



The motivational profiles of Hungarian secondary school students: The role of language learning dispositions and emotions

Kata Csizér, Ágnes Albert and Katalin Piniel
Eötvös University, Budapest

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Introduction

- Aim of the study: to investigate the L2 motivation and related emotions of learners of English in Hungary
- Research gap: lack of studies on how emotions contribute to the motivational processes (modular view)





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., in press)
- L2 Motivational Self System (Dörnyei, 2005, 2009): ideal L2 self, ought-to L2 self and language learning experiences





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
English
learners'
motivation
and emotions
in Hungary?





Latent dimensions

- Motivated learning behavior
- Motivational dimensions: ideal and ought-to L2 selves, FL learning experiences
- Positive emotions (5): enjoyment, hope, pride, curiosity and excitement
- Negative emotions (6): anxiety, boredom, apathy, confusion, anger, shame



Results

Emotions: paired-sample t-test



Emotions	M	St. dev.
Hope	4.10	0.84
Pride	3.60	0.91
Enjoyment	3.38	0.74
Excitement	2.99	0.90
Curiosity	2.86	0.78
Confusion	2.67	0.66
Boredom	2.63	0.76
Anger	2.60	0.94
Anxiety	2.54	0.86
Shame	2.49	1.01
Apathy	2.23	1.00



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Motivational scales: p-s t-test

	M	St. dev.
Motivated learning behavior	3.87	0.74
Ideal L2 self	4.60	0.54
Ought-to L2 self	4.07	0.62
FL learning experiences	3.07	0.91

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Correlations

- Motivated learning behavior/Ideal L2 self \leftrightarrow hope, pride and enjoyment
- Ought-to L2 self \leftrightarrow
- FL learning experiences \leftrightarrow enjoyment, curiosity, excitement, boredom (n), apathy (n)

Regression analysis I.



Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,206	,351		3,438	,001
	Hope	,649	,084	,735	7,743	,000
2	(Constant)	-,070	,568		-,123	,902
	Hope	,457	,105	,518	4,345	,000
	IdealL2Self	,448	,163	,329	2,757	,008

a. Dependent Variable: MLB

Regression analysis II.



Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,648	,326		5,050	,000
	Pride	,681	,088	,735	7,744	,000
2	(Constant)	-,306	,613		-,499	,620
	Pride	,493	,094	,532	5,220	,000
	IdealL2Self	,571	,157	,370	3,627	,001
3	(Constant)	,636	,692		,920	,362
	Pride	,480	,090	,518	5,333	,000
	IdealL2Self	,530	,151	,343	3,523	,001
	Confusion	-,264	,104	-,208	-2,529	,015

a. Dependent Variable: Hope

Regression analysis III.



Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	2,847	,284		10,012	,000
	Hope	,429	,068	,662	6,304	,000
2	(Constant)	1,959	,415		4,721	,000
	Hope	,403	,064	,623	6,254	,000
	OughtToL2Self	,244	,087	,279	2,798	,007

a. Dependent Variable: IdealL2Self

Conclusion

in Conclusion...
I will now REPEAT
everything



- Correlation among motivational scales and emotions: FL learning experience
- Impact on motivated learning behavior
 - Direct: hope and ideal L2 self
 - Indirect: pride, confusion (N) and ought-to L2 self
- Future studies: large-scales investigations
- Classroom-focused studies
- Long-term effects



Thank you for your attention!



wein.kata@btk.elte.hu