

## Answers to Dr. Ágnes Jordanidisz's opponent review

Thank you for your precious comments on my dissertation both in the preliminary and in this final phase. I am also very grateful for your words of appreciation related to the uniqueness and careful consideration of the research topic and design, the structure of the dissertation, the novelty in scoring and analysing vocabulary structure, the presentation of results both in the tables and texts, and the explanations and arguments in the discussion and conclusion parts. Since some of your remarks are related to formal requirements and others to content elements, my reflections also follow this logic.

In accordance with your suggestions, I paid special attention to the use of abbreviations in the text, indicated the languages in the tables of verbal fluency tests in the Appendix and also modified the subtitle of Chapter I. Thank you for your recommendation on the specification of the subtitle of 1.5 that you did not find to properly cover the content of the text. In case of publication of the research, I will specify it in line with your recommendation. Despite my careful review some of the typos escaped my notice and remained uncorrected.

Thank you for calling my attention to Feuerstein's concept on Mediated Learning Experience (MLE) and the application of cognitive maps. In my opinion, Feuerstein's concept is absolutely in line with that of CLIL considering that during the process of MLE a mediator's task is to make stimuli meaningful for learners. Its other aim, to show how this knowledge can be transferred to other areas of life, also works well during the implementation of life-like tasks. The concept of metacognition is in line with that of MLE in terms of making knowledge transparent. The characteristics of the CLIL programme paired with the findings of my research made me finally conclude that not only extensive second language use but the way of its implementation might have led to certain developmental patterns. The assumption that MLE is considered to have the greatest influence on children due to their ongoing cognitive development is also in line with the findings of this research. The maturational differences between the two CLIL groups might have caused the CLIL 'low' group participants' poor general performance. Regarding the application of cognitive maps also fits well into this research. Since cognitive maps are used to assess real-life problem-solving skills (as clear signs of cognitive development), they might help the mediator to identify blocks in learners' thinking, and intervene accordingly.

Thank you for your supportive remarks on word activation, more specifically on the competing phonemic counterparts of words in the English phonemic fluency tests that I absolutely agree with. However, during the process of correction, I came to the conclusion that this viewpoint is worth devoting an extensive analysis in a separate study.

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