The interrelationships of emotions and motivation: The results of two pilot studies

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Introduction

- Hungary is still lagging behind in foreign language knowledge in the EU

- Some studies targeted language policy issues: no obvious problem seems to emerge

- No observation studies in Hungary

- Systematic investigation into learner psychology is still largely missing: The investigation of ID variables in concert is necessary to inform researchers, teachers and teacher education alike

The aim of the study

- To investigate the interrelationships of emotions and motivation of secondary school English as a Foreign Language students in Hungary

- The present study is part of a large scale, nationwide investigation involving students (self-reported questionnaire), teachers (interviews) and classroom tasks (observation).

The context of the study

- Hungary: monolingual, landlocked country in Central Europe, 93,000 km^2

- Population: around 10 million people, 99.4% with Hungarian as L1

- Capital city: Budapest with 1.75 million people, the most cosmopolitan part of the country. Second largest city has 200,000 people

- Compulsory start age for FLL: Grade 4 (age 10) five possible FLs; second FL: Grade 7/9: anything the school can offer

- Compulsory school-leaving exam in one FL + B2 language exam to get into tertiary education

- EU statistics: Hungarian score low in FL knowledge compared to other countries (42.4%)

Theoretical background: motivation

- L2 motivation: the amount of effort students are willing to investigate into FL learning (Dörnyei & Ushioda, 2011)

- L2 Motivation Self System (Dörnyei, 2005, 2009): ideal L2 self, ought-to L2 self and L2 learning experience

- Contact Hypothesis: perceived importance of contact, direct contact, cultural (media) contact (Csizér & Kormos, 2009)

Theoretical background: emotions

- Emotions: "multifaceted responses to events that we see as challenges or opportunities in our inner or outer world, events that are important to our goals" (Keltner, Oatley, & Jenkins, 2014, p. 27)

- A qualitative study based on Pekrun (2014) describing English majors emotional experiences (Piniel & Albert, 2018): enjoyment and anxiety emerged as most defining BUT there are other emotions that have emerged and seem to play a role in the FL classroom

Research questions

- What characterizes secondary school students in terms of motivation and emotions in the classroom context?

- To what extent does L2 motivation relate to secondary school students' emotions?

Methods

- One secondary school in Budapest; school year 2018/2019 (January & May)
- Samples (no overlap)
  - N=53 (N_{male}= 26, N_{female}= 27) (N_{male}= 31, N_{female}= 22)
  - M_{age} = 17.24 years; M_{age} = 16.60 years
  - $M_{Englishlearning}$ = 9.2 years; $M_{Englishlearning}$ = 8.8 years

- The instrument employed in Study 1 was slightly modified for Study 2 in an attempt to increase the internal reliability of the various scales.

Scales	Sample 1			Sample 2		
	Cr. alpha	Mean	St. dev.	Cr. alpha	Mean	St. dev.
Motivated learning behavior	0.83	3.87	0.74	0.79	3.77	0.79
Ideal L2 self	0.62	4.60	0.54	0.79	4.68	0.46
Ought-to L2 self	0.64	4.07	0.62	0.60	3.95	0.67
Language learning experiences	0.61	3.07	0.91	0.93	3.36	1.07
Perceived importance of contact	0.83	3.85	0.80	n.a	n.a.	n.a.
Direct contact	0.79	3.01	0.81	n.a	n.a.	n.a.
Cultural contact	0.66	4.63	0.65	0.64	4.67	0.51

Scales	Sample 1			Sample 2		
	Cr. alpha	Mean	St. dev.	Cr. alpha	Mean	St. dev.
Hope	0.87	4.10	0.84	0.74	4.21	0.66
Pride	0.83	3.60	0.91	0.88	3.72	0.92
Enjoyment	0.70	3.38	0.74	0.67	3.45	0.77
Excitement	0.67	2.99	0.90	n.a.	n.a.	n.a.
Curiosity	0.76	2.86	0.78	0.62	2.84	0.72
Confusion	0.84	2.67	0.66	0.70	2.29	0.75
Boredom	0.70	2.63	0.76	0.62	2.36	0.77
Anger	0.77	2.60	0.94	0.70	2.75	0.94
Anxiety	0.66	2.54	0.86	0.63	2.63	0.78
Shame	0.85	2.49	1.01	0.80	2.44	0.91
Apathy	0.84	2.23	1.00	0.78	2.22	0.95

Scales	Hope		Pride		Enjoyment		Excitement		Curiosity	
sample	1	2	1	2	1	2	1	2	1	2
Motivated learning behavior	0.735*	0.506*	0.653*	0.287*	0.509*	0.331*	n.s.	n.s.	0.326*	n.s.
Ideal L2 self	0.662*	0.659*	0.548*	0.421*	0.418*	0.374*	n.s.	n.s.	n.s.	n.s.
Ought-to L2 self	n.s.	n.s.	n.s.	n.s.	n.s.	0.441*	n.s.	0.289*	n.s.	n.s.
Language learning experiences	n.s.	n.s.	0.319*	n.s.	0.468*	0.595*	0.539*	0.453*	0.632*	0.671*
Direct contact	0.647*		0.613*		0.479*		n.s.		n.s.	
Cultural contact	0.649*	0.560*	0.543*	0.387*	0.297*	n.s.	n.s.	n.s.	n.s.	n.s.
Perceived importance of contact	0.558*		0.615*		0.492*		0.283*		0.299*	

Scales	Confusion		Boredom		Anger		Anxiety		Shame		Apathy	
sample	1	2	1	2	1	2	1	2	1	2	1	2
Motivated learning behavior	-0.342*	n.s.	-0.280*	n.s.	n.s.	0.398*	-0.287*	0.292*	n.s.	0.333*	-0.448*	n.s.
Ideal L2 self	-0.166	-0.303*	n.s.	-0.331*	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	-0.305*	-0.294*
Ought-to L2 self	n.s.	n.s.	n.s.	-0.270	0.178	0.404*	n.s.	0.365*	n.s.	0.443*	n.s.	n.s.
Language learning experiences	n.s.	n.s.	-0.663*	-0.524*	n.s.	n.s.	n.s.	-0.363*	n.s.	n.s.	-0.608*	-0.657*
Direct contact	n.s.		n.s.		-0.281*		-0.343*		n.s.		-0.435*	
Cultural contact	n.s.	-0.363*	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	-0.386*	n.s.
Perceived importance of contact	n.s.		n.s.		n.s.		n.s.		n.s.		-0.475*	

Conclusion

- Ideal L2 self and cultural contact seem to be the most important motivational variables

- We found more positive emotions than negative ones

- Hope shows the strongest correlational values with motivational scales

- Boredom and apathy have the strongest negative correlations with different aspects of motivation

- Anger, anxiety and shame correlate positively with some motivational scales

- Strong positive correlation between experience and curiosity and negative ones between experience and apathy experience and boredom

Thank you for your attention! Questions?