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# Profiling secondary school EFL learners based on their L2 learning motivation

Anna Zólyomi

Dávid Smid

ISTAL25, Thessaloniki, 13-15 May 2022

This study was supported by the National Research, Development and Innovation Office in Hungary (NKFI-6-K-129149).

# Outline

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1. Introduction
2. Contextual Background
3. Theoretical Background
4. Research Methods
5. Results
6. Discussion and Conclusion



# Introduction

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**Niche:** empirical research on the motivational profiles of Hungarian high school EFL learners is scarce

**Aim:** to identify and describe potential groups of Hungarian high school EFL learners according to their L2 learning motivation

**Rationale:**

- role of L2 learning motivation in L2 learning achievement (Dörnyei & Ryan, 2015)
- understanding different groups of students can form the basis of pedagogical intervention

# Contextual Background

- no. of schools with issues regarding L2 group size and grouping methods may not be negligible (Öveges, 2018)
- L2 teaching professionals would benefit from professional development courses (Illés & Csizér, 2018; Kálmán & Tiboldi, 2018; Tartsayné Németh et al., 2018)
- L2 learners in grade 11 scored below those in grade 7 on many IDs, including L2 learning motivation, L2 learning experience, learner autonomy, self-regulatory strategy use, boredom, hopelessness (Albert et al., 2018a, 2018b)



# Theoretical Background

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## L2 learning motivation

- investment of effort in an activity (Dörnyei & Ushioda, 2013)
- L2MSS: ideal L2 self, ought-to L2 self, L2 learning experience (Dörnyei, 2009)
- role of contact experiences (Clément, 1980; Csizér & Kormos, 2008, 2009)

## 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 et al., 2014, p. 27)
- can be categorized according to valence/pleasantness (Pekrun et al., 2008)
- most widely researched: L2 anxiety; but recently: impact of positive psychology



# Research Questions

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1. How can Hungarian high school students be classified into groups based on their L2 motivational dispositions?
2. What differences appear to be between the groups with different L2 motivational profiles?



# Participants

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- sampling: purposive + convenience (maximum variation)
- $N = 1152$  Hungarian high school students
- 467 males, 682 females (3 nd)
- 14-20 years old (3 nd)
- age of onset for learning English: 0-17 (9 nd)



# Research Instrument

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questionnaire: 17 scales, 90 items, 5-point Likert-scale

- motivation: motivated learning behaviour + **L2MSS** (ideal L2 self, ought-to L2 self, learning experience) + **perceived importance of contact** (based on Csizér & Kormos, 2012; Dörnyei, 2005, 2009; and Kormos & Csizér, 2008)
- emotions: **positive** (enjoyment, pride, hope, curiosity) + **negative** (anxiety, boredom, apathy, confusion, shame) (based on Pekrun, 2014, and Pekrun et al., 2011, and directly adopted from Albert et al., 2018a, 2018b, and Albert et al., 2020)





# Data Collection and Analysis

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- 2019-2021
- paper-and-pencil → online
- SPSS v. 26
- PCA + Cronbach's  $\alpha$
- combined clustering:
  - hierarchical (HCA): random 25% of the sample, dendrogram
  - K-Means: ANOVA + post-hoc test (Duncan)



# Results



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# Table 1.

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## *Final Cluster Centers*

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### Cluster

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	1 - more internally motivated	2 - least motivated	3 - most motivated	4 - most ambivalent learning experience
Ideal L2 self	4.33	3.12	4.85	4.61
Ought-to L2 self	3.43	2.88	4.40	4.16
Learning experience	4.38	3.40	4.56	3.08
Contact	3.76	2.76	4.60	4.11

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# Table 2.

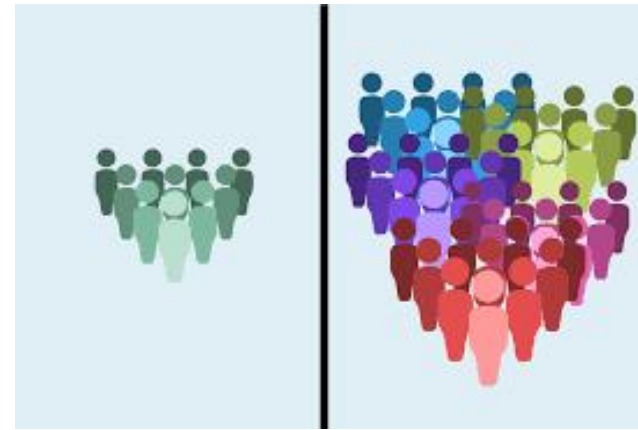
*Emotions in the Four Groups with Different Motivational Dispositions*

		Groups						
		1 - more internally motivated 2 - least motivated 3 - most motivated 4 - most ambivalent learning experience						
<b>positive emotions</b>	enjoyment, hope, pride	2	<	4	<	1	<	3
	curiosity	2	,	4	<	1	<	3
<b>negative emotions</b>	anxiety	1	,	3	<	2	<	4
	boredom, apathy	3	<	1	<	2	<	4
	confusion	1	,	3	<	4	,	2
	shame	1	,	2	,	3	<	4

# Discussion and Conclusion 1.

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- role of **L2 learning experience** → dependence of motivation on L2 classroom context (Dörnyei, 2009; Dörnyei & Ushioda, 2013) vs. **Hungarian context** (Albert et al., 2018a, 2018b; Illés & Csizér, 2018; Kálmán & Tiboldi, 2018; Öveges, 2018; Tartsayné Németh et al., 2018)
  - group 4: dissonance between future self-guides and L2 learning experience
  - ambivalent L2 learning experience: student grouping?, L2 teaching methods? → further research
- salience of **ought-to L2 self** → pressure to meet social demands



# Discussion and Conclusion 2.

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- positive and negative emotions belong to two **different dimensions** rather than being the two sides of the same coin (Dewaele & MacIntyre, 2016)
- **enjoyment** is more than simply the lack of anxiety (Dewaele & MacIntyre, 2014; MacIntyre & Vincze, 2017; Piniel & Albert, 2018)
- relationship between motivation and **negative emotions** is less consistent and weaker (MacIntyre & Vincze, 2017) than between motivation and positive emotions
- for understanding the possible predictors of success, studying only negative emotions is not sufficient, this requires an **extensive exploration** of positive emotions (MacIntyre & Vincze, 2017)
- studying individual differences **in concert** (Csizér et al., 2021)



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# Upcoming...

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Csizér, K., Albert, Á., Smid, D.,  
& Zólyomi, A. (2022).

*Motivation, autonomy, and  
emotions in foreign language  
learning: A multi-perspective  
investigation in Hungary.*

Multilingual Matters.





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Thank you for your attention.

Anna Zólyomi

[zolyomi.anna@btk.elte.hu](mailto:zolyomi.anna@btk.elte.hu)

Dávid Smid

[smiddav@yahoo.com](mailto:smiddav@yahoo.com)

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This study was supported by the National Research, Development and Innovation Office in Hungary (NKFI-6-K-129149).