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Teaching and learning a second language and a foreign language

Rezümé Jelen tanulmány a 2006-ban meg-kezdett kutatásunk második fázisának ered-ményeit mutatja be. Beregszászi tízéves magyar iskolásokat kérdeztünk a nyelvta-nulásukról (ukrán mint második nyelv és angol mint idegen nyelv). A tanulók mo-tivációja mellett azt is vizsgáltuk, milyen kapcsolat van nyelvhasználatuk és identi-tástudatuk között. A kapott eredmények azt bizonyítják, hogy a tanulók belsőleg moti-váltak az angoltanulásra, illetve külsőleg az ukrán nyelv tanulására. A tanulmány arra is rámutat, milyen összefüggések vannak a ta-nulók etnikai hovatartozása, nyelvtudása és motivációja között.

Резюме У статті представлені результати другого етапу дослідження, розпочатого у 2006 році. У ході дослідження були опита-ні учні угорської національності 10-річного віку про вивчення ними української мови як другої та англійської як іноземної. Окрім дослідження впливу мотивації на вивчення мов, досліджувався і зв'язок між вибором мови та ідентичністю. Результати дослідже-ння підтверджують, що до вивчення англій-ської мови спонукають внутрішні мотиви, а до вивчення української мови − зовнішні. У публікації також простежується рівень взаємозв'язку між етнічною приналежністю, знанням мов та мотивацією.

Abstract The present article focuses on the findings of the second phase of a longitudi-nal, cross-sectional research project started in 2006 that applied the mixed methods design. The research was carried out among ten-year-old Hungarian learners of English as a foreign language and Ukrainian as a second language. The learners' motivation in learning two languages was compared and contrasted. The results prove that the surveyed learners are intrinsically motivated to learn English and are extrinsically motivated to learn Ukrainian. Besides, impacts of some factors of educational policy on the learners' motivation were indicated. An attempt was also made to establish the level of relationship between the learners' ethnic identity, language background, language knowledge (in both languages) and motivation.
Key words: English as a foreign language, Ukrainian as a second language, motiva-tion, identity, educational policy.

1. Description of the research context and background to the study: clarifying the key research concepts

The present paper describes the findings of an investigation carried out among ten-year-old Hungarian children living in a minority context in Ukraine concerning their studies of two modern languages: English and Ukrainian. The study was conducted in Transcarpathia (Zakarpatska oblast − Закарпатська область), an administrative region in western Ukraine, where about 150 000 Hungarians live in a minority context. Berehovo is a small town in the west of Transcarpathia with a population of 26 000 people. Forty-eight percent of the inhabitants are Hungarians (Molnár & Molnár, 2005). There are four Hungarian

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schools in the town where the first phase of our longitudinal study was conducted in the 2006/2007 school year.

Originally, we wanted to get insights into the processes and compare the outcomes of teaching English as a foreign language (EFL) and teaching Ukrainian, the official state language in Ukraine, a second language (USL) to Hungarian minority children in our region. (For Hungarian learners it is compulsory to learn at least three languages in the Hungarian minority schools: Hungarian, their first language (L1), Ukrainian, a second language for them, simultaneously being the official language of the country (L2/USL) and a foreign language – mostly English (EFL).) We examined the differences between the two processes of teaching EFL and teaching USL in Hungarian schools, the reasons that caused these differences, as well as the outcomes. Thus, 76 eight-year old learners' proficiency was examined in the two languages. A test battery was designed in which learners' four language skills were assessed. The English test had a parallel Ukrainian version (Huszti, Fábián & Bárányné, 2009).

Based on our experiences as teachers of English and Ukrainian, we hypothesized that the learners' knowledge of English was better than that of Ukrainian because for more than a decade Hungarian learners have been facing serious difficulties in learning the state language of the independent Ukraine (Csernicskó, 2004). This was also indicated by the results Hungarian learners achieved at the numerous English and Ukrainian local study competitions. At these competitions Hungarian learners always achieved higher scores in English than in Ukrainian. Our hypothesis was refuted by the findings of the proficiency tests, as learners performed better on the Ukrainian test than on the English one, and more importantly in the productive skills (speaking and writing). We explained this by the learners' closer and more frequent contact with Ukrainian than with English.

We found that there were differences between the EFL and USL teaching processes in that in the EFL classrooms the teaching focus was more on communication, while in USL classrooms teaching was limited to grammar and translation and real communication needs and the language learning abilities of the learners were not taken into account during the teaching process (evidence for this comes from document analysis (Bárányné, Fábián & Huszti, 2007) and classroom observations (Huszti, 2003)). The reason why communicative skills were still better in Ukrainian than in English, despite the methods used during teaching, must have been the fact that there were bilingual children among the learner participants who used Ukrainian in their everyday lives, too.

2. Aims in Phase 2 of the research and research questions

In the second phase our aim was to see whether there was an improvement in the learners' proficiency in the two languages. We also surveyed the learners' ethnic identity, motivation, and attitudes to learning the two languages. However, we did not examine whether any kind of changes were introduced in the English

and Ukrainian teaching processes during the two-year period that passed between Phase 1 and Phase 2 of our research. No variations such as the teacher or his/her methodology or materials were observed in this period.

We have compared the curriculum requirements in English and Ukrainian, and the number of lessons per week in both subjects. We have also looked at textbooks with special attention to the tasks and texts aimed at developing the learners' receptive skills (Ivasiuk, Gujvaniuk, & Buzynska, 2005; Karpiuk, 2005; Rozumik, Laver, Penzova, Pynzenyk, & Chudak, 2005).

The main research questions are summarized in Table 1 below. It is clear from the table that the five research questions represent five different categories. The data obtained during the research will be analysed along these broad categories and an attempt will be made to establish the relationship among the categories.

Table 1. **Research Questions**

Language study	Language use	Ethnic identity	Motivation	Impacts of educational policy
Are children encouraged to learn English and Ukrainian? By whom and how?	What language is used by the children in various spheres of their lives?	What is the children's ethnic identity?	Are learners motivated to learn English and Ukrainian? How?	Does educational policy have any impacts on the learners' achievements or motivation? If yes, what influences are they?

3. Research design: participants, instruments and procedures

Ninety-two fifth-graders aged 10 to 12 of four Hungarian schools of our home town, Berehovo (Beregszász) participated in the second phase of our longitudinal study among whom there were 44 boys and 48 girls. Most of them come from an urban area; only 13 children live in the country in one of the villages around Berehovo. Ninety learners (98%) declared having Hungarian as their mother tongue, while two children claimed that their first language was Ukrainian. Seventy-six children out of the 92 also took part in the first phase of our investigation in 2006.

Learners were asked to fill in a proficiency test in English and in Ukrainian. The tests were parallel, i.e. their structure and tasks were identical. Our aim with this test was to compare and contrast the results of the first and the second phases of our research (third and fifth grade results). The written test contained five sections: listening, reading, writing, vocabulary, and grammar.

Our second research instrument was a questionnaire designed for the learners in which we inquired about the learners' preferred language use in their families, their nationality and identity, as well as motivation to learn foreign languages (meaning English and Ukrainian). This aspect was investigated through questions

like the learners' most and least favourite school subjects, and the lost and least favourite activities in the language lessons, respectively. This idea was adapted from Nikolov, 1999.

We also conducted document analysis: the Grade 5 English and Ukrainian textbooks of the learners were examined with the aim to get clearer insights into the processes of teaching a foreign language and a second language to Hungarian learners in a minority context. We hoped to better understand the input that our learners get from their language textbooks and how this contributes to the learners' language learning success.

The data were collected and processed in spring, 2009. We are now planning the third phase of our longitudinal research to see what kind of changes occurred in the learners' language knowledge since the very start of the investigation.

4. Findings

4.1 Teaching English: background

As a result of the educational reform of 2003, schoolchildren start learning a FL in the second grade, i.e. at the age of seven: three years earlier than before the reform. Except for a few schools where still German or French are taught, English has become the dominant foreign language in about 95% of the 102 Hungarian schools of the area. The number of lessons a week in the schools for minorities is quite low: two lessons in grades 2, 3, 4, 7, 8, 9, 10, and 11, while three lessons in grades 5 and 6. Schools specialized in art subjects can have 3-5 English lessons a week, however, few schools have this specialization. In addition to the low number of lessons, teachers have to work with large heterogeneous groups. The class can be divided into two groups only in case the number of learners is more than 27. These two facts make the learning process less effective.

The situation in the Hungarian schools, however, has improved by providing the schools with qualified teachers. As a result of mass emigration of teachers who hoped to earn a better living in Hungary after the borders were opened in 1989, the 1990s were characterised by a lack of qualified English teachers (Huszti 2004; Fábián, Huszti, & Lizák 2005, pp. 4-8). The improvement in this area started in 2002, when English teachers graduated from the II. Rákóczi Ferenc Transcarpathian Hungarian Institute for the first time, so due to English-teacher training at the college this problem seems to be solved.

4.2 The English textbook for the fifth grade (Karpiuk 2005)

The book officially suggested by the Ministry of Education and Science was designed and written for the majority schools without taking into account the needs of the minority learners.

The textbook consists of eleven units each containing exercises for developing all the four skills. The order of exercises is the same as the sequence of

the skill acquisition, i.e. the exercises for developing the receptive skills are followed by those developing the productive ones. The language of instruction and the questions for comprehension is English. The exercises suggested for work in the classroom are based on interaction, so a number of exercises for pair and group work, which are considered to be the basis of communicative language teaching, are suggested. In addition, in each unit a task inspires learners to be creative and carry out some project work. The vocabulary suits the interest of the 10-11-year-old children of our age (e.g. words connected with the internet). The topics are also chosen according to the interest of the children, so the author took into consideration the age peculiarities of the learners (e.g. friends, holidays, hobbies, everyday activities).

One of the advantages of the textbook is its rich socio-cultural information about British life, culture, customs and traditions. At the same time, Unit 10 is about Ukraine, its customs, some historical events and towns. What makes this part learner-centred is that an imaginary Ukrainian schoolchild introduces his native town, so the material is not simply given as dull facts and data, but rather personalised. In this unit we see an example of the cross-curricular approach as the material learnt in subjects like "History of Ukraine" or "Me and Ukraine" is reinforced in the EFL lesson. While this unit ("We are Ukrainians") strengthens the national identity of the Ukrainian learners, for the children of the national minorities it helps to get a deeper insight into the culture of the nation they live by. In the units, a section called "Grammar point" introduces a grammar phenomenon or grammar structure (e.g. comparison of adjectives, tense formation, use of articles, etc.). They teach grammar to children inductively. These parts are always followed by exercises to practise the formation and use of the area of grammar introduced in the unit. The types of exercises are varied: multiple choice, gap-filling, word transformations, matching, etc.).

About the structure of the textbook it can be concluded, that the material is presented clearly, the units are based on each other and the whole book is coherent. To sum up the results of the textbook analysis, we can state that the book compiled by Karpiuk for the fifth form is up-to-date and meets the main demands and expectations of the modern era towards a foreign language textbook.

4.3 Teaching Ukrainian: background

At present, 22 teachers teach Ukrainian in the Hungarian schools of Berehovo/ Beregszász. Out of them ten teachers are qualified teachers of Russian, retrained to teach Ukrainian, six teachers are trained and qualified to teach as a class teacher in the elementary school, while six teachers have pedagogical qualifications as teachers of the Ukrainian language and literature.

Several deficiencies can be identified in the process of Ukrainian language teaching in Transcarpathian Hungarian schools besides the many positive initiatives (like organizing teacher seminars focusing on the improvement of the quality of teaching Ukrainian, creating specialised language classrooms, the Program of

the Beregszász Town Council including the intention to increase the weekly hours in Ukrainian as well as working out and publishing supplementary materials for teachers of Ukrainian and workbooks for learners, etc.). In 2009 these drawbacks and deficiencies were explained by the leading manager of the Beregszász Town Council responsible for education in the area with the lack of the Ukrainian context, and the problems in the methodological supply and lack of qualified Ukrainian teachers in the Hungarian schools (Bubniak, 2009, p. 270). Beregszászi and Csernicskó (2005, p. 82) consider that by taking into account the situation of the Transcarpathian Hungarian community the problems related to the teaching of Ukrainian including language, educational and society issues could be solved.

The practice of recent years has not focused on solving the problem; rather, it set further challenges for the learners of Hungarian schools.

So far the most discriminative factor against the learners of Hungarian schools has been the advanced level school-leaving examination in Ukrainian language and literature, introduced in 2008. It is important to emphasise here that the syllabus in the mentioned disciplines are not similar for learners of Ukrainian schools and learners of Hungarian schools (Movchan, Levchyk, Kaminchuk, et al., 2005; Shelehova, Tykhosha, Korol'chuk, et al., 2005; Danysh, Chuchka, & Hertsog, 2005; Ivasiuk, Huivaniuk, Buzyns'ka, et al., 2005). As a result, a certain number of compulsory and suggested readings present in the curriculum of Ukrainian schools are not included in the curriculum of nationality schools. This hurts the rights of those learners who study at nationality schools because they do not have equal chances at the school-leaving examinations or at the entrance examinations to universities or colleges.

4.4 Teaching Ukrainian: the textbooks

4.4.1 Ukrainian literature textbook for Grade 5 (Ivasiuk, Huivaniuk, & Buzyns'ka, 2005)

The first issue that strikes one's eyes is the fact that the language used in the textbook does not correspond to the level of knowledge of Ukrainian of Hungarian native learners because it applies exclusively Ukrainian terminology; the dialectal, regional or archaic words and expressions are explained only in Ukrainian; the number of such phrases in the texts is sometimes too high to suit the pupils' ability to perceive them.

The illustrations used in the book are diverse, they help learning effectively; however, we consider that the given age group needs even more of them. The material in the book refers to interdisciplinary relations (with history, ethnography, drawing, or language). Acquisition of the learning material is helped by comprehension questions exclusively in the target language. The level of complexity of the comprehension questions is appropriate for the age group but the language used in the texts is often incomprehensible.

The textbook is a reader at the same time. The explanations of terminology, biographical data of writers, and the glossary are Ukrainian, i.e. the pupils read

everything in the original, unabridged. The texts are often incomprehensible for the learners, their language causes difficulties for the pupils to understand them and these do not encourage or motivate children to learn Ukrainian and achieve success. Because of these difficulties children lose their interest and become de-motivated. The textbook pays appropriate attention to regular revision and con-solidation of the material. However, the summary questions at the end of the units can fulfil their role and function only in case the pupils understand them. In its present form and with its present content, the textbook is not appropriate for being applied among pupils of various learning rate and tempo.

4.4.2 Ukrainian language textbook for Grade 5 (Rozumik, Laver, Penzova, Pynzenyk, & Chudak, 2005)

The textbook is logically constructed and is full of illustrations; however, its use for successful language acquisition of Grade 5 Hungarian learners is doubtful. To support this view, we present an example: the authors of the textbook, as a sum-mary at the end of a unit (p. 11) expect a written answer to the question 'Why is it necessary to learn one's mother tongue and the state language?' As a guided writ-ing task, they also give a scheme or 'plan' according to which the learners have to develop their mini-essays: 1. your mother tongue; 2. the necessity of enrich-ing one's mother tongue culture; 3. the language you use when you talk to your friends of neighbours; 4. whether you can use Ukrainian in the shops or a café; 5. do you happen to be in difficult situations when you talk to people who do not speak Hungarian? 6. why is it necessary to learn one's mother tongue and the state language? All these questions prove that the experts are aware of the fact that it is difficult for Hungarian learners in a minority context to communicate freely in the state language. Despite this fact, they write certain rules and exercises as if the target population were native Ukrainians.

The authors have paid adequate attention to the review of the material of the elementary school. This is also required by the curriculum. The parts about phonology and morphology, the simple syntactical structures together with the practical exercises all coincide with the language level of the learners. The quan-tity and necessity of rules and definitions in the textbook is highly questionable (at times the rules are thirteen lines long, and three rules or definitions may occur per grammar topic). This all proves that the main aim of the textbook is to teach grammar, rather than language use.

The advantages of the book include parts with illustrations that correspond to the learners' interest; it provides various topics and exercises for developing the learners' speaking skills; it helps the processing of the topics with questions ap-propriate for the learners' language knowledge, sometimes it also provides mod-els. These parts might motivate the learners and encourage them for solving the tasks in the textbook. At the end of each topic there is a bilingual glossary helping the learners acquire the material more easily. The book contains numerous sample

sentences and texts that the authors wrote themselves tailoring them to the learners' level of language knowledge.

The authors of the textbook in use at present call the learners' attention to the differences between Hungarian and Ukrainian, as well as to the peculiarities one should focus on when translating from Ukrainian into in Hungarian or vice versa. It is also positive that the book pays adequate attention to regular and systematic revision of the material, and to preparing the learners for summary tests.

In conclusion, we can state that compared to the previously used textbook (Skab, Skab, & Fabian, 1999) the book under analysis tries to develop the learners' communicative competence, although it is highly grammar-focused. By taking into consideration the needs of the target population, based on the material of the textbook it would be worth designing workbooks, audio material, and other teaching aids and providing learners with them with the purpose of better acquisition of the material.

4.5 Learner motivation to learn L2 and FL: impacts of educational policy

4.5.1 Language learning

The answers to the question whether the learners are encouraged to learn the foreign or the state language were surprising: only five learners (6%) are not stimulated to learn either of the languages, 71 learners (77%) are encouraged to learn both languages. Among the participants 12 learners (13%) are told to study Ukrainian hard but not English, and the case of four participants (4%) is vice versa, they are emboldened to learn English but not the state language. In general, more participants of the study are encouraged to learn Ukrainian than English (see the summary of the data in Table 2).

Table 2. **Encouraging language learning (n=92)**

LANGUAGE ➜ ENCOURAGEMENT ⬇	English	Ukrainian
Yes	75	83
No	17	9

In most cases, either one of the parents or both of them encourage language learning. The answers, however, show that grandparents, brothers or sisters, godparents or other relatives also have positive influence on the learners. One questionnaire contains an answer stating that the learner encourages himself. Only in one of the schools all learners answered that the teacher of Ukrainian motivates them, though it should be the task of every teacher. In the same school the formmaster, who is not a language teacher, was also mentioned to be a person motivating them. Two learners taking private lessons consider their private teachers to be motivating. In case of Ukrainian, 17 learners (18%) mention friends who both

motivate and help them; in case of English, one learner names his/her neighbour "whose son is in America and in two years I'll go there too" (a ten-year-old village girl).

Most learners are motivated orally. They wrote mainly about the goals of language learning, having a clear understanding why they should know these two languages. Among the types of motivation we can distinguish integrative, instrumental and extrinsic motivation. (Dörnyei 1994; Nikolov 1999; Sheldon 2007). As the intrinsic and integrative types of motivation are close to each other, we included them into one category. Table 3 contains a summary of the way the participants of the research are motivated to learn USL and explained the reasons why they need the language.

Table 3. **Ways and means for motivating pupils to learn Ukrainian**

Integrative / Intrinsic	Instrumental	Extrinsic
I always speak Ukrainian with my grandmother.	When I go shopping, I need it.	Ukrainian books are bought for me.
My Dad says that my life depends on my being able to speak Ukrainian.	You (should) study in order not to fail.	When I get a good mark I am told: "Go on like this"
If I don't study, I'll become nobody.	To get a good mark.	"If you won't/don't study hard I'll enrol you into a Ukrainian school", my parents always threaten me. (negative)
Because my Dad is Ukrainian.	To be able to enter a university or college.	You'll be nobody in case you don't know Ukrainian. (negative)
Because it's necessary.	To be able to study further.	I'm always told to watch Ukrainian TV channels.
Because we live here, in Ukraine.	To be able to exist.	
Because it's the state language.	Because it will be important for my future job.	
To be able to talk to everybody who lives in Ukraine.	I won't be able to find a job without it.	
"Be attentive and you'll be smart!"	I'll be able to reach a lot when I grow up if I know Ukrainian.	
	When I go somewhere I want to know it.	

Among integrative and intrinsic motivation factors we can find those indicating that having a good command of the language is important for the learners as they wish or need to communicate or integrate with the native speakers of the target language; for example, "This is the state language, To be able to speak to everybody who lives in Ukraine." The instrumental motivational factors are more diversified. They refer both to the present (e.g. study in order not to fail, get a good mark, go shopping, to know it when going somewhere) or future (e.g. further studies, future job, reaching "a lot"). Extrinsic motivation is manifested in reassuring children to use external devices in language learning (Ukrainian books, TV channels). Parents occasionally do not hesitate to even apply verbal threats (enrolling the child into a Ukrainian school).

For learning EFL the participants are motivated as summarized in Table 4.

Table 4. **Ways and means for motivating pupils to learn English**

Integrative / Intrinsic	Instrumental	Extrinsic
I read English books.	"Learn because you might need it once".	I take private tutorials.
I watch English TV channels.	"Pay attention to the teacher and get a good mark".	
I myself want to learn English.	To get a good mark.	
English is a world language.	To be able to use a foreign language.	
To be able to communicate with English-speaking people.	If I can speak more languages I can find a job more easily.	
People all around the world can speak English.	If I travel somewhere with my family, I need to know English.	
It's necessary for the Internet.	When we travel somewhere we need it.	
The sport channels are in English.	To understand English films.	
'As many languages as many people', the proverb says.	Because an English test is necessary for entering the university.	
	To be able to speak English with the teacher.	
	To be able to pass a language exam.	
	To be able to speak it when I go to Miami.	
	I study in order to be able to succeed in other parts of the world too.	

In motivating children to learn EFL, extrinsic motivation appears in a lesser degree than in the case of USL. Only one answer referring to extrinsic motivation could be found among those enlisted in connection with English. However, the

results proved that children were mainly instrumentally motivated, i.e. the English language is considered to be a tool for reaching a certain distant aim. Most of these aims are related to the learners' future studies, job or free-time activities. The results show that the participants find it important here and now (being still children) to acquire a good basis for developing their language skills.

Having compared the learners' motivation in the two languages we can state that the motivating factors are similar. It is striking how strong the desire of the learners to reach certain aims in the future is in relation to both languages. They feel that these languages are important from the point of view of their future studies and jobs. In addition, learners are completely aware of the fact that knowledge of the state language is essential for them to be successful in Ukraine. Knowledge of English, at the same time, is a kind of window through which the world can fly open for them.

4.5.2 Motivation

In the questionnaire, we asked the pupils about the three subjects they love most of all and about those they do not like at all. With the help of these questions we wanted to find out the pupils' attitude to English and Ukrainian as school subjects. We also observed the rank order of English and Ukrainian among the pupils' most and least favourite subjects. The results are summarized in Table 1 (the numbers indicate the number of pupils who marked the given school subject as their favourite).

Table 5. **Favourite school subjects**

	English	Ukrainian
1ˢᵗ rank	7	2
2ⁿᵈ rank	5	3
3ʳᵈ rank	16	4
	28 (30.4%)	9 (9.8%)

The results show that 28 pupils (30.4%) out of the 92 (100%) pupils who were questioned marked English as their favourite subject, while Ukrainian was marked only by 9 (9.8%) pupils. It is obvious that a pupil studies their favourite subject with more pleasure, more easily and with bigger enthusiasm than the subject that they do not like. Thus, it can be stated that three times as many pupils are motivated to learn English than Ukrainian.

Table 2 summarises the rank of English and Ukrainian among the least favourite school subjects of the pupils. The numbers indicate the number of pupils who marked the given school subject as their least favourite

Table 6. **Least favourite school subjects**

	English	Ukrainian
1st rank	14	15
2nd rank	7	12
3rd rank	4	10
	25 (27.2%)	37 (40.2%)

The results in the table show that 27.2% of the questioned pupils mentioned English and 40.2% of pupils claimed Ukrainian as their least favourite subject. On the other hand, the difference here is smaller (13%) than between English and Ukrainian as the most favourite subjects (20.6%). Therefore, it may be stated that a larger proportion of the surveyed students are motivated to learn English than to learn Ukrainian. If we compare the favourite and the least liked subjects, we can see that in case of the English language, approximately so many pupils like English lessons in the Hungarian schools of Beregszász as many do not (30.4%≈27.2%). However, in connection with Ukrainian the difference is significant because approximately 10% of the pupils like the lessons of Ukrainian language, while four times as many pupils (approximately 40%) do not like them.

We believe that the reason for this result must be sought for in the quality of the lessons. To investigate this issue, we enquired about those activities that the pupils do with the greatest and with the least pleasure in the lessons of English and of Ukrainian. Table 3 summarizes the activities that the pupils prefer most and least in the lessons of English and of Ukrainian. The numbers in the separate columns indicate how many students marked certain activities as the most preferred ones. The activities in the table are given in general categories (for example, there was a pupil who only liked simply writing in the lessons of English, another one liked only copying texts from the textbook into his/her notebook, and yet another one mentioned the calligraphy practice. Therefore, we classified these answers uniformly into the category of 'writing'.).

Table 7. **Preferred activities**

English	Number of learners	Ukrainian	Number of learners
Writing	31	Writing	41
Listening	21	Reading	27
Playing games	16	Learning (e.g. poems)	20
Learning (new words, poems, etc.)	16	Answering the teacher's questions	13

Reading	14	Speaking	7
Speaking	13	Listening	7
Answering the teacher's questions	13	Drawing	7
Singing	11	Playing games	3
Translating	4	Using a dictionary	3
Reciting poems	2	Translating	1
Putting down unfamiliar words into vocabulary notebook	1	All the activities, except answering the teacher's questions	1
Doing exercises based on English rhymes	1	No activities	1
No data	2	No data	4

Let us examine how the students' language skills appear among the favourite activities in the English and the Ukrainian lessons (the results are based on the pupils' own admission). We can see that in case of both subjects most students identified writing as a favourite activity. We have already mentioned in details above that in the case of English what tasks are covered by this category of activities. In the case of the Ukrainian language, the list of activities is extended by writing of compositions, sentences, and dictations. In the case of the English language, the second most popular language skill is listening comprehension, while in the case of the Ukrainian language it is reading comprehension. Twenty-seven (29.3%) pupils prefer reading in Ukrainian, while only 14 (15.2%) pupils prefer reading in English. However, in the case of Ukrainian, listening comprehension occupies a very low position because only 7 (7.6%) pupils identified it as a favourite activity. Thus, less than 10% of pupils like to listen and understand the speech in the lessons of Ukrainian. In spite of this, the results of the language skills test completed by the pupils during the research period have proven that the students' receptive skills (listening comprehension and reading) are better in Ukrainian than in English. Thirteen pupils like to speak English in the lessons, while only 7 pupils like speaking Ukrainian. It is unfortunate that these figures are so low, but English again is in a more favourable situation. Sixteen pupils like to play in the lessons of English, while only three pupils like to play in the lessons of Ukrainian. This indicator is of great concern. As we know, a game has a real motivating force (Fruttus & Bede, 2003), however it seems that pupils play less interesting games in the lessons of Ukrainian. We also have to mention the data that 11 pupils like singing in the lessons of English. This activity did not emerge at all in the pupils' list in connection with the lessons of Ukrainian.

With the help of the questionnaire we also investigated those activities which pupils did not like in the language lessons for one reason or another. Here we have not distinguished between English and Ukrainian lessons, as we were

interested in them for general pedagogical reasons. Thirty-four pupils did not reply to this question, therefore Table 4 reflects the opinions of 58 pupils.

Table 8. **Least liked activities**

Activity	Number of learners
Writing (composition, test, dictation)	21
Learning (poem, Ukrainian grammar rules, biographies of Ukrainian poets and writers)	20
No such activity (likes everything)	13
Using a dictionary	11
Reciting poems	1

Almost every student mentioned writing either as a favourite activity, or as one that the pupils do not prefer. This proves that the various forms of writing (from copying to composition or essay writing) are very common in both English and Ukrainian lessons, although altogether more pupils like it than not (72> 21).

Summarizing the above mentioned we can conclude that approximately one third of pupils are motivated to learn English, while approximately 10% of them are motivated to learn Ukrainian. This conclusion was made in accordance with the pupils' own admission about theirs favourite and less favourite subjects. In the next phase of our longitudinal research, classroom observations will be made in order to verify or refute the results.

4.6 Relationship between learners' ethnic identity, language background, language knowledge and motivation

4.6.1 Theoretical considerations connected with the topic

First of all let us examine what is meant by the term 'sense of identity'. The academic literature examines this question from different aspects. Alexander von Humboldt (1985, in Trimble & Dickson, 2004) in the 1830s thought that the language is the outer appearance of peoples' mentality. Heir language is their way of thinking and vice versa, their way of thinking is their language. It is this definition that apparently makes clear that the mother tongue plays an important role in the formation of identity as they are often the same.

In an up-to-date formulation identity means that an individual views himself/herself and others view him/her too as somebody belonging to a certain ethnic or culture group. The individual can choose to what kind of group he would like to belong to (Cheung 1993). Phinney (2003) adds that these groups are characterised by the same culture, religion or place of origin.

Much more complicated is the identity of people coming from families with parents of mixed ethnicity or nationality (to this group belong children born in such families in Transcarpathia). Having interviewed people with mixed ethnical

background came to a conclusion that their decision about this or that identity/to belong to this or that group depends on several basic reasons. We would like to mention from these reasons those important from the point of view of our research that can serve as an explanation for certain results. One of these reasons is the influence of parents on children often stimulated by grandparents, the other – the "gender commitment" between parents and children: the girls tend to be loyal to mothers while the boys are more devoted to their fathers and consider them to be a model. Root points out that this fact "can influence ethnical socialization especially when the relationship between parents and children is very good and they mutually respect each other". (Root 1992: 15)

Identity in the past was regarded as something permanent which once formed did not change any more. For example, if somebody was a carpenter by profession he was accepted by everyone as a carpenter and he also looked at himself as such. The academic literature on the topic today, however, says that a person has several identities that can continually change depending on the time and place the individual can be found. Cohen (2008) states that the sense of identity, whichever type we mean, is not biologically programmed into the person but is directly influenced by the social environment.

According to Pavlenko és Blackledge (2004) we can distinguish three types of identity: enforced, accepted and optional identity. The first type – enforced – is the one most of all connected with language learning. The following example helps to understand how pressing works in a language environment. Let us imagine that two people are talking together (either complete strangers or acquaintances). When they talk, language is the first thing they hear and both pay attention to each other's intonation, word choice, meaning, grammar structures and elements of pragmatics (e.g. the way of using words). These facts tell a lot about a person as a member of the society. When, for example, one of them speaks grammatically incorrectly, the other will spontaneously consider him/her uneducated. If somebody uses too many words characteristic for scientific style in his/her everyday speech incorrectly or not in the right context, he can be considered as somebody wanting to make an impression on the listeners with his pedant speech. (This is anyway a negative interpretation). Summing up, the language we use is like an open book in which anybody can read about us.

It happens due to this 'open book' effect that some people force a certain identity on others even if it is not correct (Cohen 2008). We often hear about cases in Transcarpathia when Hungarian parents enrol their children into a Ukrainian school and they are not considered as smart as they really are by their teachers and schoolmates. It is not because these children are not intelligent enough but because their language skills in Ukrainian are not developed enough to express their thoughts in this language and overcome the difficulties that emerge while their status in the school and identity are being shaped. If the family background of such children is strong and they get support and encouragement from every family member problems are not likely to appear. However, in case of children

who are not supported by their families, this kind of forced identity can lead to the child believing himself that the s/he is not so intelligent as his/her Ukrainian fellows. This can be dangerous as the feeling of inferiority can develop from the very childhood and the person might feel that s/he can be only a second-class citizen in the country where s/he lives and pays taxes.

According to Pavlenko és Blackledge (2004) the second type of identity, accepted identity, is characteristic of the members of the dominant group of a society. These people like to belong to this group because being a member of the dominant group makes them feel privileged.

The effect of the society on the person's self-esteem and identity is enormous. If we take Hungarian children attending a Ukrainian school as an example we see that they are usually proud of their mother tongue when they speak it with parents at home, they are self-confident and their Hungarian identity is strong. In spite of this fact, scientists have proved that if the child is educated in a majority language he usually comes to a conclusion that it is the speakers of the majority or dominant language who have power within the country (Cummins 1986; Krashen 1996; Suárez-Orozco & Suárez-Orozco 2001). Naturally, he does not want to be/ seem worse/less even if the price is giving up his/her mother tongue and changing his/her identity. In the Transcarpathian context it means that minority learners studying in Ukrainian schools realise that the language of a successful carrier in the country including Transcarpathia is Ukrainian. At the same time they also feel that Hungarian does not have a high status. This leads the child to the dilemma: which language to speak. If later as an adult s/he decides to speak the language having a higher status and prestige not handing the mother tongue down to the younger generation in the long run the language with the lower status can become less important and its speakers with minority identity can assimilate into the dominant nation

4.6.2 Language use

In addition to their native language, the pupils were also asked about the language of communication they use at home with those with whom they live together. Besides, the children were also requested to indicate if they use the Ukrainian language outside of school, and if so, with whom, when and how.

Eighty-nine pupils (97%) declared that their mother tongue is Hungarian, two (2%) mentioned that it is Ukrainian, and one student (1%) has said that one of the parents in the family is Ukrainian, the other one is Hungarian. Because both languages are used in the family, the pupil was entered in the Hungarian-Ukrainian category. The two Ukrainian-speaking children (2%) speak only Ukrainian at home, but among the 89 Hungarian-speaking pupils only seventy (76%) speak Hungarian at home, eighteen (20%) speak Hungarian and Ukrainian. The pupil who was labelled having 'mixed identity' uses both Hungarian and Ukrainian at home (1%). One pupil (1%) mentioned that he spoke Russian and Hungarian at home. The above mentioned results are reflected in details in Diagram 1.

The results show that although the native language of a vast majority of pupils is Hungarian, it does not automatically mean that this is the only language spoken at their homes.
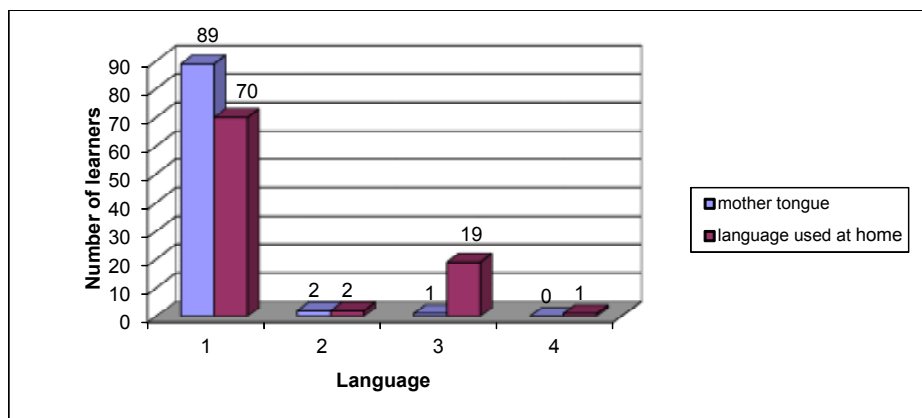
1 = Hungarian, 2 = Ukrainian, 3 = Hungarian and Ukrainian, 4 = Russian and Hungarian

***Diagram 1.* The pupils' native language and the languages used by them at home**

Correlation analysis was performed in order to find out if there was any relationship between the mother tongue and the language used at home. The correlation coefficient was 0.3 (r=3), which proves that there is some correlation between the two investigated factors, but it is not significant. In summary, the language used at home is only dependent on the mother tongue in 30%.

We were also interested in whether pupils used the Ukrainian language outside the compulsory Ukrainian language and literature lessons, i.e. beyond school time. Out of the questioned pupils 27 (29%) do not use Ukrainian beyond the school (it is totally possible in Beregszász, as 48% of the town's population is still Hungarian-speaking (Molnár & Molnár D., 2005)). Those who used Ukrainian beyond the school context marked different areas of the language use. Pupils had the possibility to mark more areas. These areas were classified into 11 groups, which are shown in Diagram 2. Twenty-four pupils (26%) declared that they used Ukrainian beyond school for communication with their Ukrainian-speaking friends, 23 (25%) pupils used Ukrainian when shopping in the stores and at the market, 14 (15%) pupils used Ukrainian for communication with their relatives, 9 (10%) pupils attended some specialized study groups (eg., dancing, gymnastics, sports training) and they used Ukrainian to speak to their group-mates, six (7%) pupils mentioned summer camps during their vacation when they used Ukrainian to speak to their room-mates, 5 (5%) pupils used Ukrainian to speak to their friends, or neighbours, 4 (4%) pupils used Ukrainian to speak to the teachers in Ukrainian special classes, 4 (4%) pupils used Ukrainian to speak to the doctor in

the hospital, 2 (2 %) pupils marked the music school they attended as the context for their Ukrainian language use.
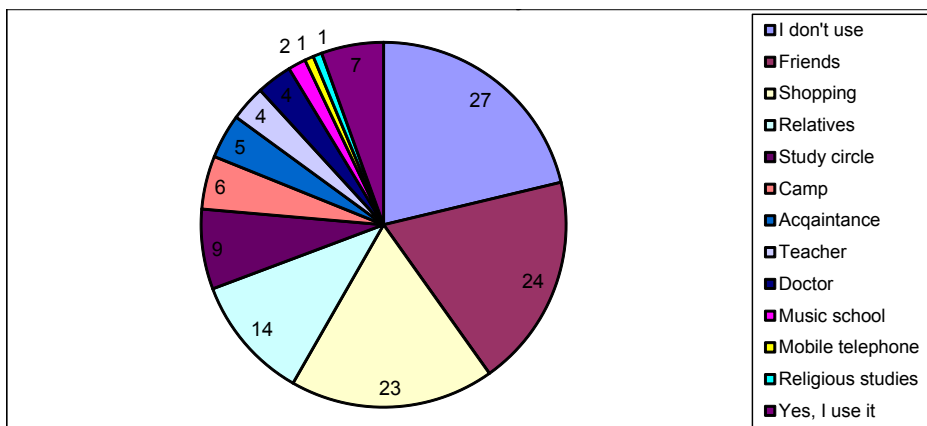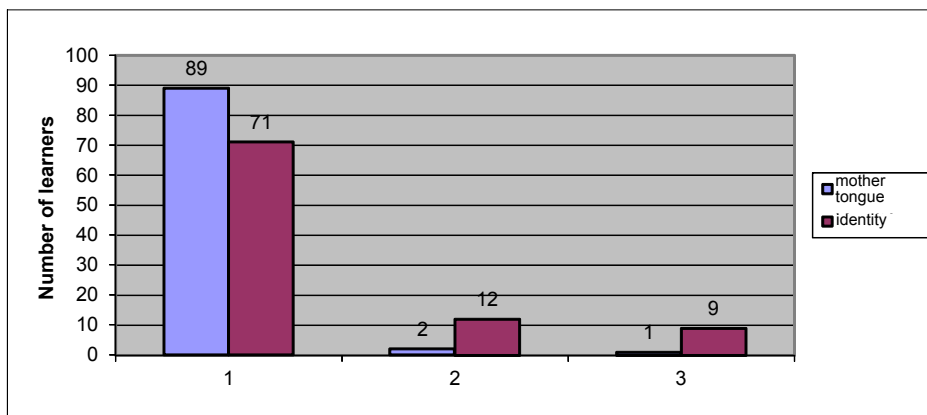

Diagram 2. **The learners' Ukrainian language use beyond the school context**

Children were asked what language they used when talking to heir friends who attended schools different from their own. Replies of four types were provided by the children. More than half of the pupils (50 – 55%) spoke only Hungarian to their friends from other schools. As Diagram 2 revealed, 24 (26%) pupils spoke Ukrainian to their friends from other schools, 16 (17%) pupils used both Hungarian and Ukrainian, and 2 (2%) pupils admitted that they did not have friends in other schools. All these data point out the fact that the majority of Hungarian children makes friends with mostly other Hungarian children.

4.6.3 Identity

Trimble and Dickson (2004) consider that usually the mother tongue plays an important role in the formation of one's identity. Based on this viewpoint we hypothesized that this can also be observed among the participants of the present study. However, the questionnaire survey yielded surprising results. Diagram 3 shows clearly that 89 learners claimed to have Hungarian as their first language, while only 71 children declared themselves to have Hungarian identity (this means 20% less students). It is also unexpected that two children claimed to have Ukrainian as their mother tongue, while 12 children declared themselves having Ukrainian identity.

Correlation analysis has been performed to identify the relations between the mother tongue and identity. However, the correlation coefficient was very low ($r=.2$), which means that in the case of the Form 5 learners of the Berehovo Hungarian schools the learners' mother tongue does not necessarily mean identity.

1 = Hungarian, 2 = Ukrainian, 3 = Hungarian and Ukrainian

***Diagram 3.* The learners' mother tongue and identity**

Diagram 4 summarises the data on the surveyed learners' home language spoken by them at home and their national identity. After performing correlation analysis, we can state that learners' identity rather depends on the language they speak at home than on their mother tongue (r=.4). This finding can be explained by the fact that there are many bilingual marriages and homes, where one of the parents is Hungarian and the other is Ukrainian. This result also supports Root's (1992) conclusion in that the child is apt to take the identity of the parent who is more dominant for him/her.
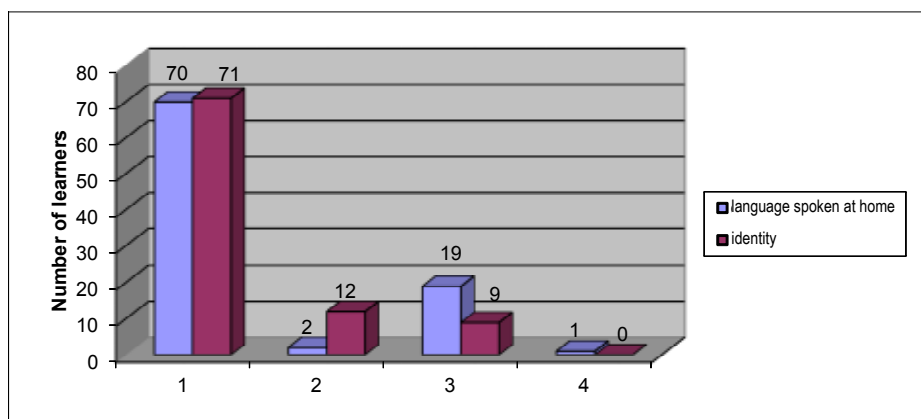
1 = Hungarian, 2 = Ukrainian, 3 = Hungarian and Ukrainian, 4 = Russian and Hungarian

***Diagram 4.* The language spoken at home by the learners and their national identity**

4.6.4 Educational policy factors

The Ukrainian language has been taught in every school of Ukraine since 1990 in general. In 1991 it was also introduced as a school subject in Transcarpathian Hungarian schools. Te Russian language that formerly had been taught in nationality minority education was altered to Ukrainian as a compulsory subject. The unpreparedness of the state has been proved by several facts due to which significant problems emerged in relation to teaching the state language in nationality schools, Hungarian schools included (Beregszászi & Csernicskó 2005; Csernicskó 1998, 2004; Milován 2002; Koljadzsin 2003). The content of the Ukrainian language and literature curriculum planned for twelve years in use at present also proves this. In addition, the function of the Ukrainian textbooks does not focus on the developing of the learners' communicative competence. Up to date, "the state has deliberately not supported the successful and efficient teaching of the state language in schools where the language of instruction is that of a minority" (Csernicskó 2010, p. 74).

5. Conclusions and pedagogical implications

The findings of our research have proven that all the 92 children who participated in our investigations are encouraged to learn languages diligently. In most cases, the role of the encouragers is played by the parents, grandparents or relatives. This kind of motivation is most often done orally, but the non-verbal form of motivating children is also common; for example, textbooks are bought for the children, or for diligent learning they are awarded with a 'surprise' trip during which the learners can practise using the target language.

Many children being 10-12 already know that they will have better chances at the labour market if they can speak another language besides their mother tongue (e.g. English as a foreign language Ukrainian as a second one). The learners of our study have proved to be fully aware of the importance of knowing various languages and they are well motivated to learn both English and Ukrainian diligently. We believe that motivation is one of the most crucial drives in learning foreign language. Therefore, if these children do not achieve success in learning either English or Ukrainian, we must conclude that this lack of success is not their exclusive fault. We consider that both the syllabi and the textbooks based on which the learners are taught must be examined. In addition, the quality of teaching should also be investigated and analysed. The result showing a relatively high ratio (29%) of learners who do not use Ukrainian outside of school at all is rather upsetting and worrying, though these learners could achieve success only through hard practising. For this purpose, the best places are the music school classes or the sports training sessions (in both contexts children of different nationalities, identities and mother tongues meet and communicate with each other).

The investigated children's identity does not depend on their first language; rather, it depends on the language they use at home with their families. This must probably be the reason behind the result that, although 97% of the learners declared themselves as native Hungarian speakers, only 80% confirmed their Hungarian identity. In addition, 13% of the learners considered themselves to have Ukrainian identity, while 10% of the children admitted having 'mixed' (Hungarian and Ukrainian) identity.

We must acknowledge and emphasise the responsibility and role of teachers in the process of the learners' language teaching, as well as in that of forming their identity. Teachers must do everything possible to raise the children's motivation towards learning a foreign language. Once the motivation has been formed, teachers must be able to maintain it. We see the task of teachers in that they should help their learners in formulating their sound identity so that the children feel to which nation they belong.

Our results have proven that learners are motivated to learn both languages, English and Ukrainian. They need to know the latter language in order to continue their studies in tertiary education in Ukraine. At this point, the impact of an educational policy decision can be clearly seen, namely, every school-leaver who wants to enter tertiary education in Ukraine must pass an advanced level school-leaving examination in Ukrainian language and literature. No influence was identified on the learners' English language learning and motivation. The children need the knowledge of English as an international language because it guarantees the opening of the whole world for them.

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