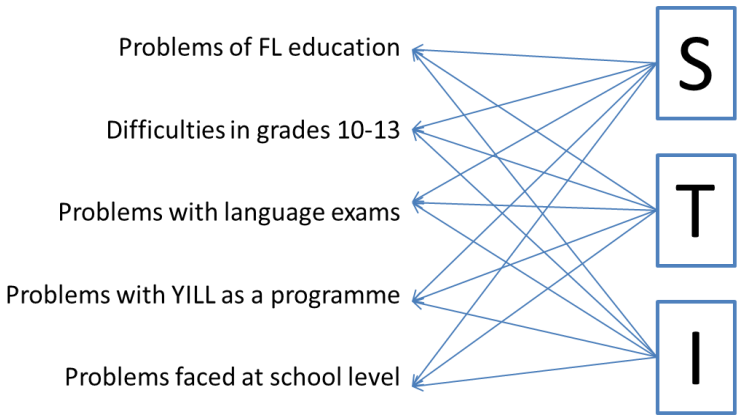

Figure 12 Interconnections between the MC1 categories and themes for drawbacks

Mapping of the problem themes was more straightforward than those of the benefits as in their case, there was an apparent starting point: "Problems with YILL as a programme." Despite the fact that it was not the theme with the highest frequency, Figure 13 illustrates that all other four areas were directly linked to it on the basis of the CCM codes and indirectly, the respondents' views.

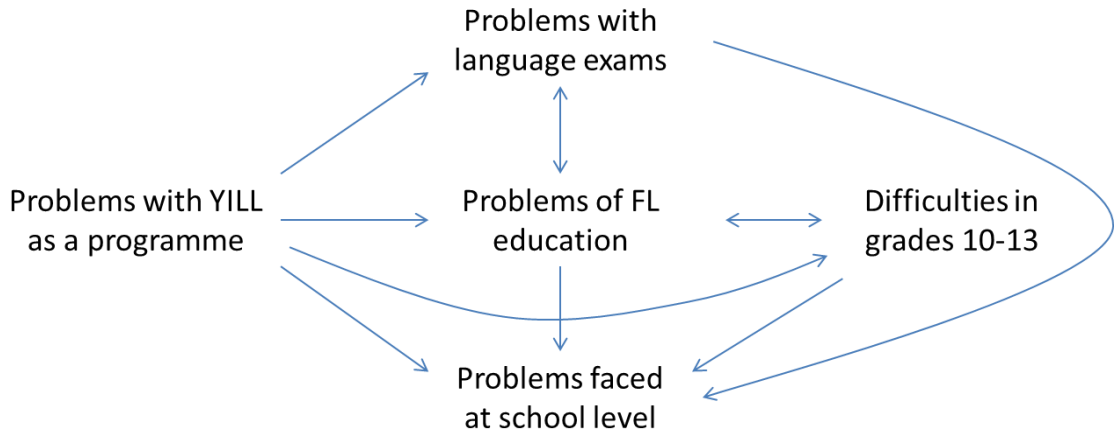

Figure 13 Interconnections among the drawback themes

The insufficient regulation of the programme had a direct link to each theme, e.g. “Too many FL lessons in grade 9” caused “Problems of FL education,” the drop in the number of FL lessons resulted in the problems in grades 10-13, or the difficulties caused by the small language groups contributed to “Problems faced at school level”. The other explicit result the figure reflected was that as the unsatisfactory regulations of YILL had served as a starting point. “Problems at school level” became the sufferer of all drawbacks. It was the only theme directly or indirectly affected by all problem areas. This finding is in complete harmony with the MC2 categorization for the negative outcomes for the YILL, which revealed that the majority of the drawbacks were “NEW”, and affected the institutions, i.e. the introduction of the YILL brought about earlier non-existent problems, partly due to the insufficient specifications, and the main “sufferers” of these inadequacies were the YILL schools.

5.7.4 Conclusion

The aim of this section was to map the interrelations among the themes and indirectly among the outcomes identified in the study. Having drawn the interconnections between the CCM codes and the MC1 categories, figures showed a somewhat different picture from what the quantifications had resulted in, especially in terms of the drawbacks, as both figures displayed a more even distribution of the outcomes. Creswell’s way of sequencing the themes also added a slightly altered overview of the themes, as the relevant visual representations seemed to provide a summary where the emphases in the roles of the themes were somewhat rearranged.

The interconnection diagrams for the benefits of the YILL confirmed that in the respondents’ perceptions, the real beneficiaries of the programme were the students and schools, whereas teachers took less advantage of the programme. In case of the drawbacks, the factual sufferers

of the YILL were the schools, but this definitely affected all stakeholders in some way. It can also be noted that the problems mainly arose from the deficient central regulations on the programme.

Chapter Six: Final conclusions

6.1 Summary

In this chapter, I give a summary of the rationale, the contextual and theoretical background of the study and present an overview of the major findings and the implications I have identified. In addition, I discuss the limitations of the study and identify future research directions. The rationale for the study was twofold: (1) it had content aims that focused on the outcomes of the Year of Intensive Language Learning, and the innovative and complex system nature of the programme, and (2) it centred on research methodology concerns of qualitative coding techniques applied to open-ended questions. The dissertation comprises six chapters, outlining the contextual and theoretical background, the research design, the findings and their discussion.

The rationale for the study outlined in Chapter One and the relevant sections in Chapter Two gave insights into the launch of a FL education development programme, YILL. It was a "mechanistic change" (Kennedy, 2013, p. 16), as it initiated a large-scale and long-term change in the FL education in Hungary. It was introduced in 2004 as a top-down measure with the aim to provide intensive language learning for secondary school students. The primary objectives were to allow students to achieve efficient FL and ICT competence in secondary school and to establish equal opportunities and access to FLs for all. As for the specific aims of the programme, regulations (*Act no. LXI*, 2003) and recommendations (*Ajánlás a NYEK-kel induló oktatás idegen nyelvi tartalmához*, 2004; *Ajánlás a NYEK-kel induló oktatás 10-13. évfolyamainak idegen nyelvi munkájához*, 2006) made it obligatory to prepare students for the advanced-level FL matura, and proposed that the YILL was to (1) enhance positive attitudes towards and motivation for language learning and (2) enable students to develop and maintain

their FL proficiency on their own. The very first YILL classes launched in 2004-2005 comprised 11,834 students and despite the reducing interest towards and the changes made to the programme, in September 2012-2013, 8,590 students started it. The regulations allowed an extra year in secondary schools, where a minimum of eleven FL contact hours per week was required in the intensive year, and five lessons in the subsequent grades. Concerning the range of languages YILL students learnt, it was of a similar pattern to that of the non-YILL students, i.e. most of them chose English or German.

The programme has experienced several amendments since its initiation in the act on public education in 1993 (*Act no. LXI*, 2003). In 2006 (*Act no. LXXI*, 2006), policy makers decided on the expansion of the YILL by prescribing that (1) in the event there is a sufficient number of applicants, schools were obliged to provide YILL, and (2) screening the FL proficiency on entry to the school was removed from the entrance exam in order to allow access for students who had not learnt the FL in primary school. Year 2012 brought about further amendments. New criteria were set for the introduction and maintenance of the programme (*Ministry of Human Resources' decree no. 20/2012*, 2012; *Ministry of Human Resources' decree no. 22/2013*, 2013); and new frame curricula were constructed (*Nyelvi előkészítő évfolyam kerettantervei*, 2012). All these modifications were carried out with scarce feedback and discussion with the stakeholders, thus failing to rely on the expertise and resources available at schools where the innovation was to be implemented. The available cost-benefit calculations (Balázs, 2007; Halász & Lannert, 2003; *A nemzeti idegennyelv-oktatás fejlesztésének stratégiája,* 2013) were rather superficial, drawing on data the source of which was not identified or was misinterpreted.

YILL was regarded by many as an innovation (Nikolov, 2007; Nikolov et al., 2009b), and relying on the definition I synthetized from the literature, it was an innovative measure. Based

on Rogers' (2003, p. 12), Hyland and Wong's (2013, p. 2) and Waters' (2009, p. 421) definitions, innovation is a deliberate, controlled and beneficial change which is perceived as a novelty by the participants. YILL was by all means a deliberate and controlled process, the questions arise whether it was beneficial and seen as new, which became two important foci of the present study. YILL was also considered as a dynamic complex system, since it comprised numerous and diverse components (Larsen-Freeman & Cameron, 2008, p. 2), the interactions of which often resulted in nonlinear changes, as it was seen in the conclusions of the three large monitor surveys (Nikolov et al., 2005a, 2005b, 2009b; Nikolov & Öveges, 2006). The present study explored the interrelations among the outcomes of YILL, and aimed to reveal the dynamic complex features of the programme.

Despite its significance, the programme did not induce an abundance of research. It was referred to in the regular reports on Hungarian public education (Halász & Lannert, 2003, 2006) and a few studies were carried out on its educational policy aspects (Balázs, 2007; Fehérvári, 2009b) or its realization of equal opportunities (Fehérvári 2008, 2009a). However, its implementation was monitored in three large scale monitor surveys (Nikolov et al., 2005a, 2005b; Nikolov & Öveges, 2006; Nikolov et al., 2009b), which were referred to as Survey 2005, Survey 2006 and Survey 2009 in the present dissertation. These studies were further elaborated on in several small-scale surveys (Dombi et al., 2010; Hódi et al., 2009; Horváth-Magyar, 2010; Menyhei, 2010; Nikolov & Ottó, 2006; Öveges, 2007).

Chapter Two provided an outline of the three monitor surveys, with special attention on Survey 2009, which served as the basis for the present study. The database used for the purposes of the dissertation was collected in the framework of Survey 2009, which was conducted in 2008-2009 as a third step of monitoring the very first YILL classes on a representative sample. It

comprised three phases, the first of which included an online questionnaire for institutions that inquired into the benefits and drawbacks of the programme in the school principals' views. One of my personal motifs to choose YILL as the focus of my dissertation was that I was one of the researchers in the team conducting these monitor surveys.

The other personal motivation that drove me in the dissertation was my interest in coding as a qualitative technique. I aimed to study the array of coding techniques and identify the most appropriate ones to describe and analyse the benefits and drawbacks of YILL. In Chapter Three, I dwelled upon the concepts of codes, categories and themes; introduced the relevant coding techniques and procedures, with special attention on Magnitude Coding and Creswell's coding model (Creswell, 2008). I also focused on data management and trustworthiness issues, and summed up the personal and professional attributes coders needed.

The overview of relevant literature highlighted that the definitions of "code" varied largely, in their wording, in qualitative research. What the authors agreed in was that it was a label that summed up the essence of a portion of data, structured it and made it ready for analysis (Creswell, 2008; Dörnyei, 2007; Miles & Huberman, 1994; Saldana, 2009). Dörnyei (2007) added that qualitative data were verbal as opposed to the numerical ones in quantitative studies, and they remained flexible during the analysis. Authors agreed that codes had different levels of interpretation, and identified descriptive and interpretative ones (Boyatzis, 1998; Miles & Huberman, 1994; Saldana, 2009). Naming the codes was regarded as of crucial importance, as the names were to be as close to the concept defined as possible (Miles & Huberman, 1994), and more importantly, clear and transparent (Boyatzis, 1998; Dörnyei, 2007). Boyatzis (1998) and Dörnyei added that codes had to be accompanied with explicit definitions.

"Categories" were used interchangeably with "codes" in some relevant publications (Dörnyei, 2007; Rossman and Rallies, 2003), whilst others differentiated between the two terms (Hsieh & Shannon, 2005; Saldana, 2009). Saldana (2009) regarded categories as the clusters of codes (2009, p. 8), thus considering them a more abstract level of concept development; and others formulated a similar approach (Dey, 1999; Clarke, 2003). Creswell (2008) complemented the previous views with a third level: "themes," which was also used as the higher level of a two-pier system by Rossman and Rallies (2003). For the purposes of this dissertation, I used a blend of the various positions and applied codes to represent a descriptive, whilst categories to embody a more interpretative level of abstraction. Themes were applied as the most abstract level of analysis. They clustered CCM codes and were generated with the help of the emergent MC categories.

In terms of the source of code generation, coding is either inductive (Richards, 2009) or deductive (Coffey & Atkinson, 1996), the former one appearing to be over-represented in the relevant literature. The inductive approach, which is the ruling one in grounded theory, takes the raw data as a starting point, whilst the deductive one relies on pre-established concepts (Charmaz, 2002). Concerning coding procedures, most authors seemed to agree that there were no universal rules (Boyatzis, 1998; Creswell, 2008; Miles & Huberman, 1994), although I found counter-examples where the actual steps were defined in detail (Auerbach & Silverstein, 2006; Weston et al., 2001). The coherence I identified in the different publications in terms of coding procedures was that they were divided into three phases: (1) pre-coding, (2) coding and (3) post-coding. The first phase was claimed to include initial reading of the data, jotting down the impressions or the preliminary coding of the data, whilst the third phase depended upon the actual coding technique applied.

Chapter Three also included the overview of the various first- and second-cycle coding techniques, Magnitude Coding and Creswell's (2008) coding model. Once an extensive summary of the relevant techniques was compiled, I selected Creswell's model (2008, p. 251) and Magnitude Coding (Saldana, 2009, pp. 58-61) for the present dissertation. The reasons for this decision were that the data drawn in Survey 2009 was analysed on the basis of Creswell's ideas, but due to time and other constraints, only to the level of code evolvement. Since then, I felt the urge to complete the analysis with Creswell's higher levels of abstraction in order to see what values the further insights would add to the findings. In CCM, codes are evolved into themes, and Magnitude Coding seemed a useful instrument to develop categories that later supported theme generation. MC 1 and MC 2 categories provided additional perspectives to view the data from, and thus, they helped to get an overall picture of the respondents' perceptions. MC 1 categorization assisted the identification of the interrelations between the three stakeholder groups (students, teachers, schools) and the outcomes of the programme, whilst MC 2 categories revealed to what extent the benefits and drawbacks reported were innovative. Themes evolved from the CCM codes and the MC categories presented the interactions of the outcomes, and their interrelations uncovered the relations among the benefits and drawbacks.

The coding techniques opted for were applied to describe and analyse the responses of 267 principals of YILL schools to two open-ended questions in a web-based questionnaire for institutions in Survey 2009. The questions asked about the benefits and drawbacks of YILL in the headmasters' views, and triggered 1,321 responses, which served as the database for the dissertation, in the form of an Excel file. The whole dataset was analysed according to an inductive approach. Due to the genre of the present study, a sole coder carried out the coding; however, collaboration was found necessary in the pilot phase. Intra-coder reliability was

ensured with the help of double-coding. Coding was conducted manually, on paper, and the results were transferred into electronic files afterwards.

The coding process consisted of two major phases. The pre-coding phase included the following main steps: (1) reading and coding a portion of the data, (2) decision to use the coding scheme of Survey 2009 in a revised form, (3) recoding the whole dataset with the help of Survey 2009 codes, (4) revision of the codes on the basis of the recoding experiences, (5) piloting the revised scheme and (6) finalising the scheme. Concerning the actual coding phase, the revised coding schemes for the benefits and drawbacks of YILL were utilised to carry out CCM coding, and later, MC 1 and MC 2 categorization. The codes were generated into themes with the help of the categories, and interrelations among (1) CCM codes and MC categories, and (2) emerging themes were investigated.

The discussion of the findings in Chapter Five was divided into several main parts. The first phase of the analysis focused on the CCM coding of the benefits and drawbacks of YILL in order to reveal how beneficial the measure was, which was one of the aspects to be explored to see how innovative the programme was. The following parts were based on two procedures of Magnitude Coding, one aiming to assess to what extent the participants perceived YILL as new, the second concentrating on the interrelations among the outcomes, the stakeholder groups and the perceived levels of innovation. The findings of the three coding phases led to a discussion of the interconnections identified in the complex system of YILL. The relevant parts included comparisons with the findings of Survey 2009 and claims on the appropriateness of the selected coding techniques.

The following paragraphs give a short summary of the findings of the dissertation. In the study, Creswell's (2008) coding model was applied to identify the benefits and the drawbacks of the programme. In case of the positive outcomes of YILL, the most frequently mentioned code was the "FL development of students," i.e. headmasters found their students' improved FL proficiency to be the most important achievement of the programme. This was one of the main objectives of YILL, thus this finding seemed to prove its fulfilment. However, the frequency of the code was only 79 (11.3%), which questioned whether the aim had genuinely been achieved. Another specific aim was to prepare students for the advanced-level FL school-leaving exam. Although the matura-related responses ranked second in the list of frequencies, they were only referred to by 69 respondents in the total of 697 answers (9.9%). In relation to the development of equal opportunities (17, 2.4%) and students' study skills (7, 1%), the ratios showed that schools were not able to meet these challenges: they failed to achieve the centrally formulated aims. It must be noted, however, that several other benefits were related in the responses (e.g., "Teacher's professional development;" 32, 2.4%), which were not planned or anticipated. This proves the complex system feature of the programme, as the responses revealed unpredicted benefits; however, the huge input did not result in a radical increase in the areas expected.

Principals reported a total of 624 problems in their responses. The most frequently mentioned element was "Difficulties with non-language lessons in grades 10-13," as students got disaccustomed to learning non-FL academic subjects in grade 9, and restarting more than ten subjects after a year of intensive focus on language learning turned out to be a serious, sometimes impossible challenge. The two frequently mentioned FL-related hardships were the heterogeneous language groups and the maintenance of language education for students who had passed a matura or a B2 level proficiency exam, in the respondents' perception. Both of these seem to be evergreen problems in FL teaching, but they were fortified in the case of YILL,

due to the increased number of contact hours and successful language exams. It is noteworthy how the different components influenced the final behaviour of the system: the achievement of an objective led to the emergence of new problems. The programme focused on the development of the students' FL proficiency and did not have plans or solutions for the other components such as the learning of the non-FL subjects or the over-maturity of the students by the end of their secondary school studies. Moreover, the decision-makers did not seem to consider the impacts the other stakeholder groups, e.g. parents and teachers would have on the programme.

Magnitude Coding was used with a twofold aim: (1) to identify the stakeholder whom the actual impact targeted, i.e. the relations between the target groups and the outcomes, and (2) to explore whether the impacts reported (a) represented a feature that had not been characteristic of the school or (b) expanded an already existing element, that is, to what extent the change was innovative or new in the principals' perception. For the former one, three MC 1 categories were created ("STUDENTS", "TEACHERS", "INSTITUTIONS") and the whole dataset was recoded according to them, based on pre-established criteria. The findings revealed that principals saw students as the primary beneficiaries of the programme (408, 59.38%), 203 responses reflected that schools benefited from YILL (29.54%), whilst only 72 respondents stated (10.48%) that teachers had taken advantage of the implementation. Surprisingly, the primary sufferers of YILL were the schools that launched the programme (324, 52.09%). 29.9 percent of the problems affected the students and teachers had to face 99 difficulties (15.91%). The frequencies revealed that language teachers constituted the group that benefited or suffered the least as a result of the implementation of YILL. The huge number of school-related problems indicated that there were deficiencies in the design of the programme, i.e. the organizational components of the system should have been given more consideration. Despite

the obviously favourable finding according to which students benefited most from YILL, the lack of attention on the other stakeholder groups might lead to the unpredictable interrelations of the components which in turn might prevent the successful implementation of the programme.

The MC 2 categorisation ("NEW", "MORE") inspected the nature of the changes and intended to see to what extent principals saw the outcomes of the programme as new. I discovered that approximately half the benefits were perceived as new (48%), whilst the other half of the positive outcomes (51%) was identified as a further improvement of already existing characteristics of the teaching framework of the schools. In the light of these proportions, the principals did not completely consider YILL as an innovative measure. It was noteworthy that the benefits were observed as innovative to different extents for the three stakeholder groups. Schools had experienced more "MORE" benefits than "NEW" ones; teachers had approximately the same proportions of the two categories; however, students were attributed more "NEW" benefits, which suggested that for them, the programme had resulted in several positive outcomes that they would not have met without YILL. The discussion also shed lights on interrelations among each CCM code, its actual level of innovation and the perceived stakeholders attached. As an example, the primary aim of YILL, i.e. the development of FL proficiency included only student-related responses, half of which (40 out 79 responses) was seen as new and half (39 out of 79) was regarded as an intensification of an already existing feature. It was an interesting conclusion that all "Equal opportunities" responses (19) were linked to the students and 18 of them were "NEW", which meant two things: principals did not consider the other stakeholder groups as beneficiaries of the better opportunities for their students and this aspect was of low priority before YILL was introduced. In terms of the drawbacks of the programme, a disappointing finding of MC 2 categorization was that 89

percent of the problems were “NEW”, which showed that the large majority of the problems that principals had identified would not have occurred without the implementation of the programme, irrespective of which stakeholder group was examined. This finding inevitably questioned the efficiency of the programme design.

In correspondence with Creswell’s coding model, the CCM codes were generated into themes, and these themes were layered and interrelated. The benefits were organized into seven, while the drawbacks into five themes. Focusing on the aims of the programme, it can be seen that this step supported the earlier findings of the study, according to which only the FL development of the students was given verification; “Equal opportunities” (19, 4%), “Positive attitudes and motivation” (15, 3.5%), and “Developing and maintaining FL competence” (7, 1%) were given little consideration. Inspecting the drawback themes, it can be noted that most problems were interrelated with “Problems in FL education.”

Interconnecting the emergent themes with the relevant stakeholder groups highlighted that in the principals’ views, students benefited from all, while teachers took advantage of only four areas of development. This phase reinforced a previous finding by concluding that there was one area in which only students benefited from YILL in the principals’ perception: “Equal opportunities”. As for the negative outcomes, the interconnections shed light on the fact that the starting point each difficulty was interrelated with “Problems with YILL as a programme,” i.e. the insufficient or inappropriate central regulations on the programme. It is noteworthy that whilst results were not regarded as beneficial to all, the difficulties were.

The main content objectives of the study were to reveal whether YILL was an innovation and what interrelations of a dynamic complex system could be identified in the programme, in the

school principals' perception. Concerning the former one, I had to explore if YILL was beneficial and whether it was regarded as new, as it had already been stated that it was a deliberate and controlled measure. Based on the responses, I concluded that the aims of the programme were less frequently mentioned as positive outcomes, but several other areas were referred to as results. Some positive effects were seen as negative ones by other respondents, revealing a wide range of perspectives to benefits and drawbacks. Despite the fact that a plethora of difficulties were brought up, which could be seen as normal in Fullan's (2001) concept of change with necessarily emerging difficulties, I found that principals considered YILL beneficial and did not regret launching it at their schools. As for its novelty, approximately half the benefits and the large majority of the drawbacks were judged new, but the level of newness varied with the different stakeholder groups the outcomes had been linked to. Overall, I believe that YILL was an innovative programme which, however, was not designed and implemented with sufficient attention. The outcomes and interrelations identified proved that it was a dynamic complex system, but they also revealed that this was not considered in the design phase: (1) straightforward cause-and-effect relationships were expected, not taking the unpredictable nature of these systems into consideration, (2) the planning was restricted to one stakeholder group, i.e. to the students' needs and to a few objectives, leaving the interrelations of the other components without attention. A complex system's outcome depends on the operation of all of its components, and ignoring this fact led to the situation in which the plans of the decision-makers were not fully achieved.

With regards to the coding techniques applied in the study, that is, the research methodology concern of the study, I believe that it was a worthwhile endeavour to re- or further analyse the dataset collected in Survey 2009. The CCM coding led to a more thorough interpretation of the responses and provided a more solid base for further interpretations. Although the primary

benefits and drawbacks identified in 2009 were not questioned, the revised coding scheme and the more rigorous procedure gave additional insights and made the interconnection more transparent. The separation of a few codes and the clarification of the others somewhat rearranged the ranking of the codes in terms of their frequencies, and thus, provided a more detailed overview of the perceptions. The MC categories added valuable new perspectives to inspect the responses and proved to be efficient techniques to answer the relevant research questions. The identification of the beneficiaries and the sufferers of the programme, and the extent to which the outcomes meant new or expanded features in the headmasters' views, proved to be genuine help in the generation of the more abstract themes. Although layering the themes did not result in direct and tangible conclusions, it provided me with the opportunity, or even the obligation, to look back and revisit the process. This retrospection enhanced my understanding of the themes, and indirectly my understanding of the responses and the programme, and therefore made the dominant interrelations clearer and more tangible.

6.2 Implications

The implications of the study are discussed on the basis of the articulated aims of the programme in order to make them tangible for decision makers and indirectly, school principals. First, the general and specific aims of the YILL programme were fulfilled only to a limited extent. Principals did mention (1) the development of their students' FL and (2) ICT competence, (3) the provision of equal opportunities, (4) the preparation for the advanced-level school-leaving exam and (5) the necessity of study skills, but even the most frequently mentioned element was only referred to by 79 respondents, which presented either a low ratio of awareness on part of the headmasters or, less likely, a deliberate approach. Schools are the agents that implement innovation, and their more and deeper involvement in the change process would intensify success.

Another important issue is that of the school-leaving exams in FL. The same frequencies identified for the matura and the external language proficiency exams as benefits of the YILL suggested that the profit-oriented exams had not lost of their significance and similarly to earlier non-YILL language learning in public education (Einhorn, 2007, p. 92; Vágó, 2007, p. 142), they were still seen as an aim. This contradicts policy intentions, and has to be handled.

The analysis of the drawbacks reflected that principals faced more difficulties in grades 10-13 than in grade 9. Problems were identified in terms of the FL education, the other academic subjects or in the issues of motivation or attitudes, all of them leading to the theme "Problems with YILL as a programme," i.e. insufficient and inappropriate regulations governing the programme. Although a few aspects have already been modified in the recent regulations, the changes do not seem to correspond to the findings of the surveys conducted to monitor YILL.

An additional implication of the survey is that teachers are perceived to take a low level of advantage from the programme's implementation. As they are important agents in the success of FL education, they should experience more professional benefit from an educational change. A solution to this problem could be to devise and implement the "secondary innovations" to the intervention in a more professional and considerate way.

As discussed in the introduction of the contextual background to the study, the introduction of YILL was a "mechanistic change" (Kennedy, 2013, p. 16). Kennedy proposes that the "ecological model" would be more efficient, and "a genuine process of feedback between teachers and designers" could support implementation (2013, p. 21). The most recent FL education policy (*A nemzeti idegennyelv-oktatás fejlesztésének stratégiája*, 2013) lists solely

the negative findings of the monitor surveys and sees the solutions in an increased level of control. It does not address the implications found one by one but proposes centrally developed requirements to give a more rigorous framework to the programme. It ignores the benefits identified and does not consider the interconnections among the components. The finding of the present study highlight that YILL is to be handled as an ever-changing complex system, where everything is interrelated, and which cannot be developed with static output requirements only. Changes are not always predictable, but reliance on fact-based surveys can enhance decisions.

6.3 Limitations

The majority of the limitations of the study are embedded in its research design. They were mainly anticipated and partly occurred because of the genre of the document; however, they must be noted. The dataset was coded without collaboration, thus excluding the benefits of multiple perspectives and inter-rater calculations, which would have reflected and enhanced the reliability of the research. As the study the present research had been built upon was designed to collect data in one turn, the process did not include additional data gathering to allow further inquiries or completions. The coding for the purposes of the study was conducted manually, thus losing the experience of working with coding software and making the study less replicable for larger datasets.

The study was restricted to the interpretation of the responses to two questions and one respondent group, due to its scope. The process revealed that it would have been worthwhile to examine other stakeholders' views on additional issues as well, as the techniques applied proved to uncover conclusions and relations that would not have been identified in other ways.

As for the discussion part, the CCM codes and their frequencies were sometimes diverted from the ranking order in order to cluster the findings according to the central aims of the YILL programme. This approach might have made the discussion less apparent, but organized the data in a way that supported clearer conclusions.

An additional area to be mentioned is the literature review, where more than necessary attention was paid to the introduction of the particular coding techniques. Although ultimately only two techniques were selected, I felt it necessary to study and give an overview of all options.

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Appendices

Appendix A	Data on YILL participants
Appendix B	Questionnaire for institutions
Appendix C	Responses on benefits and their codes and categories
Appendix D	Responses on drawbacks and their codes and categories
Appendix E	Summary table on benefits (CCM codes, MC1 and MC2 categories)
Appendix F	Summary table on drawbacks (CCM codes, MC1 and MC2 categories)

Appendix A Data on YILL participants

Nyelvi előkészítő (nem nemzetiségi) idegen nyelv oktatása a 9. évfolyamon, nappali oktatás feladatellátási hely típusonként, nyelvenként

1. Angol

Megnevezés	Gimnázium		Szakközépiskola		Összesen	
	Intézmények száma	Tanulók száma	Intézmények száma	Tanulók száma	Intézmények száma [2)]	Tanulók száma
2004/2005	207	7 053	152	3 856	353	10 909
2005/2006	216	7 626	166	4 017	373	11 643
2006/2007	219	7 542	169	4 446	375	11 988
2007/2008	205	7 051	165	4 674	357	11 725
2008/2009	213	7 437	157	4 864	360	12 301
2009/2010	194	5 066	135	4 014	315	9 080
2010/2011	195	5 287	131	4 071	314	9 358
2011/2012	177	4 771	121	3 753	289	8 524
2012/2013	170	4 303	85	2 338	247	6 641

2. Német

Megnevezés	Gimnázium		Szakközépiskola		Összesen	
	Intézmények száma	Tanulók száma	Intézmények száma	Tanulók száma	Intézmények száma [2)]	Tanulók száma
2004/2005	145	2 805	113	1 926	255	4 731
2005/2006	151	3 106	116	1 908	263	5 014
2006/2007	152	3 034	118	1 935	265	4 969
2007/2008	134	2 609	111	1 753	237	4 362
2008/2009	132	2 452	99	1 633	225	4 085
2009/2010	106	1 599	77	1 245	177	2 844
2010/2011	100	1 579	68	1 045	164	2 624
2011/2012	95	1 367	54	721	147	2 088
2012/2013	82	1 072	37	509	116	1 581

3. Francia

Megnevezés	Gimnázium		Szakközépiskola		Összesen	
	Intézmények száma	Tanulók száma	Intézmények száma	Tanulók száma	Intézmények száma [2)]	Tanulók száma
2004/2005	8	142	4	47	12	189
2005/2006	10	149	5	61	15	210
2006/2007	8	127	4	54	12	181
2007/2008	8	121	2	29	10	150
2008/2009	9	142	0	0	9	142
2009/2010	10	177	0	0	10	177
2010/2011	13	183	1	15	14	198

2011/2012	9	120	1	19	10	139
2012/2013	10	133	0	0	10	133

4. Olasz

Megnevezés	Gimnázium		Szakközépiskola		Összesen	
	Intézmények száma	Tanulók száma	Intézmények száma	Tanulók száma	Intézmények száma [2)]	Tanulók száma
2004/2005	3	30	2	47	5	77
2005/2006	7	97	2	56	9	153
2006/2007	5	85	2	42	7	127
2007/2008	5	84	2	31	7	115
2008/2009	4	76	1	27	5	103
2009/2010	2	33	0	0	2	33
2010/2011	7	122	1	16	8	138
2011/2012	8	136	0	0	8	136
2012/2013	5	81	0	0	5	81

5. Spanyol

Megnevezés	Gimnázium		Szakközépiskola		Összesen	
	Intézmények száma	Tanulók száma	Intézmények száma	Tanulók száma	Intézmények száma [2)]	Tanulók száma
2004/2005	2	14	0	0	2	14
2005/2006	1	6	1	11	2	17
2006/2007	3	32	2	34	5	66
2007/2008	3	53	2	34	5	87
2008/2009	4	73	2	30	6	103
2009/2010	3	39	2	36	5	75
2010/2011	6	88	2	22	7	110
2011/2012	11	187	1	10	12	197
2012/2013	9	164	0	0	9	164

6. Portugál

Megnevezés	Gimnázium		Szakközépiskola		Összesen	
	Intézmények száma	Tanulók száma	Intézmények száma	Tanulók száma	Intézmények száma [2)]	Tanulók száma
2004/2005	0	0	0	0	0	0
2005/2006	1	8	0	0	1	8
2006/2007	1	8	0	0	1	8
2007/2008	0	0	0	0	0	0
2008/2009	1	12	0	0	1	12
2009/2010	1	10	0	0	1	10
2010/2011	1	11	0	0	1	11
2011/2012	1	10	0	0	1	10
2012/2013	0	0	0	0	0	0

7. Orosz

Megnevezés	Gimnázium		Szakközépiskola		Összesen	
	Intézmények száma	Tanulók száma	Intézmények száma	Tanulók száma	Intézmények száma [2)]	Tanulók száma
2004/2005	1	21	1	5	2	26
2005/2006	0	0	1	15	1	15
2006/2007	0	0	1	14	1	14
2007/2008	0	0	1	15	1	15
2008/2009	0	0	1	13	1	13
2009/2010	0	0	1	14	1	14
2010/2011	2	20	1	17	3	37
2011/2012	0	0	1	13	1	13
2012/2013	0	0	0	0	0	0

8. Japán

Megnevezés	Gimnázium		Szakközépiskola		Összesen	
	Intézmények száma	Tanulók száma	Intézmények száma	Tanulók száma	Intézmények száma [2)]	Tanulók száma
2004/2005	0	0	1	9	1	9
2005/2006	0	0	1	13	1	13
2006/2007	0	0	1	18	1	18
2007/2008	0	0	1	18	1	18
2008/2009	0	0	1	15	1	15
2009/2010	0	0	1	17	1	17
2010/2011	0	0	1	16	1	16
2011/2012	0	0	1	17	1	17
2012/2013	0	0	0	0	0	0

9. Latin

Megnevezés	Gimnázium		Szakközépiskola		Összesen	
	Intézmények száma	Tanulók száma	Intézmények száma	Tanulók száma	Intézmények száma [2)]	Tanulók száma
2004/2005	1	15	0	0	1	15
2005/2006	1	18	0	0	1	18
2006/2007	1	18	0	0	1	18
2007/2008	1	13	0	0	1	13
2008/2009	0	0	0	0	0	0
2009/2010	0	0	0	0	0	0
2010/2011	0	0	0	0	0	0
2011/2012	0	0	0	0	0	0
2012/2013	0	0	0	0	0	0

10. Egyéb (szlovák, horvát, héber)

Megnevezés	Gimnázium		Szakközépiskola		Összesen	
	Intézmények száma	Tanulók száma	Intézmények száma	Tanulók száma	Intézmények száma [2]	Tanulók száma
2004/2005	0	0	0	0	0	0
2005/2006	0	0	0	0	0	0
2006/2007	0	0	0	0	0	0
2007/2008	0	0	1	7	1	7
2008/2009	0	0	0	0	0	0
2009/2010	1	3	0	0	1	3
2010/2011	1	4	0	0	1	4
2011/2012	1	4	0	0	1	4
2012/2013	1	2	0	0	1	2

11. Összesen

Megnevezés	Gimnázium		Szakközépiskola		Összesen	
	Intézmények száma [1]	Tanulók száma	Intézmények száma [1]	Tanulók száma	Intézmények száma [3]	Tanulók száma
2004/2005	215	10 080	161	5 890	370	15 970
2005/2006	227	11 010	173	6 081	390	17 091
2006/2007	226	10 846	176	6 543	390	17 389
2007/2008	211	9 931	168	6 561	366	16 492
2008/2009	216	10 192	163	6 582	369	16 774
2009/2010	201	6 927	138	5 326	325	12 253
2010/2011	203	7 294	135	5 202	326	12 496
2011/2012	184	6 595	121	4 533	296	11 128
2012/2013	175	5 755	90	2 847	257	8 602

1) halmozódás nélküli intézményszámok (ha egy intézményben több nyelvből indítottak NYEK évfolyamot, az csak egyszeresen szerepel a megfelelő feladatellátási hely típusnál

2) halmozódás nélküli intézményszám(ha egy intézményben több típusú feladatellátási helyen is indítottak NYEK évfolyamot, az csak egyszeresen szerepel)

3) halmozódás nélküli intézményszám (ha egy intézményben több típusú feladatellátási helyen, több nyelvből indítottak NYEK évfolyamot, az csak egyszeresen szerepel)

2012/2013. tanév adatai előzetesek, ellenőrzése folyamatban van.
Az adatok forrása: Közoktatási-, illetve köznevelés-statisztikai adatgyűjtés, 2004/2005 - 2012/2013

Appendix B Data collection instrument

Intézményi kérdőív

Nyelvi előkészítő évfolyamot indító intézmények részére

Kérjük mind a 12 kérdésre válaszoljon,
majd a lap alján található gombra kattintva küldje be a kérdőívet!

1. Hány nyelvi előkészítő évfolyamos osztályt indított intézményük a felsorolt tanévekben?

Kérjük ügyeljen rá, hogy a feladatellátási hely szerint megbontva adja meg az adatokat!

TANÉV	GIMNÁZIUMI	SZAKKÖZÉPISKOLAI
2004/2005	Kérjük válasszon!	Kérjük válasszon!
2005/2006	Kérjük válasszon!	Kérjük válasszon!
2006/2007	Kérjük válasszon!	Kérjük válasszon!
2007/2008	Kérjük válasszon!	Kérjük válasszon!
2008/2009	Kérjük válasszon!	Kérjük válasszon!

2. Mi történik a NYEK évfolyam után a diákokkal?

Csak a NYEK évfolyamon indult tanulókra gondoljon!

- ○ Az osztály többsége együtt marad
- ○ Az osztály nem, de a nyelvi csoportok nyelvórákon együtt maradnak
- ○ A tanulók különböző osztályokban és nyelvi csoportokban folytatják tanulmányaikat
- ○ A tanulók többsége más iskolában folytatja tanulmányait

3. Az idei tanévben heti hány órában tanulnak idegen nyelvet a NYEK évfolyamon tanulók?

Több változat esetén több választ is megjelölhet!
Csak a NYEK évfolyamra gondoljon!

1. NYELV HETI ÓRASZÁMA	2. NYELV HETI ÓRASZÁMA
☐ 10 vagy kevesebb	☐ Nem tanulnak 2. nyelvet
☐ 11-13 órában	☐ 1-2 órában
☐ 14-16 órában	☐ 3-4 órában
☐ 17-19 órában	☐ 5-6 órában
☐ 20 vagy több órában	☐ 7 vagy több órában

4. Tudják-e biztosítani a NYEK évfolyam után az emelt szintű nyelvi képzést (legalább heti 5 óra)?

Csak a NYEK évfolyamon indult tanulókra gondoljon!

- ○ Nem tudjuk megoldani.
- ○ Igen, de csak addig, amíg le nem teszik az érettségit.
- ○ Igen, a NYEK utáni 10-13. évfolyamokon végig, függetlenül az érettségi megszerzésétől.

5. Milyen egyéb nyelvtanulási lehetőségeket biztosítanak a NYEK évfolyamon induló tanulók számára?

Nyelvenként több választ is megjelölhet!
Csak a NYEK évfolyamra gondoljon!

	Angol nyelvű	Német nyelvű	Egyéb nyelvű
Délutáni nyelvi foglalkozás	☐	☐	☐
Érettségi előkészítő	☐	☐	☐
Diákcsere program	☐	☐	☐
Nyelvi tábor	☐	☐	☐
Nemzetközi projekt	☐	☐	☐

6. Milyen, a NYEK képzéshez köthető fejlesztések valósultak meg intézményükben?

Azokat jelölje be, amelyeket a nyelvoktatásban közvetlenül hasznosítanak!
Csak a NYEK képzéshez köthető fejlesztésekre gondoljon!

- ☐ Növeltük az idegen nyelvi könyvek számát
- ☐ Létrehoztunk egy idegen nyelvi könyvtárat
- ☐ Beszereztünk interaktív táblát
- ☐ Biztosítunk internet elérést
- ☐ Nyelvoktató programot vásároltunk
- ☐ CD/DVD lejátszót és/vagy TV-t vásároltunk
- ☐ Bővítettük a meglévő nyelvi labort
- ☐ Létrehoztunk egy nyelvi labort

7. Milyen szempontok alapján választják ki a NYEK évfolyamon tanító nyelvtanárokat?

Több választ is megjelölhet!
Csak a NYEK évfolyamra gondoljon!

- ☐ Egyetemi végzettség
- ☐ Szakmai tapasztalat
- ☐ Együttműködési készség
- ☐ Önkéntes jelentkezés
- ☐ Munkaközösség vezetőjének ajánlása
- ☐ Egyéb (kérjük megadni)

8. Miben különböznek a NYEK évfolyamon induló tanulók a többi osztály tanulóitól?

A nyelvi előkészítő évfolyammal induló tanulók...

9. Az Önök intézménye számára, mi a három legfontosabb hozadéka a NYEK-nek?

I.

II.

III.

10. Mi a három legfontosabb nehézség, amivel a NYEK bevezetése óta szembesültek?

I.

II.

III.

11. Az Önök intézménye milyen megoldásokat talált a problémákra?

I.

II.

III.

12. Milyen KÖZPONTI változtatásokat javasolnak a NYEK képzés további fejlesztéséhez?

Kérdőív elküldése

Appendix C Responses on benefits, their codes and categories

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	more	Better FL teachers are attracted	The school has a better appeal to candidate language teachers.
INSTITUTIONS	more	Better ongoing and output results	It improves the quality of teaching.
INSTITUTIONS	more	Better ongoing and output results	School has become more effective.
INSTITUTIONS	more	Better ongoing and output results	Improving output and school-leaving exam results
INSTITUTIONS	more	Better ongoing and output results	Improving academic results
INSTITUTIONS	more	Better ongoing and output results	Increased output level
INSTITUTIONS	more	Better ongoing and output results	We have achieved better results in various national/regional surveys and competitions.
INSTITUTIONS	more	Better ongoing and output results	Higher quality education
INSTITUTIONS	more	Better ongoing and output results	Higher quality
INSTITUTIONS	more	Better ongoing and output results	Higher quality education can be realized in these classes.
INSTITUTIONS	more	Better ongoing and output results	Rise in the quality of education
INSTITUTIONS	more	Better ongoing and output results	Their academic results are better, therefore they are admitted in higher proportions.
INSTITUTIONS	more	Better ongoing and output results	We perform better in competitions.
INSTITUTIONS	more	Better preparation in other subjects	The quality of teaching is higher in non-language subjects, too.
INSTITUTIONS	more	Better preparation in other subjects	Better academic results from grade 10 on compared to non YILL classes
INSTITUTIONS	more	Better schooling process, entry of "better" students	We noticed an increase in the standards and number of grade 8 students applying to the school.
INSTITUTIONS	more	Better schooling process, entry of "better" students	Opportunity attracts more bright students.
INSTITUTIONS	more	Better schooling process, entry of "better" students	Students who come to our school are those who had better results at primary school.
INSTITUTIONS	more	Better schooling process, entry of "better" students	The interest in the school has grown, more language classes could be launched taken the number of applicants with good primary school results.
INSTITUTIONS	more	Better schooling process, entry of "better" students	The large number of applicants to our school has further increased due to the fact that more and more able students are admitted.
INSTITUTIONS	more	Better schooling process, entry of "better" students	We can admit students that are brighter than our average students.
INSTITUTIONS	more	Better schooling process, entry of "better" students	These classes are chosen by students with a higher language competence.
INSTITUTIONS	more	Better schooling process, entry of "better" students	More talented students apply to our school.
INSTITUTIONS	more	Better schooling process, entry of "better" students	More talented children take the entrance exam.
INSTITUTIONS	more	Better schooling process, entry of "better" students	More talented children attend our school.
INSTITUTIONS	more	Better schooling process, entry of "better" students	The school attracts more talented children.
INSTITUTIONS	more	Better schooling process, entry of "better" students	More talented students
INSTITUTIONS	more	Better schooling process, entry of "better" students	More talented students apply.
INSTITUTIONS	more	Better schooling process, entry of "better" students	Appearance of more talented students
INSTITUTIONS	more	Better schooling process, entry of "better" students	Students with better academic results choose to study in these classes.
INSTITUTIONS	more	Better schooling process, entry of "better" students	Students with better academic results get into our school.

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	more	Better schooling process, entry of "better" students	The school attracts students with better academic results.
INSTITUTIONS	more	Better schooling process, entry of "better" students	The school is chosen by students with better results.
INSTITUTIONS	more	Better schooling process, entry of "better" students	Our school is chosen by more able students, marketing force
INSTITUTIONS	more	Better schooling process, entry of "better" students	Students with a higher knowledge base apply
INSTITUTIONS	more	Better schooling process, entry of "better" students	The programme has had a positive effect on admissions, grade 8 student with better academic results could be admitted to the grammar school.
INSTITUTIONS	more	Better schooling process, entry of "better" students	Applicants are more talented than the rest of our students.
INSTITUTIONS	more	Better schooling process, entry of "better" students	Talented students apply in greater numbers.
INSTITUTIONS	more	Better schooling process, entry of "better" students	Talented students apply to our school in greater numbers.
INSTITUTIONS	more	Better schooling process, entry of "better" students	Increased selection of students
INSTITUTIONS	more	Better schooling process, entry of "better" students	Oversubscription to this type of class is the highest, applicants have better results.
INSTITUTIONS	more	Better schooling process, more applicants	There has been growing interest in our school as a potential place for continuing education
INSTITUTIONS	more	Better schooling process, more applicants	Growth in the size of the student body
INSTITUTIONS	more	Better schooling process, more applicants	Oversubscription to this type of class is the highest, applicants have better results.
INSTITUTIONS	more	Better schooling process, more applicants	Number of applicants to our school
INSTITUTIONS	more	Better schooling process, more applicants	The school has become more sought after.
INSTITUTIONS	more	Better schooling process, more applicants	Increased interest in the school
INSTITUTIONS	more	Better schooling process, more applicants	Increased student body (grade 13)
INSTITUTIONS	more	Better schooling process, more applicants	Greater interest in our school
INSTITUTIONS	more	Better schooling process, more applicants	More interest is shown towards the school.
INSTITUTIONS	more	Better schooling process, more applicants	The school has become more sought after.
INSTITUTIONS	more	Better schooling process, more applicants	More interest is shown towards the school.
INSTITUTIONS	more	Better schooling process, more applicants	The school has become more appealing.
INSTITUTIONS	more	Better schooling process, more applicants	The school has become more popular.
INSTITUTIONS	more	Better schooling process, more applicants	The institution has become more popular.
INSTITUTIONS	more	Better schooling process, more applicants	Our school has become more popular.
INSTITUTIONS	more	Better schooling process, more applicants	Obvious increase in popularity among potential students and parents alike
INSTITUTIONS	more	Better schooling process, more applicants	Increasing popularity
INSTITUTIONS	more	Better schooling process, more applicants	Greater interest in our school, greater student body.
INSTITUTIONS	more	Better schooling process, more applicants	Increased interest in the school
INSTITUTIONS	more	Better schooling process, more applicants	The number of applicants to our school has increased and their academic performance has improved.

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	more	Better schooling process, more applicants	Number of applicants to our school has risen.
INSTITUTIONS	more	Better schooling process, more applicants	The number of applicants to our school is on the increase.
INSTITUTIONS	more	Better schooling process, more applicants	Growing interest in the training programme (class has reached the maximum student number)
INSTITUTIONS	more	Better schooling process, more applicants	It has a positive effect on the image and reputation of the school, YILL is popular, oversubscription is high.
INSTITUTIONS	more	Better schooling process, more applicants	Much more applicants to the school
INSTITUTIONS	more	Better schooling process, more applicants	Increase in the student body
INSTITUTIONS	more	Better schooling process, more applicants	The school has become more popular as a place of continuing one's studies.
INSTITUTIONS	more	Better schooling process, more applicants	More applicants wish to get into this class.
INSTITUTIONS	more	Better schooling process, more applicants	More applicants, the school has become more appealing.
INSTITUTIONS	more	Better schooling process, more applicants	More students
INSTITUTIONS	more	Better schooling process, more applicants	More students come to our school.
INSTITUTIONS	more	Better schooling process, more applicants	More students, higher per capita support
INSTITUTIONS	more	Better schooling process, more applicants	We can admit more students.
INSTITUTIONS	more	Better schooling process, more students can be accepted	The admission process was facilitated by the fact that fewer applicants had to be turned down due to the fact that we could launch one more class.
INSTITUTIONS	more	Development in ICT	Information technology is gaining importance.
INSTITUTIONS	more	Development in ICT	Significant progress has been made in the teaching of IT during the year of intensive language learning (more students are taking ECDL and school-leaving exams early.
INSTITUTIONS	more	Expanded international relations	Relations with foreign students and teachers have become more colourful.
INSTITUTIONS	more	Expanded international relations	More active participation in international relations (on the students' and teachers' part alike).
INSTITUTIONS	more	Expanded international relations	Partnerships with foreign institutions have widened.
INSTITUTIONS	more	Expanded international relations	Growth in exchange programmes
INSTITUTIONS	more	Expanded international relations	We managed to send several students to Germany (exchange programme).
INSTITUTIONS	more	Expanded international relations	More opportunities for partner programmes, more students can undertake traineeship abroad.
INSTITUTIONS	more	Expanded international relations	More opportunities available for foreign exchange programmes
INSTITUTIONS	more	Good class communities	Students and small communities that can "work better" in all fields of school life
INSTITUTIONS	more	Good class communities	Students become more attached to the school in five years.
INSTITUTIONS	more	Higher number and/or level language exams	Both the school-leaving and the language exam results have improved.
INSTITUTIONS	more	Higher number of language lessons	The possibilities of intensive language teaching and integrated education have widened.
INSTITUTIONS	more	Increased motivation of students for FL	More effective and pleasant language lessons that give a sense of achievement to students and teachers alike.
INSTITUTIONS	more	Increased prestige of FL education in school	The importance of language teaching has become more acknowledged among staff members.
INSTITUTIONS	more	Increased prestige of FL education in school	More emphasis is put on school-based language teaching.
INSTITUTIONS	more	Increased prestige of FL education in school	The prestige of language learning has improved.

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	more	Increased prestige of FL education in school	Language teaching has received more emphasis.
INSTITUTIONS	more	Increased prestige of school	It gives the school a competitive edge in the admission process.
INSTITUTIONS	more	Increased prestige of school	Improves admissions
INSTITUTIONS	more	Increased prestige of school	Reputation of the school has improved.
INSTITUTIONS	more	Increased prestige of school	Improves the school's reputation.
INSTITUTIONS	more	Increased prestige of school	The school's admission figures have improved.
INSTITUTIONS	more	Increased prestige of school	The school has become more recognizes and appealing.
INSTITUTIONS	more	Increased prestige of school	The school's reputation has significantly improved.
INSTITUTIONS	more	Increased prestige of school	Betterment of the school's reputation
INSTITUTIONS	more	Increased prestige of school	The even better reputation of the school, and the subsequent better admission figures
INSTITUTIONS	more	Increased prestige of school	The better performance of these classes improve the reputation of our school.
INSTITUTIONS	more	Increased prestige of school	Improves admission statistics
INSTITUTIONS	more	Increased prestige of school	Admissions become more solid.
INSTITUTIONS	more	Increased prestige of school	It also improves the reputation of the school.
INSTITUTIONS	more	Increased prestige of school	The school has become more recognized.
INSTITUTIONS	more	Increased prestige of school	The school becomes more renowned and respected.
INSTITUTIONS	more	Increased prestige of school	The reputation of our school has improved.
INSTITUTIONS	more	Increased prestige of school	The school has become more reputed and known.
INSTITUTIONS	more	Increased prestige of school	The school's image is improving.
INSTITUTIONS	more	Increased prestige of school	It improves the reputation of the school, has an advertising value.
INSTITUTIONS	more	Increased prestige of school	It has increased the school's reputation.
INSTITUTIONS	more	Increased prestige of school	School has an enhanced reputation
INSTITUTIONS	more	Increased prestige of school	The interest in the school has grown, more language classes could be launched taken the number of applicants with good primary school results.
INSTITUTIONS	more	More extra-curricular activities related to FL learning	Increasing number of FL recreational activities, performances, competitions
INSTITUTIONS	more	More extra-curricular activities related to FL learning	They can be involved in more extracurricular activities.
INSTITUTIONS	more	More extra-curricular activities related to FL learning	Students achieve better results at competency tests and National Secondary School Academic Competition (OKTV)
INSTITUTIONS	more	More satisfied parents	Parents' needs can be better satisfied.
INSTITUTIONS	more	New, expanded school profile	Expansion of the training profile
INSTITUTIONS	more	New, expanded school profile	The choice of training programmes within the school has become wider.
INSTITUTIONS	more	New, expanded school profile	Expansion of the training programmes on offer
INSTITUTIONS	more	New, expanded school profile	The programmes offered by our school have become more structured.
INSTITUTIONS	more	New, expanded school profile	It enhances standards and serves as a foundation for several programmes.
INSTITUTIONS	more	Possibility for inter-subject integration	We can better implement the integration of the various subjects and competency development.
INSTITUTIONS	more	School grants higher quality language teaching	The quality of language teaching has improved.
INSTITUTIONS	more	School grants higher quality language teaching	More effective language teaching
INSTITUTIONS	more	School grants higher quality language teaching	More effective language teaching
INSTITUTIONS	more	School grants higher quality language teaching	More efficient language teaching.
INSTITUTIONS	more	School grants higher quality language teaching	The quality of language teaching has improved.
INSTITUTIONS	more	School grants higher quality language teaching	Higher quality language teaching

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	more	School grants higher quality language teaching	Ensures higher quality language teaching.
INSTITUTIONS	more	School grants higher quality language teaching	Increase in the quality of language teaching
INSTITUTIONS	more	School grants higher quality language teaching	Improvement of the quality of language teaching
INSTITUTIONS	more	School grants higher quality language teaching	More conscious and result oriented language training
INSTITUTIONS	more	School grants higher quality language teaching	Improving the quality of language teaching at the school, maintaining quality teaching, teachers' professional development
INSTITUTIONS	more	Teacher's professional development, higher quality work	Improving the quality of language teaching at the school, maintaining quality teaching, teachers' professional development
INSTITUTIONS	more	Technical, infrastructural developments	Increase in the pool of equipment.
INSTITUTIONS	more	Technical, infrastructural developments	The infrastructure of language training has improved.
INSTITUTIONS	more	Technical, infrastructural developments	The quantity technical aids to learning has increased.
INSTITUTIONS	more	Technical, infrastructural developments	Enhancement of the material conditions
INSTITUTIONS	more	More extra-curricular activities related to FL learning	More active involvement in extracurricular activities.
INSTITUTIONS	more	Better ongoing and output results	The general academic results are better than in other classes in the same grade.
INSTITUTIONS	more	Better ongoing and output results	The academic results of language classes tend to be the best/among the best (there is sufficient driving force).
INSTITUTIONS	more	Better ongoing and output results	Their academic results are usually better, they improve the average performance of the school, a significant portion of these students continues their studies in higher education.
INSTITUTIONS	more	Better ongoing and output results	These classes have better academic results at the end of the school-years.
INSTITUTIONS	new	Better schooling process, entry of "better" students	The YILL class is chosen by talented students who perform well in all subjects.
INSTITUTIONS	new	Better schooling process, entry of "better" students	Application of talented and high-performing students
INSTITUTIONS	new	Better schooling process, entry of "better" students	Students with outstanding existing knowledge arrive at our school.
INSTITUTIONS	new	Better schooling process, entry of "better" students	Motivated students apply.
INSTITUTIONS	new	Better schooling process, entry of "better" students	Motived students come to the grammar school.
INSTITUTIONS	new	Better schooling process, entry of "better" students	Many able students have applied to our school, the number of students on roll has increased.
INSTITUTIONS	new	Better schooling process, entry of "better" students	Talented, well prepared students have joined this class.
INSTITUTIONS	new	Better schooling process, more applicants	The number of students in our school (number of applicants) has stabilised.
INSTITUTIONS	new	Better schooling process, more applicants	The bilingual class that has been running for ten years and YILL make the school popular with those who find a high level of competence in at least one foreign language important.
INSTITUTIONS	new	Better schooling process, more applicants	Stability of admissions
INSTITUTIONS	new	Better schooling process, more applicants	Popular form of training/class type among parents and students
INSTITUTIONS	new	Better schooling process, more applicants	The Italian YILL programme enjoys great demand.

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	new	Better schooling process, more applicants	Parallel class in grammar school
INSTITUTIONS	new	Better schooling process, more applicants	Parallel classes have come into being in the grammar school grades.
INSTITUTIONS	new	Better schooling process, more applicants	It has helped us maintain the number of students on roll.
INSTITUTIONS	new	Better schooling process, more applicants	Stable number of applicants
INSTITUTIONS	new	Better schooling process, more applicants	The number of students has stabilized, and so has the number of lessons for the teachers.
INSTITUTIONS	new	Better schooling process, more applicants	Ensuring the number of students on roll.
INSTITUTIONS	new	Better schooling process, more applicants	It is appealing to applicants.
INSTITUTIONS	new	Better schooling process, more applicants	It makes our school appealing.
INSTITUTIONS	new	Description	Students are at school for five years, which is a positive thing in terms of per capita support.
INSTITUTIONS	new	Development in ICT	Active operation of the ECDL exam centre.
INSTITUTIONS	new	Expanded international relations	Active participation in extracurricular activities (cultural and international relations)
INSTITUTIONS	new	Expanded international relations	Active participation of students in international projects
INSTITUTIONS	new	Expanded international relations	Joining the Comenius Programme of the EU
INSTITUTIONS	new	Expanded international relations	In exchange programmes we can count on students with good communication skills.
INSTITUTIONS	new	Expanded international relations	Student exchange programmes
INSTITUTIONS	new	Expanded international relations	We participate in student exchange programmes.
INSTITUTIONS	new	Expanded international relations	Active involvement in foreign projects
INSTITUTIONS	new	Expanded international relations	Establishing international relationships
INSTITUTIONS	new	Expanded international relations	Launching international projects (exchange programmes, EU projects)
INSTITUTIONS	new	Expanded international relations	Trips abroad are organized regularly, which makes the school more appealing.
INSTITUTIONS	new	Increased motivation of students for FL	Children in this class are hard-working, and are relatively motivated to language learning.
INSTITUTIONS	new	Increased motivation of students for FL	The form of training is popular with parents and students alike.
INSTITUTIONS	new	Increased prestige of FL education in school	The importance of FL education
INSTITUTIONS	new	Increased prestige of school	A training form acknowledged and supported by the entity financing the school.
INSTITUTIONS	new	Increased prestige of school	They increase our school's reputation and recognition.
INSTITUTIONS	new	Increased prestige of school	Good advertisement
INSTITUTIONS	new	Increased prestige of school	It is a good advertisement for the school.
INSTITUTIONS	new	More extra-curricular activities related to FL learning	Completion of hostess tasks with foreign groups visiting the school and other events
INSTITUTIONS	new	More satisfied parents	The form of training is popular with parents and students alike.
INSTITUTIONS	new	More satisfied parents	Both students and parents demonstrate a different approach.
INSTITUTIONS	new	Native teachers	We can implement the programme by using guest teachers (German and English).
INSTITUTIONS	new	New, expanded school profile	It has created the possibility for bilingual education.
INSTITUTIONS	new	New, expanded school profile	The school has automatically received a new profile.
INSTITUTIONS	new	New, expanded school profile	Individual profile
INSTITUTIONS	new	New, expanded school profile	Language exam centre
INSTITUTIONS	new	New, expanded school profile	Organization of the national YILL conference
INSTITUTIONS	new	New, expanded school profile	New type of training has been launched (5-year long mechanical training instead of 4)
INSTITUTIONS	new	New, expanded school profile	This programme has allowed us to launch new programmes.

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	new	School grants higher quality language teaching	In the above case, use of novel, creative educational programmes
INSTITUTIONS	new	School grants higher quality language teaching	Language teaching is successful.
INSTITUTIONS	new	Teachers' positions	Teaching jobs
INSTITUTIONS	new	Teachers' positions	The number of students has stabilized, and so has the number of lessons for the teachers.
INSTITUTIONS	new	Technical, infrastructural developments	Development of the equipment pool
INSTITUTIONS	new	Technical, infrastructural developments	It has become justified to develop the language labs.
INSTITUTIONS	new	Technical, infrastructural developments	We have been able to set up a language lab.
INSTITUTIONS	new	Use of YILL experiences	The learning techniques used in language learning have a beneficial effect on the other subjects.
INSTITUTIONS	new	Use of YILL experiences	It has a positive effect on the other classes of the school.
INSTITUTIONS	new	Use of YILL experiences	Students can make use of their language competence in other subjects as well.
INSTITUTIONS	new	Use of YILL experiences	We can utilize experiences from the YILL programme in other language teaching settings.
INSTITUTIONS	new	Use of YILL experiences	Their language proficiency is exemplary for the other students, too.
X		No benefits at all	We will not launch this programme again.
X		No benefits at all	We do not significantly profit from this class, but the number of applicants is the same as in the rest of the classes.
X		No benefits at all	Unfortunately, we have not yet experienced
X		No benefits at all	Nothing
STUDENTS	more	Better knowledge of the target language culture	The large number of contact hours makes it possible to teach more about the countries concerned.
STUDENTS	more	Better ongoing and output results	Students in the last year or their studies achieve better scores.
STUDENTS	more	Better ongoing and output results	Better results in the school-leaving exams
STUDENTS	more	Better ongoing and output results	Higher FL output level
STUDENTS	more	Better ongoing and output results	YILL students have achieved better results in the language competitions, too.
STUDENTS	more	Better ongoing and output results	More successful school-leaving exams, sometimes early school-leaving exams
STUDENTS	more	Better ongoing and output results	Better output results (school-leaving exam)
STUDENTS	more	Better ongoing and output results	Their academic results are usually better, they improve the average performance of the school, a significant portion of these students continue their studies in higher education.
STUDENTS	more	Better opportunities for further education and for the job market	More job opportunities for students.
STUDENTS	more	Better opportunities for further education and for the job market	They will have better chances when applying for places in higher education and later for jobs.
STUDENTS	more	Better opportunities for further education and for the job market	Our students will have better job opportunities, they feel more confident to start studies abroad, or join projects. They become more open-minded.
STUDENTS	more	Better opportunities for further education and for the job market	Students can more easily get into the higher education institution of their choice.
STUDENTS	more	Better opportunities for further education and for the job market	Students receive better opportunities for participation in higher education.
STUDENTS	more	Better opportunities for further education and for the job market	Their academic results are better, therefore they are admitted in higher proportions.
STUDENTS	more	Better schooling process, entry of "better" students	Usually students with a higher proficiency in English get into the class of the next year.
STUDENTS	more	Better schooling process, entry of "better" students	Better command of English, more motivated students

MC1	MC2	CCM_Code	Responses
STUDENTS	more	Better schooling process, more applicants	Growth in the number of students on roll
STUDENTS	more	Better schooling process, more applicants	Many students have chosen our school because of this programme.
STUDENTS	more	Better schooling process, more applicants	We have more students on roll.
STUDENTS	more	Development in ICT	More thorough IT knowledge
STUDENTS	more	Development in ICT	Enhancement of the IT knowledge
STUDENTS	more	Development in ICT	Strengthening of IT skills and knowledge
STUDENTS	more	Development in ICT	More in-depth IT knowledge, school-leaving exam in IT
STUDENTS	more	Development in ICT	The share of students passing the ECDL exam has grown.
STUDENTS	more	Development of learning strategies	Development of the ability to obtain knowledge on their own
STUDENTS	more	Development of learning strategies	The students' abilities to learn about their own personalities and to self-actualization have improved in the team-building and learning enhancement trainings.
STUDENTS	more	Earlier and/or more successful FL matura	The number of students who successfully passed the advanced-level school-leaving exams has surged.
STUDENTS	more	Earlier and/or more successful FL matura	Most students taking the school-leaving exams early come from these classes.
STUDENTS	more	Earlier and/or more successful FL matura	Because of the intensity of language learning they reach the level of the normal or advanced school-leaving exam earlier.
STUDENTS	more	Earlier and/or more successful FL matura	Number of students taking school-leaving exams early as increased. They achieved high scores in the exams.
STUDENTS	more	Earlier and/or more successful FL matura	The number of students taking advanced-level school-leaving exams in FL has grown.
STUDENTS	more	Earlier and/or more successful FL matura	Students take the FL school-leaving exam sooner.
STUDENTS	more	Earlier and/or more successful FL matura	Both the school-leaving and the language exam results have improved.
STUDENTS	more	Earlier and/or more successful FL matura	FL school-leaving exams are easier to pass, scores are higher.
STUDENTS	more	Earlier and/or more successful FL matura	Proportionately more students take the advanced-level school-leaving exam.
STUDENTS	more	Earlier and/or more successful FL matura	Number of students taking school-leaving exams early as increased.
STUDENTS	more	Earlier and/or more successful FL matura	Number of students taking school-leaving exams early as increased.
STUDENTS	more	Earlier and/or more successful FL matura	There is an increased need for taking the school-leaving exams early, as well as for taking language exams.
STUDENTS	more	Earlier and/or more successful FL matura	The number of students taking the school-leaving exam early has increased.
STUDENTS	more	Earlier and/or more successful FL matura	Higher number of students taking the school-leaving exam early, more evenly distributed learning load
STUDENTS	more	Earlier and/or more successful FL matura	The number of students taking the school-leaving exam early has increased.
STUDENTS	more	Earlier and/or more successful FL matura	More students take the school-leaving exam early in FL.
STUDENTS	more	Earlier and/or more successful FL matura	More students take the school-leaving exam early.
STUDENTS	more	Earlier and/or more successful FL matura	More students take the school-leaving exam early and sit for language exams.
STUDENTS	more	Earlier and/or more successful FL matura	More students have passed their standard level, early school-leaving exams with good results.
STUDENTS	more	Earlier and/or more successful FL matura	More students take advanced-level or early school-leaving exams in FL.
STUDENTS	more	Earlier and/or more successful FL matura	More students pass the advanced-level school-leaving exam in FL with good results.
STUDENTS	more	Earlier and/or more successful FL matura	More students take their school-leaving exams early, or sit for language exams.

MC1	MC2	CCM_Code	Responses
STUDENTS	more	Earlier and/or more successful FL matura	More students take their school-leaving exams early.
STUDENTS	more	Earlier and/or more successful FL matura	More students could take their school-leaving exams early.
STUDENTS	more	Equal opportunities	Disadvantaged students receive more opportunities.
STUDENTS	more	Extra year for the students in the secondary school	Students become more mature for their subsequent studies.
STUDENTS	more	Extra year for the students in the secondary school	YILL students are more mature when learning the other subjects.
STUDENTS	more	Extra year for the students in the secondary school	Students are better prepared for their grammar school studies.
STUDENTS	more	Extra year for the students in the secondary school	The programme puts the school-leaving exam off by a year, and students can choose a career at a more mature stage.
STUDENTS	more	Extra year for the students in the secondary school	Students start secondary vocational training in grade 10, when they are more mature.
STUDENTS	more	Extra year for the students in the secondary school	More mature way of thinking
STUDENTS	more	Extra year for the students in the secondary school	More mature career choice
STUDENTS	more	Extra year for the students in the secondary school	More mature (but less disciplined) students
STUDENTS	more	Extra year for the students in the secondary school	More mature students start the stage that prepares them for the school-leaving exams.
STUDENTS	more	Extra year for the students in the secondary school	Longer training period, slower pace of progression
STUDENTS	more	FL development of students	Students have a more advanced FL knowledge.
STUDENTS	more	FL development of students	Development of the students' FL competencies
STUDENTS	more	FL development of students	The FL competence of the students has significantly improved.
STUDENTS	more	FL development of students	Development of the students' communication skills
STUDENTS	more	FL development of students	Students have better language competencies.
STUDENTS	more	FL development of students	Students have higher level of language proficiency.
STUDENTS	more	FL development of students	Large-scale development of the students' language skills.
STUDENTS	more	FL development of students	Improvement of the students' language competence
STUDENTS	more	FL development of students	Talented students take their language exams and school-leaving exams much earlier; less able students achieve higher scores.
STUDENTS	more	FL development of students	More thorough language competence
STUDENTS	more	FL development of students	They master the languages learnt at school more extensively.
STUDENTS	more	FL development of students	Improvement of the general language skills
STUDENTS	more	FL development of students	Increasing the effectiveness of teaching the first foreign language.
STUDENTS	more	FL development of students	They can communicate much more fluently and are more self-confident while using the foreign languages.
STUDENTS	more	FL development of students	Strengthening FL competence
STUDENTS	more	FL development of students	Students can communicate more bravely and effectively in the foreign language (mainly in English).
STUDENTS	more	FL development of students	Laying the foundation for a deeper knowledge of language, opportunity for obtaining a language certificate before the school-leaving exam
STUDENTS	more	FL development of students	Students have a deeper knowledge of languages.
STUDENTS	more	FL development of students	Students can be taken to a higher level of language proficiency faster (early school-leaving exam and language exam).
STUDENTS	more	FL development of students	Widening the foundations of FL competence
STUDENTS	more	FL development of students	Possibility of more intense and effective language learning, more language certificates
STUDENTS	more	FL development of students	Significant progress in language learning
STUDENTS	more	FL development of students	Students with a better FL knowledge

MC1	MC2	CCM_Code	Responses
STUDENTS	more	FL development of students	The students' lexical and grammatical knowledge rests on sound foundations, and they amass considerable cultural etc. Knowledge.
STUDENTS	more	FL development of students	Improved active FL knowledge, commitment to FL
STUDENTS	more	FL development of students	Enhanced FL knowledge
STUDENTS	more	FL development of students	A higher level of language competence can be achieved.
STUDENTS	more	FL development of students	We can provide our students with the opportunity to reach a higher level of language competence.
STUDENTS	more	FL development of students	Our students leave school with a higher level, usable Fl knowledge.
STUDENTS	more	FL development of students	Higher standards in the secondary vocational school class.
STUDENTS	more	FL development of students	The number of students with usable language skills is on the rise.
STUDENTS	more	FL development of students	The students' FL communication skills have improved.
STUDENTS	more	FL development of students	The language skills can be developed more profoundly.
STUDENTS	more	FL development of students	Improving languages competencies: more students take the school-leaving exam early.
STUDENTS	more	FL development of students	Development of language proficiency
STUDENTS	more	FL development of students	The quality of language teaching has improved a lot.
STUDENTS	more	FL development of students	Higher quality language education
STUDENTS	more	FL development of students	Students have a better FL command.
STUDENTS	more	FL development of students	There is more time for communication.
STUDENTS	more	FL development of students	More students can use the given FL at a higher level than ordinary secondary vocational school students.
STUDENTS	more	FL development of students	(More) stable language proficiency, learning two foreign languages despite being in a secondary vocational school, even those learning at a slower pace can achieve higher scores in the school-leaving exams if they take the exams early.
STUDENTS	more	Good class communities	Students can more easily adjust to secondary school.
STUDENTS	more	Good class communities	The students get to know each other better, they become a real community sooner, and they master certain competencies sooner (e.g. preparing and giving short talks).
STUDENTS	more	Higher number and/or level language exams	Growth in the number of students with intermediate and advanced level language certificates
STUDENTS	more	Higher number and/or level language exams	The number of students with language certificates is dramatically increasing.
STUDENTS	more	Higher number and/or level language exams	The number of students in the school with language certificates is growing.
STUDENTS	more	Higher number and/or level language exams	The number of language certificate holders has multiplied.
STUDENTS	more	Higher number and/or level language exams	Significant increase in the number of language certificates
STUDENTS	more	Higher number and/or level language exams	More solid language competence, more language certificates
STUDENTS	more	Higher number and/or level language exams	The number of students who successfully passed the language exams has increased.
STUDENTS	more	Higher number and/or level language exams	Students can obtain their intermediate level C language certificates sooner.
STUDENTS	more	Higher number and/or level language exams	Number of language certificates is on the rise.
STUDENTS	more	Higher number and/or level language exams	There has been a slight increase in the number of students with language certificates.
STUDENTS	more	Higher number and/or level language exams	Easier road to the language exam
STUDENTS	more	Higher number and/or level language exams	There has been a significant rise in the number of students obtaining language certificates.
STUDENTS	more	Higher number and/or level language exams	The number of language certificate holders has grown significantly.

MC1	MC2	CCM_Code	Responses
STUDENTS	more	Higher number and/or level language exams	Higher number of advanced-level language certificate holders.
STUDENTS	more	Higher number and/or level language exams	The number of language certificate holders has increased.
STUDENTS	more	Higher number and/or level language exams	Number of students with language certificates has grown.
STUDENTS	more	Higher number and/or level language exams	Number of students with intermediate (sometimes advanced level) language certificates has grown among students who prepared for the exam in school.
STUDENTS	more	Higher number and/or level language exams	Number of language certificate holders has increased.
STUDENTS	more	Higher number and/or level language exams	There is a rise in the number of intermediate language certificate holders.
STUDENTS	more	Higher number and/or level language exams	The number of language certificate holders has increased.
STUDENTS	more	Higher number and/or level language exams	The number of students taking language exams has grown.
STUDENTS	more	Higher number and/or level language exams	The number of students taking language exams has grown.
STUDENTS	more	Higher number and/or level language exams	The number of language certificate holders has increased.
STUDENTS	more	Higher number and/or level language exams	The number of language certificate holders has increased.
STUDENTS	more	Higher number and/or level language exams	Increase in the number of language certificate holders
STUDENTS	more	Higher number and/or level language exams	The number of language certificate holders has grown.
STUDENTS	more	Higher number and/or level language exams	The number of language certificate holders is on the rise.
STUDENTS	more	Higher number and/or level language exams	The number of language certificate holders has grown.
STUDENTS	more	Higher number and/or level language exams	Growing number of language certificate holders
STUDENTS	more	Higher number and/or level language exams	Growing number of language certificate holders
STUDENTS	more	Higher number and/or level language exams	More language certificate holders, better results in competitions
STUDENTS	more	Higher number and/or level language exams	We now have more language certificate holders than before.
STUDENTS	more	Higher number and/or level language exams	More language certificates
STUDENTS	more	Higher number and/or level language exams	Many students of ours are preparing for their language exams.
STUDENTS	more	Higher number and/or level language exams	More intermediate level language certificates
STUDENTS	more	Higher number and/or level language exams	More language certificates
STUDENTS	more	Higher number and/or level language exams	More language certificates and successful participation in competitions
STUDENTS	more	Higher number and/or level language exams	More students have language certificates, and more of them participate in national secondary school academic competitions.
STUDENTS	more	Higher number and/or level language exams	More language certificate holders already in grades 10 and 11
STUDENTS	more	Higher number and/or level language exams	More students have language certificates, they have time to organize and revise their knowledge in other subjects.
STUDENTS	more	Higher number and/or level language exams	More children have language certificates.
STUDENTS	more	Higher number and/or level language exams	More students have language certificates.

MC1	MC2	CCM_Code	Responses
STUDENTS	more	Higher number and/or level language exams	More language certificate holders
STUDENTS	more	Higher number and/or level language exams	More intermediate level language certificates
STUDENTS	more	Higher number and/or level language exams	We prepare more students for the intermediate and advanced-level language exams.
STUDENTS	more	Higher number and/or level language exams	More students obtain their language certificates.
STUDENTS	more	Higher number of language lessons	More lessons in total during the programme
STUDENTS	more	Higher number of language lessons	YILL students have more language lessons (but they forget the language in grades 10 to 13).
STUDENTS	more	Higher number of language lessons	Number of contact hours has risen.
STUDENTS	more	Higher number of language lessons	Students can learn languages in more contact hours.
STUDENTS	more	Improved non-linguistic skills of students	The students get to know each other better, they become a real community sooner, and they master certain competencies sooner (e.g. preparing and giving short talks).
STUDENTS	more	Improved non-linguistic skills of students	Cooperative forms of work become more widely used.
STUDENTS	more	Improved non-linguistic skills of students	Improvement of the ability and skills to cooperate
STUDENTS	more	Improved non-linguistic skills of students	Better communication skills not only in FL
STUDENTS	more	Improved non-linguistic skills of students	Students can manage their time better, their higher education intentions become more solid.
STUDENTS	more	Improved non-linguistic skills of students	We could develop their dexterity better.
STUDENTS	more	Improved non-linguistic skills of students	A higher level of education can be achieved in 1+4 years.
STUDENTS	more	Improved non-linguistic skills of students	Students become more open to the world.
STUDENTS	more	Improved non-linguistic skills of students	Education of more tolerant youth
STUDENTS	more	Increased motivation of students for FL	They communicate better, they show a better attitude towards learning, and they are more motivated to achieve good results.
STUDENTS	more	Increased motivation of students for FL	Students in these classes can be motivated more easily, some prepare for the intermediate level exam.
STUDENTS	more	Increased motivation of students for FL	More motivated students
STUDENTS	more	Increased motivation of students for FL	Motivation and academic results have improved.
STUDENTS	more	Increased motivation of students for FL	The propensity to learning languages has increased.
STUDENTS	more	More possibilities for individual development / development in small groups	More time can be devoted to individual and small-group based activities.
STUDENTS	more	School grants higher quality language teaching	They receive more thorough language training.
STUDENTS	more	School grants higher quality language teaching	More in-depth professional work.
STUDENTS	more	School grants higher quality language teaching	Development of advanced-level language education
STUDENTS	more	School grants higher quality language teaching	More frequent use of roleplays
STUDENTS	more	Second or third FL	(More) stable language proficiency, learning two foreign languages despite being in a secondary vocational school, even those learning at a slower pace can achieve higher scores in the school-leaving exams if they take the exams early.

MC1	MC2	CCM_Code	Responses
STUDENTS	more	Second or third FL	Several of our students took up a third FL after passing the school-leaving exam.
STUDENTS	more	Use of YILL experiences	Students will find it easier to study other languages.
STUDENTS	more	Better ongoing and output results	In grade 9 we have much more time to teach the basics. We have more courage to launch projects.
STUDENTS	more	Better ongoing and output results	The students' academic results have improved.
STUDENTS	more	Better ongoing and output results	Better results in the class
STUDENTS	more	Better ongoing and output results	Better results in FL and IT
STUDENTS	more	Better ongoing and output results	Students with better academic results
STUDENTS	new	Better knowledge of the target language culture	Transmission of the culture of the given language.
STUDENTS	new	Better knowledge of the target language culture	Making students familiar with the culture of the given language through extracurricular activities
STUDENTS	new	Better knowledge of the target language culture	Use of FL in other subjects too (culture, literature)
STUDENTS	new	Better knowledge of the target language culture	Openness towards foreign cultures
STUDENTS	new	Better knowledge of the target language culture	Teaching about the cultural background
STUDENTS	new	Better knowledge of the target language culture	Possibility of extensive knowledge transfer - language and culture
STUDENTS	new	Better ongoing and output results	We can prepare even very weak students to be able to take the standard level school-leaving exam.
STUDENTS	new	Better ongoing and output results	Less able students can achieve good results in the school-leaving exams due to the high number of contact hours.
STUDENTS	new	Better ongoing and output results	Solid results in the FL school-leaving exams - solid IT knowledge
STUDENTS	new	Better ongoing and output results	YILL students leave school with a solid FL knowledge, even if he/she is not the most talented in the class; this training programme has resulted in enhanced quality.
STUDENTS	new	Better ongoing and output results	Good performance in the school-leaving exams
STUDENTS	new	Better opportunities for further education and for the job market	The students can use their FL knowledge in their vocational training too, e.g. in the training office before the school-leaving exam, or when learning specialized language after leaving school.
STUDENTS	new	Better preparation in other subjects	More in-depth teaching of the humanities and general education subjects
STUDENTS	new	Better preparation in other subjects	Laying the foundation for general education subjects, skill development
STUDENTS	new	Better preparation in other subjects	Possibility of foundation level education in other subjects.
STUDENTS	new	Better schooling process, entry of “better” students	Students motivated to learn languages apply.
STUDENTS	new	Better schooling process, more applicants	It also provides a possibility to maintain the number of students on roll.
STUDENTS	new	Development in ICT	ICT in the next year
STUDENTS	new	Development in ICT	In YILL we teach ICT in 5 contact hours weekly, as a result of which almost all students take ECDL exams or early school-leaving exams in ICT.
STUDENTS	new	Development in ICT	We can develop the students' ICT skills, of which they get a certificate, since we encourage them to take external exams.
STUDENTS	new	Development in ICT	The students have mastered high level, sound ICT knowledge.
STUDENTS	new	Development in ICT	Increased number of ICT lessons
STUDENTS	new	Development in ICT	Possibility to teach ICT in a high number of contact hours.
STUDENTS	new	Development in ICT	Taking the ECDL exam while at school
STUDENTS	new	Development in ICT	Obtaining the ECDL certificate
STUDENTS	new	Development in ICT	Obtaining the ECDL licence
STUDENTS	new	Development in ICT	Early school-leaving exam in ICT
STUDENTS	new	Development in ICT	Taking the school-leaving exam in ICT early in grade 12

MC1	MC2	CCM_Code	Responses
STUDENTS	new	Development in ICT	ICT education in a high number of contact hours, many take early school-leaving exams in ICT, some students prepare for advanced-level exams
STUDENTS	new	Development in ICT	ICT knowledge
STUDENTS	new	Development in ICT	ICT education
STUDENTS	new	Development in ICT	ICT knowledge
STUDENTS	new	Development in ICT	All students take the school-leaving exam in ICT and learn to type properly.
STUDENTS	new	Development in ICT	Successful and efficient end-user ICT education (ECDL exams)
STUDENTS	new	Development of learning strategies	The supplementary training forms used in the first year (learning methodology, self-knowledge, child psychodrama) provide a good opportunity for personality development.
STUDENTS	new	Development of learning strategies	Development of abilities in the learning methodology classes
STUDENTS	new	Development of learning strategies	Students learn how to learn.
STUDENTS	new	Development of learning strategies	Introduction of learning methodology lessons: the experiences are used in other classes too.
STUDENTS	new	Development of learning strategies	The students' learning techniques are developing well.
STUDENTS	new	Development of FL for special purposes	Successful specialized language exams
STUDENTS	new	Development of FL for special purposes	Specialized language skills
STUDENTS	new	Development of FL for special purposes	Mastering specialized language skills
STUDENTS	new	Development of FL for special purposes	Acquisition of specialized language skills
STUDENTS	new	Earlier and/or more successful FL matura	Students in grade 11 typically take early school-leaving exams.
STUDENTS	new	Earlier and/or more successful FL matura	Some students take their school-leaving exams early.
STUDENTS	new	Earlier and/or more successful FL matura	In the grammar school classes many students successfully pass the standard or advanced-level school-leaving exam in FL.
STUDENTS	new	Earlier and/or more successful FL matura	Outstanding students take early school-leaving exams and language exams.
STUDENTS	new	Earlier and/or more successful FL matura	The most talented students can perform well in the advanced-level school-leaving exams too.
STUDENTS	new	Earlier and/or more successful FL matura	YILL students take early school-leaving exams at the end of grade 12, and then sit for their language exams.
STUDENTS	new	Earlier and/or more successful FL matura	In the secondary vocational school classes some students take standard and advanced-level school-leaving exams.
STUDENTS	new	Earlier and/or more successful FL matura	The students will have the opportunity to take their FL school-leaving exams early.
STUDENTS	new	Earlier and/or more successful FL matura	Students performed well in the early school-leaving exams.
STUDENTS	new	Earlier and/or more successful FL matura	Early school-leaving exams, participation in national secondary school academic competitions
STUDENTS	new	Earlier and/or more successful FL matura	Early school-leaving exams
STUDENTS	new	Earlier and/or more successful FL matura	Early school-leaving exams (standard level)
STUDENTS	new	Earlier and/or more successful FL matura	Possibility to take school-leaving exams early
STUDENTS	new	Earlier and/or more successful FL matura	Taking the school-leaving exam in the first language early in grade 11
STUDENTS	new	Earlier and/or more successful FL matura	Early school-leaving exams
STUDENTS	new	Earlier and/or more successful FL matura	Some students take their school-leaving exams early.

MC1	MC2	CCM_Code	Responses
STUDENTS	new	Earlier and/or more successful FL matura	Early school-leaving exams
STUDENTS	new	Earlier and/or more successful FL matura	Early school-leaving exams
STUDENTS	new	Earlier and/or more successful FL matura	High number of students taking early school-leaving exams
STUDENTS	new	Earlier and/or more successful FL matura	Many YILL students take their school-leaving exams early.
STUDENTS	new	Earlier and/or more successful FL matura	Early school-leaving exams
STUDENTS	new	Earlier and/or more successful FL matura	Early school-leaving exam in FL, then students start learning a second language
STUDENTS	new	Earlier and/or more successful FL matura	Early standard school-leaving exams
STUDENTS	new	Earlier and/or more successful FL matura	Early standard school-leaving exams in FL
STUDENTS	new	Earlier and/or more successful FL matura	Possibility to take the school-leaving exams early in FL
STUDENTS	new	Earlier and/or more successful FL matura	Early school-leaving exams
STUDENTS	new	Earlier and/or more successful FL matura	Early school-leaving exams even at advanced level
STUDENTS	new	Earlier and/or more successful FL matura	Very rarely we have students who take advanced-level exams.
STUDENTS	new	Earlier and/or more successful FL matura	Students undertake advanced-level school-leaving and language exams.
STUDENTS	new	Earlier and/or more successful FL matura	Advanced-level school-leaving exams
STUDENTS	new	Earlier and/or more successful FL matura	Application for advanced-level school-leaving exams
STUDENTS	new	Earlier and/or more successful FL matura	Better performance in language exams, school-leaving exams and entrance exams
STUDENTS	new	Earlier and/or more successful FL matura	Our students could take their school-leaving exams early in grade 11.
STUDENTS	new	Earlier and/or more successful FL matura	Students can take the advanced-level school-leaving exam in the first FL, which is not typical in a secondary vocational school.
STUDENTS	new	Earlier and/or more successful FL matura	The students and teacher have learned about and got to like the possibility early and advanced-level school-leaving exams.
STUDENTS	new	Earlier and/or more successful FL matura	It is a great achievement that the students take their school-leaving exams early in grades 11 and 12.
STUDENTS	new	Earlier and/or more successful FL matura	Few students take advanced-level exams and achieve high scores.
STUDENTS	new	Earlier and/or more successful FL matura	A few students have the chance to be successful in the advanced-level exams.
STUDENTS	new	Earlier and/or more successful FL matura	Successful early school-leaving exams
STUDENTS	new	Earlier and/or more successful FL matura	Successful advanced-level school-leaving exams, which are acknowledged as language exams
STUDENTS	new	Earlier and/or more successful FL matura	Successful standard and advanced-level school-leaving exams. Language exams.
STUDENTS	new	Earlier and/or more successful FL matura	Successful standard school-leaving exams taken early, and good results are expected in the advanced-level school-leaving exams
STUDENTS	new	Earlier and/or more successful FL matura	Many students take their school-leaving exams early in the languages they learn, and then take higher-level exams.
STUDENTS	new	Earlier and/or more successful FL matura	Many students performed well in the early school-leaving exam in the given language.

MC1	MC2	CCM_Code	Responses
STUDENTS	new	Earlier and/or more successful FL matura	Several students achieve good or outstanding results in the school-leaving exams taken early in grade 11.
STUDENTS	new	Equal opportunities	The above opportunity can be ensured irrespective of the applicants' social background - parents do not have to pay for expensive private lessons.
STUDENTS	new	Equal opportunities	More disadvantaged students from rural areas can also acquire solid language knowledge in our art class.
STUDENTS	new	Equal opportunities	Decreasing existing disadvantages, equalizing opportunities
STUDENTS	new	Equal opportunities	There is a great opportunity to equalize the students' knowledge in Hungarian literature/grammar and mathematics, and to try novel teaching methods.
STUDENTS	new	Equal opportunities	Students from less well-off families and/or less able students have also got the opportunity to have more language lessons.
STUDENTS	new	Equal opportunities	Students from poorer families received high level language education without the need to take private lessons.
STUDENTS	new	Equal opportunities	The differences diminish in the case of subjects which are taught to equalize the students' knowledge.
STUDENTS	new	Equal opportunities	Those motivated can learn a language without the need to take private lessons.
STUDENTS	new	Equal opportunities	The programme has facilitated language learning for disadvantaged students and improved equal opportunities
STUDENTS	new	Equal opportunities	Provision of equal opportunities for disadvantaged children
STUDENTS	new	Equal opportunities	The programme offers the opportunity to catch up in FL and the other subjects, too.
STUDENTS	new	Equal opportunities	Disadvantaged students are also given the opportunity to learn languages.
STUDENTS	new	Equal opportunities	See Section 8. We are happy to be able to take less well-off students too to intermediate level FL knowledge.
STUDENTS	new	Equal opportunities	Mathematics, communication, etc. Skills can be developed and equalized.
STUDENTS	new	Equal opportunities	Remedial classes, bringing students up to the level required by the school in other subjects
STUDENTS	new	Equal opportunities	Opportunity for the development of talented students and the provision of equal opportunities
STUDENTS	new	Equal opportunities	The programme has created a real opportunity for the provision of equal opportunities.
STUDENTS	new	Equal opportunities	All dyslexic students successfully pass the school-leaving exams
STUDENTS	new	Expanded international relations	The students can practise their skills in a target language country with the help of scholarships, because we have become a DSD and PASCH school.
STUDENTS	new	Extra year for the students in the secondary school	They have 5 years to learn what others learn in 4 years. The programme offers more thorough preparation.
STUDENTS	new	Extra year for the students in the secondary school	The closing project of grade 10 was shifted to grade 11 to reduce the workload on the students.
STUDENTS	new	Extra year for the students in the secondary school	Students remain in the school for one more year.
STUDENTS	new	Extra year for the students in the secondary school	In the 7-year grammar school the workload on students has decreased after the introduction of the second language was shifted to a later stage.
STUDENTS	new	Extra year for the students in the secondary school	We can teach the curriculum for four-year grammar schools in five years in the case of subjects in which school-leavings exams are mandatory, therefore students are expected to achieve very high scores in their exams.
STUDENTS	new	Extra year for the students in the secondary school	Students learn a language when they still have a smaller load in other subjects.
STUDENTS	new	Extra year for the students in the secondary school	Intensive language learning decreases the burden on final year students.

MC1	MC2	CCM_Code	Responses
STUDENTS	new	Extra year for the students in the secondary school	Preparatory, community forming year
STUDENTS	new	Extra year for the students in the secondary school	The extra year does good to some students, they become more mature.
STUDENTS	new	FL development of students	Students leave the school with a high level of language proficiency.
STUDENTS	new	FL development of students	Acquisition of language learning techniques
STUDENTS	new	FL development of students	The students' well-founded, usable language skills.
STUDENTS	new	FL development of students	In a few years the students become able to communicate fluently and with a large vocabulary in the given language, they dare to speak.
STUDENTS	new	FL development of students	Solid language skills
STUDENTS	new	FL development of students	Solid language skills
STUDENTS	new	FL development of students	Knowledge of the English language
STUDENTS	new	FL development of students	Solid knowledge of the given FL.
STUDENTS	new	FL development of students	Ensures a usable knowledge of a foreign language (English)
STUDENTS	new	FL development of students	Proper acquisition of a foreign language
STUDENTS	new	FL development of students	Possibility to develop speaking skills in FL on a daily basis
STUDENTS	new	FL development of students	Confident use of FL
STUDENTS	new	FL development of students	Students acquire high level knowledge in one language (English)
STUDENTS	new	FL development of students	Students acquire marketable language skills.
STUDENTS	new	FL development of students	Students establish their language skills in advance.
STUDENTS	new	FL development of students	(Most) students have a perceivably solid, usable FL knowledge
STUDENTS	new	FL development of students	Usable foreign language knowledge
STUDENTS	new	FL development of students	Acquisition of usable FL and IT knowledge
STUDENTS	new	FL development of students	Usable foreign language knowledge
STUDENTS	new	FL development of students	Students have acquired usable FL knowledge.
STUDENTS	new	FL development of students	In case the composition of the class is ideal, students can speak the language at a high level of proficiency.
STUDENTS	new	FL development of students	Students are able to understand and communicate in a foreign language.
STUDENTS	new	FL development of students	Good language foundations
STUDENTS	new	FL development of students	There is opportunity and time to develop communication skills.
STUDENTS	new	FL development of students	Communicative language skills, language exams, early school-leaving exams
STUDENTS	new	FL development of students	Students have solid knowledge in at least one language.
STUDENTS	new	FL development of students	Students have been given the opportunity to reach a higher FL proficiency.
STUDENTS	new	FL development of students	Solid language skills - advanced-level school-leaving exam, language exam
STUDENTS	new	FL development of students	High level of FL knowledge
STUDENTS	new	FL development of students	The programs provides a good foundation for learning English.
STUDENTS	new	FL development of students	To train students who can speak languages confidently and well.
STUDENTS	new	FL development of students	The programme provides solid language skills for bilingual education.
STUDENTS	new	FL development of students	Language training
STUDENTS	new	FL development of students	The students have a very good command of a FL.
STUDENTS	new	FL development of students	Knowledge of languages
STUDENTS	new	FL development of students	Good language foundations within a short time, language exams even in 2 languages, early school-leaving exams
STUDENTS	new	FL development of students	The students master the target language very efficiently within a short period of time.
STUDENTS	new	FL development of students	Successful and efficient language education (FL school-leaving exams and language exams)
STUDENTS	new	FL development of students	Successful competence development

MC1	MC2	CCM_Code	Responses
STUDENTS	new	FL development of students	The programme is useful in the professional aspect, too, because it allows for the development of skills that otherwise would be impossible for the lack of time (e.g. development of listening and reading skills)
STUDENTS	new	FL development of students	They speak the language at communicative level.
STUDENTS	new	FL development of students	Students know the language.
STUDENTS	new	FL development of students	Students leave school with real language skills.
STUDENTS	new	Good class communities	YILL is excellent for community development purposes.
STUDENTS	new	Good class communities	Classes become communities.
STUDENTS	new	Good class communities	The classes are real communities.
STUDENTS	new	Good class communities	Five-year training - the class becomes a good community.
STUDENTS	new	Higher number and/or level language exams	In grade 13 students still have time to prepare for the language exam.
STUDENTS	new	Higher number and/or level language exams	Even some weaker students could pass the language exams.
STUDENTS	new	Higher number and/or level language exams	Some of the more able students obtained advanced-level language certificates.
STUDENTS	new	Higher number and/or level language exams	The most hard-working students take intermediate level language exams and advanced-level school-leaving exams.
STUDENTS	new	Higher number and/or level language exams	During the 5 years at school 80% and 20% of the students pass the intermediate and advanced-level language exams respectively.
STUDENTS	new	Higher number and/or level language exams	90% of the students take their school-leaving exam in the first FL early in grade 11 or 12.
STUDENTS	new	Higher number and/or level language exams	A greater number of students take language exams.
STUDENTS	new	Higher number and/or level language exams	Students may obtain their advanced level language certificate before they leave school.
STUDENTS	new	Higher number and/or level language exams	Preparation of talented students for the language exam
STUDENTS	new	Higher number and/or level language exams	Students take an elementary level language exam.
STUDENTS	new	Higher number and/or level language exams	In YILL the high number of FL contact hours provides the foundations for the ability to pass the advanced-level language exam or advanced-level school-leaving exam.
STUDENTS	new	Higher number and/or level language exams	Many language certificates in the first year
STUDENTS	new	Higher number and/or level language exams	Acquisition of the intermediate level C language certificate
STUDENTS	new	Higher number and/or level language exams	It is general that students take advanced-level language exams and school-leaving exams.
STUDENTS	new	Higher number and/or level language exams	Almost all students have an intermediate level language certificate in at least one language.
STUDENTS	new	Higher number and/or level language exams	All our students can take the intermediate level exam in at least one language.
STUDENTS	new	Higher number and/or level language exams	A few students (unfortunately not too many) take advanced-level language exams, too.
STUDENTS	new	Higher number and/or level language exams	Language exams
STUDENTS	new	Higher number and/or level language exams	Acquisition of language certificates
STUDENTS	new	Higher number and/or level language exams	Language exams, early school-leaving exams
STUDENTS	new	Higher number and/or level language exams	Language exams
STUDENTS	new	Higher number and/or level language exams	Many intermediate level C language certificates
STUDENTS	new	Higher number and/or level language exams	Many students pass the intermediate level language exam 1-2 years before leaving school. Many pass the exam in 2 languages.

MC1	MC2	CCM_Code	Responses
STUDENTS	new	Higher number and/or level language exams	Many students take language exams already before the school-leaving exams.
STUDENTS	new	Higher number and/or level language exams	Many students could obtain their language certificates, but would have been unable to do so if they had had only 3 lessons a week.
STUDENTS	new	Higher number and/or level language exams	Since the students learn the language in 15 hours per week, they eventually reach the proficiency required for the intermediate level C language certificate.
STUDENTS	new	Higher number of language lessons	Teaching FL in a high number of contact hours
STUDENTS	new	Higher number of language lessons	Language education in a higher number of contact hours
STUDENTS	new	Higher number of language lessons	Intensive language teaching
STUDENTS	new	Higher number of language lessons	High number of contact hours in FL
STUDENTS	new	Higher number of language lessons	Students can learn FL in a large number of contact hours (14).
STUDENTS	new	Higher number of language lessons	Language is practised during the lessons, there are is no homework.
STUDENTS	new	Higher number of language lessons	High number of contact hours in FL provided by law
STUDENTS	new	Improved non-linguistic skills of students	In YILL rhetorics and remedial exercises help the students.
STUDENTS	new	Improved non-linguistic skills of students	Level of students' independence and motivation
STUDENTS	new	Improved non-linguistic skills of students	Development of other skills (communication, personality development)
STUDENTS	new	Improved non-linguistic skills of students	Shaping the students' way of thinking
STUDENTS	new	Improved non-linguistic skills of students	Open, active personalities
STUDENTS	new	Improved non-linguistic skills of students	There are a lot of communication activities, there is time for skill development.
STUDENTS	new	Improved non-linguistic skills of students	Students are open-minded.
STUDENTS	new	Increased motivation of students for FL	Motivation
STUDENTS	new	Increased motivation of students for FL	Making students like the language
STUDENTS	new	Increased motivation of students for FL	Raising interest in languages (English, German)
STUDENTS	new	Increased motivation of students for FL	Students get to like learning languages.
STUDENTS	new	Increased motivation of students for FL	Students enjoy learning FL, and learn effectively.
STUDENTS	new	Increased motivation of students for FL	Apart from learning the vocational subjects students put a great emphasis on learning FL.
STUDENTS	new	Increased prestige of FL education in school	The programme has contributed to making FL learning a priority.
STUDENTS	new	More extra-curricular activities related to FL learning	Many students participate in language competitions, excursions abroad (to the target language country). Many take their school-leaving exams early.
STUDENTS	new	More possibilities for individual development / development in small groups	Possibility for education tailored to the needs of the individuals
STUDENTS	new	More possibilities for individual development / development in small groups	Development talented students.
STUDENTS	new	Native teachers	Students have regular lessons with a native teacher, which helps them get acquainted with the culture and everyday language usage of the given country.
STUDENTS	new	New, expanded school profile	Female students are given the opportunity to learn in our school.
STUDENTS	new	Possibility for inter-subject integration	The students are able to study other subjects too in a foreign language.

MC1	MC2	CCM_Code	Responses
STUDENTS	new	School grants higher quality language teaching	The large number of contact hours per week gas given a lot of extras - book club, English drama club, participation in a festival
STUDENTS	new	Second or third FL	In grade 13 students start learning a second FL in more contact hours.
STUDENTS	new	Second or third FL	It is guaranteed that students will master two languages at a high level.
STUDENTS	new	Second or third FL	They consciously learn a second FL in an increased number of contact hours.
STUDENTS	new	Second or third FL	Students get to the level of the standard school-leaving exam even in the second language.
STUDENTS	new	Second or third FL	Learning German and English
STUDENTS	new	Second or third FL	Students take fancy to learn another language too.
STUDENTS	new	Second or third FL	Students master two foreign languages at a high level.
STUDENTS	new	Second or third FL	Students can reach proficiency in two languages.
STUDENTS	new	Second or third FL	Students can make themselves understand in at least two languages.
STUDENTS	new	Second or third FL	Second FL (some students take the standard school-leaving exam in this language too).
STUDENTS	new	Second or third FL	Students can learn a second FL from grade 10, but this opportunity is given to students in classes with bilingual education.
STUDENTS	new	Teacher's professional development, higher quality work	It ensures the possibility of efficient work for language teachers.
STUDENTS	new	Extra year for the students in the secondary school	Easing the transition to secondary school
STUDENTS	new	Better ongoing and output results	Differentiated, developing evaluation (narrative school reports are given too in grade 9)
STUDENTS	new	Better ongoing and output results	Their academic achievement and knowledge exceed those of the classes not participating in the programme.
TEACHERS	more	Closer cooperation between teachers	Language teachers have become more willing to cooperate.
TEACHERS	more	Closer cooperation between teachers	Communication among the teachers has improved in our school.
TEACHERS	more	Closer cooperation between teachers	More extensive cooperation within the group of FL teachers
TEACHERS	more	Closer cooperation between teachers	Enhanced cooperation among language teachers
TEACHERS	more	Closer cooperation between teachers	More harmonious cooperation among the teachers
TEACHERS	more	Closer cooperation between teachers	More professional talks
TEACHERS	more	Closer cooperation between teachers and students	Stronger ties between teachers and students alike; the programme contributes to community development
TEACHERS	more	School grants higher quality language teaching	The range of language teaching tools have expanded.
TEACHERS	more	Teacher's professional development, higher quality work	Development of language teachers
TEACHERS	more	Teacher's professional development, higher quality work	The methodological culture of language teachers have developed.
TEACHERS	more	Teacher's professional development, higher quality work	The methods and language teaching experience of the language teachers have grown.
TEACHERS	more	Teacher's professional development, higher quality work	Renewal of the methodology of teaching English
TEACHERS	more	Teacher's professional development, higher quality work	The programme makes language teacher face a greater professional challenge than usual.
TEACHERS	more	Teacher's professional development, higher quality work	Internal training, closer cooperation, development of teacher's competence in the FL groups. Syllabus development, use of ICT tools
TEACHERS	more	Teacher's professional development, higher quality work	Increased professional experience in language teaching
TEACHERS	more	Teacher's professional development, higher quality work	The quality of professional work has improved.

MC1	MC2	CCM_Code	Responses
TEACHERS	more	Teacher's professional development, higher quality work	Our teachers have become more well-prepared.
TEACHERS	more	Teacher's professional development, higher quality work	The methodology of language teaching has improved.
TEACHERS	more	Teacher's professional development, higher quality work	The methods used by teachers teaching in the YILL programme have become more modern and varied.
TEACHERS	more	Teacher's professional development, higher quality work	Higher professional quality, varied methods
TEACHERS	more	Teacher's professional development, higher quality work	The programme has motivated teachers to use better, more efficient and more interesting teaching methods and to cooperate with one another.
TEACHERS	more	Teacher's professional development, higher quality work	Greater demand for further training courses
TEACHERS	more	Teacher's professional development, higher quality work	Professional development of language teachers
TEACHERS	more	Teacher's professional development, higher quality work	The methodology of our language teachers has improved.
TEACHERS	more	Teacher's professional development, higher quality work	Professional development of language teachers
TEACHERS	more	Teacher's professional development, higher quality work	Use of more varied methods, trying new methods
TEACHERS	more	Teacher's sense of achievement	Teachers teaching in the programme have more sense of achievement.
TEACHERS	more	Teacher's sense of achievement	Sense of achievement for the teachers
TEACHERS	more	Teachers' positions	The number of language lessons has increased, language teachers can be employed better.
TEACHERS	more	Teachers' positions	The number of language teachers has improved.
TEACHERS	more	Teachers' positions	Language teachers are more satisfied and stable due to the higher number of language classes.
TEACHERS	more	Teachers' positions	We have more language teachers in the staff.
TEACHERS	more	Teachers' positions	We employ more language teachers (including native ones).
TEACHERS	more	Teachers' positions	We have more language teachers.
TEACHERS	new	Better schooling process, entry of "better" students	We can deal with very good students.
TEACHERS	new	Closer cooperation between teachers	Cooperation among the teachers is excellent.
TEACHERS	new	Closer cooperation between teachers	There is real teamwork among the teachers.
TEACHERS	new	Closer cooperation between teachers	Cooperation within the FL department
TEACHERS	new	Closer cooperation between teachers	Closer cooperation among colleagues
TEACHERS	new	Closer cooperation between teachers	Cooperation among the teachers, teamwork
TEACHERS	new	Closer cooperation between teachers and students	There is very good cooperation between the teachers teaching in the class and the students.
TEACHERS	new	Development of learning strategies	Development of good language learning methods
TEACHERS	new	School grants higher quality language teaching	Introduction of new methods, forms of learning
TEACHERS	new	Teacher's professional development, higher quality work	The high number of contact hours encourages our colleagues to train themselves, be creative and innovative on a continuous basis.
TEACHERS	new	Teacher's professional development, higher quality work	Our colleagues must also act as supervisors/tutors towards one another and towards the students.
TEACHERS	new	Teacher's professional development, higher quality work	Learning about the structure, design and implementation of advanced-level language teaching
TEACHERS	new	Teacher's professional development, higher quality work	It has resulted in the rejuvenation of the methodology of language teaching.
TEACHERS	new	Teacher's professional development, higher quality work	Strong professional work, the English "Department" is very motivated
TEACHERS	new	Teacher's professional development, higher quality work	We have been asked to write a paper on language teaching in our school.
TEACHERS	new	Teacher's professional development, higher quality work	We can utilize our pedagogical experience amassed during language teaching and our ICT tools.

MC1	MC2	CCM_Code	Responses
TEACHERS	new	Teacher's professional development, higher quality work	Experiences of methodology training courses
TEACHERS	new	Teacher's professional development, higher quality work	Methodological renewal started throughout the school.
TEACHERS	new	Teacher's professional development, higher quality work	The programme encourages methodological renewal.
TEACHERS	new	Teacher's professional development, higher quality work	The methodology is considerably varied.
TEACHERS	new	Teacher's professional development, higher quality work	New challenge for language teachers, application of new methods
TEACHERS	new	Teacher's professional development, higher quality work	Presentation techniques are given more attention.
TEACHERS	new	Teacher's professional development, higher quality work	Possibility to use a versatile methodology
TEACHERS	new	Teacher's professional development, higher quality work	Professional advancement (e.g. because a local curriculum, syllabus and other documents had to be prepared; lessons need even more thorough preparation - e.g. through discussions with colleagues).
TEACHERS	new	Teacher's professional development, higher quality work	It requires higher level work from the language teachers, it poses a challenge to teachers.
TEACHERS	new	Teacher's sense of achievement	The teachers can see the result of their efforts directly.
TEACHERS	new	Teachers' positions	The language teacher colleagues do not have to worry about their working hours.
TEACHERS	new	Teachers' positions	We can preserve jobs.
TEACHERS	new	Teachers' positions	We did not have to make language teachers redundant since languages are taught in more contact hours in the YILL classes.
TEACHERS	new	Teachers' positions	Formation of separate English and German departments (earlier we had a single FL department)
TEACHERS	new	Teachers' positions	The programme gives teachers work.
TEACHERS	new	Teachers' positions	German teachers are given sufficient lessons.
TEACHERS	new	Teachers' positions	Formation of an FL department
TEACHERS	new	Teachers' positions	Preservation of language teaching jobs
TEACHERS	new	Teachers' positions	Teaching possibility for teachers
TEACHERS	new	Teachers' positions	Provides language teachers with sufficient lessons
TEACHERS	new	Teachers' positions	Employment of our teachers
TEACHERS	new	Technical, infrastructural developments	Technical developments in language teaching

Appendix D Responses on drawbacks, their codes and categories

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	more	Problems with local government as operator / maintainer of school	Financing is getting more difficult.
INSTITUTIONS	more	Split language groups	Further subdivision of groups
INSTITUTIONS	more	Split language groups	More English teachers are needed.
INSTITUTIONS	more	Split language groups	More space is needed due to the subdivided groups.
INSTITUTIONS	more	Split language groups	Selection of language teachers requires more attention.
INSTITUTIONS	more	Split language groups	Students must be subdivided into more groups.
INSTITUTIONS	more	Split language groups	Teaching in many subdivided groups makes it difficult to prepare the timetables, allocate rooms and plan the structure of subjects.
INSTITUTIONS	more	Split language groups	The large number of subdivided groups generates a need for more teacher-hours and rooms.
INSTITUTIONS	more	Extreme length of YILL	In grade 13, after turning 18, students find it more and more difficult to observe the rules of the school.
INSTITUTIONS	more	Higher quality FL education required	Enhancement of the level of language teaching
INSTITUTIONS	more	High additional costs	More foreign language books, DVDs, films would need to be purchased, but the financial conditions do not make this possible.
INSTITUTIONS	more	High additional costs	More foreign language textbooks are needed; they are expensive so we order fewer than needed.
INSTITUTIONS	more	Insufficient selection, screening of students	Abolition of the written exam makes the selection significantly more difficult.
INSTITUTIONS	more	Lack of suitable teaching materials	The need for photocopying materials has increased, need for language books in the library
INSTITUTIONS	more	Students' insufficient general learning abilities	From among applicants applying to the school their aggregate performance is the weakest.
INSTITUTIONS	more	Students' insufficient general learning abilities	Less and less able students apply.
INSTITUTIONS	more	Students' insufficient general learning abilities	Students leave primary school with poorer language skills.
INSTITUTIONS	more	Students' insufficient general learning abilities	The number of ill-prepared applicants with various problems is on the rise.
INSTITUTIONS	more	Students' insufficient general learning abilities	The quality of applicants is gradually deteriorating.
INSTITUTIONS	more	Few applicants for YILL	Drop in the number of students
INSTITUTIONS	more	Few applicants for YILL	Few applicants to YILL
INSTITUTIONS	more	Few applicants for YILL	Number of students on roll is falling.
INSTITUTIONS	more	Infrastructural shortcomings	Growing need for equipment
INSTITUTIONS	more	Few FL matura taken	The number of students wishing to take advanced-level school-leaving exams has grown less considerably.
INSTITUTIONS	more	Students' insufficient motivation	More and more unmotivated students apply.
INSTITUTIONS	more	Students' insufficient motivation	Students are getting more difficult to be motivated.
INSTITUTIONS	more	Dominance of English as FL	Demand for the German YILL programme is shrinking.
INSTITUTIONS	more	Dominance of English as FL	Fewer students choose to learn German as a foreign language.
INSTITUTIONS	more	Dominance of English as FL	The number of applicants wishing to learn German has decreased.
INSTITUTIONS	new	Problems with local government as operator / maintainer of school	Ensuring the financial resources
INSTITUTIONS	new	Problems with local government as operator / maintainer of school	Financial problems in education
INSTITUTIONS	new	Problems with local government as operator / maintainer of school	Funding extracurricular activities, developing the most able students
INSTITUTIONS	new	Problems with local government as operator / maintainer of school	Funding problems, merging of groups
INSTITUTIONS	new	Problems with local government as operator / maintainer of school	Funding the required amount of contact hours (18 FL lessons per week in subdivided classes)
INSTITUTIONS	new	Problems with local government as operator / maintainer of school	It puts an added burden on the school too, because around 40% of our students are eligible for free textbooks.

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	new	Problems with local government as operator / maintainer of school	Maintainer's aversion to grade "0"
INSTITUTIONS	new	Problems with local government as operator / maintainer of school	New colleagues need to be hired to teach in the increased number of contact hours, however the resources allocated for wages have not grown accordingly. We can ensure advanced-level education in grade 10, but we can only provide 4 lessons per week in grades 11 to 13.
INSTITUTIONS	new	Problems with local government as operator / maintainer of school	The maintainer does not provide resources for additional lessons in the "lesson bank".
INSTITUTIONS	new	Problems with local government as operator / maintainer of school	The maintainer of the school approved of the programme, but later failed to provide all the resources needed.
INSTITUTIONS	new	Problems with local government as operator / maintainer of school	This form of education is very costly.
INSTITUTIONS	new	Problems with local government as operator / maintainer of school	We did not feel any extra normative support, maybe because the maintainer failed to transfer the amount.
INSTITUTIONS	new	Problems with local government as operator / maintainer of school	We had to fight with our maintainer for years for the right to launch and maintain the programme.
INSTITUTIONS	new	Split language groups	Difficulties arising from small-group teaching.
INSTITUTIONS	new	Split language groups	Due to the high number of contact hours in YILL it is difficult to provide teachers with an even workload year after year.
INSTITUTIONS	new	Split language groups	Due to the high number of small-group language lessons problems arose in connection with the organization of teaching.
INSTITUTIONS	new	Split language groups	In our area there are no teachers on the job market who are qualified to teach specialized languages, although we would like to develop the students' specialized FL knowledge in grades 11, 12 and 13.
INSTITUTIONS	new	Split language groups	It is difficult to subdivide the class into smaller groups.
INSTITUTIONS	new	Split language groups	It is difficult to allocate rooms to the increased number of small-group lessons.
INSTITUTIONS	new	Split language groups	It is difficult to find space for subdivided groups (lack of rooms).
INSTITUTIONS	new	Split language groups	It is difficult to find teachers for the many language lessons in the first year, and who can continue teaching the class afterwards.
INSTITUTIONS	new	Split language groups	It is difficult to find teachers with university degrees who can teach two languages.
INSTITUTIONS	new	Split language groups	Large number of subdivided groups, difficulties with the division of subjects and the time-tables
INSTITUTIONS	new	Split language groups	Maintaining group-based teaching and ensuring the availability of teachers in the long run
INSTITUTIONS	new	Split language groups	Organization of group-based education
INSTITUTIONS	new	Split language groups	Organizational problems in the lessons
INSTITUTIONS	new	Split language groups	Organizing the subdivision of groups and the teachers' schedules
INSTITUTIONS	new	Split language groups	Providing teachers with enough lessons
INSTITUTIONS	new	Split language groups	Selecting language teachers that meet all requirements
INSTITUTIONS	new	Split language groups	Shortage of rooms due to teaching in small groups
INSTITUTIONS	new	Split language groups	Subdivided classes need more rooms.
INSTITUTIONS	new	Split language groups	Subdivision of the class after YILL (uneven development)
INSTITUTIONS	new	Split language groups	Subdivision of the class into smaller groups - timetable problems
INSTITUTIONS	new	Split language groups	The class cannot be subdivided due to the low student number - due to personal and financial conditions.
INSTITUTIONS	new	Split language groups	The high number of contact hours arising from the subdivision of the class is not regulated in the Public Education Act.
INSTITUTIONS	new	Split language groups	The programme also raises the issues of work organization: time-tables, rooms, etc.
INSTITUTIONS	new	Split language groups	There is no Spanish teacher, we cannot launch a Spanish programme.
INSTITUTIONS	new	Split language groups	Time management
INSTITUTIONS	new	Split language groups	Transformation of the structure of subjects
INSTITUTIONS	new	Split language groups	We have room problems due to teaching languages in subdivided groups.
INSTITUTIONS	new	Extreme length of YILL	19-20 year old students are less willing to accept the rules of secondary schools.
INSTITUTIONS	new	Extreme length of YILL	Children do not want to stay in secondary school until the age of 20 (in case of children born in the summer/after the cut-off date for schooling)

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	new	Extreme length of YILL	Compliance with the strict secondary school rules is a problem in grade 13. Secondary school training has become too long.
INSTITUTIONS	new	Extreme length of YILL	Grade 13 students are "over age", they can hardly find their place in secondary school.
INSTITUTIONS	new	Extreme length of YILL	In the graduate year of the 5-year school 19-20 year-olds find it difficult to harmonize age-specific features and the expectations raised by the school.
INSTITUTIONS	new	Extreme length of YILL	In the last grade all students are over 18, and the house rules must be adjusted accordingly (e.g. smoking, drinking, etc.), which is a nightmare.
INSTITUTIONS	new	Extreme length of YILL	In year 5 the students are more exhausted than in a usual graduating class.
INSTITUTIONS	new	Extreme length of YILL	It is too much to spend five years at school only for the sake of language learning.
INSTITUTIONS	new	Extreme length of YILL	Making grown-up "children" obey the rules and accept the responsibilities is difficult in grade 13.
INSTITUTIONS	new	Extreme length of YILL	Prejudices, five years is a long time until the school-leaving exams.
INSTITUTIONS	new	Extreme length of YILL	Some students find it too long to stay at school for five years.
INSTITUTIONS	new	Extreme length of YILL	Students become "too mature" because of the extended study period.
INSTITUTIONS	new	Extreme length of YILL	The attitude to discipline and learning is different for 19-20 year olds.
INSTITUTIONS	new	Extreme length of YILL	The five years of school discourage students and parents alike.
INSTITUTIONS	new	Extreme length of YILL	The five-year-long education pattern is too long.
INSTITUTIONS	new	Extreme length of YILL	There is minimum lesson requirement, but no additional lessons are allocated for (although small-group teaching requires a lot of extra teacher-hours!!)
INSTITUTIONS	new	Non-adequacy of grade 9 for the intensive FL year	The students do no feel how important the knowledge of FL is in today's world.
INSTITUTIONS	new	Non-adequacy of grade 9 for the intensive FL year	This age group is not sufficiently conscious of the need for language learning
INSTITUTIONS	new	Slowing pace of FL development in grades 10-13	Ensuring a high number of contact hours in higher grades in the language taught in the YILL programme
INSTITUTIONS	new	Slowing pace of FL development in grades 10-13	Ensuring continuity up to the advanced-level school-leaving exam with gradual introduction
INSTITUTIONS	new	Slowing pace of FL development in grades 10-13	From the second year on language learning cannot be ensured in so many contact hours.
INSTITUTIONS	new	Slowing pace of FL development in grades 10-13	Increase in the number of language lessons in grades 10 to 13
INSTITUTIONS	new	Slowing pace of FL development in grades 10-13	We cannot ensure the high number of contact hours after the first year.
INSTITUTIONS	new	Slowing pace of FL development in grades 10-13	We could not always ensure consistent, gradual phase-in education.
INSTITUTIONS	new	High additional costs	Expensive books
INSTITUTIONS	new	High additional costs	Financial resources needed for the regular procurement of quality teaching aids
INSTITUTIONS	new	High additional costs	Lack of monetary resources
INSTITUTIONS	new	High additional costs	The foreign language textbooks are expensive.
INSTITUTIONS	new	High additional costs	The high price of language learning books causes a problem for everyone.
INSTITUTIONS	new	High additional costs	The need for financial resources has increased as a result of the programme, and we have had to raise a large portion of the required money.
INSTITUTIONS	new	High additional costs	We would need financial resources to purchase FL audio materials, literature and films.
INSTITUTIONS	new	Meeting parents' expectations	Unrealistic expectations from the parents (society) (e.g. timing of the language exam)
INSTITUTIONS	new	Meeting parents' expectations	Maintaining relations with the parents
INSTITUTIONS	new	Meeting parents' expectations	Parental expectations are not in harmony with the students' abilities.
INSTITUTIONS	new	Meeting parents' expectations	Parental resistance; they do not want to see their children in school for one more year
INSTITUTIONS	new	Meeting parents' expectations	Parents' aversion to the five-year-long education scheme

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	new	Meeting parents' expectations	Parents have misconceptions about the objectives of the YILL programme across the country: they expect their children to take the language exam already at the end of grade 0.
INSTITUTIONS	new	Meeting parents' expectations	Pressure to meet the expectations of the parents and the maintainer
INSTITUTIONS	new	Meeting parents' expectations	The performance of less able students falls behind parental expectations.
INSTITUTIONS	new	Meeting parents' expectations	There is a divide between the language skills and motivation of incoming students and the parents' expectations (language exam at the end of the year).
INSTITUTIONS	new	Difficulties of FL education after successful language exams	A lot of students take their FL school-leaving exam early in grade 11, and some do not continue language learning.
INSTITUTIONS	new	Difficulties of FL education after successful language exams	After passing the standard school-leaving exam, some students give up language learning for good.
INSTITUTIONS	new	Difficulties of FL education after successful language exams	After the early school-leaving exams the high number of contact hours cannot be maintained.
INSTITUTIONS	new	Difficulties of FL education after successful language exams	Early school-leaving exams
INSTITUTIONS	new	Difficulties of FL education after successful language exams	Ensuring the conditions for language teaching after the early FL school-leaving exams.
INSTITUTIONS	new	Difficulties of FL education after successful language exams	Grouping of students on the basis of the language certificates they obtained
INSTITUTIONS	new	Difficulties of FL education after successful language exams	Grouping of students on the basis of the language certificates they obtained
INSTITUTIONS	new	Difficulties of FL education after successful language exams	How to make the student attend lessons designed to maintain the skill level after the student passes the school-leaving exam early
INSTITUTIONS	new	Difficulties of FL education after successful language exams	Organizing language lessons after the students pass their FL school-leaving exams early.
INSTITUTIONS	new	Difficulties of FL education after successful language exams	Possibility to take the school-leaving exam early
INSTITUTIONS	new	Difficulties of FL education after successful language exams	Re-organization of language groups after the early school-leaving exams.
INSTITUTIONS	new	Difficulties of FL education after successful language exams	Since the students take their school-leaving exams in different years, the student count in the groups becomes asymmetrical.
INSTITUTIONS	new	Difficulties of FL education after successful language exams	Some students stop learning the language after they pass the school-leaving exam.
INSTITUTIONS	new	Difficulties of FL education after successful language exams	Students who take their school-leaving exams early cannot be given marks in subsequent grades.
INSTITUTIONS	new	Difficulties of FL education after successful language exams	The groups may break up after the students pass their school-leaving exams early.
INSTITUTIONS	new	Difficulties of FL education after successful language exams	What shall we do with students who have passed their school-leaving exams early, and do not wish to continue learning the language?
INSTITUTIONS	new	Difficulties of FL education after successful language exams	What should the students do after the early school-leaving exam (can we organize groups once all students have passed the exam; do the students need to attend lessons)
INSTITUTIONS	new	Difficulties of FL education after successful language exams	Students take their early school-leaving exams at different times, we cannot prepare them for the exam in a separate group, because some students prepare for the school-leaving exam, while others for the language exam or higher education studies. In the secondary vocational school based education system they cannot learn a second language after passing the school-leaving exam.
INSTITUTIONS	new	Problems related to ICT	Grade 9 students are not mature enough to take the school-leaving exam in IT.
INSTITUTIONS	new	Problems related to ICT	Students do not learn ICT after they pass the early school-leaving exam. (In our school, students take their early school-leaving exams at the end of grade 10.
INSTITUTIONS	new	Problems related to ICT	We organized the programme within a given class (specialized in IT), which means that even those students need to take part in language learning who apply only for the ICT specialization.
INSTITUTIONS	new	Insufficient selection, screening of students	Abolishing the written entrance exam in FL this year.

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	new	Insufficient selection, screening of students	Incoming students with different knowledge levels cannot be separated (in case half of the class learns English, and the other half learns German).
INSTITUTIONS	new	Difficulties with non-language lessons in grades 10-13	As far as the content is concerned: apart from the foreign language, the material of some subjects in which students will eventually take a school-leaving exam should also be taught in the first year; this may close the gap between the academic results of grade 0 and the subsequent grade.
INSTITUTIONS	new	Difficulties with non-language lessons in grades 10-13	Initial enthusiasm declines
INSTITUTIONS	new	Difficulties with non-language lessons in grades 10-13	Learning morale (high number of FL contact hours, learning other subjects, etc.)
INSTITUTIONS	new	Difficulties with non-language lessons in grades 10-13	Load optimization
INSTITUTIONS	new	Difficulties with non-language lessons in grades 10-13	Seemingly the curriculum of the first year of the YILL programme is easier to master, which conveys the illusion that it is easy to learn in a YILL class.
INSTITUTIONS	new	Difficulties with non-language lessons in grades 10-13	The increased inclination towards humanities results in poorer performance in science subjects.
INSTITUTIONS	new	Gap between YILL and non-YILL classes	Their personalities are somewhat different from that of students in other classes.
INSTITUTIONS	new	Gap between YILL and non-YILL classes	There are huge differences between students coming from grade 8 and YILL respectively.
INSTITUTIONS	new	Teachers' overload, organising their work and cooperation	A lot of language teachers are needed, native teachers would also be necessary.
INSTITUTIONS	new	Teachers' overload, organising their work and cooperation	A special time-table would be needed so that teachers teaching the same class could consult with one another.
INSTITUTIONS	new	Teachers' overload, organising their work and cooperation	If a language teacher falls ill, substitution is only a half-solution even if it is done by a duly qualified teacher.
INSTITUTIONS	new	Teachers' overload, organising their work and cooperation	It is difficult to allocate quality language teachers to the increased number of contact hours.
INSTITUTIONS	new	Teachers' overload, organising their work and cooperation	Organization of substitutions
INSTITUTIONS	new	Teachers' overload, organising their work and cooperation	Shortage of English teachers
INSTITUTIONS	new	Teachers' overload, organising their work and cooperation	We could not reduce the number of lessons per teacher so that teachers teaching the same groups would have time to discuss their problems.
INSTITUTIONS	new	Teachers' overload, organising their work and cooperation	YILL students do not have thematic weeks, which makes the division of tasks among the teachers difficult.
INSTITUTIONS	new	Lack of suitable teaching materials	Deficiencies in the teachers' library
INSTITUTIONS	new	Lack of suitable teaching materials	Due to the list of approved textbooks we cannot use the best language learning books that we would choose on the basis of professional considerations.
INSTITUTIONS	new	Lack of suitable teaching materials	Ensuring the availability of quality textbooks (they are not on the list of approved textbooks)
INSTITUTIONS	new	Lack of suitable teaching materials	Ensuring the availability of suitable books (accepted as textbooks), organization of foreign study trips.
INSTITUTIONS	new	Lack of suitable teaching materials	Finding appropriate teaching materials
INSTITUTIONS	new	Lack of suitable teaching materials	Insufficient supplementary materials for language teaching
INSTITUTIONS	new	Lack of suitable teaching materials	It is difficult for the school to obtain materials required for the teaching of specialized languages.
INSTITUTIONS	new	Lack of suitable teaching materials	Lack of teaching materials for the interactive board
INSTITUTIONS	new	Lack of suitable teaching materials	Lack of textbook series that would be fitting for the number of contact hours in YILL, that would clearly show the requirements and would be age group specific
INSTITUTIONS	new	Lack of suitable teaching materials	Lack of textbooks
INSTITUTIONS	new	Lack of suitable teaching materials	Missing learning materials

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	new	Lack of suitable teaching materials	Textbook supply
INSTITUTIONS	new	Lack of suitable teaching materials	There are no good books.
INSTITUTIONS	new	Lack of suitable teaching materials	We have problems with the books in other subjects (sciences and humanities).
INSTITUTIONS	new	Mixed ability and / or oversized language groups	At the start of the programme the students' language skills can differ significantly.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Beginner and intermediate level students are put into the same group, which hinders progress.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Children come from primary school with very different language skills.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Difference in the existing language skills of incoming students
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Differences in preliminary studies (0 to 8 years of language learning). Even those students must be given the opportunity who have not learnt the given FL at all.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Differences in the existing knowledge of incoming students (even in the case of beginner students)
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Great differences in the knowledge level
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Harmonization of the different language skill levels
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Heterogeneity in the admitted students' language skills and motivation (drop-outs)
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Heterogeneous group composition
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Heterogeneous knowledge levels and abilities of incoming students
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Huge differences in the students' preliminary knowledge.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	In the case of a heterogeneous group, the group becomes differentiated by grades 12-13.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	In YILL groups are not diversified according to language skills (high student count in the beginner group)
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Incoming students demonstrate different language skills.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Incoming students have different language skills (Insufficient applicants to the German YILL programme)
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Incoming students have different language skills, and the gap cannot always be closed.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Incoming students have different language skills.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Incoming students have very different skill levels.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	It is difficult to put the language groups together.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Knowledge and motivational divide between students
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Knowledge divide between students
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Large classes/groups
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Large knowledge differences within the group
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Less able students do not take their school-leaving exams early, which subsequently makes the organization of the groups more difficult.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Less able students hinder the progress the group.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Mixed ability group

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	new	Mixed ability and / or oversized language groups	One group is launched per language, there are huge differences in the children's skill levels.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Overcoming the large differences between incoming students in terms of ability and knowledge; remedial courses for those lagging behind as well as differentiated development for the gifted and talented
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Significant differences in the students' pre-existing knowledge
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Significantly different preliminary language skills
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Since there is only one class, there are great differences in the students' abilities, advanced and beginner students must be taught together.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Students arrive in our school with different knowledge levels.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Students arrive with huge differences in their skill levels.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Students come with very diverse existing knowledge, it is difficult to set up heterogeneous groups.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Students in the group arrive with inhomogeneous skill levels.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Students learn at a different pace. Some take the school-leaving exam at the end of grade 10, while others cannot do so even at the end of grade 12.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Students with different preliminary language competencies are put in the same class.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	The children demonstrated significant differences in language skills, which was difficult to compensate for since the groups could not be further subdivided. (The class was already divided into two language groups.)
INSTITUTIONS	new	Mixed ability and / or oversized language groups	The German language groups are very heterogeneous, it is difficult to provide tailor-made teaching to students with different language skills.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	The groups are very heterogeneous in terms of existing language skills.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	The groups are very heterogeneous in terms of skill level.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	The language groups are very heterogeneous, there are large differences in the students' knowledge.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	The students that apply have very heterogeneous existing skills.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	There are great differences in the knowledge level of incoming students.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	There are too many children in the English group.
INSTITUTIONS	new	Mixed ability and / or oversized language groups	Very large differences between the students
INSTITUTIONS	new	Differentiation in teaching, equal opportunities	Elimination of social disadvantages
INSTITUTIONS	new	Differentiation in teaching, equal opportunities	Managing children who "escaped" the traditional school system
INSTITUTIONS	new	Differentiation in teaching, equal opportunities	Significantly different family and social backgrounds
INSTITUTIONS	new	Differentiation in teaching, equal opportunities	The class consists of students with very heterogeneous abilities.
INSTITUTIONS	new	Differentiation in teaching, equal opportunities	Unfortunately, there are many students with special needs especially in FL.
INSTITUTIONS	new	Students' insufficient general learning abilities	A lot of students are admitted to the programme who are not even able to master Hungarian, neither orally, nor in writing. For them language teaching in higher grades is a mere struggle.
INSTITUTIONS	new	Students' insufficient general learning abilities	Admitted students come to our school with average academic results. It is difficult, but not impossible to take them to the level required in language exams.

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	new	Students' insufficient general learning abilities	Incoming students have very different knowledge levels.
INSTITUTIONS	new	Students' insufficient general learning abilities	Incoming students have weak language skills in their mother tongue.
INSTITUTIONS	new	Students' insufficient general learning abilities	It is primarily local students who wish to come to the grammar school, but most of them have mediocre academic results.
INSTITUTIONS	new	Students' insufficient general learning abilities	Lack of value-orientedness in applicants
INSTITUTIONS	new	Students' insufficient general learning abilities	Less able and unmotivated students were admitted to the group.
INSTITUTIONS	new	Students' insufficient general learning abilities	Less able students applied to study in this type of class.
INSTITUTIONS	new	Students' insufficient general learning abilities	Significant differences in the students' abilities
INSTITUTIONS	new	Students' insufficient general learning abilities	Since it is a secondary vocational school, the students have weaker abilities.
INSTITUTIONS	new	Students' insufficient general learning abilities	Students assess their abilities unrealistically when applying to secondary school.
INSTITUTIONS	new	Students' insufficient general learning abilities	Students who come to our school from primary school cannot always adequately assess their loadbearing capacity.
INSTITUTIONS	new	Students' insufficient general learning abilities	Students with weak and mediocre abilities
INSTITUTIONS	new	Students' insufficient general learning abilities	The students who are admitted usually score low in the entrance exams.
INSTITUTIONS	new	Few applicants for YILL	Admissions pose a problem, only few children apply to the language class.
INSTITUTIONS	new	Few applicants for YILL	Because the programme is not widely known, it is difficult to fill up the class with more able students.
INSTITUTIONS	new	Few applicants for YILL	Being a small school we cannot launch a 4-year grammar school class.
INSTITUTIONS	new	Few applicants for YILL	Due to the small student count in the class and due to the drop-outs there is a risk that the class will be merged with another class.
INSTITUTIONS	new	Few applicants for YILL	Small number of applicants
INSTITUTIONS	new	Few applicants for YILL	The pool of applicants is smaller in the admission process.
INSTITUTIONS	new	Few applicants for YILL	There is hardly any demand for the YILL programme for beginners or false beginners.
INSTITUTIONS	new	Few applicants for YILL	This form of training is still not accepted in our town.
INSTITUTIONS	new	Insufficient workload on students in grade 9	Due to the small number of subjects taught in grade 9 the loadbearing capacity of the students is not utilized to the maximum.
INSTITUTIONS	new	Insufficient workload on students in grade 9	There is a growth in disciplinary problems due to the small workload.
INSTITUTIONS	new	Failure to meet preliminary expectations	The students did not demonstrate the nationally expected results.
INSTITUTIONS	new	Infrastructural shortcomings	Deficient material conditions
INSTITUTIONS	new	Infrastructural shortcomings	Ensuring certain technical conditions
INSTITUTIONS	new	Infrastructural shortcomings	Ensuring the appropriate technical background
INSTITUTIONS	new	Infrastructural shortcomings	Ensuring the necessary equipment (IT)
INSTITUTIONS	new	Infrastructural shortcomings	Ensuring the technological and technical background without financial resources
INSTITUTIONS	new	Infrastructural shortcomings	Improvement of the conditions
INSTITUTIONS	new	Infrastructural shortcomings	Insufficient mobile ICT equipment
INSTITUTIONS	new	Infrastructural shortcomings	Lack of a language lab
INSTITUTIONS	new	Infrastructural shortcomings	Lack of equipment
INSTITUTIONS	new	Infrastructural shortcomings	Lack of materials and equipment
INSTITUTIONS	new	Infrastructural shortcomings	Lack of multimedia tools
INSTITUTIONS	new	Infrastructural shortcomings	Our school would need to be expanded, we have not got enough rooms, and the equipment pool should be improved too.
INSTITUTIONS	new	Infrastructural shortcomings	Procurement of appropriate equipment
INSTITUTIONS	new	Infrastructural shortcomings	Quality teaching requires a lot of auxiliary tools the funds for which are difficult to raise.
INSTITUTIONS	new	Infrastructural shortcomings	There are no funds to ensure the necessary material conditions (interactive board, projector).

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	new	Infrastructural shortcomings	There are not enough visualization tools (films, cartoons in English).
INSTITUTIONS	new	Infrastructural shortcomings	We are very poorly equipped.
INSTITUTIONS	new	Infrastructural shortcomings	We do not have rooms that can be easily converted for group work.
INSTITUTIONS	new	Infrastructural shortcomings	We have not received any extras from the maintainer for five years, e.g. more computers, lab, etc.
INSTITUTIONS	new	Lack of target language relations	Establishing relations in the target language countries, hosting guest teachers
INSTITUTIONS	new	Lack of target language relations	Funds required for practising the language abroad
INSTITUTIONS	new	Lack of target language relations	It is difficult to establish active, permanent ties with foreign schools.
INSTITUTIONS	new	Lack of target language relations	Lack of native teachers
INSTITUTIONS	new	Lack of target language relations	Lack of native teachers
INSTITUTIONS	new	Lack of target language relations	Launching exchange programmes (Italian, French)
INSTITUTIONS	new	Lack of target language relations	Organization of language courses in a native environment.
INSTITUTIONS	new	Lack of target language relations	Students can be taken to a native environment only if they pay for their own trips, but not everybody can afford that.
INSTITUTIONS	new	Lack of target language relations	Use of native teachers.
INSTITUTIONS	new	Lack of target language relations	We could not hire a native teacher.
INSTITUTIONS	new	Lack of target language relations	We do not have any opportunity to develop partnership with other schools.
INSTITUTIONS	new	Lack of target language relations	We do not have native teachers.
INSTITUTIONS	new	Negligence of further FLs	Able students would like to take the school-leaving exam already at the end of the first year, but we cannot offer them another language to learn.
INSTITUTIONS	new	Negligence of further FLs	In higher grades learning a second language is not mandatory, therefore students do not go to the language club (2 hours per week).
INSTITUTIONS	new	Negligence of further FLs	Introduction of a second language
INSTITUTIONS	new	Negligence of further FLs	It is difficult to solve the issue with the second language.
INSTITUTIONS	new	Negligence of further FLs	It is not possible to start teaching a third language to those who have passed their school-leaving exams early (due to personal and budgetary problems).
INSTITUTIONS	new	Negligence of further FLs	The dilemma is whether we should teach one language.
INSTITUTIONS	new	Students' insufficient motivation	In grades 12 and 13 it is very difficult to keep motivation up, the students feel that they are "overeducated".
INSTITUTIONS	new	Students' insufficient motivation	Lack of interest in foreign languages
INSTITUTIONS	new	Students' insufficient motivation	Low level of attachment to FL (incoming students).
INSTITUTIONS	new	Students' insufficient motivation	Most of our students are under-motivated.
INSTITUTIONS	new	Students' insufficient motivation	Neither the family, nor the social habits motivate learning.
INSTITUTIONS	new	Students' insufficient motivation	Some students choose the YILL class only out of necessity, because they could not get into the 4-year advanced-level language training programme.
INSTITUTIONS	new	Students' insufficient motivation	Students who do not aim to achieve the above goals are also admitted.
INSTITUTIONS	new	Draining effect, jealousy of other schools	Drain effect induced by nearby grammar schools
INSTITUTIONS	new	Draining effect, jealousy of other schools	Other institutions (e.g. the local grammar school) demonstrate jealousy towards secondary vocational education.
INSTITUTIONS	new	Vocational school issues	After the students choose their respective trade groups, not all trade groups can organize 5 language lessons a week.
INSTITUTIONS	new	Vocational school issues	It is not fortunate to link YILL to a single group of trades.
INSTITUTIONS	new	Insufficient regulations on YILL	Across-the-board use of school rules even in the case of students who have come of age.
INSTITUTIONS	new	Insufficient regulations on YILL	Adjustment of the requirements to the other classes and the school-leaving exams.
INSTITUTIONS	new	Insufficient regulations on YILL	Based on Section I we encountered administrative difficulties (e.g. class journal, class numbering).
INSTITUTIONS	new	Insufficient regulations on YILL	Determining the syllabus of Hungarian and maths in YILL.
INSTITUTIONS	new	Insufficient regulations on YILL	Disciplinary problems; students demonstrating weak performance cannot be made to repeat the year at the end of the first year.
INSTITUTIONS	new	Insufficient regulations on YILL	Due to the early school-leaving exams in FL language is taught in very small groups in a high number of contact hours.
INSTITUTIONS	new	Insufficient regulations on YILL	Grade 9 is regulated only by recommendations (with the exception of language and IT lessons).
INSTITUTIONS	new	Insufficient regulations on YILL	High quality would have a financial aspect too.

MC1	MC2	CCM_Code	Responses
INSTITUTIONS	new	Insufficient regulations on YILL	In a secondary vocational school the advanced-level school-leaving exam does not seem to be a realistic expectation due to the reduced number of contact hours.
INSTITUTIONS	new	Insufficient regulations on YILL	In the first two years the YILL class did not have a local curriculum.
INSTITUTIONS	new	Insufficient regulations on YILL	Incomplete regulations
INSTITUTIONS	new	Insufficient regulations on YILL	Initially (in the first two years) we had problems due to the improper application of the legal regulations (class grouping, grade selection, students taking the standard school-leaving exam on a massive scale at the end of grade 9 and then giving up language learning completely)
INSTITUTIONS	new	Insufficient regulations on YILL	It is not allowed to test the students' language skills in the entrance exam.
INSTITUTIONS	new	Insufficient regulations on YILL	Lack of grants for continuous equipment/tool development
INSTITUTIONS	new	Insufficient regulations on YILL	Organizational problems regarding the exemption of students who take their school-leaving exams early.
INSTITUTIONS	new	Insufficient regulations on YILL	Students can carry on with their studies even if they do not fully meet the study requirements.
INSTITUTIONS	new	Insufficient regulations on YILL	Students cannot be made to repeat the year, they are not motivated to learn.
INSTITUTIONS	new	Insufficient regulations on YILL	Students cannot be made to repeat the year.
INSTITUTIONS	new	Insufficient regulations on YILL	Students continue their studies in different classes within the school depending on their languages.
INSTITUTIONS	new	Insufficient regulations on YILL	Students who wish to take the advanced-level school-leaving exam would need additional contact hours in the years preceding the exam.
INSTITUTIONS	new	Insufficient regulations on YILL	The development path of the first YILL class was not worked out properly.
INSTITUTIONS	new	Insufficient regulations on YILL	The lack of standard grade numbering in the country caused problems for the parents and the school alike.
INSTITUTIONS	new	Insufficient regulations on YILL	The most able students continue their studies in a grammar school after YILL - number of students in the class
INSTITUTIONS	new	Insufficient regulations on YILL	There was no properly elaborated curriculum.
INSTITUTIONS	new	Insufficient regulations on YILL	We planned too many language lessons for the first year.
INSTITUTIONS	new	Dominance of English as FL	Admission problems related to the German programme
INSTITUTIONS	new	Dominance of English as FL	Being a small school we cannot launch the YILL programme in any other language with more language teachers, apart from English.
INSTITUTIONS	new	Dominance of English as FL	Decreasing demand for German.
INSTITUTIONS	new	Dominance of English as FL	Disproportionate division according to languages (many students would like to learn English, while we have better opportunities in German: teachers are better and we have more connections in German-speaking countries.)
INSTITUTIONS	new	Dominance of English as FL	Disproportionately more students choose English than German.
INSTITUTIONS	new	Dominance of English as FL	German cannot catch up with English in terms of popularity.
INSTITUTIONS	new	Dominance of English as FL	No YILL class can be organized in German (insufficient applicants).
INSTITUTIONS	new	Dominance of English as FL	Shortage of applicants to the German YILL programme
INSTITUTIONS	new	Dominance of English as FL	Transforming the original German-English YILL programme to an English-English YILL programme
INSTITUTIONS	new	Dominance of English as FL	We started out with German and French, but they were not popular.
INSTITUTIONS	new	Class community problems	Most lessons are held in subdivided smaller groups, therefore in the beginning it is difficult to make the class a community.
INSTITUTIONS	none	Problems with local government as operator / maintainer of school	The school ceased to exist. No new students have been admitted to grade 9 since 2005, students who were transferred to our legal successor did not join the YILL class.
NONE	none	No difficulty encountered	I could not say anything like that.
NONE	none	No difficulty encountered	It posed no difficulties.
NONE	none	No difficulty encountered	No difficulties
NONE	none	No difficulty encountered	No, there aren't.
NONE	none	No difficulty encountered	No, there weren't.
NONE	none	No difficulty encountered	We did not experience any difficulties.
NONE	none	No difficulty encountered	We did not face any difficulties.
NONE	none	No difficulty encountered	We do not have difficulties either.
NONE	none	No difficulty encountered	We do not have difficulties.

MC1	MC2	CCM_Code	Responses
NONE	none	No difficulty encountered	We do not have difficulties. Language teaching was one of our strengths even before.
STUDENTS	more	Students' overload	Increased burden on students
STUDENTS	more	Extreme length of YILL	Due to the longer training period students are less committed to their specialization.
STUDENTS	more	Extreme length of YILL	Students become "less certain" about their choice of trade.
STUDENTS	more	Slowing pace of FL development in grades 10-13	Drastic reduction of contact hours from grade 10
STUDENTS	more	Slowing pace of FL development in grades 10-13	Fewer lessons after grade 0
STUDENTS	more	Slowing pace of FL development in grades 10-13	In grade 10 students have less time for learning languages due to the inclusion of new subjects.
STUDENTS	more	Difficulties of FL education after successful language exams	After passing the school-leaving exam early students are less motivated to develop their language skills.
STUDENTS	more	Difficulties of FL education after successful language exams	Motivation decreases after students take the school-leaving exams early.
STUDENTS	more	Difficulties with non-language lessons in grades 10-13	"Losing knowledge" outside materials taught to maintain existing knowledge.
STUDENTS	more	Difficulties with non-language lessons in grades 10-13	After a year's break it is more difficult to teach general subjects from grade 10.
STUDENTS	more	Difficulties with non-language lessons in grades 10-13	After the completion of YILL it is more difficult for students to catch up in the other subjects.
STUDENTS	more	Difficulties with non-language lessons in grades 10-13	After the first intensive year (YILL) students find it difficult to get used to learning several general subjects concurrently.
STUDENTS	more	Difficulties with non-language lessons in grades 10-13	In grade 10 workload increased due to introduction of general subjects.
STUDENTS	more	Difficulties with non-language lessons in grades 10-13	In YILL the students' working morale slightly drops, they get out of the habit of learning regularly.
STUDENTS	more	Difficulties with non-language lessons in grades 10-13	Students get out of the habit of learning "standard" subjects - it is difficult to get back to normal.
STUDENTS	more	Difficulties with non-language lessons in grades 10-13	Students' knowledge declines after grade 9.
STUDENTS	more	Difficulties with non-language lessons in grades 10-13	Students neglected the other subjects.
STUDENTS	more	Difficulties with non-language lessons in grades 10-13	The scope of knowledge transferred in the other subjects decreases in grade 0.
STUDENTS	more	Difficulties with non-language lessons in grades 10-13	The students become less interested in other subjects.
STUDENTS	more	Negligence of further FLs	A minority of students show decreased interest in the second foreign language.
STUDENTS	more	Negligence of further FLs	Chances are slimmer that students will take the school-leaving exam in the second foreign language.
STUDENTS	more	Students’ insufficient motivation	Declining interest
STUDENTS	more	Class community problems	It is more difficult for the class to become a community, because they are subdivided into smaller groups in 20 hours per week (language and IT).
STUDENTS	new	Extreme length of YILL	"Over-age" students (in grade 13 students reach adulthood) require different treatment.
STUDENTS	new	Extreme length of YILL	A lot of students take on jobs while learning in the last years of school.
STUDENTS	new	Learning strategies	Lack of learning techniques, learning problems
STUDENTS	new	Learning strategies	Many students need to learn how to learn a language successfully.
STUDENTS	new	Non-adequacy of grade 9 for the intensive FL year	At the age of 14 the students are not target-oriented enough, they do not fully use the opportunities to master foreign languages (among others).
STUDENTS	new	Non-adequacy of grade 9 for the intensive FL year	At the age of 15-16 students are not mature enough for the school-leaving exam (attention span, concentration, etc.).
STUDENTS	new	Non-adequacy of grade 9 for the intensive FL year	In YILL students do not learn; it is like a gap year
STUDENTS	new	Non-adequacy of grade 9 for the intensive FL year	Our students do not fully understand what opportunity they receive for language learning once they are admitted to this class.

MC1	MC2	CCM_Code	Responses
STUDENTS	new	Non-adequacy of grade 9 for the intensive FL year	Students are not conscious enough. The programme would be more useful in grade 13, just like the extra year of vocational education in secondary vocational schools.
STUDENTS	new	Non-adequacy of grade 9 for the intensive FL year	Students consider this year not as an opportunity, but rather as a "parking place".
STUDENTS	new	Non-adequacy of grade 9 for the intensive FL year	The many language lessons take away a lot of time from the students, but do not make them profit as much as they could, since children are unable to take in as much as would fit in those lessons.
STUDENTS	new	Slowing pace of FL development in grades 10-13	After YILL students learn the language in only 4 lessons a week. This time frame would require more work at home, however this is neglected by most students.
STUDENTS	new	Slowing pace of FL development in grades 10-13	After YILL there is a radical drop in the number of FL lessons.
STUDENTS	new	Slowing pace of FL development in grades 10-13	Drop in language skills from grade 10 due to the reduced number of language lessons
STUDENTS	new	Slowing pace of FL development in grades 10-13	Drop of FL lessons after YILL
STUDENTS	new	Slowing pace of FL development in grades 10-13	Ensuring language education in a high number of contact hours in grades 10 to 13.
STUDENTS	new	Slowing pace of FL development in grades 10-13	From grade 10 on there is a drastic drop in the number of contact hours.
STUDENTS	new	Slowing pace of FL development in grades 10-13	In grade 10 students stop learning the language on a regular basis, because they are burdened with the other subjects.
STUDENTS	new	Slowing pace of FL development in grades 10-13	In grade 10 there is always a point when students have record low interest in learning languages.
STUDENTS	new	Slowing pace of FL development in grades 10-13	In the second year the number of contact hours drops significantly, therefore a temporary decline in performance can be experienced.
STUDENTS	new	Slowing pace of FL development in grades 10-13	In YILL classes the interest in subjects other than the language declines in subsequent grades, which has a negative effect.
STUDENTS	new	Slowing pace of FL development in grades 10-13	It is not really possible to maintain the high number of contact hours later on.
STUDENTS	new	Slowing pace of FL development in grades 10-13	Reduced FL contact hours in higher grades after YILL
STUDENTS	new	Slowing pace of FL development in grades 10-13	The drastic decrease in contact hours after grade 0 is detrimental.
STUDENTS	new	Slowing pace of FL development in grades 10-13	The momentum of language learning comes to a halt in grade 10 when the number of contact hours drops to 3 per week.
STUDENTS	new	Slowing pace of FL development in grades 10-13	The number of contact hours decrease in higher grades after YILL (to 3 and then 4 lessons per week)
STUDENTS	new	Slowing pace of FL development in grades 10-13	Their knowledge level drops from the second year onward due to the reduced number of contact hours.
STUDENTS	new	Slowing pace of FL development in grades 10-13	We cannot maintain the quality of the first year with fewer language lessons in grades 10 and 11.
STUDENTS	new	High additional costs	Not everybody can afford to pay for a language exam.
STUDENTS	new	Difficulties of FL education after successful language exams	A lot of students become unmotivated after they pass the intermediate level language exam and the standard school-leaving exam.
STUDENTS	new	Difficulties of FL education after successful language exams	After obtaining their language certificates students are less motivated to continue learning the language.
STUDENTS	new	Difficulties of FL education after successful language exams	After taking the school-leaving exam early they do not want to sit for the advanced-level exam.
STUDENTS	new	Difficulties of FL education after successful language exams	After the school-leaving exam only few of the students take language learning seriously.
STUDENTS	new	Difficulties of FL education after successful language exams	After the school-leaving exam students are not really motivated to reach the advanced level.
STUDENTS	new	Difficulties of FL education after successful language exams	Most students continue their language studies after passing the school-leaving exam, but they try neither the advanced level school-leaving exam, nor the language exam.
STUDENTS	new	Difficulties of FL education after successful language exams	Some of the students who took their school-leaving exam early in FL did not want to continue to learn FL.
STUDENTS	new	Difficulties of FL education after successful language exams	Students do not want to widen their knowledge after they obtain their intermediate level language certificate.

MC1	MC2	CCM_Code	Responses
STUDENTS	new	Difficulties of FL education after successful language exams	Students forget a lot after they take the school-leaving exam early.
STUDENTS	new	Difficulties of FL education after successful language exams	Students give up learning the language after they pass the school-leaving exam.
STUDENTS	new	Difficulties of FL education after successful language exams	The students of the groups that break up do not learn another language, they just "hang around".
STUDENTS	new	Difficulties of FL education after successful language exams	The students' performance dropped after they passed their school-leaving exams early.
STUDENTS	new	Difficulties of FL education after successful language exams	The students were only interested in passing the school-leaving exam and the language exam, and did not learn afterwards.
STUDENTS	new	Difficulties of FL education after successful language exams	Two children wanted to stop language learning after passing the standard school-leaving exam.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	According to non language teachers, it is difficult to get grade 10 YILL students back to learning more subjects. They say that the preparatory year makes them "too comfortable".
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	After the curriculum of the preparatory year the many subjects taught in the real 9th grade cause problems.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	After YILL students find it difficult to get back to "normal".
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Apart from English students do not take the subjects seriously in grade 0.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Apart from the language and vocational subjects the students do not take learning seriously - self-knowledge, healthy lifestyle, etc.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Due to the high number of English lessons the other subjects have been put on the back burner not only in terms of the number of contact hours, but also in terms of learning.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Due to the high number of FL lessons students become distant from learning other general subjects. This leads to deteriorating academic results in grade 10.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	During YILL students' skills in other subjects fade.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	From the second year students can be given much less load.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Grade 0 causes a loss of learning in general subjects.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Grade 10 students have weaker results in languages too compared to grade 9.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Handling the extra burden and lessons that await 10th graders
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Having a year without science subjects.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	If unrevised, general subject knowledge "fades".
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In grade 0 other subjects are neglected.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In grade 0 the knowledge level falls in certain subjects (e.g. geography, biology, chemistry, etc.) for the lack of learning.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In grade 0 the workload on the students is insufficient, e.g. they learn nothing new in maths, they get out of the habit of learning.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In grade 10 children find it difficult to pick up the "thread" as far as learning is concerned.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In grade 10 it is a bit difficult for the students to get back into the habit of learning several subjects on a regular basis.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In grade 10 students encounter a lot of difficulties with the science subjects.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In grade 10 students find it difficult to readjust themselves to learning more subjects at the same time.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In grade 10 students find it difficult to readjust to the "traditional" secondary school education.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In grade 10, after the introduction of the other subjects, there is a drop in the demand for acquiring languages skills.

MC1	MC2	CCM_Code	Responses
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In grade 9 students get out of the habit of (forget) learning the other subjects.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In grade 9, due to the high number of language lessons the students forget about learning the other subjects, which can lead to a significant drop in academic achievement in grade 10.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In the first year many students lose a lot of learning in other subjects learnt in grade 8.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In the first year the students completely get out of the habit of preparing for the lessons at home.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In the preparatory year students become "single fronted", but in grade 10 they face a lot of problems due to having 14 subjects.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In the YILL classes the workload on students is very one-sided.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In YILL general subjects are taught only at a minimum level.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In YILL some students get mistaken by the small number of subjects, and are inclined to take the requirements less seriously.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In YILL the other subjects are put on the back burner, loss of knowledge occurs
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In YILL the students get used to learning languages, but since they hardly have other subjects, they face the secondary school requirements in grade 10, and this is when the learning difficulties surface.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	In YILL the students' knowledge fades in subjects that they do not learn.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	It is difficult for students to set their mind to the new subjects.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	It is difficult to maintain the knowledge level in the other subjects.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Learning problems in grade 10
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Loss of learning in many subjects for one year
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Maintaining the students' knowledge level in mathematics, Hungarian and history
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Many subjects are taught not even at the minimum level in the first year, therefore the students' performance declines from grade 10 on.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	One year long "stagnation" in most general subjects
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Only few general subjects are taught in grade 9, therefore students get out of the habit of regular learning after grade 8 (except for languages)
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Other general subjects are taught only at a minimum level to maintain existing knowledge.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Other subjects come to the forefront from grade 10
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Progress after YILL (such students can hardly join specialized classes due to their excellent language proficiency).
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Science subjects are left out from their training programme for a longer period of time, which we would like to change in our new programme.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Skills in subjects not learnt for a year fade away.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Structure of subjects in grade 0
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Students forget how they need to learn the other subjects.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Students get out of the habit of learning, because they do not go on with the secondary school curriculum.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	Students lose learning in subjects not taught in grade 9, revision is needed in grade 10.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	The lack of history as a subject was a great loss.

MC1	MC2	CCM_Code	Responses
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	The number of contact hours in general subjects is low (with the exception of Hungarian literature and grammar, maths). Students grow "lazy", and their academic performance deteriorates in grade 10.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	The other subjects are neglected.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	The students do not learn certain subjects (e.g. biology and chemistry), therefore they lose a lot of learning.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	The students got out of the habit of learning the subjects that were taught only at the level to maintain existing knowledge, and they found it difficult to readjust.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	They get used to the grammar school requirements in the many subjects only one year later.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	We have to face a lot of disciplinary and behavioural problems in the YILL classes.
STUDENTS	new	Difficulties with non-language lessons in grades 10-13	YILL students got out of the habit of learning, they did not use their opportunities to the maximum.
STUDENTS	new	Lack of suitable teaching materials	There are not any really good books for 12 and 13 graders.
STUDENTS	new	Mixed ability and / or oversized language groups	As a result of the large amount of FL lessons the difference was great between the students' knowledge level in the FL groups.
STUDENTS	new	Mixed ability and / or oversized language groups	Different knowledge levels within the group
STUDENTS	new	Mixed ability and / or oversized language groups	Possibility to switch groups, heterogeneity of the groups
STUDENTS	new	Mixed ability and / or oversized language groups	Uniform development of skills
STUDENTS	new	Mixed ability and / or oversized language groups	Various interests
STUDENTS	new	Differentiation in teaching, equal opportunities	In the case of subjects in which the school-leaving exam is mandatory maintaining the existing knowledge is more about equalization.
STUDENTS	new	Differentiation in teaching, equal opportunities	Less hard-working students fall behind significantly
STUDENTS	new	Differentiation in teaching, equal opportunities	Meeting the advanced-level requirements is difficult for less able students.
STUDENTS	new	Differentiation in teaching, equal opportunities	Socially disadvantaged students cannot always find a quiet place at home to prepare for the lessons, which would be one of the most important conditions for language learning.
STUDENTS	new	Differentiation in teaching, equal opportunities	Some students do not like talking, maybe because of former experiences, however their written tasks are better than average.
STUDENTS	new	Students' insufficient general learning abilities	Lack of self-knowledge
STUDENTS	new	Students' insufficient general learning abilities	Learning a foreign language in so many contact hours is difficult for students who have weak language skills in their mother tongue.
STUDENTS	new	Students' insufficient general learning abilities	Weak students.
STUDENTS	new	Failure to meet preliminary expectations	The effectiveness and efficiency of their language skills cannot be measured on a daily basis
STUDENTS	new	Failure to meet preliminary expectations	The large number of contact hours has not yielded the expected results.
STUDENTS	new	Lack of target language relations	There is little opportunity to teach culture and literature.
STUDENTS	new	Negligence of further FLs	If only one language is taught in YILL, the second language suffers a disadvantage.
STUDENTS	new	Negligence of further FLs	Keeping the students' English language skills up after the second language is introduced in grade 11.
STUDENTS	new	Negligence of further FLs	Students who take their school-leaving exams early miss the possibility of learning a second language.
STUDENTS	new	Few FL matura taken	Only few students sit for the advanced-level school-leaving exam.
STUDENTS	new	Few FL matura taken	Small number of advanced-level school-leaving exams
STUDENTS	new	Few FL matura taken	We cannot prepare all students for the advanced-level exam.
STUDENTS	new	Homework issues	Little homework is given, students do not get used to working on their own on a regular basis.

MC1	MC2	CCM_Code	Responses
STUDENTS	new	Homework issues	Some students think that they must prepare for the language classes only in school.
STUDENTS	new	Students' insufficient motivation	After the initial momentum some students become less motivated, development is not linear.
STUDENTS	new	Students' insufficient motivation	In certain subjects the children do not get marks, which does not motivate them.
STUDENTS	new	Students' insufficient motivation	Lack of adequate diligence
STUDENTS	new	Students' insufficient motivation	Lack of interest
STUDENTS	new	Students' insufficient motivation	Lack of motivation
STUDENTS	new	Students' insufficient motivation	Lack of motivation
STUDENTS	new	Students' insufficient motivation	Lack of motivation on the students' part
STUDENTS	new	Students' insufficient motivation	Most students lack the perseverance needed for language learning.
STUDENTS	new	Students' insufficient motivation	Occasionally the lack of motivation
STUDENTS	new	Students' insufficient motivation	Students are much less motivated and hard-working than expected.
STUDENTS	new	Students' insufficient motivation	Students frequently lack motivation.
STUDENTS	new	Students' insufficient motivation	The students are not really motivated.
STUDENTS	new	Students' insufficient motivation	They are not motivated to learn.
STUDENTS	new	Students' insufficient motivation	Working discipline
STUDENTS	new	Too many FL lessons in grade 9	2-3 students in each YILL class become to hate the language, because 15 language lessons per week are too much for them.
STUDENTS	new	Too many FL lessons in grade 9	By the end of the first year part of the students get tired of the many language lessons. In addition, the students get out of the habit of learning other subjects, and therefore their academic results considerably decline in the second year.
STUDENTS	new	Too many FL lessons in grade 9	By the second semester of YILL students have enough.
STUDENTS	new	Too many FL lessons in grade 9	Hard work despite the large number of hours, there should be no looseness.
STUDENTS	new	Too many FL lessons in grade 9	Having 14 English lessons a week is burdensome for some students.
STUDENTS	new	Too many FL lessons in grade 9	In the first year learning becomes monotonous since only a few subjects are taught.
STUDENTS	new	Too many FL lessons in grade 9	Monotony
STUDENTS	new	Too many FL lessons in grade 9	Risk of monotony in YILL due to the 14 FL lessons a week
STUDENTS	new	Too many FL lessons in grade 9	Single-sided education
STUDENTS	new	Too many FL lessons in grade 9	Student cannot tolerate being under load for an extended period.
STUDENTS	new	Vocational school issues	Secondary vocational school classes are also taught specialized language.
STUDENTS	new	Local problems	The scheme of 7+7 English and German lessons did not come up to the expectations.
STUDENTS	new	Insufficient regulations on YILL	In grade 13 the first foreign language could not be taught as envisaged by the lesson plan.
STUDENTS	new	Insufficient regulations on YILL	In the five-year period the student receives 33 language lessons, but how many biology lessons can he/she attend if he/she wants to become a biologist?
STUDENTS	new	Insufficient regulations on YILL	After achieving an appropriate level, the students acquire an accredited language certificate. Then they apply to take the standard school-leaving exam in order to score high. (In summary: the additional points required for admission into higher education are achieved through the language exams, and only those students take advanced level school-leaving exams who would like to continue their studies in the given subject.)
STUDENTS	new	Dominance of English as FL	The demand for German has declined considerably.
STUDENTS	new	Dominance of English as FL	The falling demand for German is a general tendency in primary schools.
STUDENTS	new	Class community problems	Due to the classes being subdivided communities form only at group but not at class level.
STUDENTS	new	Class community problems	Factor hindering the formation of community in the class (see above)
STUDENTS	new	Class community problems	In terms of community formation it is a disadvantage that the class is hardly ever together.
STUDENTS	new	Class community problems	The class stays undivided only in a few lessons. It is not a class, but 2 groups.
STUDENTS	new	Class community problems	The YILL class does not become a community in the first year because so many lessons are taught in subdivided groups.

MC1	MC2	CCM_Code	Responses
TEACHERS	more	Higher quality FL education required	Much more varied methods must be used in the language (and other) lessons.
TEACHERS	more	Teachers' overload, organising their work and cooperation	Growing teacher workload
TEACHERS	more	Lack of suitable teaching materials	Teachers must be more careful about choosing and using textbooks.
TEACHERS	more	Too many FL lessons in grade 9	Due to the large number of FL contact hours the intensity of the lessons decreased on both the students' and the teachers' part.
TEACHERS	more	Too many FL lessons in grade 9	It is difficult to keep up the students' motivation due to the high number of contact hours.
TEACHERS	more	Local problems	Non language teachers feel a bit overshadowed.
TEACHERS	new	Extreme length of YILL	Teaching 19-20 year-olds requires completely different pedagogical methods - preparation for that is very time-consuming.
TEACHERS	new	Higher quality FL education required	2-3-4 teachers teach the same group; their work needs to be harmonized.
TEACHERS	new	Higher quality FL education required	Due to the high number of contact hours varied activities must be planned.
TEACHERS	new	Higher quality FL education required	Ensuring the professional development of colleagues
TEACHERS	new	Higher quality FL education required	Good teacher
TEACHERS	new	Higher quality FL education required	Keeping the number of contact hours high in FL
TEACHERS	new	Higher quality FL education required	Lack of target oriented further training courses and exchanges of opinion
TEACHERS	new	Higher quality FL education required	More efficient competence development tools are needed.
TEACHERS	new	Higher quality FL education required	Other methods are needed.
TEACHERS	new	Higher quality FL education required	Shortage of teachers sufficiently experienced in competence based education.
TEACHERS	new	Higher quality FL education required	Teacher dependent
TEACHERS	new	Higher quality FL education required	Teachers must prepare a lot of materials.
TEACHERS	new	Higher quality FL education required	We need teachers who can continuously load the students with work and make them develop.
TEACHERS	new	Learning strategies	Independent and target oriented education
TEACHERS	new	Learning strategies	Teaching good time management and language learning methods.
TEACHERS	new	Slowing pace of FL development in grades 10-13	We cannot carry on with intensive language teaching after the first intensive year, because the number of contact hours drops (to 3.5).
TEACHERS	new	Teachers' cooperation	Cooperation among the colleagues is not always smooth.
TEACHERS	new	Teachers' cooperation	Cooperation among the colleagues teaching FL in the same group
TEACHERS	new	Teachers' cooperation	Coordination of the teachers' work
TEACHERS	new	Teachers' cooperation	Coordination of the work of colleagues involved in the YILL programme (language teachers, native teachers)
TEACHERS	new	Teachers' cooperation	Division of tasks and coordination of cooperation among teachers teaching in the given year
TEACHERS	new	Teachers' cooperation	Due to the high number of contact hours teachers must learn to be able to do team work.
TEACHERS	new	Teachers' cooperation	Encouraging cooperation among the teachers
TEACHERS	new	Teachers' cooperation	It is difficult to organize cooperation.
TEACHERS	new	Teachers' cooperation	The high number of contact hours makes communication difficult among teachers teaching the same group.
TEACHERS	new	Difficulties of FL education after successful language exams	After passing the standard school-leaving exam, or obtaining an intermediate level language certificate most students cannot be motivated to further improve their language skills.
TEACHERS	new	Difficulties of FL education after successful language exams	After reaching the intermediate level, students need to be motivated to work to reach the advanced level.
TEACHERS	new	Difficulties of FL education after successful language exams	After the standard school-leaving exam it is difficult to provide permanent motivation to this age group.
TEACHERS	new	Difficulties of FL education after successful language exams	After the students take the school-leaving exam early, it is difficult to motivate them to learn a second FL.

MC1	MC2	CCM_Code	Responses
TEACHERS	new	Difficulties of FL education after successful language exams	Finding a solution to maintain the students' knowledge level after they pass the language exam
TEACHERS	new	Difficulties of FL education after successful language exams	In theory, after passing the school-leaving exam early students do not have to attend FL lessons. Therefore, it is a greater challenge for the teacher to make them attend these lessons regularly.
TEACHERS	new	Difficulties of FL education after successful language exams	It is not easy to maintain motivation after students pass their school-leaving exams early.
TEACHERS	new	Difficulties of FL education after successful language exams	Language teachers have fear for losing their jobs because of the possibility to take school-leaving exams early.
TEACHERS	new	Difficulties of FL education after successful language exams	Maintaining motivation in higher grades, after the students have obtained their language certificates and do not wish to take advanced-level school-leaving exams
TEACHERS	new	Difficulties of FL education after successful language exams	Making students work after they pass their school-leaving exam
TEACHERS	new	Difficulties of FL education after successful language exams	Preparing students for the advanced level after they pass the standard school-leaving exam early.
TEACHERS	new	Difficulties of FL education after successful language exams	Question of language learning after they take the school-leaving exam early.
TEACHERS	new	Difficulties of FL education after successful language exams	Students master the skills required to pass the language exam in a short period of time. The cannot understand why we do not support early school-leaving exams.
TEACHERS	new	Difficulties of FL education after successful language exams	Students who have passed their school-leaving exams early cannot (always) be motivated to continue to learn.
TEACHERS	new	Difficulties with non-language lessons in grades 10-13	After YILL it is more difficult to make students return to the more established lessons again.
TEACHERS	new	Teachers' overload, organising their work and cooperation	High fluctuation of teachers in the language groups
TEACHERS	new	Teachers' overload, organising their work and cooperation	Language teachers do not want to distribute the lessons among themselves according to a certain principle, wherefore the same teacher teaches all lessons to the group
TEACHERS	new	Teachers' overload, organising their work and cooperation	Many people leave the career because of poor pay.
TEACHERS	new	Teachers' overload, organising their work and cooperation	Overloaded teachers, shortage of time, constant need for coordination
TEACHERS	new	Teachers' overload, organising their work and cooperation	Promotion of daily cooperation and communication among language teachers
TEACHERS	new	Teachers' overload, organising their work and cooperation	Teachers have too many contact hours (29-30 per week).
TEACHERS	new	Lack of suitable teaching materials	Choosing the most appropriate book
TEACHERS	new	Lack of suitable teaching materials	It is difficult to choose the appropriate book.
TEACHERS	new	Lack of suitable teaching materials	It is difficult to choose the appropriate language learning book.
TEACHERS	new	Lack of suitable teaching materials	It is difficult to find books for the development of individual skills.
TEACHERS	new	Lack of suitable teaching materials	Selection of appropriate teaching materials
TEACHERS	new	Lack of suitable teaching materials	There is no standard structure in the textbooks
TEACHERS	new	Mixed ability and / or oversized language groups	Compensating differences in the foreign language skills
TEACHERS	new	Mixed ability and / or oversized language groups	Differences in the skill levels
TEACHERS	new	Mixed ability and / or oversized language groups	Differences within the study groups (beginner, advanced students)
TEACHERS	new	Mixed ability and / or oversized language groups	Equalizing the students' knowledge level
TEACHERS	new	Mixed ability and / or oversized language groups	Equalizing the student's knowledge level in YILL
TEACHERS	new	Mixed ability and / or oversized language groups	Grouping applicants according to their existing skills.

MC1	MC2	CCM_Code	Responses
TEACHERS	new	Mixed ability and / or oversized language groups	In case the composition of the class turns out to be unfortunate, the teachers will have a hard time.
TEACHERS	new	Mixed ability and / or oversized language groups	Incoming students have different knowledge levels, and in the case of a few children the gap further increased in the first year.
TEACHERS	new	Mixed ability and / or oversized language groups	Students progress at a different pace.
TEACHERS	new	Mixed ability and / or oversized language groups	Students starting YILL come with different language skills.
TEACHERS	new	Mixed ability and / or oversized language groups	Subdivision of the group (to create adequately homogeneous groups)
TEACHERS	new	Mixed ability and / or oversized language groups	The groups are not homogeneous.
TEACHERS	new	Mixed ability and / or oversized language groups	We must teach in groups with mixed skill levels.
TEACHERS	new	Differentiation in teaching, equal opportunities	An objective of the YILL programmes is to give disadvantaged students an opportunity in language learning, but the integration of these students in the intensive language education poses a great challenge.
TEACHERS	new	Differentiation in teaching, equal opportunities	Encouraging students that are falling behind
TEACHERS	new	Differentiation in teaching, equal opportunities	Equalizing the skills is more difficult in the first few months.
TEACHERS	new	Differentiation in teaching, equal opportunities	Handling students who did not learn the given language earlier
TEACHERS	new	Differentiation in teaching, equal opportunities	It is difficult to differentiate.
TEACHERS	new	Differentiation in teaching, equal opportunities	Problems of less well performing students during the year
TEACHERS	new	Differentiation in teaching, equal opportunities	Remedial assistance and development of gifted and talented students in the same group
TEACHERS	new	Differentiation in teaching, equal opportunities	Remedial assistance to students falling behind in language learning
TEACHERS	new	Differentiation in teaching, equal opportunities	We do not test abilities, less able students slow down and their motivation weakens.
TEACHERS	new	Differentiation in teaching, equal opportunities	YILL cannot work wonders with students with average abilities. They will not know the language much better.
TEACHERS	new	Students' insufficient general learning abilities	Teaching less able students causes a lot of difficulties.
TEACHERS	new	Infrastructural shortcomings	There are not enough possibilities to use the modern forms of language teaching (projector, internet, interactive board).
TEACHERS	new	Students' insufficient motivation	Creating motivation
TEACHERS	new	Students' insufficient motivation	It is difficult to maintain motivation; students do not feel the importance of language skills.
TEACHERS	new	Students' insufficient motivation	It is difficult to make the children understand to take their school-leaving exams as early as possible, and make them take language learning seriously.
TEACHERS	new	Students' insufficient motivation	It is more difficult to maintain continuous motivation.
TEACHERS	new	Students' insufficient motivation	Keeping students motivated
TEACHERS	new	Students' insufficient motivation	Keeping students motivated
TEACHERS	new	Students' insufficient motivation	Maintaining motivation
TEACHERS	new	Students' insufficient motivation	Maintaining the interest and motivation of the students for five years
TEACHERS	new	Students' insufficient motivation	Making students learn
TEACHERS	new	Students' insufficient motivation	Those found to be less gifted in language learning are difficult to be taught at higher level.
TEACHERS	new	Too many FL lessons in grade 9	At the end of the first semester we tend to notice a certain "saturation level", students demonstrate a negative attitude towards the language.
TEACHERS	new	Too many FL lessons in grade 9	Making the lessons interesting so that the many language lessons would not become boring

MC1	MC2	CCM_Code	Responses
TEACHERS	new	Insufficient regulations on YILL	After the standard school-leaving exam there are no proper regulations for the advanced-level school-leaving and language exams; students cannot be forced to participate in language lessons, wherefore we cannot fulfil our promises.
TEACHERS	new	Insufficient regulations on YILL	Because of the limited number of contact hours we cannot prepare students for the advanced level school-leaving exam.
TEACHERS	new	Insufficient regulations on YILL	What should be the requirement by the end of grade 13?
TEACHERS	new	Class community problems	Making the two groups one community
X	new	Teachers' overload, organising their work and cooperation	Overload
X	none	Problems with local government as operator / maintainer of school	We are still looking for the causes behind the failure of the initially successful programme.
X	none	No difficulty encountered	Stagnant

Appendix E Summary table on benefits

CCM_Code	MC1	MC2	Total
Better FL teachers are attracted	INSTITUTIONS	more	1
	INSTITUTIONS Total		1
Better FL teachers are attracted Total			1
Better knowledge of the target language culture	STUDENTS	more	1
		new	6
	STUDENTS Total		7
Better knowledge of the target language culture Total			7
Better ongoing and output results	INSTITUTIONS	more	16
	INSTITUTIONS Total		16
	STUDENTS	more	12
		new	7
	STUDENTS Total		19
Better ongoing and output results Total			35
Better opportunities for further education and for the job market	STUDENTS	more	7
		new	1
	STUDENTS Total		8
Better opportunities for further education and for the job market Total			8
Better preparation in other subjects	INSTITUTIONS	more	2
	INSTITUTIONS Total		2
	STUDENTS	new	3
	STUDENTS Total		3
Better preparation in other subjects Total			5
Better schooling process, entry of “better” students	INSTITUTIONS	more	26
		new	7
	INSTITUTIONS Total		33
	STUDENTS	more	2
		new	1
	STUDENTS Total		3
	TEACHERS	new	1
	TEACHERS Total		1
Better schooling process, entry of “better” students Total			37
Better schooling process, more applicants	INSTITUTIONS	more	33
		new	13
	INSTITUTIONS Total		46
	STUDENTS	more	3
		new	1
	STUDENTS Total		4
Better schooling process, more applicants Total			50
Better schooling process, more students can be accepted	INSTITUTIONS	more	1
	INSTITUTIONS Total		1
Better schooling process, more students can be accepted Total			1
Closer cooperation between teachers	TEACHERS	more	6
		new	5
	TEACHERS Total		11
Closer cooperation between teachers Total			11
Closer cooperation between teachers and students	TEACHERS	more	1
		new	1
	TEACHERS Total		2
Closer cooperation between teachers and students Total			2

Description	INSTITUTIONS	new	1
	INSTITUTIONS Total		1
Description Total			1
Development in ICT	INSTITUTIONS	more	2
		new	1
	INSTITUTIONS Total		3
	STUDENTS	more	5
		new	17
	STUDENTS Total		22
Development in ICT Total			25
Development of learning strategies	STUDENTS	more	2
		new	5
	STUDENTS Total		7
	TEACHERS	new	1
	TEACHERS Total		1
Development of learning strategies Total			8
Earlier and/or more successful FL matura	STUDENTS	more	24
		new	45
	STUDENTS Total		69
Earlier and/or more successful FL matura Total			69
Equal opportunities	STUDENTS	more	1
		new	18
	STUDENTS Total		19
Equal opportunities Total			19
Expanded international relations	INSTITUTIONS	more	7
		new	10
	INSTITUTIONS Total		17
	STUDENTS	new	1
	STUDENTS Total		1
Expanded international relations Total			18
Extra year for the students in the secondary school	STUDENTS	more	10
		new	10
	STUDENTS Total		20
Extra year for the students in the secondary school Total			20
FL development of students	STUDENTS	more	41
		new	43
	STUDENTS Total		84
FL development of students Total			84
Good class communities	INSTITUTIONS	more	2
	INSTITUTIONS Total		2
	STUDENTS	more	2
		new	4
	STUDENTS Total		6
Good class communities Total			8
Higher number and/or level language exams	INSTITUTIONS	more	1
	INSTITUTIONS Total		1
	STUDENTS	more	46
		new	26
	STUDENTS Total		72
Higher number and/or level language exams Total			73
Higher number of language lessons	INSTITUTIONS	more	1
	INSTITUTIONS Total		1
	STUDENTS	more	4
		new	7

	STUDENTS Total		11
Higher number of language lessons Total			12
Improved non-linguistic skills of students	STUDENTS	more	9
		new	7
	STUDENTS Total		16
Improved non-linguistic skills of students Total			16
Increased motivation of students for FL	INSTITUTIONS	more	1
		new	2
	INSTITUTIONS Total		3
	STUDENTS	more	5
		new	6
	STUDENTS Total		11
Increased motivation of students for FL Total			14
Increased prestige of FL education in school	INSTITUTIONS	more	4
		new	1
	INSTITUTIONS Total		5
	STUDENTS	new	1
	STUDENTS Total		1
Increased prestige of FL education in school Total			6
Increased prestige of school	INSTITUTIONS	more	22
		new	4
	INSTITUTIONS Total		26
Increased prestige of school Total			26
More extra-curricular activities related to FL learning	INSTITUTIONS	more	4
		new	1
	INSTITUTIONS Total		5
	STUDENTS	new	1
	STUDENTS Total		1
More extra-curricular activities related to FL learning Total			6
More possibilities for individual development / development in small groups	STUDENTS	more	1
		new	2
	STUDENTS Total		3
More possibilities for individual development / development in small groups Total			3
More satisfied parents	INSTITUTIONS	more	1
		new	2
	INSTITUTIONS Total		3
More satisfied parents Total			3
Native teachers	INSTITUTIONS	new	1
	INSTITUTIONS Total		1
	STUDENTS	new	1
	STUDENTS Total		1
Native teachers Total			2
New, expanded school profile	INSTITUTIONS	more	5
		new	7
	INSTITUTIONS Total		12
	STUDENTS	new	1
	STUDENTS Total		1
New, expanded school profile Total			13
No benefits at all	Nincs	(üres)	4
	NoneTotal		4
No benefits at all Total			4
Possibility for inter-subject integration	INSTITUTIONS	more	1

	INSTITUTIONS Total		1
	STUDENTS	new	1
	STUDENTS Total		1
Possibility for inter-subject integration Total			2
School grants higher quality language teaching	INSTITUTIONS	more	11
		new	2
	INSTITUTIONS Total		13
	STUDENTS	more	4
		new	1
	STUDENTS Total		5
	TEACHERS	more	1
		new	1
	TEACHERS Total		2
School grants higher quality language teaching Total			20
Second or third FL	STUDENTS	more	2
		new	11
	STUDENTS Total		13
Second or third FL Total			13
Teacher's professional development, higher quality work	INSTITUTIONS	more	1
	INSTITUTIONS Total		1
	STUDENTS	new	1
	STUDENTS Total		1
	TEACHERS	more	18
		new	16
	TEACHERS Total		34
Teacher's professional development, higher quality work Total			36
Teacher's sense of achievement	TEACHERS	more	2
		new	1
	TEACHERS Total		3
Teacher's sense of achievement Total			3
Teachers' positions	INSTITUTIONS	new	2
	INSTITUTIONS Total		2
	TEACHERS	more	6
		new	11
	TEACHERS Total		17
Teachers' positions Total			19
Technical, infrastructural developments	INSTITUTIONS	more	4
		new	3
	INSTITUTIONS Total		7
	TEACHERS	new	1
	TEACHERS Total		1
Technical, infrastructural developments Total			8
Use of YILL experiences	INSTITUTIONS	new	5
	INSTITUTIONS Total		5
	STUDENTS	more	1
	STUDENTS Total		1
Use of YILL experiences Total			6
Development of FL for special purposes	STUDENTS	new	4
	STUDENTS Total		4
Development of FL for special purposes Total			4
Total			698

Appendix F Summary table on drawbacks

CCM_Code	MC1	MC2	Total
Class community problems	INSTITUTIONS	new	1
	INSTITUTIONS Total		1
	STUDENTS	more	1
		new	5
	STUDENTS Total		6
	TEACHERS	new	1
	TEACHERS Total		1
Class community problems Total			8
Differentiation in teaching, equal opportunities	INSTITUTIONS	new	5
	INSTITUTIONS Total		5
	STUDENTS	new	5
	STUDENTS Total		5
	TEACHERS	new	10
	TEACHERS Total		10
Differentiation in teaching, equal opportunities Total			20
Difficulties of FL education after successful language exams	INSTITUTIONS	new	18
	INSTITUTIONS Total		18
	STUDENTS	more	2
		new	14
	STUDENTS Total		16
	TEACHERS	new	14
	TEACHERS Total		14
Difficulties of FL education after successful language exams Total			48
Difficulties with non-language lessons in grades 10-13	INSTITUTIONS	new	6
	INSTITUTIONS Total		6
	STUDENTS	more	11
		new	59
	STUDENTS Total		70
	TEACHERS	new	1
	TEACHERS Total		1
Difficulties with non-language lessons in grades 10-13 Total			77
Dominance of English as FL	INSTITUTIONS	more	3
		new	10
	INSTITUTIONS Total		13
	STUDENTS	new	2
	STUDENTS Total		2
Dominance of English as FL Total			15
Draining effect, jealousy of other schools	INSTITUTIONS	new	2
	INSTITUTIONS Total		2
Draining effect, jealousy of other schools Total			2
Failure to meet preliminary expectations	INSTITUTIONS	new	1
	INSTITUTIONS Total		1
	STUDENTS	new	2
	STUDENTS Total		2
Failure to meet preliminary expectations Total			3
Few applicants for YILL	INSTITUTIONS	more	3
		new	8
	INSTITUTIONS Total		11

Few applicants for YILL Total			11
Few FL matura taken	INSTITUTIONS	more	1
	INSTITUTIONS Total		1
	STUDENTS	new	3
	STUDENTS Total		3
Few FL matura taken Total			4
Gap between YILL and non-YILL classes	INSTITUTIONS	new	2
	INSTITUTIONS Total		2
Gap between YILL and non-YILL classes Total			2
High additional costs	INSTITUTIONS	more	2
		new	7
	INSTITUTIONS Total		9
	STUDENTS	new	1
	STUDENTS Total		1
High additional costs Total			10
Higher quality FL education required	INSTITUTIONS	more	1
	INSTITUTIONS Total		1
	TEACHERS	more	1
		new	12
	TEACHERS Total		13
Higher quality FL education required Total			14
Homework issues	STUDENTS	new	2
	STUDENTS Total		2
Homework issues Total			2
Infrastructural shortcomings	INSTITUTIONS	more	1
		new	19
	INSTITUTIONS Total		20
	TEACHERS	new	1
	TEACHERS Total		1
Infrastructural shortcomings Total			21
Insufficient regulations on YILL	INSTITUTIONS	new	25
	INSTITUTIONS Total		25
	STUDENTS	new	3
	STUDENTS Total		3
	TEACHERS	new	3
	TEACHERS Total		3
Insufficient regulations on YILL Total			31
Insufficient selection, screening of students	INSTITUTIONS	more	1
		new	2
	INSTITUTIONS Total		3
Insufficient selection, screening of students Total			3
Insufficient workload on students in grade 9	INSTITUTIONS	new	2
	INSTITUTIONS Total		2
Insufficient workload on students in grade 9 Total			2
Lack of suitable teaching materials	INSTITUTIONS	more	1
		new	14
	INSTITUTIONS Total		15
	STUDENTS	new	1
	STUDENTS Total		1
	TEACHERS	more	1
		new	6
	TEACHERS Total		7
Lack of suitable teaching materials Total			23
Lack of target language relations	INSTITUTIONS	new	12

	INSTITUTIONS Total		12
	STUDENTS	new	1
	STUDENTS Total		1
Lack of target language relations Total			13
Learning strategies	STUDENTS	new	2
	STUDENTS Total		2
	TEACHERS	new	2
	TEACHERS Total		2
Learning strategies Total			4
Local problems	STUDENTS	new	1
	STUDENTS Total		1
	TEACHERS	more	1
	TEACHERS Total		1
Local problems Total			2
Meeting parents' expectations	INSTITUTIONS	new	9
	INSTITUTIONS Total		9
Meeting parents' expectations Total			9
Mixed ability and / or oversized language groups	INSTITUTIONS	new	47
	INSTITUTIONS Total		47
	STUDENTS	new	5
	STUDENTS Total		5
	TEACHERS	new	13
	TEACHERS Total		13
Mixed ability and / or oversized language groups Total			65
Negligence of further FLs	INSTITUTIONS	new	6
	INSTITUTIONS Total		6
	STUDENTS	more	2
		new	3
	STUDENTS Total		5
Negligence of further FLs Total			11
No difficulty encountered	NONE	none	10
	NONE Total		10
	X	none	1
	X Total		1
No difficulty encountered Total			11
Non-adequacy of grade 9 for the intensive FL year	INSTITUTIONS	new	2
	INSTITUTIONS Total		2
	STUDENTS	new	7
	STUDENTS Total		7
Non-adequacy of grade 9 for the intensive FL year Total			9
Extreme length of YILL	INSTITUTIONS	more	1
		new	16
	INSTITUTIONS Total		17
	STUDENTS	more	2
		new	2
	STUDENTS Total		4
	TEACHERS	new	1
	TEACHERS Total		1
Extreme length of YILL Total			22
Problems related to ICT	INSTITUTIONS	new	3
	INSTITUTIONS Total		3
Problems related to ICT Total			3
Slowing pace of FL development in grades 10-13	INSTITUTIONS	new	6
	INSTITUTIONS Total		6

	STUDENTS	more	3
		new	17
	STUDENTS Total		20
	TEACHERS	new	1
	TEACHERS Total		1
Slowing pace of FL development in grades 10-13 Total			27
Split language groups	INSTITUTIONS	more	7
		new	27
	INSTITUTIONS Total		34
Split language groups Total			34
Students' overload	STUDENTS	more	1
	STUDENTS Total		1
Students' overload Total			1
Students’ insufficient general learning abilities	INSTITUTIONS	more	5
		new	14
	INSTITUTIONS Total		19
	STUDENTS	new	3
	STUDENTS Total		3
	TEACHERS	new	1
	TEACHERS Total		1
Students’ insufficient general learning abilities Total			23
Students’ insufficient motivation	INSTITUTIONS	more	2
		new	7
	INSTITUTIONS Total		9
	STUDENTS	more	1
		new	14
	STUDENTS Total		15
	TEACHERS	new	10
	TEACHERS Total		10
Students’ insufficient motivation Total			34
Teachers’ cooperation	TEACHERS	new	9
	TEACHERS Total		9
Teachers’ cooperation Total			9
Teachers’ overload, organising their work and cooperation	INSTITUTIONS	new	8
	INSTITUTIONS Total		8
	TEACHERS	more	1
		new	6
	TEACHERS Total		7
	X	new	1
	X Total		1
Teachers’ overload, organising their work and cooperation Total			16
Too many FL lessons in grade 9	STUDENTS	new	10
	STUDENTS Total		10
	TEACHERS	more	2
		new	2
	TEACHERS Total		4
Too many FL lessons in grade 9 Total			14
Vocational school issues	INSTITUTIONS	new	2
	INSTITUTIONS Total		2
	STUDENTS	new	1
	STUDENTS Total		1
Vocational school issues Total			3

Problems with local government as operator / maintainer of school	INSTITUTIONS	more	1
		new	13
		none	1
	INSTITUTIONS Total		15
	X	none	1
	X Total		1
Problems with local government as operator / maintainer of school Total			16
Total			622