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Дипломна робота
ВЗАЄМОЗВ'ЯЗОК МІЖ МОТИВАЦІЄЮ ДО ВИВЧЕННЯ
АНГЛІЙСЬКОЇ МОВИ ТА СІМЕЙНИМ СТАНОМ УЧНІВ СЕРЕДНІХ
ШКІЛ НА ЗАКАРПАТТІ

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Department of Philology

**CORRELATIONS BETWEEN ENGLISH LANGUAGE MOTIVATION
AND THE SECONDARY SCHOOL LEARNERS' FAMILY
BACKGROUND IN TRANSCARPATHIA**

Bachelor's Thesis

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INTRODUCTION

Motivation as the driving force for any success is vital to learning foreign languages. This phenomenon has enormous foreign and domestic literature. Researchers have been studying motivation in different contexts [7; 8; 9; 12], but there is not enough literature in describing research that has explored the impact of student family background on learning motivation. The **subject matter** of the present bachelor's thesis is the correlations between English language motivation of secondary school learners and their family background in Transcarpathia. It has for long been a topical issue in general pedagogy and in language pedagogy as well, whether the learners' social background has any impacts on their learning motivation directly. The **object** of the research is the learners and their family background. Thus, the **relevance of the topic** under analysis is obvious and considerable. However, having consulted and analysed the available academic literature on the issue, it has been stated that there is a gap in the literature on the theme concerning the data of Transcarpathian Hungarian teenagers.

Several studies have been launched at the Department of Pedagogy of the University of Szeged to explore the context of learning motives [6; 26]. However, they only studied the effect of the family background on general learning motivation. In Transcarpathia, studies assessing the motivation for foreign language learning have been conducted [2; 14; 15; 34]. However, none of the investigations described dealt with the interrelationship between the family background or socio-economic situation of foreign language learners and their motivation to learn a foreign language. Therefore, **the rationale** of the research detailed in the present paper was to fill this gap by conducting relevant investigations with the target population.

From the academic literature connected to the present subject matter, it can be learnt that all students are in a special situation within the society of the school: there are those who can have a secure family background behind their back, but there are those who are at a disadvantage from the first minute. The disadvantage may come from the economic, social and cultural circumstances. The disadvantage of a learner may arise in the education system within and outside the school community. The present research focuses on the inequalities coming from outside the education system.

Ausubel [1] argues that there is a correlation between the social status of the pupils' parents and the motivation of the pupils, their attitudes towards learning: parents with lower socio-economic status attach less importance to the education of their children, which leads them

to be less committed to learning than their peers whose parents highly appreciate their children's learning or education. Based on this assumption, the initial **hypothesis of the research** was formulated in that children coming from a financially disadvantaged or non-intellectual family background have a low level of motivation.

In consonance with the hypothesis at the beginning of the work, that the family background has a significant impact on the learner's language learning, **the aim** was to investigate whether the family background has any kind of influence on the pupils and if so, how grand this influence is. Thus, in accordance with the hypothesis and the aim, the following **research questions** emerged:

1. To what extent does the English-language learner's socio-economic status or family background determine the motivation to learn languages?
2. What effect does it have on language learning motivation?
3. What are the relationships between the two factors?

The present work is comprised of an introduction, three chapters or parts, followed by three sections containing the conclusions, references or the list of literature used and the appendices. *Part 1* of the present thesis presents the essential works of the academic literature on the subject matter. It tries to give a synthesis of the crucial issues on the main focus of the research. *Part 2* is the description of the methodology of the research. In the first subsection, the participants of the research are introduced. The first target population was English teachers teaching in secondary schools in various districts of Transcarpathia. It was considered desirable that teachers taking part in the research would belong to different clusters. It was also important how many years of teaching experience the interviewee had and how many of them had been teaching specifically in the secondary school forms. The main aim was to reach out to every age group. In this way, it was possible to seek the views of teachers with four and twenty-five years of experience on the subject. The second target population was pupils of Forms 10 and 11. It was also detailed here how the pupils were selected for the main study. The second subsection described the research tools, i.e. the teacher interview protocol (see Appendix 1) and the student questionnaire (see Appendix 2). The procedure of the research was explained in the third subsection, while the fourth one summarized the data analysis methods applied during the research. The research findings are discussed and interpreted in *Part 3*.

The essential **research methods** applied when analysing the obtained data were the qualitative and quantitative research methods: interview data were analysed qualitatively, while questionnaire data were analysed quantitatively.

The **scientific novelty of the obtained results** can be considered twofold. On the one hand, the research conducted yielded valuable results on the investigated topic for the general knowledge about relations between language learning motivation and family background. On the other hand, the reader can get insights into the situation among Transcarpathian Hungarian teenagers, thus the findings fill the gap in this respect. A somewhat shocking result was to learn that truncated families are quite frequent in Transcarpathia. The reason for this phenomenon is that fathers often have to travel abroad and leave their families in order to earn money for their living. Results proved that the motivation of language learners living in such families is difficult to maintain. In addition, one of the most positive results is that the majority of parents understand the importance of foreign language knowledge for their children, and for this reason they do everything possible to provide their children with the possibility of learning English as a foreign language.

The **practical importance of the research results** lies in that it offers information about the theme of the influence of family background on learners' foreign language motivation for both novice and experienced teachers. The thesis ensures an opportunity for them to draw conclusions about their own situations or contexts and compare them to this described in the thesis. **The pedagogical implication** is that by doing it, the teachers can improve their own ways of motivating learners to learn English.

Approval of the research findings was obtained at the 13th Transcarpathian Academic Student Conference within the framework of the Ilona Zrínyi College for Advanced Studies (Transcarpathia) organized by the "Genius" Charity Foundation on 17/05/2019 in Beregovo/Beregszász. The author of the present bachelor's thesis gave a presentation about the research results in Hungarian with the title 'Kárpátaljai magyar középiskolások családi hátterének hatása nyelvtanulási motivációjukra' [The impact of Transcarpathian Hungarian secondary schoolchildren's family background on the language learning motivation].

Part I.

THEORETICAL CONSIDERATIONS AND BACKGROUND TO THE STUDY

A considerable amount of literature has been published on the topic of motivation during the past decades. As studies written by Gardner suggest, motivation refers to the combination of effort plus desire to achieve the goal of learning the language together with favourable attitudes toward learning the language. This chapter deals with these as well as the role of family background as a motivational factor. However, the general picture comprises a lot of little ones. One of these fragments is the current situation in Transcarpathia. Therefore, the literature related to the before-named topic also has to be considered.

1.1 Motivation in learning English as a foreign language

According to a study made by Gardner [13] the term 'motivation' has very distinct characteristics and a clear link with the language learning process. Motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language. So motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Effort alone does not signify motivation. The motivated individual expends effort toward the goal, but the individual expending effort is not necessarily motivated. Attributes like social pressure or impending examinations do not necessarily signify motivation to learn the language. Also, the desire to learn the language or favourable attitudes do not reflect motivation in themselves. So we can state that motivation has to consist of desire, favourable attitudes and the effort. [13]

Lamb [cited in 5] stated that in specific countries and cultures learners' motivation to learn English may partly be shaped by the pursuit of a bicultural identity. These students may be called “globally-involved but nationally responsible”. The reconstruction of identities – especially during the formative years of adolescence – may also play a significant role in language learning. [30]

There is a widespread opinion that children with a good attitude towards English are more likely to work hard and keep going when learning gets challenging. But what is attitude and what areas of attitude do we have when it comes to languages? According to Kormos and Csizér [28] there are four areas of attitudes:

1. attitudes towards language learning;
2. attitudes about the lifestyles of various speech communities;

3. attitudes related to the vitality of the English- and German- speaking countries;
 4. attitudes linked to the personal and national characteristics of L2 communities.
- [28]

An investigation carried out by Kormos and Csizér [29] shows that the inter-ethnic contact also affects attitude. It means that having regular contact experiences with members of other ethnic communities affects attitude that in turn forms the learners' motivation construct. [29] Other factors which affect the attitude are social environments and institutional contexts. [10]

Every teacher wishes to have motivated students in the class. But first of all, the teacher has to ask it from herself: what or who motivates children to learn a language?

As it was mentioned, here are two main types of motivation: learning English for a *particular purpose* – for example, to get a job, get into university, to travel – or learning English because one *enjoys learning*, having fun and making progress. Children are also more motivated when they have a positive impression of English-speaking people and cultures. If they like music, films or sports, they are more likely to want to learn the language. [18]

Also, there is the question of age. Young children will want to learn if they have extrinsic motivation, such as getting a reward for good results. In upper-primary or secondary classes other factors become involved such as needing English for university studies. [18]

After giving answer for the first part of the question, the second part should also be examined. When we look at the question of who can influence the children, we have more factors to be taken into account. First of all, the key factor is the parent. Research shows that parents' attitudes towards education have a significant impact on their children's attitudes towards learning. If the parents are enthusiastic about learning, it is more likely that their child will be, too. [18]

Parents should pay more attention to their child's progress. They should give the child numerous opportunities to explore his interests and favourite play activities in English. In case he likes practising his English pronunciation parents should teach him tongue twisters in English, such as the 'Eleven elves' or the 'Greek grapes'. We have to pay attention that saying tongue twisters can be difficult at first. Children should be encouraged to keep practising. Parents can also teach jokes in English. First children can read then learn them and tell their friends. This way they can show off their knowledge in an appropriate way in the school. If the child enjoys making things, he can try craft activities. Parents may print out flashcards, so the child could colour them and write on them. Parents may request the child to say out loud the words he writes

down. These games are not only interesting, but they prepare the child for his tests and develop his English language skills in a natural way. [19]

On the other hand, parents should keep in mind that it is important to have learning activities at the right level. If an activity is far too easy or too difficult, it can be uninspiring and demoralising. It is never a bad idea to ask for some help from the teacher. She has got more time to observe and the right reasoning power to judge the child's level of knowledge. [18]

A caring parent should also remember that their child has got his own preference for how he perceives information. It is different in every case: some like to listen to explanations and discuss, some like to look at diagrams and pictures, some like to actively experiment and create. Parents should make notes of what works best. [18]

Two more facts about the parents' role cannot be ignored. One of them is that they have some control over how children are studying at home. They can encourage children to work harder and produce more creative work. Parents are also the resources of approval. Probably all children want their parents to be proud of them. So teachers should encourage parents to praise their children to create a sense of success and help them turn mistakes into opportunities for learning. [18]

Unfortunately, some parents may want to teach their children or play with them when they have time, not paying attention to the children's needs. They should establish a routine for their English time at home. It is better to have short, frequent and regular sessions than long, infrequent ones. Fifteen minutes is enough for very young children. Sessions can gradually be made longer as the child grows older and his concentration span increases. Activities should be kept short and varied in order to hold the child's attention. [20]

Children aged 5-6 years can typically attend to one activity that is of interest to them for around 10-15 minutes at a time. Children aged 6-7 years may be able to sustain attention to one interesting or novel task for as long as 30 minutes. [16] It means that parents who want to help their children with their first homework in the English language should fit everything they want to say into this period of time. Certainly, it can be prolonged after some movement activities in between these sessions. After a break children will be better at sitting and focusing behaviours. Another key to success in sustaining attention with young children is to have a lot of patience. Parents should also be able to help their child to deal with new, difficult or frustrating tasks.

In the parents' eyes grammar may be a great defiance when it comes to holding the child's attention. With younger children, there is no need to explicitly teach grammar rules, but instead get them used to hearing and using different grammatical structures in context. Hearing the

grammar being used in context from an early age will help the child to use it naturally and correctly when he is older. In case of an older child, parents can use videos, quizzes and games which help children to learn in a fun, relaxed way. [20]

It is also important not to do certain activities at the same time every day. Children feel more comfortable and confident when they know what to expect. For example, they could play an English game every day after school, or read an English story before bedtime. Repetition is essential in their case because children often need to hear words and phrases many times before they feel ready to produce them themselves. [20]

It is common knowledge that it is the motivated teacher who keeps students motivated to learn. That teacher, who has a passion for teaching, will have students who are more likely to show a passion for learning. But learning starts with understanding and participating. A good teacher should involve her students and encourage them to take an active role in the classes. Like this a student-centred class can be created. The teacher should act as a coach and facilitator to help, guide and direct the learning process. [22]

In the course of learning there are fault and success. It is very important to give students the opportunity to be successful. [11; 32] Teachers should give them tasks where they can see the results of their efforts. It boosts their motivation. There is no better way to give them an opportunity to 'shine' than a competition. This makes the classes memorable. Also, this is a great opportunity to interact with each other and have fun. Then again, textbooks are not always fun. A teacher should know when to step away from them. Authentic material should be brought to the class which matches the pupils' needs and interests. Activities, created by the teacher, show the class that she is just as prepared to the class as it is expected from the pupils. Another way to show preparedness is to use different materials. If the teacher knows that her pupils prefer looking at a screen than at a book, she should use visuals, flashcards, and quizzes and make use of modern technology. There are plenty of Internet sites that offer online quizzes, games or videos. It depends on the teacher to seek for new resources that may benefit the classes, and bringing technology into the lessons is a great way to motivate students. Teachers, who spend half the class doing endless grammar and vocabulary exercises, cannot expect pupils to be motivated. [22]

There could always be pupils in class who were not listening to the teacher when she read the task. For this reason the teacher has to read or utter the task at least twice and then she has to interpret it. She also has to allow pupils time to prepare first and ask any questions. They need to have a very clear idea of what they are supposed to do because there is nothing more frustrating for them than not being able to perform well. [22]

Another way for teachers to motivate pupils is to use peer pressure. They ask pupils to work in pairs or in groups and make them change partners regularly. Undoubtedly, with this they risk the discipline in the classroom so they have to keep the pupils' attention. Therefore they have to use engaging and meaningful activities. Another important element is the friendly atmosphere where children feel they can talk freely and ask questions. In order to create it, teachers should avoid over-correcting, especially when students are speaking in front of the class. With this a teacher can only undermine their confidence by interrupting every single time they make a mistake. They should listen to them, and when they finish, thank them for their contribution and point out one or two important mistakes they might have made that hinder comprehension. They can also remind the others that making mistakes is a natural part of learning and that everybody makes mistakes. Besides not over-correcting, teachers should praise their pupils as much as it is appropriate. Nice words at the end of the pupils' contributions, even if their answer was not correct, will greatly boost confidence, especially for weaker pupils. There is always something positive to say. Teachers should start with the positive thing, and then tactfully move on to what needs to be improved. [22]

1.2 Motivation in learning English as a foreign language in Transcarpathian Hungarian schools

As a part of a previous study [25], it was already measured which the main motivation factors are for a pupil who learns a foreign language in the 6th form. One of the hypotheses was that the ground of the high level of motivation in English learning can be related to the nature of the school lessons. The two productive skills and reading were mentioned among the beloved activities. It can be interpreted as a result of the education policy in Ukraine which gives priority to the productive skills, primarily to the communicative skill. Project work has also become rife in the past few years. Pupils have a high regard for this kind of activity because it gives them freedom in learning about their favourite topic. It also gives them an opportunity to work with that amount of data which can be easily assimilated by them. Another preferred activity is the recitation. This may mean that the pupils are self-assured in using the English language.

Another external motivation is to successfully pass the English language exam before the school leaving since an English certificate is substantial for learning at a Hungarian university in case the children have the perspective of continuing their studies after leaving the secondary school in Hungary.

Another question was about who motivates schoolchildren to learn English. Only three pupils stated that they were not motivated by others, and twenty-three pupils answered that they were motivated by their parents. Pupils added that besides their parents' motivation they have their own external motivation. [27]

In the high school pupils' case the external motivation is slightly different. Their concrete goals mean that pupils are aware of what they want to be. Typically pupils clarify their goals in the 10th or 11th form. Their goals give reasons why they should learn the English language. The reasons can be different:

1. English is the dominant business language and it has become almost a necessity for people to speak English if they are to enter a global workforce, research from all over the world shows that cross-border business communication is most often conducted in English.
2. English may not be the most spoken language in the world, but it is the official language in a large number of countries. It is estimated that the number of people in the world who use English to communicate on a regular basis is two billion. The pupil who imagines his future abroad, needs to be aware of the importance of knowing foreign languages.[34]

These pupils, who are preparing for their school-leaving examination, are different from the upper primary class students and not only because of their more clear motivations. [33] They have already crafted learning habits which are adapted to their personality. [28] According to a study by Varcaba and Huszti [37], pupils at this age most commonly choose their strategies without asking the teacher, even if they would gladly help. Respectively, the spread of the technology cannot be passed by. The usage of Internet pages, dictionaries and even games was also mentioned by the pupils. [37]

According to another piece of research [14], for secondary school leavers mostly instrumental motives are the main reasons for studying English. Among these instrumental motives travelling, getting good marks, understanding computer games or English songs, passing a language exam or getting better chances in further studies were most frequently mentioned. It was also indicated by one of the respondents that pupils in the class study only to meet the expectations of their parents or the teacher. They rarely have their own internal motives – for example, to be able to communicate just for fun (integrative motivation) – because there are no opportunities to use the language beyond the school. Also, it was shown in the research that

pupils are not aware of the need of English, except if they are studying in a specialized school. [14]

In another publication [15], it was stated that the learner's identity has a great impact on the language learning process and achievements. The author stated that pupils would choose a favourite language according to their community of choice. In this case internal motivation and external motivation are attached. The eagerness to belong to a group in this case may come from the desire of earning more or from the desire of learning more about their culture. [15]

1.3 Family background as a motivational factor

Every student starts the school in a special situation: there are students who have a safe family background behind them, but there are those who are at a disadvantage from the first minute. From the point of view of the pedagogy disadvantage may come from economic, social and cultural circumstances which are unfavourable to the child. Consequently, he may be inhibited in academic progress compared to the majority. [10] The disadvantage of a learner may arise within and outside the education system. In the present research family background as an influencing factor is taken into account, so the inequalities outside the education system will be studied. [34]

The factors that can determine the value system of a secondary school pupil and the status of this pupil within the community of the class are as follows. One of the most important factors that can be considered is the cultural and material resources of the pupil's family.

Families with lower social status are characterized by the attitude that the efforts needed to be effective are overestimated compared to expected economic and social benefits. [3] According to Bourdieu, material and cultural capital is related, since people with different cultural capital profess different values. This fact may also affect school investment strategies [5]

An example for the theory mentioned above is the school choice of parents after their child has finished primary school. If the family needs the child as a workforce as soon as possible and to get a fine job and salary, the child is likely to be sent to a vocational school. While there are families who have the opportunity to finance the child's higher education so they see the need for proper secondary education.

The decision whether or not children continue their studies in higher education is a result of a rational weighing mechanism. However, at the end of this reflection, families with different

social status will choose differently. The choice may depend on how the values are judged within the given family. [4]

However, a certain family background does not mean that the learner does not want to break out of the present position. It is a familiar phenomenon for practicing teachers that a great class community can be a driving force in the lives of its members. Children from intellectual families have a tangible effect on their companions coming from non-intellectual families in learning and in their further education plans. However, it is not only about the influence of the pupils, because the parents are behind them as well. If the proportion of intellectual parents in a class increases, then the children of both the intellectual and non-intellectual parents would prefer to study at university. [24]

Finally, social capital cannot be neglected. It is a type of capital that can be perceived in relation to human relationships. It consists of informal relationships in society that has an impact on society. It can also be expressed in formal institutions: for certain positions relationships can be the entry. [23] Relations that can play an important role in the future are often formed at a cultural or scientific event. Therefore, it is important that pupils visit as many of these events as possible. In the present research, it will be important to try to find out what the potentials for secondary school students are to participate in cultural and scientific life in Transcarpathia.

However, according to a 2008 Transcarpathian survey, secondary school students have their own motivation source and individual language learning techniques. [28] So this research also supports Skehan's statement that this age group is able to assess studying independently and to find the techniques best suited to their abilities. As a result of this process, secondary school students are less reliant on their teachers or parents while they are learning English. [37]

Based on the information summarized above, it can be concluded that Transcarpathian secondary school pupils are able to consider and evaluate the importance of learning a foreign language and can consciously or even unconsciously accumulate social capital. The aim of the present research is to support or contradict these ideas with the latest empirical data.

PART 2

METHODOLOGY OF THE RESEARCH

2.1. Participants

2.1.1. Data of the interview participants

The first part of the present research covers interviews with English teachers, who are currently teaching in secondary schools in different districts of Transcarpathia. Eight teachers took part in the research. The respondents are referred to as M instead of indicating their names, in order to preserve their anonymity.

Although women and men are present in the teaching profession today, only one male teacher was willing to be interviewed.

It was also important for how many years of teaching experience the interviewee had and how many of them had been teaching specifically in the secondary school forms, i.e. Forms 10 and 11. The main aim was to reach out to every age group. In this way, we have been able to seek the views of teachers with four and twenty-five years of experience on the subject.

The personal data of the interviewed teachers can be observed in Table 1.

Table 1. Personal data of the interviewed teachers

No	Age	Sex	Years of general working experience	Since when she/he has been teaching in the secondary school
M1	32	Female	4	2015
M2	34	Female	12	2007
M3	33	Female	6	2013
M4	31	Female	6	2013
M5	28	Male	5	2014
M6	54	Female	25	1996
M7	39	Female	18	2018
M8	40	Female	16	2012

It is also not a negligible fact where the educational institution of the interviewed teacher is located. Three out of the eight schools where the interviewed worked were in a village, but one of them was a boarding school. This school's students come from all over Transcarpathia, and this factor can influence the extent to which teachers can learn about the family background of the students. On the other hand, the teachers of the other two high schools in the village were familiar with their students and their family circumstances. Two of the town schools have dormitories, and their students come not only from the town or from the surrounding villages. In contrast to them, the remaining three town secondary school teachers are familiar with their pupils relatively well, as they can meet them daily and also with their families. (See Table 2.)

Table 2. The teachers' workplace

No	Town	Village
M1		+
M2		+
M3	+	
M4		+
M5	+	
M6	+	
M7	+	
M8	+	

Since it was asked during the interview what kind of additional technical equipment or book package the teacher might use, it is not negligible to mention who is responsible for paying for it and to what extent. Two of the respondents are teaching in a non – state – run institution. However, only one institution has the freedom to choose the textbooks. Anyway, this school also has to follow the state-approved curriculum-

As far as technical equipment is concerned, teachers say there is a significant difference between the two types of institutions: in the case of non-state-supported institutions, the institution provides the appropriate equipment for the teacher, while in state-run institutions there are usually one or two institutional laptops, everything else is missing. In addition to this, public schools are not always able to provide teachers with free printing and, in the worst case, they have to solve the book problem individually, providing finance from the not so high teacher

salary. Of course, the pupil cannot be made to prepare photocopies. So if the teacher wants to proceed with the topic in the lesson on the subject, they have to prepare copies using their own money. A teacher added that in one case he had also bought the student's booklet and stationery himself. (See Table 3 for details.)

Table 3. The distribution of teachers according to the maintainer of the school

	Maintained by the state	Maintained by an organization
M1		+
M2	+	
M3	+	
M4	+	
M5		+
M6	+	
M7	+	
M8	+	

2.1.2 Data of the participants of the questionnaire survey

The other part of the research was the completion of student questionnaires. Student questionnaires were filled in in two secondary schools in Beregszász. The pupils studied in Forms 10 and 11. To get a picture of the class as a whole, we asked for the help of form mistresses. They chose students according to their study average and family composition. Since the questionnaire was completed at the beginning of the first semester of the 2018-2019 academic year, the age of the participants ranged from 14 years to 16 years. The number of the participants was altogether 20.

Five out of the 20 participants has one parent coming from a family with Slavic nationality. Three out of these parents are of Ukrainian nationality, while two of them are Russian by nationality.

It was also asked, what kind of education parents have and what their current occupation is. Based on the answers, there is some discrepancy between the level of education and the positions currently occupied. In three cases, the mother or father of the participants only

graduated from a vocational training school, but currently holds a senior position in a public or private company. In these cases, the current position was taken into account.

Table 4. Personal data of the pupils

Sex	14 year old	15 year old	16 year old	Both of the parents are Hungarians	One of the parents is Ukraini an	Both of the parents are intellectu als	One of the parents is an intellectu al	None of the parents is an intellectual
Fema le	2	5	5	8	4	2	6	4
Male	2	4	2	7	1	3	2	3
TOT AL	4	9	7	15	5	5	8	7

2.2. Research instruments

2.2.1. Theoretical background

In the process of planning it is inevitable to come to know the four main approaches in the field of research and then to choose the most suitable one.

Quantitative research involves collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn. Objectivity is very important in quantitative research. Researchers do their best to ensure that they are really measuring what they claim to be measuring.

Qualitative research emphasises the socially constructed nature of reality. It is about recording, analysing and attempting to uncover the deeper meaning and significance of human behaviour and experience, including contradictory beliefs, behaviours and emotions. Researchers are interested in gaining a rich and complex understanding of people's experience and not in obtaining information which can be generalized to other larger groups. [31]

Considering the aim of the study and the consumable potentials, both qualitative and quantitative methods were chosen to be applied in the present research. [17]

Qualitative research allows the researcher to investigate the meanings that people attribute to their behaviour, actions, and interactions with others. The qualitative research can illuminate why connections exist between two phenomena by going directly to the source – the people themselves. Qualitative researchers investigate meanings, interpretations, symbols, and the processes and relations of social life. What this type of research produces is descriptive data that the researcher must then interpret using rigorous and systematic methods of transcribing, coding, and analysis of trends and themes. [18]

For the present research the standardized open – ended interview was chosen as an appropriate research tool. It is extremely structured in terms of the wording of the questions. Participants are always asked identical questions, but the questions are worded so that responses are open-ended. This open-endedness allows the participants to contribute as much detailed information as they desire and it also allows the researcher to ask probing questions as a means of follow-up. Standardized open-ended interviews are perhaps the most popular form of interviewing utilized in research studies because of the nature of the open-ended questions, allowing the participants to fully express their viewpoints and experiences. However, this form of interview has its own weaknesses: the researcher may have difficulty with coding the data. Since open-ended interviews in composition call for participants to fully express their responses in as much detail as desired, it can be quite difficult for researchers to extract similar themes or codes from the interview transcripts as they would with less open-ended responses. Although the data provided by participants are rich and thick with qualitative data, it can be a more cumbersome process for the researcher to sift through the narrative responses in order to fully and accurately reflect an overall perspective of all interview responses through the coding process. However, this reduces researcher biases within the study, particularly when the interviewing process involves many participants. [36]

The quantitative research is mostly conducted in social sciences. Primary quantitative research is the most widely used method of conducting market research. The distinct feature of primary research is that the researcher focuses on collecting data directly rather than depending on data collected from previously done research. There are multiple types of primary quantitative research. They can be distinguished into the four following distinctive methods, which are as follows below.

The first out of the four quantitative research methods is the survey research method. It is the most fundamental tool for all quantitative research methodologies and studies. Surveys used to ask questions to a sample of respondents, using various types such as such as online polls,

online surveys, paper questionnaires, web – intercept surveys, etc. Every small and big organization intends to understand what their customers think about their products and services, how well are new features faring in the market and other such details.

The researchers of correlational method use this quantitative research method to correlate two or more variables using mathematical analysis methods. Patterns, relationships, and trends between variables are concluded as they exist in their natural set up. The impact of one of these variables on the other is observed along with how it changes the relationship between the two variables. Researchers tend to manipulate one of the variables to attain the desired results. Ideally, it is advised to not make conclusions merely on the basis of correlational research.

The third research method is the causal – comparative. This research method mainly depends on the factor of comparison. Also called the quasi-experimental research, this quantitative research method is used by researchers to draw conclusions about cause-effect equation between two or more variables, where one variable is dependent on the other independent variable. The independent variable is established but not manipulated and its impact on the dependent variable is observed. These variables or groups must be formed as they exist in the natural set up. Statistical analysis is used to distinctly present the outcome of obtained using this quantitative research method.

The last type is experimental research. This is also known as true experimentation, this research method is usually based on one or more theories. This theory has not be proved in the past and is merely a supposition. In an experimental research, an analysis is done around proving or disproving the statement. This type of quantitative research method is mainly used in natural or social sciences as there are various statements which need to be proved right or wrong. [21]

The present research is based on the correlational research method. This proved to be the most practical and the most appropriate, because the main aim of the research is to prove the relationship between the family background and learning the English language.

2.2.2 Research instruments

After considering the arguments mentioned above, a list of interview questions was composed. This list consists of eight open-ended questions. While creating the list of questions, two aspects were considered. The first and the one with utmost importance was that the interviewed teacher would reveal information which is in the closest relation with the topic researched. The second

aspect was the freedom in the form of the response. While answering the question, the interviewed teachers could freely speak about their experience and add valuable exemplifications. The interview questions can be found in Appendix 1.

The questionnaire used in the second part of the research was originally compiled by Prieto Arratibel and was used during a study in 2013. It was thought that this questionnaire would be the most proper one considering that the 2013 research dealt with the same topic: the effect of socio – economic background on learning English.

The questionnaire is built up from several sections. The first section examines the nationality and the educational level of the parents. The second section assesses pupils' conditions at home. It asks about the number of books and the type of modern technology they own or if they attend private lessons. The last phase of the questionnaire was designed to assess the motivation of children to learn English. Pupils had to indicate how much they agree with the statements, and how true the statements were for them. (See Appendix 2)

2.3. Procedure of the research

The process of data collection followed three steps. First, the headmistress of the selected educational establishment was approached. Then, the date was approved and necessary agreements with the English teacher at the school were made. As questionnaires were filled during the lessons, there was a need to agree with the teacher having the class to allow the fill-in process to take place. In three out of the four forms the data collection was conducted by the researcher, whereas in the remaining two classes data collection was conducted via the teacher of the selected school. The teacher was previously instructed about the process of data collection.

The fill-in process was not longer than twenty minutes. First, one questionnaire was given to each pupil. Before they could start filling it in, the questions were explained to them. During the twenty minutes, children asked questions. They raised their hands, and then the researcher or the teacher walked up to them. This method served as a shield against influencing others' answers.

The majority of the classes included pupils with Hungarian and Ukrainian mother tongues. This resulted in a high demand for instructions in both Hungarian and Ukrainian languages in the tenth forms. In the eleventh forms the instructions were given in English. The teacher helped out with interpreting the words of the instructions for less talented pupils.

When it came to discipline, the teacher also helped. She already knew the class, so she could easily navigate between their needs. Before the lessons she provided the researcher with useful pieces of advice about a certain form's morals and how to deal with them.

It was important for the investigation that the participants be free from any control and that they be in their natural environment.

2.4. Data analysis methods

The first step in phenomenologically analysing interview data is to have the interview tapes transcribed. This includes the literal statements and as much as possible noting significant non-verbal and para4inguistic communications. Usually it is helpful to leave a large margin to the right of the transcription so that the researcher will later be able to note what s/he believes are the units of general meaning.

Then come the bracketing and the phenomenological reduction. The research data, that is, the recordings and the transcriptions, are approached with openness to whatever meanings emerged.

In case of qualitative data it is harder to analyse because of their nature. They are not easily reduced to numbers and these data are always related to concepts, opinions and values. After each occasion of data collection the data were analysed with the help of qualitative data analysing methods.

Qualitative Data Analysis is the range of processes and procedures whereby we move from the qualitative data that have been collected into some form of explanation, understanding or interpretation of the people and situations we are investigating. It is usually based on an interpretative philosophy. The idea is to examine the meaningful and symbolic content of qualitative data.

The answers contained unstructured texts, so it also made the analysing more complicated. Reading back the answers, one may often meet unfinished sentences or the answer was only one or two sentences long. The answers were given in Hungarian. In the process of data collecting interpretative and multiple questions were used. This way data which contained the teachers' own opinions were faced. Planning the study it was decided that these kinds of questions would be easier to be understood.

The data analysis in each of the data collection phases implied important outcomes, which will be summarized in the next section?

There are a number of stages researchers move through in the preparation of quantitative data for analysis. The first of these stages is the checking and organizing data phase. The data

needs to be checked to see whether each study participant has fully completed all sections or items in the data collection procedure. Once all data have been double-checked, participant identification codes need to be assigned, so that the data can be referred to again later. The second stage is the data coding phase. The aim of data coding is to classify the data sets. To achieve validity in data coding, data need to be coded in a principled way.

The third phase is the data entry stage. This stage includes naming data files and defining variables within a file. The fourth stage is about cleaning the data. This phase concerns the decision-making process of how to deal with missing data and incorrect data entry.

In the fifth phase the researchers ensure that their data are derived from reliable instruments. The reliability of an instrument is related to its consistency in capturing the focus of the investigation.

In the last phase the existing data have to be reduced. Without reducing the data the researcher will face difficulties in managing and analysing them. [24]

Part III.

DISCUSSION AND INTERPRETATION OF RESULTS OF THE RESEARCH

3.1 Results of the interviews with teachers

During the teacher interviews, the first task has been to find out how often the interviewee meets parents to discuss the progress of the students. The first interviewee admitted that she personally rarely meets her pupils' parents. This was explained by the fact that the pupils of the school were from different settlements in Transcarpathia. The parents arrived for their children only after two weeks of stay. Because of these circumstances the only way to communicate with parents is catching them at school events – eg. parental meeting, graduation, prom, open day, etc. 26agyár can be said that parents often go to the teachers and ask about their children. One example mentioned was that she met a certain parent in a shop, and a quick greeting came to a longer conversation. However, in her view, a positive teacher attitude is not enough for successful work, 26agyár is also essential that teachers and parents work together. Their attitude is variable. "There are parents who will try to speak with you at every encounter, while others are not so interested in this issue." (M1) However, it can be considered as a positive thing – even if this is the result of the institution's rules – that each child's family is represented as much as possible at the teacher-parent conference.

There was a discrepancy regarding the frequency of meeting with parents between those who were the formmasters. M2 said that she would only meet four times a year with his parents in a form of organised event. Of course, there are exceptional cases: when a parent is called to school, the child's learning outcomes are also discussed. M2 added that in classes where he is not the formmistress she can only report in his checkbook if he needs it. Unfortunately, very few parents are interested in their child's learning outcomes, when she sees a parent at school, "I'll tell them if their children are behaving poorly or are bad at studying." (M2)

M5, who also works as formmaster meets parents on a monthly basis: "As the head of the class, I regularly discuss with parents about the progress of their children in learning." (M5) But she has realized that most parents cannot attend meetings every month. Therefore, she tries to catch up with her parents by phone, email or social networking sites. Her ideas were later joined by M6, who also thought it was necessary to have parental meetings every month or every two months. However, she did not identify electronic devices as an additional means of contact, but preferred an out-of-school meeting.

He marked the end of each quarter as the ideal date for the parent meeting. This is the time when conclusions can be drawn based on a survey and suggestions can be made for the future.

Three teachers – M4, M7, and M8 – do not work as high school formmasters. Among them, M8 tries to attend the 10th and 11th grade parental meetings as often as she can, while M4 speaks to parents about the progress of the children outside the school. M7 – who, at the time of the interview, had only been teaching at this high secondary school or half a year – has not yet met the parents.

The second question was to find out how much the interviewee knows the family background of the pupils. One of the most positive examples of respondents was M1, who said: “We are like a large family in the form of a boarding school. Our students spend more time at school than at home. As a result, our students share a lot of information with us. In many cases, they communicate more openly with our teachers and educators than with their parents. As a result, I know the background of my students quite well.” (M1)

However, M5 also considered it important to know her pupils’ background. “As a formmaster, I find it important to get to know my students. I think I managed to map them well. I often create programs and activities so I can get closer to my students. Like this I can study them in different situations that are not necessarily in school or in a lesson.” (M5)

Three people said they knew moderately about their students' family background, which is also attributable to the big class size in the classroom, so the teacher has to divide the attention among several children and families.

Two other teachers said that although they were not functioning as the formmaster, they still know their students’ family background. This was explained by the fact that the students came from their own narrower living environment to their classes.

A respondent, who only teaches in a particular secondary school class, admitted that he could only report on his pupils’ school performance and behavior and had not yet inquired enough information about their family background.

The third question intended to obtain an answer to whether, in their opinion, teachers are influencing and, if so, how their children are learning English.

In the opinion of the first respondent, the progress of her pupils in English is influenced by their family background as much as their progress in any other subject. As she explained: “In

many cases, those who come from difficult family circumstances, especially those who have just arrived to school, have a poorer average of study. However, this is not the biggest problem. The opportunity has been given to everyone to catch up. In my opinion, the biggest problem is the lack of motivation. Students come from different schools with different language backgrounds. Those who find it harder to learn a language or are lagging behind their peers are in many cases giving up on the basis of 'What is not working well, should not be forced'. Perhaps all this can be attributed to the fact that in the family they were not motivated enough by the behavior of the parents, parents did not show a good example of diligence, perseverance and similar concepts. The pupil's family background affects the child's educational progress, but not only in English but also in other subjects. Children living in difficult family circumstances have very little diligence. Their parents do not expect good academic results, and unfortunately they do not deal with them. Of course, among these parents, there are ones who want to help, but they are not able to, and ones with great mind, but they do not have time." (M1)

Another approach represented by M5's answer: "I think a pupil's study progress and family background are somehow related. I think that students who have been told since their young age to do the homework will go better and faster with the curriculum and will become more confident in learning over time as they develop the self-awareness that they need in order to perform their duty. I think it helps a lot if the child asks for help and assistance from the parents regarding the homework." (M5)

This opinion was accompanied by the responses of M3 and M4, who said that family background had a great influence on the pupils. According to them, if the pupil has a secure family background, it will positively influence the child's learning progress in English. Furthermore, it also has a positive impact on the child's studies if the parents monitor their development and motivate them.

In addition, according to M6, the family's financial background can already favor the pupil at school, as there are families in their school, which, unlike others, can pay for private teachers, travel, language schools, textbooks at secondary school. In contrast to this opinion, M7 focused on parents' attitudes and education. "If the parents are consistent, they guide, motivate and help the child to achieve her goal. Wherever she continues her studies, even if it does not include English, it is important that she finishes her secondary school studies with good results in English, as this language is indispensable in everyday life. However, many parents do not motivate their children like this for a variety of reasons: working abroad and not having time, or working in a factory in Hungary. Like this they do not have time to spend with their children or

do not think English is important because they do not want to pay for the further education of the child.” (M7)

M8 highlighted the spiritual support of parents. According to her, beyond financial support, it would be great if a learner could know that her parents trust him and stand by her in every situation.

Unfortunately, however, sometimes the presence of strong parental influence itself may be missing from a child’s life. So it was also inquired during the interview whether children living in truncated families are present in the secondary school classes of the given institution, and how this affects the children’s attitude towards learning.

According to M1, there are several children with problems originated from the family 29agyar 10th and 11th grades: parents divorced; grandparents bringing up children because parents work abroad for higher salary, etc. As far as the performance and behavior of these children is concerned: “I think these children are often less motivated, have behavioural problems, have less diligence and perseverance than their peers from average families. Of course, every child and every situation is different, which is why it is not possible to generalize, but I have noticed these signs in the case of children living in truncated families.” (M1)

According to M2, it is not so much divorce as foreign employment that is a problem nowadays. Of course, this is also reflected on the children’s learning outcomes: they are deteriorating. Although some children see it as a good example, that they would need to learn a foreign language as their father and mother in order to go abroad and work. The problem, however, is that in many cases parents do not even know a foreign language, but they are still able to work and earn money. Therefore many children think they will survive without knowing any foreign languages properly.

Only M3 has reported that there are currently no pupils from a truncated family in their school. However, according to previous experiences, it has a great impact on children in both English language learning and regarding other subjects. Children’s performance deteriorates in such cases.

M4 also reported truncated families in Grades 10 and 11, but this does not seem to be equal to the deteriorating performance. In her experience, this is only a way to increase children’s motivation for learning harder.

M5 said: “Unfortunately, there are many children who have these symptoms. Several times the lack of parents can be observed and there is a difficulty in keeping children interested or motivating the pupils. But, of course, those pupils who want to learn are able to do so with such difficulties. The lack of parents is not necessarily a loss of motivation but a change in learning habits.” (M5)

M6 claimed that more and more children from the truncated families are present in 30agyar classes, but for children this does not necessarily mean loss of motivation. They can learn from this situation in a way from which a child from an intact family cannot interpret and benefit anything.

In a class taught by M7, a child lives without a father, with his mother and grandparents, the parents of two children got divorced, and a new foster parent entered the family while a child only lives with his mother. In addition, there are children who, while living with their parents, have to go to work at school time. In the teacher’s opinion, the problem with these students is that because they do not have a proper supervision at home, they do not learn. If they have homework in written form, it is just copied from someone. However, in her opinion, it would not necessarily be more helpful if the parents were beside them and not at work, because they would hardly be able to help in solving homework.

M8 also reported on the presence of truncated families, but according to her the role of parents is not to do homework instead of their children, but to reinforce the consciousness of control. In the cases of children with parents working abroad, this control is lacking, even if talent is present.

In the present research, it was also sought to be found out whether English language textbooks published abroad were used in the educational institutions of the interviewed teachers. If so, who financed their purchases, and if there was a book for every pupil.

In M1’s school, mostly such books are used in 30agyar English lessons. They are currently learning from the *New Opportunities (Education For Life)* textbook. In grade 8 they start with elementary level and reach the intermediate level by the end of grade 11. These books are funded by the school and there are enough textbooks for all students. These textbooks have to be returned to the school library at the end of the year. If some students want their own textbook, where they can write and take notes (they cannot write in the ones borrowed from the library), it is possible to make a copy from the book. Moreover, other additional books are used during the lessons, but they are not sufficient for everyone. This situation is solved by the teacher by

making photocopies for them, or by projecting the book digitally. Books with Ukrainian editions are not used at all, except for those that prepare for the English EIT (ZNO)¹. Most of these are usually used only for specific tasks.

In the classes taught by M2, only a few students could afford to buy the new book, and the school would not be able to provide the textbooks. As a result, they had to work without textbooks until the first semester of the 2018-2019 school year. Sometimes she solved this problem with a photocopy, but it was not sustainable for a longer period. Although the school has already received English textbooks in this school year, only a few copies are available.

In M3's school, parents buy textbooks for their children every year. These books will thus remain the property of the children and will be usable later. In addition, there is more freedom for the teacher to choose the textbooks and to choose qualitative European publications.

Unfortunately, M4's school cannot provide foreign publications for children. Therefore the teacher copies the worksheets for every lesson to make the lessons more interesting and colourful. In addition, they work with Ukrainian textbooks.

In M5's lessons, pupils learn from books published by British publishers and approved by the Ukrainian Ministry of Education. Students acquire books at their own expense. Of course, textbooks are available by Ukrainian authors, but these books are not very good in the teacher's opinion. In her opinion, "... we can achieve more successful, purposeful, and joyful learning from books published by British publishers. I notice that students are learning better from these books with bigger enthusiasm and motivation because they are up-to-date" (M5).

M6 emphasized the importance of using identical textbooks within the classroom. As she said: "You should definitely use extra worksheets besides the textbook, but you will only introduce a European publication if the parents vote for it in the class. Otherwise, children from a less affluent family would be at a disadvantage, and it would be difficult to reconcile the different textbooks and move on simultaneously".

According to M7, she will only use copies of foreign publications if it is identical to a 31agyar31n the school program. She uses PDF or photocopied forms of books with foreign editions, including Solutions. However, she mainly uses audio material, so that children can listen to audio material from native English speakers.

¹ Зовнішнє незалежне оцінювання

M8 mentioned the possibility of the school providing a framework for photocopying. This makes the course material of the 10th grade more colorful, while in the 11th grade it is the only textbook, as there are no state textbooks. However, he mentioned as a positive issue that the new textbooks arrive slowly for both classes.

In addition to textbooks, the usage of electronic devices can also be an important factor, so it was also asked about. However, this, as it turned out, can be influenced not only by the availability of tools for children, but also by the school rules and the individual preferences of the teacher. A good example of this is M1's response: "It is forbidden to bring a cell phone to the lessons in accordance with the school regulations. In the light of this, we do not use any mobile or other electrical equipment during lessons, except for a common computer with Internet access and a projector and speakers for the machine. We also have a smart board, but unfortunately it is not yet assembled properly. However, students can use any electronic device to do their homework. For example, we recently learned about various types of advertising and pupils were given the task of presenting a selected product and writing adverts. Some students have been very creative in their task and created promotional videos." (M1)

In M2's classes, the usage of electronic devices is no longer determined by the school rules but by the rules set by the teacher. The most important of these is the usage of the dictionary: since the homework is often solved with Google Translate, during the lesson pupils can only ask the teacher for help or use a printed dictionary. ("We keep our own little dictionary in the class, but when doing homework, they do not take the trouble to get the word they need from the dictionary they are using, instead they write the inappropriate word and the wrong sentence structure from the Google Translator." M2) Electronic devices can be used only when watching videos and recordings downloaded by the teacher. To compensate for the rules, he has the tendency of giving homework, which can be solved with the help of the phone or the internet.

In M4's opinion, the usage of the Internet can be justified only when doing the homework, whereas, on the contrary, according to M3 it becomes unnecessary if the homework is the same as the material delivered in the class. In addition, they both emphasized the importance of using the computer – by the teacher – in the class.

M5's view about this question: "For the purpose of learning English, the pupils are allowed to use their phone: to use dictionaries or to search for information. This speeds up the process. Thanks to a simple dictionary application that can be downloaded at any time and does not take up much space in the phone we can work more effectively. I use a laptop or a computer for teaching purposes, which can be used to show videos or create tutorials and activities." (M5)

M7 added some interesting information to the one above: “There are people who watch English or play online games in English. Many children deliberately develop their English because they are planning to live in an English-speaking country in the future. At least, this is a positive factor of the high emigrational rates nowadays.” (M7)

Teachers were also asked – as an indirect source – about the tendency among the parents of providing private tutors for their children. Five of them were able to report on this kind of experience, while three respondents said there was no need for private tutors in their school. One interviewee abstained. They have also mentioned positive practice: “Yes, I know that some parents choose private teachers. The more conscious parents are aware that two English classes a week are hardly enough for a child to learn English. But there are very few cases like this. In fact, it is not necessary, because we have optional extra classes for all subjects in our school. So, if you want extra lessons in the English language, you can get it for free.” (M1) Two teachers stressed the prestige value of private lessons in their educational institution.

3.2 Results of student questionnaires

The results of the questionnaires were processed and analyzed in several steps due to the structure of the questionnaire. The first part of the questionnaire, which assesses students’ conditions at home, has in some respects produced unexpected results. Out of the the twenty respondents, everyone answered yes to the questions whether they have the possibility of using the Internet or a computer at home. In addition, 17 respondents said they had dictionaries and encyclopaedia at home for learning purposes. In addition, 16 interviewees have more than 100 books at home.

A much more nuanced picture can be seen by looking at the answers given to the question whether they have a possibility for relaxation in a cultured way. It turns out that even those from the intellectual family do not necessarily go to the theatre or the museum. However, it was mentioned by the pupils that they sometimes have to attend Ukrainian language theatrical performances, out of which they do not understand much. As far as cultural activities are concerned, the respondents have also mentioned some of their activities. This shows that many pupils are members of a dance club or the scouts.

As it could be learnt from school teachers during the interviews, pupils attend private tutorials after school time. According to their answers, this is done by pupils of grade 10 mainly, and it takes 1-2 hours a week, while 33agyar school-leaving class it may increase to three hours.

In addition, there are different media contents: 18 respondents listen to music and watch films in English. Certainly, it should be taken into account that only four pupils do not use subtitles for English films.

Out of all the respondents, nine stated that they had been in English-speaking countries. It was later clarified that, as an 'English-speaking country', they all interpreted a neighboring country or a fashionable tourist resort, where, without knowing the local language, they tried to communicate in English.

The last phase of the questionnaire was designed to assess the motivation of children to learn English. Pupils had to indicate how much they agree with the statements, and how true the statements were for them. Based on the results, 9 of the students tried to always or almost always understand all the English text that they encountered by reading or hearing, while 2 did not consider it important at all.

Positive results have been achieved regarding the parents. 8 of parents think their child should spend more time learning English and 12 encourage their children to ask their English teacher if they do not understand something. In addition, 13 parents motivate the children with the idea of how this language can be useful even after leaving the school.

However, with the assertion that "I only want to learn the basics of English", 10 students have totally agreed. In addition, "English will be needed in my future profession", 6 students disagreed at all.

From the teacher interviews it can be found out that children coming from a truncated family or whose parents work abroad are not rare in the classes of the interviewees, and the effects of this is huge on the motivation of the students. Furthermore, the use of technical tools for language learning can be influenced not only by the availability of tools for children, but also by the school rules and the individual preferences of the teacher. In addition, data was collected 34agyar schools' choice of textbooks and their equipment.

The results of the student questionnaires suggest that those pupils who are coming from a non-intellectual family are not disadvantaged in language learning in terms of equipment: they are provided with technical tools and paper-based dictionaries. Questions regarding parental motivation has also produced interesting results: both intellectuals and non-intellectual parents motivate their children to learn English. However, non-intellectual parents are no longer able to help 34agyar process of language learning: in a better case, the private teacher will act as a maintainer and facilitator of motivation.

CONCLUSION

Over the past decade, many studies have been published in Transcarpathian Hungarian educational context. Many of them investigated the motivation of schoolchildren to learn English. However, motivation for learning is a complex phenomenon. This research deals only with a single component, the impact of the family background on the learner's language learning outcomes.

According to the hypothesis at the beginning of the work, the family background has a significant impact on the learner's language learning, as it determines what tools can be used for learning or the ability to learn the English language outside the school either in private lessons or in language courses abroad.

As it could be learnt from the literature described in the research, all students are in a special situation within the society of the school: there are those who can have a secure family background behind their back, but there are those who are at a disadvantage from the first minute. The disadvantage may come from the economic, social and cultural circumstances. The disadvantage of a learner may arise in the education system within and outside the school community. The present research focuses on the inequalities coming from outside the education system.

One part of the present research comprises data from interviews with English teachers teaching in secondary schools in the various districts of Transcarpathia. Eight teachers took part in the research. Although women and men are present in the teaching profession today, only one male teacher was willing to be interviewed. It was also important how many years of teaching experience the interviewee had and how many of them had been teaching specifically in the secondary school grades. The main aim was to reach out to every age group. In this way, it was possible to seek the views of teachers with four and twenty-five years of experience on the subject.

From the interviews with the teachers it can be found out that children in truncated families or whose parents work abroad are not rare in the classes of the interviewees; this is a common phenomenon, and the effects of this on the motivation of the students is significant. Furthermore, the use of technical tools for language learning can be influenced not only by the availability of tools for children, but also by the school rules and the individual preferences of the teacher. In addition, it was possible to collect data on the school's choice of textbooks and their equipment.

The other part of the research was the completion of student questionnaires. Student questionnaires were filled in in two secondary schools in Beregszász. The pupils came from Forms 10 and 11. To get a picture of the class as a whole, we asked for the help of head teachers. They chose students according to their study average and family composition. Since the questionnaire was completed at the beginning of the first semester of the 2018-2019 academic year, the age of the participants ranged from 14 years to 16 years.

The results of the questionnaires were processed and analysed in several steps due to the structure of the questionnaire. The questionnaire, which assesses students' home conditions, has in some respects produced unexpected results. Everyone answered the questions about the possibility of using the Internet or a computer at home positively. Moreover, 17 of the respondents, 85% of respondents said they had dictionaries and encyclopaedias for learning at home. In addition, 75% of the interviewees have more than 100 books at home.

We get a much more nuanced picture if we look at the answers given to the cultured relaxation. It turns out that even those from the intellectual family do not necessarily go to the theatre or the museum. It was better to mention the colour performances heard in the Ukrainian language, which they did not understand much. As far as cultural activities are concerned, the respondents have also described the nature of their activities. This shows that many people have also been listed here as members of a dance club or some sort of celebration.

As it could be learnt from school teachers during the interviews, pupils go to private teachers after school time. According to their answers, this is done by pupils of grade 10 and it takes 1-2 hours a week, while in the graduate class it may change to 3 hours.

The last phase of the questionnaire was designed to assess the motivation of children to learn English. Pupils had to indicate how they agree with 1 to 5, and how true the statements are. Based on the results, 75% of the students try to always or almost always understand all the English text that they encounter by reading or hearing, while 10% do not consider it important at all.

Positive results have been achieved regarding the parents. 45% of parents think their child should spend more time learning English and 60% encourage their children to ask their English teacher if they do not understand something. In addition, 80% of the parents motivate the children with the idea of how this language can be useful even after finishing the school.

However, with the assertion that “I only want to learn the basics of English”, 65% of students have totally agreed. In addition, “English will be needed in my future profession”, 30% of students disagreed at all.

On the basis of the above mentioned information, it can be concluded that pupils from the non-intellectual family in these schools are not disadvantaged in terms of equipment: they are provided with technical equipment and paper-based dictionaries. Parental motivation has also produced interesting results: both intellectual and working-class parents motivate their children to learn English. However, non-intellectual parents are no longer able to help in the process of language learning: in a better case, the private teacher will act as a maintainer and facilitator of motivation.

This work can be useful in many ways for both beginners and already practising teachers. First of all, the present survey may be used as introspection into their colleagues’ experiences and it gives an opportunity to draw conclusions about their own situation. On the other hand, they can get a benchmark on the background of students.

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РЕЗІОМЕ

За останні десятиліття з'явилося декілька наукових робіт, присвячених вивченню мотивації учнів шкіл Закарпаття з угорською мовою навчання у процесі вивчення англійської мови. Загальновідомо, що мотивація є складним явищем. У дослідженні займаємося лише одним компонентом мотивації, а саме впливом сім'ї на дитину у процесі вивчення іноземної мови.

На початковому етапі нашого дослідження ми припускали, що сім'я має значний вплив на вивчення іноземних мов учнями, оскільки саме сім'я визначає, які засоби може використовувати учень для вивчення англійської мови поза межами школи наприклад, у рамках додаткових уроків або під час туристичної поїздки.

У науковій літературі вказано, що кожен учень розпочинає школу, маючи своєрідні домашні обставини дошкільного періоду: одні мають безпечне сімейне життя, інші ростуть у несприятливих сімейних умовах. З позиції педагогіки до несприятливих умов відносяться ті економічні, суспільні та культурні чинники, які ведуть до неуспішних результатів у процесі навчання. Неуспішність учнів може впливати через нерівність зовнішніх та внутрішніх чинників у системі навчання. Метою нашої роботи є дослідження сімейних обставин, тобто зовнішніх чинників у системі навчання, які можуть мати вплив на неуспішність учнів у процесі навчання.

В одній частині нашої роботи ми провели опитування із вчителями англійської мови, які працюють у різних районах Закарпатської області. У дослідженні погодилися узяти участь восьмеро викладачів. Загальновідомо, що в наш час фах педагога обирають як жінки, так і чоловіки, однак у нашому дослідженні узяв участь лише один чоловік. Ми вважали за необхідне запитати вчителів про стаж їхньої роботи, серед яких скільки років вони навчають учнів аналізованого нами шкільного віку. Ми намагалися охопити кожную вікову групу. Таким чином, ми змогли опитати вчителів, які мають педагогічний стаж роботи від чотирьох до двадцяти п'яти років.

З опитувань вчителів було виявлено, що серед учнів є такі, які виховуються у неповних сім'ях, або ж батьки працюють за кордоном. Нас цікавило, наскільки ці фактори впливають на мотивацію учнів. Було виявлено, що використання технічних засобів у процесі вивчення іноземної мови залежить не лише від забезпеченості технічними засобами учнів, а й від статусу школи та індивідуальних уподобань вчителя. Окрім цього, нам вдалося зібрати інформацію про те, які підручники та обладнання обирають школи для вивчення іноземної мови.

Другий розділ роботи присвячено аналізу анкет, заповнених учнями 10-их та 11-их класів двох середніх шкіл міста Берегова. Щоб отримати повну картину про класи, ми просили допомогу класних керівників, які обрали дітей різних за успішністю та сімейним станом. Оскільки анкету було заповнено на початку першого семестру 2018–2019 навчального року, то вік учасників ми встановили від 14 років до 16 років, оскільки в 10-му класі учням ще не виповнилося 15 років.

Виходячи зі структури анкет, отримані результати опрацьовано та охарактеризовано у кілька етапів. Отримані результати про сімейні обставини дали неочікувані результати. Усі опитані відповіли, що вдома мають змогу користуватися Інтернетом та комп'ютером. Сімнадцятеро учнів, тобто 85% опитаних відповіли, що вдома мають усі необхідні для навчання словники та енциклопедії. 75% опитаних має вдома понад сто книжок.

Серед опитаних отримано дещо відмінний результат про так званий культурний відпочинок. Виявляється, що навіть діти з сімей інтелігентів не обов'язково відвідують театри або музеї. Дехто згадав про відвідини вистави українською мовою, яку не зовсім розуміли. Деякі респонденти описали характер їхньої культурної діяльності. Варто наголосити, що багато опитаних до культурної діяльності віднесли участь у танцювальному клубі або ж у святковому заході скаутів.

Під час опитування ми дізналися від вчителів, що після шкільних занять учні відвідують додаткові заняття. Ми дізналися, що учні 10 класу один раз або двічі в тиждень ходять на додаткові уроки, тоді як учні-випускники готуються до іспитів на додаткових уроках в основному тричі в тиждень. Вісімнадцятеро опитаних (90% опитаних) слухають музику або дивляться фільми англійською.

Останні запитання анкети були спрямовані на те, щоб дізнатися про мотивованість учнів до вивчення англійської мови. За шкалою від одного до п'яти учні вказали, наскільки вони згодні з висловлюваннями або ж наскільки стосуються їх. Згідно з результатами, 75% опитаних намагається зрозуміти або ж розуміє тексти англійською мовою, з якими зустрічається у ході читання або прослуховування. 10% опитаних вважають це зайвим.

Питання, що стосувалися батьків, дали позитивні результати. 45% батьків вважає, що їхня дитина мала б виділити більше часу на вивчення англійської мови, а 60% батьків заохочують своїх дітей просити допомоги вчителя англійської мови, якщо вони що-небудь не розуміють. Крім того, 80% батьків мотивують своїх дітей тим, що володіння англійською мовою є важливим після закінчення школи.

На основі викладеного вище можна зробити висновок: учні з сімей робітників у вивченні іноземної мови мають ту ж технічну забезпеченість у вивченні іноземної мови, що і учні з сімей інтелігентів, адже мають усі технічні засоби і словники у паперовій формі. Отримано цікаві результати стосовно мотивації батьків: батьки-інтелігенти, як і батьки-робітники, мотивують своїх дітей до вивчення іноземної мови. Однак батьки-робітники не можуть допомогти своїм дітям у процесі навчання іноземної мови. Якщо є змога, то вони просять допомоги вчителя у рамках додаткових уроків. Тоді ж цей вчитель продовжує мотивувати учня у вивченні іноземної мови.

Вважаємо, що наша робота може стати у пригоді як допоміжний матеріал як для вчителів-початківців, так і для досвідчених вчителів. З одного боку, вчителі можуть дізнатися про досвід своїх колег і на основі цього зробити власні висновки. З іншого боку, вони можуть отримати інформацію про сімейні обставини учнів.

APPENDIX 1

Teacher Interview Protocol

(English version)

Personal data:

Age: _____ Sex: _____

How many years have you been teaching? _____

How long have you been teaching in secondary school forms? _____

1. How often do you meet with the parents to discuss the pupils' progress?
2. How well do you know the family background of the pupils?
3. Do you think the family background can influence the pupils' motivation to learn English? If yes, how?
4. Are books with foreign edition used in your English lessons? Who finances their purchase? Does every student have his/her own copy? Why?
5. Do you know anything about parents ensuring private tutors for their children?
6. Are there kids in truncated families in the classroom? (E.g. parents divorced, grandparents raising the child, while the parents are abroad working, etc.)?
7. How does such a family background affect the children in learning English?
8. Do children use different technical devices with internet access in order to learn English? (E.g. tablet, smart phone, etc.)

APPENDIX 2**Questionnaire****The impact of family background on language learning motivation****(English version)****I. Personal data**

1. Age (years):

2. Gender: male _____ female _____

3. Father's nationality:

4. Mother's nationality:

5. Father's educational attainment:

a) Primary school

b) Secondary school

d) Vocational school

e) College / university

f) Other

6. Mother's educational attainment:

a) Primary school

b) Secondary school

d) Vocational school

e) College / university

f) Other

7. Father's profession:

8. Mother's profession:

9. Number of members in your close family (together with you):

II. At home

10. Do you have the following in your home?

- Computer Yes _____ No _____

- Internet Yes _____ No _____

- Digital / cable / satellite TV Yes _____ No _____

- Study desk Yes _____ No _____

- school aids (encyclopaedia, dictionaries) Yes _____ No _____

11. Number of books in your home (**underline the appropriate answer**):

0-10 books 11-25 books 26-100 books 101-200 books More than 200 books

Family habits

12. Do your parents regularly read newspapers? Yes _____ No _____

13. Do you like to read? Yes _____ No _____

14. Do you go to the cinema, theatre, concerts, or museum? Yes _____ No _____

15. Do you participate in some cultural activities? Yes _____ No _____

16. Do you speak English (**underline the appropriate answer**)?

Very well quite well a little no

III. Studies

17. How much time a week do you spend on learning English (**underline the appropriate answer**)?

1 hour 2 hours 3 hours 4 hours or more Other:

18. Do you listen to music with English lyrics (**underline the appropriate answer**)?

Very often often sometimes never

19. Do you watch films in English (**underline the appropriate answer**)?

Very often often sometimes never

When you watch English films, do you do it subtitles? Yes _____ No _____

In English _____ in Hungarian _____

20. Do you watch TV series or programmes in English (**underline the appropriate answer**)?

Very often often sometimes never

If you watch English series, do you use subtitles (**underline the appropriate answer**)?

Yes _____ No _____

In English _____ in Hungarian _____

21. Do you read books, journals or newspapers in English (online or offline) (**underline the appropriate answer**)?

Very often often sometimes never

22. Have you ever been to an English-speaking country? Yes _____ No _____

If 'Yes', how long (**underline the appropriate answer**)?

1 week 2 weeks 1 month 2 months Other:

How many times (**underline the appropriate answer**)?

once twice three times four or more times

Did you use English? Yes _____ No _____

23. Do you study English outside the school (e.g. tutorials, internet courses, etc.)?

Yes _____ No _____

If yes, how many hours a week (**underline the appropriate answer**)?

1 hour 2 hours 3 hours 4 or more hours

24. What mark did you have in English last semester (**underline the appropriate answer**)?

1 2 3 4 5 6 7 8 9 10 11 12

IV. Motivation

Indicate on the scale from 1 to 5 how much you agree with the following statements, how much they are true for you (1 = completely disagree; 5 = completely agree) (**Underline the appropriate answer.**)

1	I always try to understand all the English I read and listen to.	1	2	3	4	5
2	My parents think I should spend more time on learning English.	1	2	3	4	5
3	Learning English is important because other people respect me more if I know English.	1	2	3	4	5
4	English is a very important school subject.	1	2	3	4	5
5	The more I learn English, the better.	1	2	3	4	5
6	I learn English every day.	1	2	3	4	5
7	My parents encourage me to practise English as much as possible.	1	2	3	4	5
8	My parents are interested in everything I learn in English.	1	2	3	4	5
9	Learning English is important because it makes possible for me to get a better job.	1	2	3	4	5
10	Learning English is a waste of time.	1	2	3	4	5
11	My parents encourage me to ask my English teacher if I do not understand anything and have problems with English.	1	2	3	4	5
12	To be honest, I am not keen on learning English.	1	2	3	4	5
13	When the English teacher returns my corrected test to me, I do not look through my mistakes.	1	2	3	4	5
14	I want to learn only the basics of the English language.	1	2	3	4	5
15	Learning English is important because as many languages, so many men.	1	2	3	4	5
16	My parents believe that I should continue learning English till the end of my life.	1	2	3	4	5
17	I usually do the English homework after I have done all my other tasks.	1	2	3	4	5
18	My parents consider that it is very important for me to learn English.	1	2	3	4	5
19	I will need English in my future profession.	1	2	3	4	5
20	I would like to be able to speak English.	1	2	3	4	5
21	My parents emphasize how important English will be for me when I leave school.	1	2	3	4	5
22	I intend to learn as much English as I can.	1	2	3	4	5
23	My parents try to help me with learning English.	1	2	3	4	5
24	I think learning English is useless.	1	2	3	4	5

NYILATKOZAT

Alulírott, Kacsur Annamária angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Bregszász, 2019. május 12.

Kacsur Annamária