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Моца Андрій Андрійович

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**Кваліфікаційна робота**  
**ДОСЛІДЖЕННЯ ВПЛИВУ СІМЕЙНОГО СТАНУ УГОРСЬКОМОВНИХ ТА**  
**УКРАЇНСЬКОМОВНИХ ПІДЛІТКІВ ЗАКАРПАТСЬКОЇ ОБЛАСТІ НА ЇХНЮ**  
**МОТИВАЦІЮ ДО ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ: ПОРІВНЯЛЬНИЙ**  
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Науковий керівник:

**Густі І. І.**  
**др. філософії , доцент**

Завідувач кафедри:

**Берегсасі Аніко Ференцівна**  
**д-р габілітований, професор, доцент**

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Качур Аннамарія

Освітня програма  
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Науковий керівник: Густі І. І.

**др. філософії доц.**

Рецензент: Теличко Н.В.

**др. пед. наук**

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**Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education  
Department of Philology**

**Investigating the effects of family background of Transcarpathian Hungarian  
and Ukrainian teenagers on their English language learning motivation: a  
comparative analysis**

Master's Thesis

**Presented by: Annamária Kacsur**

a 2nd year student

**Professional Education program:**

Philology (English language and literature)

**Thesis supervisor: Iona Huszti,**

**Ph.D.**

**Second reader: Nataliia Telychko**

**DSc**

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## INTRODUCTION

A significant number of professionals have studied and written about motivation in the last half century. Therefore, the topic of motivation has an immense theoretical background. Although scientists have already approached the concept of motivation from different angles (Dörnyei, 2001a; 2001b; 2005; 2009), the number of researches that studies the impact of student family background on learning motivation is insufficient.

As a result of the above mentioned reason the subject matter of the present study is the interrelation between English language motivation of secondary school learners and their family background in Berehove. The relationship between these two components is all the more significant as both general pedagogy and language pedagogy considers the research of these important. Furthermore, they are also curious whether the learners' family background has any effect on their English learning motivation directly (Huszti, 2013).

Once the subject of the present research has been defined, the following step was the selection of the objects. The object has become the pupils on the one hand and their family and financial background on the other. As the social and financial situation in our territory is a much discussed and researched topic, the relevance of the present topic is notable and conducive.

The hypothesis of the research was phrased at the beginning of the process. According to it children coming from a financially disadvantaged family background or who have parents working abroad show lower level of motivation.

In addition to the hypothesis, the main research questions were formulated during the planning of the research. The following research sought answers to two main questions. The first is whether it affects the pupils having a financially disadvantaged background or having parents working abroad. On the other hand, the question arose whether in case of motivated pupils, it means external or internal motivation.

Aligned with the hypothesis, the aim of the present research was to study whether the motivation of the learners in the selected secondary schools are affected by their family background.

The study of the relevant literature revealed that, although a significant amount of studies have been written about the regarding topic in other countries, there is a gap in the literature on this subject concerning the data of Transcarpathian Hungarian and Ukrainian teenagers.

According to a study made by Gardner (1985) motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language (Masgoret & Gardner, 2003). Numerous studies have been executed to explore by researchers of Hungarian universities regarding these components (Csapó, 2001; Józsa, 2000). Nevertheless, these studies only assessed the effect of the family background on general learning motivation and not specifically on English language learning motivation.

There has been little research carried out on motivation for English language learning in our area, Transcarpathia. While studying the already existing literature, only studies on foreign language acquisition were available (Bárány, Huszti and Fábíán, 2011; Henkel, 2009; 2012; Huszti, 2005, 2010; Lőrincz, 2020; Szilágyi, 2008). Only these did not include data regarding the learners' family background or the coherence between the family background and the motivation to learn a foreign language. Thus, it can be said that the present study may provide missing data for those interested in the present subject matter.

In his research Ausubel (1968) adds another factor to the description of motivation. He notes that there may be connection between the social status of the learners' relatives and the motivation level of the pupils. According to him 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 (Kacsur, 2019).

The study consists of an introduction, three parts, followed by three elements: the conclusions, list of literature used and the appendices. The first part



of the thesis presents the theoretical background of the study, enumerating the most important related literature. Based on these, the present work could be written. The second part contains the methodological background of the research. In the first place, the participants of the research and the research tools are introduced. The data of the first part of the research came from interviews made with the cooperation of twelve English teachers working in the four secondary schools of Berehove. As the aim of the research was to be able to present results on the widest possible scale, several important aspects had to be taken into account when selecting the interviewees. On the one hand, it was important that the teacher interviewed had been teaching in a high school class for at least five years, and on the other hand, that he or she had a satisfactory knowledge of the background of the surveyed pupils. 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 procedure of the research is also explained. The research methods exerted were the qualitative and quantitative research methods: the data derived from the teachers were analysed qualitatively, while the data received from the pupils were analysed quantitatively. The research findings are discussed and interpreted in the third part of the paper.

The practical importance of the research results can be realized in the fact that they offer relevant data regarding the influence of family background on the secondary school pupils' foreign language learning motivation for teachers involved in this issue or for those who are interested in the problems that may arise in the educational system. The present paper provides an opportunity for the teachers to draw conclusions about their own situations and compare them to the one described in the research.

**Approval of the research findings** was obtained at the 35<sup>th</sup> National Academic Student Conference (Hungary) organized by the University of Nyíregyháza on 21/04/2021. The author of the present research gave a presentation about the research results in Hungarian with the title "A családi háttér hatása az idegennyelv tanulási motivációra beregszászi magyar és ukrán középiskolások

körében” (The effects of the parents’ economic emigration on foreign language learning motivation among Hungarian and Ukrainian secondary school pupils in Beregszász).

## **PART 1**

### **THEORETICAL BACKGROUND TO THE STUDY**

Motivation is one of the most crucial factors of successful language acquisition and a great deal of research has been conducted and published on this topic in the past decades. As studies written by Gardner and Lambert (1972) and Gardner (1985) 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. Motivation is one of the most affecting part of language learning and can have a great impact on the success of students' language learning process. Motivation connected to language learning is not constrained only to the classroom, but to the everyday life of the learners as well, outside the institutional learning environment (Dörnyei & Skehan, 2003). Amotivation, language anxiety and the lack of positive feedback from the teacher can all hinder the language learning process of students. One of the most influential factors that come into picture when it comes to learner motivation in vocabulary development is their family background (Gan, 2009; Al-Qahtani, 2017).

Learners' families can provide the motivation for a student in order to achieve their goal, learners' families can provide them with the much-needed favourable attitude and extrinsic motivation factors that are required in order to be successful in the language learning process. The first chapter deals with the factors mentioned above as well as the role of family background as a motivational factor. However, the issue of motivation in the language learning process is not focused on family background, but it is rather a layered issue that is affected by countless factors in the learners' environment (Dörnyei, MacIntyre & Henry, 2015). 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**

Several researchers, such as Gardner (1985), have proven that motivation has very distinct characteristics and a significant function in the language learning process. Motivation refers to not only a favourable attitude toward learning a language, but the desire and the effort put in to achieve the goal of learning the language.

Meaning, motivation to learn a second language is perceived as referring to the extent to which one puts effort into learning a language because of the desire to do so and the self-achievement and experience that is involved in the activity of the language learning process. Effort in itself does not mean that someone is motivated, a motivated individual puts effort into the process trying to reach a goal, however, an individual, who is putting effort into the process is not necessarily motivated.

Factors like peer pressure or overcoming expectations in themselves do not signify that someone is motivated to learn the language. On the other hand, desire to learn a language and having favourable attitudes do not signify motivation in themselves. It can be stated that motivation has to consist of desire, favourable attitudes and the effort (Gardner, 1985).

Lamb (2017) states that in some countries, learners' motivation for English language learning may also be affected by the pressure of pursuing a bicultural identity that is peer pressured onto them by the culture of their country. These students may be called "globally-involved but nationally responsible". The reconstruction of identities may also play a significant role in language learning. (Bourdieu, 1999)

There is a universally accepted statement that children that have favourable attitude towards the English language are more likely to stay motivated and put more effort into the learning process when learning gets challenging (Heitzmann, 2009).

Within the phenomenon of attitude Kormos and Csizér (2007) separate four areas:

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 (Kormos & Csizér, 2007)

An investigation carried out by Kormos and Csizér shows that the inter-ethnic contact also affects attitude. Meaning that having regular contact experiences with members of other ethnic communities affects attitude that in turn forms the learners' motivation construct (Kormos & Csizér, 2010). Other factors which affect the attitude are social environments and institutional contexts (Fejes & Józsa, 2005).

Teachers all wish they had motivated students in their lessons, however, first teachers should ask themselves the question: what or who motivates students to learn a language?

As mentioned before, there are two main types of motivation: learning English for an *extrinsic purpose*, for instance, to get a good job, get into university, to go abroad, or learning English because of *intrinsic reasons* and enjoyment, having fun in the process of self development. Having a positive impression of English-speaking cultures affects student motivation in a great way. If students like music, films or sports, they are more likely to want to learn the language (Deci & Ryan, 1985).

The question of age also comes into the picture when talking about motivation in the language learning process. Younger students tend to learn because of extrinsic motivation, getting rewards for good results. In upper-primary or secondary classes other factors are also involved such as needing English for university studies (Dörnyei, 1994).

As the above mentioned first question was answered, the second part also should be taken into consideration. The question of who can influence the children, there are several factors to be taken into account. Firstly, 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 (Schulten, 2012).

It is ideal that a parent pays sufficient amount of attention to their child's progress. Numerous opportunities and ways have to be provided for the child to explore their interests in learning English.

If a child likes to practice their English pronunciation, parents should teach them tongue twisters and should acknowledge that some tongue twisters can be hard at first. A child must be encouraged to keep practising. Parents can also teach puns or different jokes in English. First children can learn them and tell their friends. This way they can demonstrate 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 also 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. ([learnenglishkids.britishcouncil.org](http://learnenglishkids.britishcouncil.org))

Parents on the other hand, have to bear in mind that keeping learning activities at the right level is of utmost importance. If an activity is far too easy or too hard, it can be demoralizing and demotivating. 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 (Schulten, 2012).

A parent who cares should also keep in mind that each child has their own preferences of learning. Some like to listen to and then discuss information, some are visual types, that learn by looking at pictures, some learn by the sense of touch, by creating and actively experimenting. Parents should make notes of what works best (Schulten, 2012).

There are also two more facts about the parents' role cannot be ignored. Firstly, they have some control over how children are studying at home. They can

encourage children to work harder be more productive when learning. Parents are also the source of approval the child turns to for positive feedback. It is natural that 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.

Some parents unfortunately might want to teach their children only when they have the time to do so, not paying attention to the children's needs. In order to avoid negative effects, a routine for English language learning should be established. It is advised that short and frequent sessions are better than long and infrequent ones. For young children, fifteen minutes is more than enough, and 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. ([learnenglishkids.britishcouncil.org/en/helping-your-child](http://learnenglishkids.britishcouncil.org/en/helping-your-child))

Children that are aged between 5-6 years only have a typical attention span for an activity that is of interest to them for around 15 minutes at a time. 6-7 years old children might be able to sustain their attention to something that is of interest or novelty for them up to as long as 30 minutes. Meaning 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. A break with movement activities can be put between lessons, after a break, children will be better at sitting and focusing behaviours. An extensive amount of patience is another crucial part to sustain the attention of young children. Parents should also support their children with positive feedback in order to overcome difficult or frustrating tasks.

It might be an ambiguous thought that grammar can be something that holds 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 ([learnenglishkids.britishcouncil.org](http://learnenglishkids.britishcouncil.org)).

It is also important not to do certain activities at the same time every day. Children feel more comfortable and confident if the tasks and situation are predictable and 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 ([learnenglishkids.britishcouncil.org](http://learnenglishkids.britishcouncil.org)).

Something that is widely accepted knowledge is that it is the teacher whose job is to keep students motivated in the learning process. That teacher, who has a passion for teaching, will motivate students better so that they have a passion for learning. A good teacher should involve their students and encourage them to take an active role in the classes (Al-Qahtani, 2017). 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 (Cabal, 2017).

In the process of learning, there is fault and success. It is very important to give students the opportunity to feel success. Teachers should give them tasks where the effort they put in can be seen as it takes effect. This can boost student motivation in a great way. There is no better opportunity to motivate students than to show them competition, this gives them a factor that helps them work towards becoming better, making the classes more memorable. Also, this is a great opportunity to have fun in the learning process while interacting with each other. Then again, exercise books are not always fun. A teacher should know when to use them and when give them up. Authentic material should be brought to the class which matches the pupils' needs and interests. Activities, created by the teacher, show the class that they are just as prepared to the class as it is expected from the students themselves. A different way to show that the teacher is prepared is to use different materials when teaching students. If a teacher knows that their students rather prefer looking at a screen than a book, they should use visuals and



make use of modern technology. There are a great many 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 (Cabal, 2017).

There could always be pupils in class who were not listening to the teacher when they read the task. For this reason the teacher has to read or utter the task at least twice and then they have to interpret it. They also have 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 (Cabal, 2017).

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 (Cabal, 2017).

## **1.2 Motivation in learning English as a foreign language in Transcarpathian schools**

As a part of a previous study (Hycner, 1985), 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 (Ur, 1996). 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 (Kacsur, 2017).

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 10<sup>th</sup> or 11<sup>th</sup> 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 (Szilágyi, 2008).

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 defined goals and motivations (Skehan, 1989). They have already crafted learning habits which are adapted to their personality (Kormos & Csizér, 2010). According to a study by Varcaba and Huszti (2008), 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. (Varcaba & Huszti, 2008)

According to another piece of research (Henkel, 2012), 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 (Henkel, 2012).

Based on the research mentioned above, it can be said that Transcarpathia is in a unique place when it comes to EFL learning, since students are affected by

extrinsic and intrinsic motivation as well, students are peer pressured into using the language by their family and classmates (Dörnyei & Ushioda, 2011). However, the opportunity for a better paying job in the future also plays an influential factor when it comes to learner motivation for English vocabulary development in Transcarpathian schools. Students are also motivated internally, since, based on the three points of the SDT (Self-determination theory) (Ryan & Deci, 2000) competence is what pressures students into learning the English language in order to be understood by foreign speakers when travelling abroad, autonomy is the desire to fulfil their goals and earn a better paying job or a more blooming future, however, the third point of the SDT, relatedness, does not play as an influential role in the life of the students as the other points.

In another publication (Henkel, 2010), 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. (Henkel, 2010)

### **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 (Falout, Elwood, & Hood, 2009; Falout, 2012). 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 (Fejes & Józsa, 2005). 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 (Szilágyi, 2008).

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 (Bárány & Fábrián & Huszti & Lechner, 2012). 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 (Bourdieu, 1999).

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 (Fényes & Pusztai, 2004; Pusztai, 2004).

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 (Boudon, 1981).

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 (Williams & Burden, 1997). Children from intellectual families have a tangible effect on their companions coming from non-intellectual families in learning and in their further education plans (Takács & Madarász). 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 (Crossman, 2020).

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 have an impact on society. It can also be expressed in formal institutions: for certain positions relationships can be the entry (Nigatu, 2009). 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 (Kollár, 2004). 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 (Varcaba & Huszti, 2008).

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. Methodology**

**2.1.1. Participants**

The first part of the present research covers interviews with English teachers, who are currently teaching in the four secondary schools of Beregszász. 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.

During the research process, one of the most crucial factors was how many years of educational experience the interviewee had and how many of those years were in the secondary school forms such as Forms 10 and 11. The main aim of the research was to involve every age group, this way we were able to compare the perspective of teachers with just four and up to twenty-five years of experience on the subject.

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

**Table 1. Personal data of the teachers**

<b>N°</b>	<b>Age</b>	<b>Years spent with teaching</b>	<b>Years spent with teaching in secondary school classes</b>
M1	41	17	4
M2	40	19	1
M3	38	17	4
M4	48	25	12
M5	37	17	17
M6	52	28	20
M7	64	42	40

M8	43	21	18
M9	47	25	5
M10	56	34	29
M11	42	23	11
M12	45	28	19

**Table 2. The distribution of teachers according to the language of instruction**

N°	Ukrainian	Hungarian
M1		+
M2		+
M3		+
M4		+
M5	+	
M6	+	
M7	+	
M8	+	
M9	+	
M10	+	
M11	+	
M12	+	

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

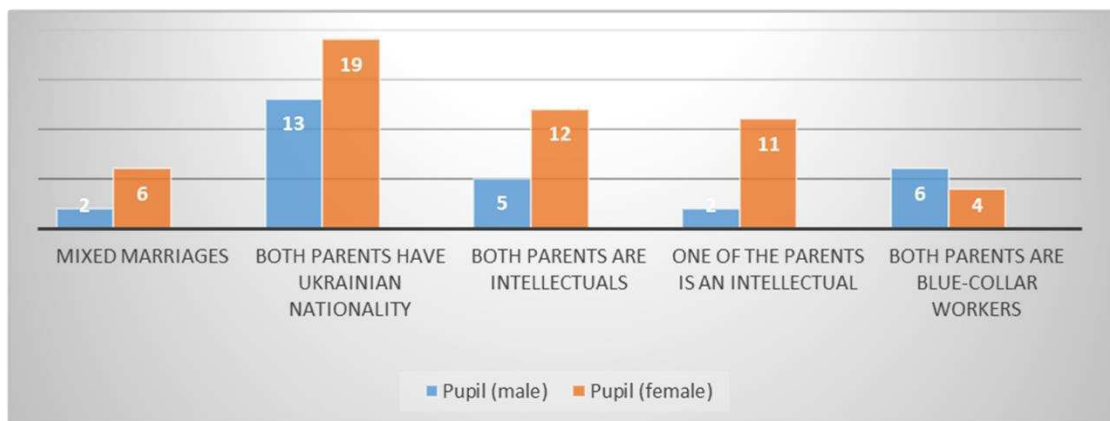


asked for the help of form mistresses. They chose pupils according to their study average and family composition. Since the questionnaire was completed at the beginning of the first semester of the 2019-2020 academic year, the age of the participants ranged from 14 years to 16 years. The number of the participants was altogether 80.

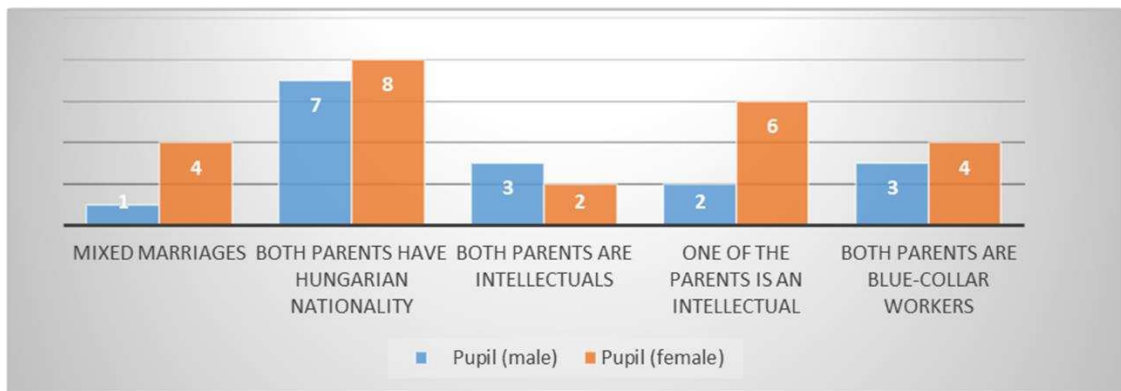
Five out of the 20 participants in the Hungarian schools has one parent coming from a family with Slavic nationality. Three out of these parents are of Ukrainian nationality, while two of them are Russian by nationality.

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. Detailed aggregate data for participants are shown in Figure 1 and Figure 2.

**Figure 1. Personal data of the pupils (Ukrainian schools)**



**Figure 2. Personal data of the pupils (Hungarian schools)**



## **2.1.2. Research instruments**

### **2.1.2.1 Theoretical background**

During the planning of the research, it is essential to clarify the four main approaches in the field of research when it boils down to choosing the most effective one (Dörnyei, 2007).

When it comes to quantitative research methods, it involves collecting large numbers of data that can be described through statistical calculations thus drawing conclusions. Objectivity is key when conducting quantitative research (Phakiti, 2015).

On the other hand, qualitative research is about recording, analysing and trying to solve the deeper meaning and details of human behaviour and experience, including emotions, contradictory beliefs or behaviours (Phakiti, 2015).

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

Qualitative research allows the researcher to investigate the meanings that people attribute to their behaviour, actions, and interactions with others (Huszti, 2014). The qualitative research can illuminate why connections exist between two

phenomena by going directly to the source – the people themselves (Schulten, 2012).

For the present research, an open-ended interview has proven to be the most 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. The open-ended nature of the questions allows interviewees to contribute information to the extent they desire and it paves the road for the researcher to ask follow-up questions.

One of the most used research instruments is standardized open-ended interviews for just the afore-mentioned reasons, because of the nature of the open-ended questions that provide the participants with the room to express their opinion fully and show their experiences. However, this form of interview is not without flaws either: the researcher might have a difficult time with coding the data.

This problem with the coding roots from the fact that open-ended interviews allow participants to fully express their responses in as much detail as they want, however, it can be really difficult for researchers to draw up conclusions and connections in the answers as they would with less open-ended responses.

Although the data provided by participants are rich with qualitative data, it can be a more difficult process for the researcher to filter through the responses in order to fully and accurately reflect an overall perspective of all interview responses through the coding process (Turner, 2010).

The quantitative research type is usually conducted in social sciences. Quantitative research is the most widely used method of conducting market research primarily. 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 (Hycner, 1985).

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.

### **2.1.2.2 Research instruments**

Considering the requirements and arguments mentioned above, a set of interview questions was composed.

This list consists of eight open-ended questions. While creating the list of questions, two main 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 open nature of the interview, a sense of freedom in response. While answering the question, the interviewed teachers could freely speak about their experience and add as much information to the answer as they desired.

The questionnaire used in the second part of the research was originally compiled by Prieto Arratibel and was used during a study in 2013 (Prieto Arratibel and Bueno-Alastuey, 2015). It was thought that this questionnaire would be the most appropriate research instrument for the problem at hand 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.

### **2.1.3 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.

## **PART 3**

### **FINDINGS OF THE RESEARCH**

#### **3.1 Results of the interviews with teachers**

First, the results of interviews conducted in schools with Ukrainian language of instruction will be presented. The English teachers working in the Secondary School No. 5 in Beregszász were ready to comment on the experiences of their careers and the current situation in their school. In connection with this school, it should be noted that it is specialized in teaching English. Two of the teachers interviewed were also headteachers and two had recently said goodbye to their class. The headteachers meet with the parents regularly, in every 2 or 3 months, as part of the regular parent-teacher meeting. One of the teachers keeps in touch with parents by calling them, while one meets them when they are picking up their children. However, this does not mean that teachers do not know the parents themselves or the children's family background. Some are directly acquainted with the families of the pupils, while some get information from their colleagues. In their experience, it is not enough to think about material goods in connection of the family background, as the spiritual value and the role of upbringing are equally important. They also drew attention to a factor that has not yet been mentioned by teachers in other schools: a child's happiness should be paramount within any family, and this can also be a great measure of family background. Parents' attitudes towards language acquisition or learning itself cannot be neglected either. This is also important because children are most likely to copy parental behaviour.

As for children's use of textbooks and the occurrence of private lessons, the teachers' response was congruous: they prefer to use textbooks published abroad, and all of them are aware of pupils attending private lessons. Of course, they are also aware that by buying these books parents are taking a heavy financial burden on themselves. Teachers agreed that only children, whose parents can really afford attend private lessons. However, the issue of textbooks is a different kind of problem, they say. All teachers use textbooks published abroad, but these are not

funded by the state, so the costs are paid by the parents. In addition to the textbook, workbooks must also be obtained. The material of each book will be taught within 1-1,5 years. Then, of course, pupils can keep the books, and if they have younger siblings, they can use them later. However, within a class, each pupil must own a copy, as this is the only way the teacher can work effectively. Teachers of this school stated they use the books of Express Publishing. In addition to books, technology is also included in their everyday work. The teachers use various electronic devices during their lessons: laptop, projector, etc. However, mobile phones and tablets are only allowed if the pupil wants to use an electronic dictionary in class.

Teachers, even those who do not work as headteachers, are aware of children, whose parents work abroad or who may have come from a disadvantaged family. In their opinion, there are many differences in their behaviour and in their attitudes to learning. They are much more independent than their peers. Unfortunately, the behaviour of the second group shows that the children do not see the point of learning. In addition, both groups lack constant parental supervision and rigor. Overall, however, parents' employment abroad is not seen as a negative factor. In their view, children understand the reason behind their parents' decision and adapt.

The teachers of Secondary School No. 1. in Beregszász - which is also a school with Ukrainian language of instruction - were also well informed about the family background of their pupils. Two of them are also headteachers, one has a primary school class, and one can no longer be a headteacher because of her age. Those who act as headteachers prefer to have direct contact with parents, while the other two teachers communicate with them through the headteachers. In the experience of headteachers, a parent-teacher meeting held every 2 months is sufficient to clarify any issues that may arise. Of course, the other teachers are also invited to these meetings. This form of communication is even more recommended as it is the only possibility for parents to enter the school with permission.

Thus, only the two headteachers had information about the pupils' family background, while the other two teachers were able to report on the effect of the family background on the pupils' behaviour. The participant with the longest career as a teacher in the research has pointed out that the most important thing a child can bring from the family is upbringing. In his opinion, no material factor can hide the fact that someone has brought no values from home. All teachers agreed that sometimes children in difficult financial situations are the most motivated to learn, regardless of what their parents think about it.

The school and teachers are aware that in many cases parents are not able to afford to buy expensive, foreign-published textbooks. So they resorted to other means. They managed to obtain quality textbooks asking financial support from the city. These are owned by the school and pupils can only borrow them from the library for the duration of the school year. In addition, teachers believe that a school has a duty to provide a level of knowledge that does not require a pupil to attend private lessons. Therefore, teachers were reluctant to comment on this topic, and they argued that teachers did not have the right to have such information, as this could affect their relationship with children.

Teachers at this school highlighted the disadvantaged situation of children living in difficult financial circumstances - and its impact on motivation - rather than the problem of parents working abroad. In their view, the latter does not show a greater effect on children's attitudes or behaviour in case parents explain the situation to them adequately or if they are properly cared for by grandparents at home. In contrast, there are differences in the behaviour and attitudes of children living in more difficult financial circumstances or in truncated families. If the learners want to break out of their current situation, they will be more motivated to learn.

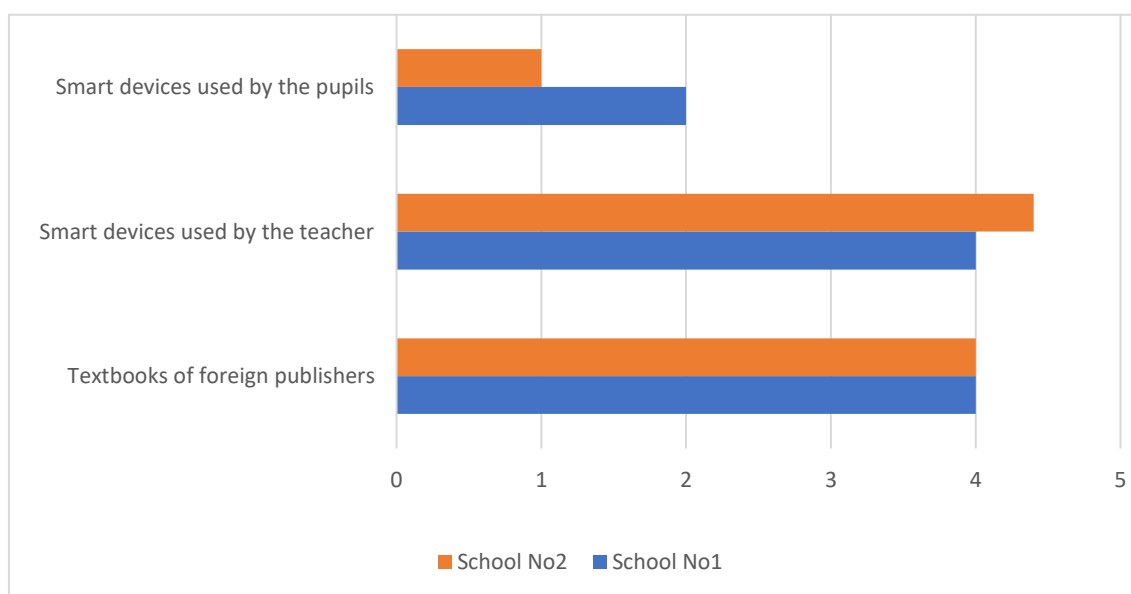
Opinions have differed on the use of technical tools and websites. Two perspectives collided: three teachers stated their pupils used modern technology on a daily basis anyway, so their primary task was to show them how to use it properly and how to search for authentic websites. However, a teacher stated that it



should be avoided in class, as not all children would have the proper asset condition.

The combined results of the two topics mentioned above are shown in Figure 3.

**Figure 3. The respondents' attitude to the usage of smart devices and textbooks**



In the series of the interviews in the schools with Hungarian language of instruction, the first issue studied is the frequency of teacher-parent encounter. The first interviewee stated that she meets with parents only four times a year, as required from a formmaster. Of course, there are exceptional cases: when a parent is invited to school in a special situation. In these cases the children's learning process is also discussed. M1 added that in classes where she is not a formmaster, she can only write in the diary. Unfortunately, according to her experience, very few parents are interested in their children's academic performance. However, if she meets a parent in the school, always reports on the child's results.

M2, who also works as a formmaster in a secondary school class, meets with parents on a monthly basis. As a formmaster she usually discusses the actual problems or highlights with the parents. However, she acknowledges that most parents cannot afford to attend the parent-teacher meeting every month. That is

why she tries to catch up with the parents by phone, email, or even social networking sites.

M3 marked the end of each quarter as the ideal time for a parent meeting. This is the period when it is possible to draw conclusions and make proposals for the future on the basis of a surveyor.

M4 is not a formmaster in a secondary school class, but attends parent-teacher meetings in forms 10 and 11. She also discusses the children's academic progress outside of school with parents she knows.

In line with the main objectives of the research, teachers were also asked about the situation of the pupils at home. The main focus was on whether there are pupils whose parents are divorced or whose parents work abroad. Teachers were also able to express their views on the extent to which such cases affect the pupils' performance.

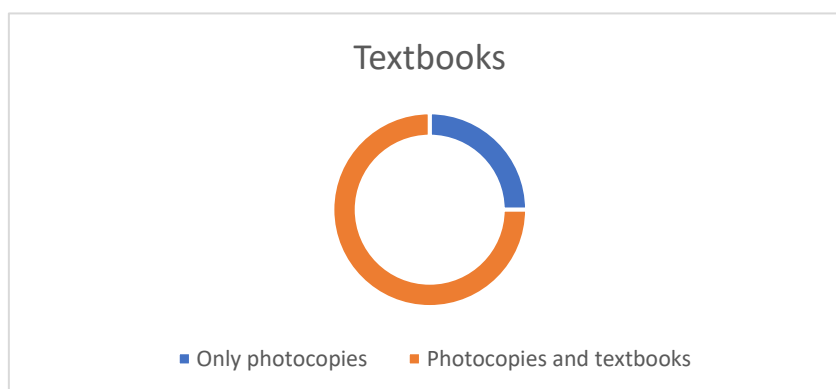
The teachers' responses differ in the two secondary schools. The number of parents working abroad and those raising their children alone is low in the first school. In addition, children whose parents work abroad are more likely to use English during class. However, a greater proportion of these children are preparing to work or study abroad in the future. There was also a case in one of the teachers' classes where the child had already moved to her parents abroad during her high school years.

On the other hand, the proportion of parents raising their children alone or in a difficult financial situation is high in the second school. Here, children are often absent. Either, because they are not supervised by parents, or because some of them already have to work alongside their studies. It is less common here for parents to work abroad.

The progress of the learner is also determined by the availability of the appropriate textbook. Therefore, teachers also commented on the use of textbooks. They also listed what kind of textbooks are used: books published in Ukraine or abroad.

Three respondents use textbooks provided by the state, while one teacher's class does not receive a sufficient amount of textbooks. Each teacher uses photocopies besides or instead of textbooks. These photocopies are from publications of English language schools. However, schools cannot provide a background for making photocopies. Thus, teachers fund it on their own and with the help of the parents. When it is possible and necessary, teachers also use the audio material from the above mentioned textbooks. Figure 4 serves to illustrate the results.

**Figure 4. The respondents' usage of textbooks**



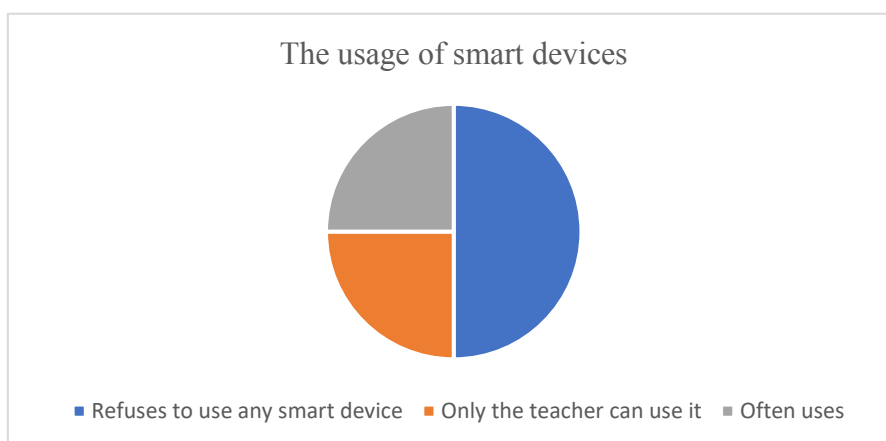
The use of technology is an essential part of modern education. Therefore, the extent to which pupils are equipped with the necessary tools is an important factor. It can also determine how teachers can progress with the curriculum or what homework they can allot.

Teachers reported that they only give pupils assignments for which they have the appropriate technical tools. Therefore, it is considered important to always assess in advance what conditions the children have at home. Based on this information, they can state that all of their pupils have access to a smartphone and Internet, but not everyone has a laptop or computer at home.

As a sub-theme, the question arise: how do teachers relate to the use of smart devices. On this topic, the teachers' opinions were divided into three parts. Two teachers argued that the use of technical devices in class should not be allowed. This would only distract students. However, they had no objection against using

extra help at home while doing the homework. One teacher says it is important for a teacher to use a laptop or interactive whiteboard. This gives pupils a better chance of memorizing the curriculum. A teacher allows her pupils to use smart devices. However, these devices can only be used with the teacher's permission to translate words or search for certain information. Figure 5 is a summary of teachers' attitude to the usage of smart devices.

**Figure 5. The respondents' attitude to the usage of smart devices**



Teachers were also able to provide information on whether their pupils attend private lessons. The regulations in force, of course, do not allow them to teach their own pupils outside of school. However, according to the teachers interviewed, it is common for another English teacher from the same school to teach the studious children. In addition, the newly opened language school of the town is becoming increasingly popular with parents. The teachers of the two schools know about 8 pupils who attend private lessons. In their view, this topic should not be treated as a taboo. If private lessons have a good effect on the pupils' progress, they can only agree with the parents' decision.

### 3.2 Results of student questionnaires

The dissection and interpretation of the obtained data was a longer process, which took place immediately after filling in the questionnaires. The first part of the questionnaire had the aim to examine the pupils' provision of books and technical equipment, as well as the parents' education and current job. In the surveyed secondary schools with Hungarian language of instruction every participant has access to Internet and has some kind of technical device at home. However, it should be noted that in two cases the Internet is only available on their smartphone. Of course, free Wi-Fi is available on the school grounds. However, they not only learn for the lessons using the Internet, but they also learn for fun. All respondents listen to English music and fourteen watch English movies. Nevertheless, according to the answers for the next question, they all use Hungarian subtitles while watching the films.

Although technical tools are very important in the world of modern teaching methods, the presence of paper-based books is not negligible either. Seventeen participants stated that they had suitable books for learning English. They also have the opportunity to read, as sixteen respondents have more than a hundred books at home.

Several of the surveyed pupils strengthened their language skills on private lessons. In the schools with Hungarian language of instruction, 8 students attended private English lessons. The frequency of private lessons depended on the age of the pupils. The closer the children were to independent testing, the higher the number of lessons was. In one case, the pupil attended private lessons three times a week.

Seven of the respondents were already abroad to visit their parents, while nine went on holiday with their families. On these occasions, they had the opportunity to practice the English language and had positive experiences. In addition, their parents encouraged them to practice the English language and showed the benefits of mastering the language.

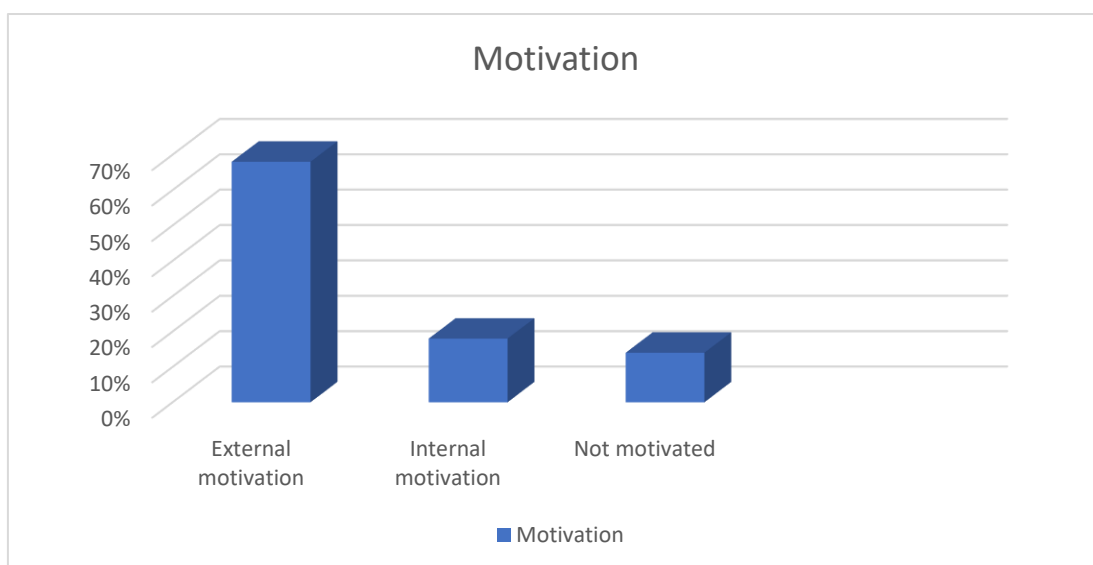
In the last part of the survey the pupils' level of motivation to learn English was examined. The participants marked how well the statements in the questionnaire matched their own situation.

Based on the results, it can be stated that 68% of pupils have external motivation. There are two main sources of this external motivation: parents as motivating factors and the opinion of the society. It may be seen as a positive result that parents consider their child's education important. The parents encourage the pupils to practise English as much as possible and they are interested in everything the children learn in English. Their parents think they should spend more time on learning English.

In addition, the opinion of society is also important, as 13 has marked that learning English is important because other people respect them more if they know English.

The responses of 18% of pupils indicate that they have intrinsic motivation. These children always try to understand all the English they read and listen to. They think that English is a very important school subject. They have also testified to their diligence since all of them stated that they learn English every day, as the more they learn English, the better.

**Figure 6. The respondents' level of motivation in the secondary schools with Hungarian language of instruction**



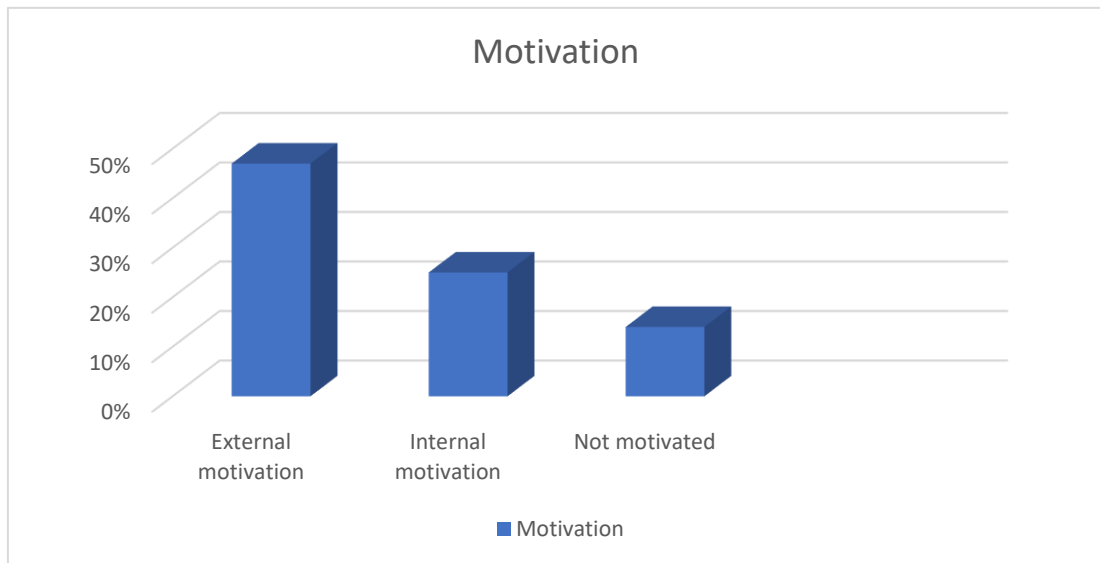
In the secondary schools with Ukrainian language of instruction, teachers noted that students from non-intellectual families were much more motivated to learn, and this proved to be true: well-equipped children from intellectual families stated that they did not spend much time reading and did not like this activity. In contrast, each of the children from a non-intellectual family marked the answer that they liked to read.

The following response, supporting the opinion of teachers, was received in relation to private lessons. There were pupils who left questions about it blank, while there were those who crossed it out, not wanting to answer it. So it is really a taboo subject in that specific school that someone wants to gain even more knowledge outside of school. Those from whom data could be collected about this subject were pupils from the other school interviewed. In that schools 23 of the thirty students interviewed attend or attended private lessons. Knowing this, it was surprising to see that the grades of the same students ranged from 6 to 9.

According to the collected data, parents play a big role when it comes to motivating their children to learn. According to data collected from the two schools, 83% of parents consider it important for their child to learn English. But as it is well-known, parental will is not always enough. So it was also asked, what they wanted. Different results were achieved here. In many cases, pupils with an average grade, who also attended private lesson, indicated that they did not want to learn English at all. In such cases, the question may arise as to whether they really need 2-3 hours of private lessons a week.

It cannot be overlooked what level of equipment the pupils have to learn English. There were no pupils in the two schools who did not have Internet access, at least in the form of mobile Internet. In addition, only 2 pupils do not have access to a computer at home. In terms of books, pupils are also doing well: 76% of those surveyed have more than 200 books.

**Figure 7. The respondents' level of motivation in the secondary schools with Ukrainian language of instruction**



Based on the answers to the student questionnaire in the schools with Hungarian language of instruction, the 68% of the respondents have extrinsic motivation, 18% have intrinsic motivation and 14% were not motivated at all. In the schools with Ukrainian language of instruction 47% of the participants have extrinsic motivation, 25% have intrinsic motivation and 28% are not motivated at all.



## CONCLUSIONS

In the recent period, several papers have been written about the current state of the Transcarpathian Ukrainian and Hungarian educational system and its participants. Several of these dealt with the motivation of the pupils and how motivated they are to learn English. Nevertheless, motivation for learning is a multi-component concept. The present paper studies only one of these components, which is the influence of the family background on the pupil's language acquisition.

As stated in the hypothesis, established at the beginning of the research, the family background has a notable impact on the pupil's language acquisition, as it influences what aids may be utilized for learning or the capability to learn the English language outside the classroom. It can be understood as attending private lessons or trips to foreign countries where pupils may have the opportunity to use the language in real life.

It was found while studying the relevant literature that every pupil is in a particular situation within the classroom. Some of the pupils come from an emotionally and financially secure family, while some of them bring the problem of everyday life to the school. The drawback may arise from financial or social circumstances. Examining the handicap from another approach, it can be interpreted: as a problem within or outside the education system. The research focuses on the possible detriments that develop outside the classroom.

The research examined two groups. The data of the first part of the research came from interviews made with the cooperation of twelve English teachers working in the four secondary schools of Berehove. As the aim of the research was to be able to present results on the widest possible scale, several important aspects had to be taken into account when selecting the interviewees. On the one hand, it was important that the teacher interviewed had been teaching in a high school class for at least five years, and on the other hand, that he or she had a satisfactory knowledge of the background of the surveyed pupils.

From the interviews conducted as the first part of the research, interesting data were obtained, which refuted the hypothesis in several places. According to the teachers, children, whose parents work abroad, are much more independent. They show the signs of a competitive spirit during practical tasks. As stated by one of the teachers, this behaviour, given the current teaching methods, is very beneficial. These pupils also perform better during tests assessing reading and speaking skills. However, they show only signs of extrinsic motivation. On the other hand, the cases of children raised by only one parent are far more desperate. In this situation, parents have neither the time nor the adequate financial resources to educate their child. Many times the children themselves have to work.

The other research, which is the second part of the paper, comes from the survey of pupils from the same schools. The pupils were from the Forms 10 and 11 of these schools. The process of data collection followed three steps. First, the English teacher of the classroom selected the pupils who met our criteria. The course of the research was discussed with the selected pupils, and then the completion of the questionnaires could begin.

The results of the student questionnaires suggest that those who have parents working abroad do not have a disadvantage in terms of material equipment in these schools: they are provided with technical tools and paper-based dictionaries. There are also interesting results in terms of parental motivation: the parents of these pupils motivate their children to learn English. However, in many cases it means only external motivation.

In terms of material background, students in schools with Ukrainian language of instruction are adequately prepared. There were no pupils in the two schools who did not have Internet access, at least in the form of mobile Internet. Also, 2 pupils do not have computer at home. In terms of books, the pupils are also doing well: 76% of those surveyed have more than 200 books. Moreover, out of the thirty pupils surveyed in the first school, 23 attend or attended private lessons. Out of the same pupils 14 had grades ranging from 6 to 9. Out of these pupils 9 indicated in the questionnaire that they did not want to learn English at all. In terms

of the pupils' level of motivation, interesting data emerged. Based on the answers to the student questionnaire, 47% of the respondents have extrinsic motivation, while 25% of the respondents have intrinsic motivation. 28% of the surveyed pupils are not motivated at all.

The results of student questionnaires in the schools with Hungarian language of instruction show a slightly different picture. Although all pupils in these schools have computers and Internet access, they have fewer books available at home. Based on the answers to the student questionnaire in these schools, 68% of the respondents have extrinsic motivation and 18% have intrinsic motivation. 14% are not motivated at all.

Taking into account the results obtained in the course of the research, we can draw several pedagogical implications. As novice teachers, it is important to assess the pupils' situation at home with the help of the head teacher. In addition, a teacher should communicate with the parents whenever possible. In addition, the material background of the pupil should be taken into account during online education. The teacher should only give a homework for which all pupils have the proper asset condition. Although the results were obtained in the period before the introduction of online education, it can be assumed that the high school students in Berehove were prepared.

In conclusion, the initial hypothesis that children coming from a financially disadvantaged family background or who have parents working abroad show lower level of motivation proved to be only partially true. Based on the results, it proved to be true that pupils coming from a financially disadvantaged family background have less motivation to learn English than their peers. In their case, not necessarily the financial background is lacking, but the parental supervision and encouragement. In contrast, their peers whose parents work abroad are highly motivated. Seven of the respondents were already abroad to visit their parents, while nine went on holiday with their families. On these occasions, they had the opportunity to practice the English language and had positive experiences. In

addition, their parents encouraged them to learn the language and participate actively during the activities of the English lesson.

Thus, based on the results of questionnaires and interviews conducted during the research, the 58% of pupils in the secondary schools of Berehove are motivated to learn English.

The present thesis, due to the relevance of its topic, requires further research. In particular, the effects of parental emigration is a theme that has currently earned popularity, as it is present in all parts of the world. Thus, it has become one of the main directions of research in the modern era.

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## РЕЗЮМЕ

Впродовж останнього десятиліття було опубліковано низку досліджень, які займаються мотивацією угорських школярів Закарпаття до вивчення англійської мови. Однак мотивація до навчання - надзвичайно складне явище. У цьому дослідженні йдеться лише про один її компонент - вплив сімейного походження на вивчення мови учнем.

Ми також зробили спробу знайти відповідь на запитання, чи існують різниці між даними, зібраними від учнів, які відвідують навчальні заклади з українською та угорською мовою навчання, і якщо так, то наскільки істотні ці відмінності. Крім того, звичайно, нам також були цікаві будь-які можливі розбіжності у відповідях вчителів цих шкіл.

Частина нашого дослідження складається з інтерв'ю викладачів англійської мови середніх шкіл міста Берегове. Іншу частину дослідження склали анкети заповнені учнями. Анкети учнів заповнювались у чотирьох середніх школах міста Берегове. Це були учні десятих та одинадцятих класів. Всього в опитуванні взяли участь 12 викладачів та 100 учнів.

Як ми дізналися з інтерв'ю, в класах наших респондентів-вчителів у школах як з угорською так і з українською мовою навчання не вважаються рідкістю діти, яких виховує тільки один з батьків, або чий батьки працюють за кордоном. Це, звичайно, впливає на мотивацію учнів. Також виявилось, що на використання технічних засобів у вивченні мови може впливати не лише забезпеченість дітей такими засобами, але й шкільний регламент та індивідуальні уподобання вчителя. Крім того, ми змогли зібрати дані про можливість щодо вибору шкільних підручників та забезпеченість такими. На додаток до всього, варто виділити думку, висловлену викладачами школи з поглибленим вивченням англійської мови. Вони вказують, що батьки, які обирають цю школу, самі роблять акцент на мотивації своїх дітей що до вивчення англійської мови. Однак це може призвести до зарахування

угорськомовних дітей до цієї школи. Ця мовна проблема часто зачіпає досліджену вікову групу.

Результати опитування учнів - незалежно від мови навчання школи - свідчать про те, що діти сімей, де батьки не мають вищу освіту, не опиняються у не вигідному положенні щодо вивчення англійської мови внаслідок недостатнього матеріального забезпечення: вони також забезпечені технічними засобами та словниками на паперовій основі. Також здобуті цікаві результати щодо мотивації з боку батьків: як батьки з вищою освітою, так і з середньою спеціальною освітою мотивують своїх дітей до вивчення англійської мови. Однак батьки, які не мають вищу освіту, вже не можуть допомогти в процесі вивчення мови: у кращому випадку саме в цій ситуації приватний вчитель виступає в ролі підтримуючого мотивацію. Однією з наших відправних гіпотез було те, що у школах з українською мовою навчання більша частка учнів відвідує спеціальні допоміжні уроки для поглибленого вивчення англійської мови, але це припущення виявилось необґрунтованим.

Важливі також результати, що стосуються книг та підручників. Учні, які навчаються в школах з українською мовою навчання, мають легший доступ до видань для підготовки до обов'язкового зовнішнього незалежного тестування наприкінці 11 класу на мові навчання. Крім того, як ми дізналися від одного з викладачів, учні шкіл, що спеціалізуються на вивченні англійської мови, можуть навчатись з якісніших підручників, які вони придбають за власні кошти. Це, звичайно, також збільшує витрати батьків. Загалом, виходячи з результатів дослідження, можна зробити висновок, що між учнями шкіл з угорсько та українською мовою навчання немає суттєвої різниці що до мотивації до вивчення англійської мови; тільки відповіді учнів школи, що спеціалізується на викладанні англійської мови, показали вищий рівень мотивації.

## NYILATKOZAT

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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