Table 1: Question 1 – Influences on students’ language development

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Teacher | Group | School | Course book | Classroom layout | Other | Sum |
| Positive | 40 | 13 | 5 | 14 | 3 | 3 | 78 |
| Negative | 23 | 17 | 3 | 9 | 1 | 7 | 60 |
| Total | 63 | 30 | 8 | 23 | 4 | 10 | 138 |

Table 2: Question 2 – Influences on students’ attitude to learning foreign languages

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Teacher | Group | School | Course book | Classroom layout | Other | Sum |
| Positive | 29 | 5 | 4 | 4 | 2 | 7 | 51 |
| Negative | 13 | 7 | 10 | 7 | - | 6 | 43 |
| Total | 42 | 12 | 14 | 11 | 2 | 13 | 94 |

Table 3: Question 3 – Influences on students’ attitude to foreign language culture and community

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Teacher  | Group | School | Course-book | Classroom layout | Other | Sum |
| Positive | 25 | 5 | 12 | 11 | 8 | 13 | 74 |
| Negative | 2 | 3 | 11 | 3 | - | 1 | 20 |
| Total | 27 | 8 | 23 | 14 | 8 | 14 | 94 |