



Contextual and individual differences in language learning in Hungary: Motivation, autonomy and emotions of secondary school students

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Introduction

- Aim of the study: to investigate the L2 motivation, autonomy and emotions in various schools
- Research gap: lack of contextualized studies (cf. Ushioda's [2019] small lense approach)



The context of the study

- Hungary: monolingual, landlocked country in Central Europe, 93,000 km²
- Population: around 10 million people, 99.4% with Hungarian as L1
- National Core Curriculum: 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



Background: L2 motivation

- the amount of effort students invest into L2 learning (Dörnyei & Ushioda, 2011)
- theoretical background (Lamb et al., 2019)
- L2 Motivational Self System (Dörnyei, 2005, 2009): ideal L2 self, ought-to L2 self and language learning experiences





Theoretical background: autonomy

- Autonomy: taking responsibility for the learning process (Benson, 2011)
- Autonomous learning behavior: Benson (2011) learner autonomy
- Autonomous use of technology: Kormos & Csizér (2014)
- Their link to motivation was investigated in Hungary (Csizér & Kormos, 2012)



Theoretical background: self-efficacy

- Self-efficacy: “people’s judgments of their capabilities to organize and execute courses of action required to attain designated types of performances” (Bandura, 1986, p. 391)
- Its relation to L2 motivation was investigated in Hungary (Piniel & Csizér, 2013)



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)
- Emotions influence learning (storage, retrieval, intake, processing and utilization of information) (Linnenbrink & Pintrich, 2004).
- Positive emotions in academic contexts are claimed to promote self-regulation, effort, and information processing (Pekrun et al., 2002).
- Recent research in emotions in language learning in Hungary: Piniel and Albert (2018)

The research question

- What characterizes the differences concerning ID variables in various schools located in Budapest, Hungary?





Methods

- Four schools in Budapest
 - School 1: midtown: denominational (n = 106)
 - School 2: midtown: state-owned (n = 132)
 - School 3: suburban: state-owned (n = 99)
- English learning: 9.2 years
- level: B1-B2
- questionnaire: 124 statements
- 5-point Likert scales
- Descriptive and inferential statistics





Latent dimensions

- Motivated learning behavior
- Motivational dimensions: ideal and ought-to L2 selves, FL learning experiences, contact
- Positive emotions (4): enjoyment, hope, pride, curiosity
- Negative emotions (5): anxiety, boredom, apathy, confusion, shame
- Autonomy: learner-based and technology-based
- Self-efficacy



Descriptive Statistics

	N	Mean	Std. Deviation
Apathy	337	2,2112	,87985
Boredom	337	2,3595	,77195
Confusion	337	2,5666	,80311
Anxiety	337	2,6905	,80668
Shame	337	2,6974	,99002
LearnerBased	337	3,0858	,67574
Curiosity	337	3,2344	,71450
Pride	337	3,6654	,98401
LearnExp	337	3,6800	,88632
MLB	337	3,8288	,73378
Enjoyment	337	3,8675	,61028
TechBased	337	3,9671	,97483
selfefficacy	337	3,9939	,84812
Contact	337	4,0286	,75427
OughtTo	337	4,0331	,63347
Hope	337	4,2925	,57321
IdealL2Self	337	4,5442	,58885
Valid N (listwise)	337		



Results II

- 17 scales → 4 show no differences across schools:
 - Ought-to L2 self
 - Anxiety
 - Confusion
 - Shame



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L2 motivation

MLB

Duncan^{a,b}

iskolakod	N	Subset for alpha = 0.05	
		1	2
3,00	99	3,6616	
1,00	106	3,7594	
2,00	132		4,0098
Sig.		,313	1,000

Means for groups in homogeneous subsets are displayed.

LearnExp

Duncan^{a,b}

iskolakod	N	Subset for alpha = 0.05	
		1	2
1,00	106	3,3170	
3,00	99		3,8338
2,00	132		3,8561
Sig.		1,000	,847

Means for groups in homogeneous subsets are displayed.

- Uses Harmonic Mean Sample Size = 110,657.
- The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

IdealL2Self

Duncan^{a,b}

iskolakod	N	Subset for alpha = 0.05	
		1	2
3,00	99	4,4237	
1,00	106	4,4741	
2,00	132		4,6909
Sig.		,518	1,000

Means for groups in homogeneous subsets are displayed.

Contact

Duncan^{a,b}

iskolakod	N	Subset for alpha = 0.05	
		1	2
3,00	99	3,8268	
1,00	106		4,0901
2,00	132		4,1307
Sig.		1,000	,686

Means for groups in homogeneous subsets are displayed.

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Autonomy

TechBased

Duncan^{a,b}

iskolakod	N	Subset for alpha = 0.05	
		1	2
1,00	106	3,7585	
3,00	99	3,8621	
2,00	132		4,2133
Sig.		,421	1,000

Means for groups in homogeneous subsets are displayed.

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LearnerBased

Duncan^{a,b}

iskolakod	N	Subset for alpha = 0.05	
		1	2
1,00	106	2,9472	
3,00	99	2,9622	
2,00	132		3,2898
Sig.		,865	1,000

Means for groups in homogeneous subsets are displayed.

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Self-efficacy

selfefficacy

Duncan^{a,b}

iskolakod	N	Subset for alpha = 0.05	
		1	2
1,00	106	3,8742	
3,00	99	3,9165	
2,00	132		4,1480
Sig.		,709	1,000

Means for groups in homogeneous subsets are displayed.

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Positive emotions



Enjoyment

Duncan^{a,b}

iskolakod	N	Subset for alpha = 0.05	
		1	2
1,00	106	3,7591	
3,00	99	3,8077	
2,00	132		3,9992
Sig.		,549	1,000

Means for groups in homogeneous subsets are displayed.

Pride

Duncan^{a,b}

iskolakod	N	Subset for alpha = 0.05	
		1	2
1,00	106	3,4981	
3,00	99	3,5641	
2,00	132		3,8758
Sig.		,614	1,000

Means for groups in homogeneous subsets are displayed.

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Hope

Duncan^{a,b}

iskolakod	N	Subset for alpha = 0.05	
		1	2
1,00	106	4,2214	
3,00	99	4,2296	
2,00	132		4,3967
Sig.		,914	1,000

Means for groups in homogeneous subsets are displayed.

Curiosity

Duncan^{a,b}

iskolakod	N	Subset for alpha = 0.05	
		1	2
1,00	106	3,0616	
3,00	99		3,2609
2,00	132		3,3533
Sig.		1,000	,331

Means for groups in homogeneous subsets are displayed.

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- The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Negative emotions



Boredom

Duncan^{a,b}

iskolakod	N	Subset for alpha = 0.05	
		1	2
2,00	132	2,2735	
3,00	99	2,2894	
1,00	106		2,5321
Sig.		,877	1,000

Means for groups in homogeneous subsets are displayed.

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- b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

Apathy

Duncan^{a,b}

iskolakod	N	Subset for alpha = 0.05	
		1	2
3,00	99	2,0631	
2,00	132	2,1427	
1,00	106		2,4347
Sig.		,496	1,000

Means for groups in homogeneous subsets are displayed.

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- b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.



Impact on motivated learning behavior

- School 1 ($R^2 = 51\%$): ideal L2 self, hope, shame, **L2 anxiety**
- School 2 ($R^2 = 47\%$): hope, contact, ideal L2 self, pride, ought-to L2 self
- School 3 ($R^2 = 58\%$): ideal L2 self, curiosity, pride, ought-to L2 self, **L2 learning experience**



Impact on motivated learning behavior

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- School 2 ($R^2 = 47\%$): hope, contact, ideal L2 self, pride, ought-to L2 self
- School 3 ($R^2 = 58\%$): ideal L2 self, curiosity, pride, ought-to L2 self, L2 learning experience

Conclusion



- School-related differences exist: higher level of motivation/autonomy/self-efficacy
- Impact on motivated learning behavior
 - Ideal L2 self + localized influences
- Future studies: qualitative data needs to be added
- Classroom-focused studies
- Long-term effects

in Conclusion...
I will now REPEAT
everything



Thank you for your attention!



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