

MOTIVATION TO LEARN ENGLISH OF LEARNERS OF UPPER PRIMARY FORMS

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У цій публікації розглядається мотивація учнів 5-9 класів для вивчення англійської як іноземної мови. Важливим мотиваційним фактором можемо вважати батьків. Судячи з опитування, кожен з респондентів отримувє мотивацію в сім'ї. Особою, яка мотивує, найчастіше згадується мати, але другий в цьому плані вже не батько, а дід та бабуся. До інструментів батьківської мотивації належать опис кращих можливостей для працевлаштування та подальшого навчання, а також можливість переїзду за кордон.

Власні цілі учнів також відіграють важливу мотиваційну роль. Базуючись на їхніх відповідях, можна зазначити, що у них є конкретні уявлення про те, чим вони хочуть займатися в майбутньому, та як це пов'язано зі знанням англійської мови. Ті, хто – за власною оцінкою – вчать гірше, вбачають у володінні англійською мовою неодмінну умову для працевлаштування за кордоном. Більш талановиті учні активно готуються до незалежного тестування або до випускних екзаменів в Угорщині.

ABSTRACT

Jelen kutatás a kárpátaljai magyar tannyelvű általános iskolákban tanulóknak az angol nyelv elsajátítására irányuló motivációs tényezőit hivatott vizsgálni. Fontos motivációs tényező a szülői jelenlét. A kérdőívek tanulsága szerint a megkérdezettek mindegyike kap motivációt a családon belül. A leggyakrabban említett motiváló személy az édesanya, míg a második helyen a nagyszülők állnak. A szülői motivációs eszközök közé tartoznak a jobb munkavállalási és továbbtanulási esélyek felvázolása, valamint a külföldre költözés reménye.

A tanulók saját céljai szintén fontos motiváló szerepet töltenek be. Válaszaik alapján már most, általános iskolában konkrét elképzeléseik vannak arról, mivel szeretnének a jövőben foglalkozni, és ehhez hogyan kapcsolódik az angol nyelv. Azok, akik – saját bevallásuk szerint – rosszabb tanulók, az angol nyelvet mint a külföldön való munkavállaláshoz elengedhetlen feltételt látják. A tehetségesebb tanulók aktívan készülnek a független tesztelésre vagy a magyarországi érettségire.

1. INTRODUCTION

Scholars have been studying the question of motivation for English language learning in Hungarian schools in Transcarpathia ever since its importance gave priority to this subject in schools. Among these scholars one can find the researchers of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education. They have framed an image about the motivational factors which shape the course for novice teachers. However, because of the uneven distribution of importance within

forms, the researchers tend to pay accentuated attention to the secondary classes. The present study is intended to complement the missing data about the upper primary classes. Also, almost a decade has passed since the teachers and researchers of the Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education conducted their large-scale research. Now, when the knowledge of the English language has become more required than ever, the absence of a new investigation is perceptible. The present research-paper is supposed to fill this shortage.

Numerous studies were made in the past, basing on the opinion and experiences of the teachers. But who could tell the researcher more about the English teaching system than the pupils themselves. It cannot be denied that the most authoritative resource in this subject is the pupils themselves. Thus one of the main buttresses during the creation of the following research-paper was gathering information directly from the pupils.

In order to get the required information, a questionnaire was used. The questionnaire contains open-ended questions. These are required to measure the general opinion about the English language and the rate of the participants' motivation. The main aims of the research included learning who and how effects the learners' motivation. When the questionnaire was composed, seeded attention was paid to the level of interpretability, so it would fit to the participants' age.

The original hypothesis was that the role of external motivation in learning English as a foreign language is significant. One of the motivational factors is to successfully pass the English language exam before school leaving since an English certificate is substantial for learning at a university, e.g. in Hungary. Related to this, an additional objective was to affirm that most children imagine their future abroad and therefore they have a very firm goal: to learn English as a lingua franca. Furthermore, another hypothesis of the research was that the ground of the high level of motivation in English learning can be related to the nature of the school lessons because it is believed that the teacher has a significant role in forming the morale in the class. It is likewise important to give the pupils opportunity to work with that amount of data which can be easily assimilated by them.

In the midst of the study the hypothesis that triggered the present study was totally proven.

The research data clearly showed that the aims of children of the age group under analysis have changed in the past few years. There is a strong motivation for learning English as a foreign language. Participants of the research described in this paper were between 10 and 15 years old. Even children at this young age already realize that there is a perspective in learning English for their future existence. This motivation is rather external than internal. In lower classes (forms 5–7) external motivation is generated by the parents, while in the upper classes (forms 8–9) pupils are motivated by good grades or by their own future plans. In addition, it was concluded that it is of utmost importance that the parents were able to encourage their children at a higher level and that they could participate in their progress. In this paper, the motivation of children aged 10–13 (Classes 5–7) are analysed in more detail.

Thus, the practical importance of the research lies in that it provides valuable insights into Beregszász upper primary pupils' attitudes towards English as a foreign language and also shows the key factors of their motivation. Based on the research findings, some pedagogical implications are presented worth considering for English teachers. The most important one is paying attention to the pupils' age when the motivational method is chosen.

2. THEORETICAL BACKGROUND TO THE STUDY

2.1 Motivation in learning English as a second language

According to a study made by Garner the term 'motivation' has very distinct characteristics and a clear link with the language learning process. Motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward

learning the language. So motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Effort alone does not signify motivation. The motivated individual expends effort toward the goal, but the individual expending effort is not necessarily motivated. Attributes like social pressure or impending examinations do not necessarily signify motivation to learn the language. Also, the desire to learn the language or the favourable attitudes do not reflect motivation in themselves. So it can be stated that motivation has to consist of desire, favourable attitudes and the effort. [1, p. 10]

There is a widespread opinion that children with a good attitude towards English are more likely to work hard and keep going when learning gets challenging. But what is attitude and what areas of attitude we have when it comes to languages? According to Kormos and Csizér [2] there are four areas of attitudes:

1. attitudes towards language learning;
2. attitudes about the lifestyles of various speech communities;
3. attitudes related to the vitality of the English and German-speaking countries;
4. attitudes linked to the personal and national characteristics of L2 communities.

A piece of research carried out by Csizér and Kormos [3] shows that the inter-ethnic contact also affects attitude. It means that having regular contact experiences with members of other ethnic communities affects attitude that in turn forms the learners' motivation construct. [3] Other factors which affect the attitude are social environments and institutional contexts. [4]

Every teacher wishes students with motivation into the class. But first of all, the teacher

has to ask it from herself: what or who motivates children to learn a language?

As it was mentioned, there are two main types of motivation: learning English for a particular purpose – for example, to get a job, get into university, to travel – or learning English because one enjoys learning, having fun and making progress. Children are also more motivated when they have a positive impression of English-speaking people and cultures. If they like the music, films or sports, they are more likely to want to learn the language. [5]

When considering the question of who can influence the children, more factors have to be taken into account. First of all, the key factor is the parent. Research shows that parents' attitudes towards education have a significant impact on their children's attitudes towards learning. If the parents are enthusiastic about learning, it is more likely that their child will be that, too. [5]

Parents should pay more attention to their child's progress. They should give the child lots of opportunities to explore his interests and favourite play activities in English. In case he likes practising his English pronunciation parents should teach him tongue twisters in English. Uttering tongue twisters can be difficult at first. The child should be encouraged to keep practising. Parents can also teach jokes in English. First children can read then learn them and tell their friends. This way they can show off their knowledge in an appropriate way in the school. If the child enjoys making things, he can try craft activities. Parents may print out flashcards, so the child could colour them and write on them. Parents may request the child to say out loud the words he writes down. These games are not only interesting, but they prepare the child for his tests and develop his English language skills in a natural way. [6]

On the other hand, parents should keep in mind that it is important to have learning activities at the right level. If an activity is far too easy or too difficult, it can be uninspiring and demoralising. It is never a bad idea to ask for some help from the teacher. She has got more time to observe and the right reasoning power to judge the child's level of knowledge. [5]

A good parent should also remember that her child has got his own preference for how he takes in information. It is different in every case: some like to listen to explanations and discuss, some like to look at diagrams and pictures, some like to actively experiment and create. Parents should make notes of what works best. [5]

Parents have some control over how children are studying at home. They can encourage children to work harder and produce more creative work. Parents are also the resources of approval. Probably all the 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. [5]

Unfortunately, some parents may want to teach their children or play with them when they have time, not paying attention to the children's needs. They should establish a routine for their English time at home. It is better to have short, frequent sessions than long, infrequent ones. Fifteen minutes is enough for very young children. Sessions can gradually be made longer as the child gets older and his concentration span increases. Activities should be kept short and varied in order to hold the child's attention. [7]

Holding a child's attention is not a simple task. Children aged 5-6 years can typically attend to one activity that is of interest to

them for around 10–15 minutes at a time. Children aged 6–7 years may be able to sustain attention to one interesting or novel task for as long as 30 minutes. [8] It means that parents who want to help their children with their first homework in this language should fit everything they want to say into this phase of time. Of course, it can be prolonged after some movement activities in between these sessions. After a break children will be better at sitting and focusing behaviours. Another key to success in sustaining attention with young children is to have a lot of patience. Parents should also be able to help their child to deal with new, difficult or frustrating tasks.

In the parents' eyes grammar may be a great defiance when it comes to holding the child's attention. With younger children, there is no need to explicitly teach grammar rules, but instead get them used to hearing and using different grammatical structures in context. Hearing the grammar being used in context from an early age will help the child use it naturally and correctly when he is older. In case of an older child, parents can use videos, quizzes and games which help kids to learn in a fun, relaxed way. [7]

It is also important to do certain activities at the same time every day. Children feel more comfortable and confident when they know what to expect. For example, they could play an English game every day after school, or read an English story before bedtime. Repetition is essential in their case because children often need to hear words and phrases many times before they feel ready to produce them themselves. [7]

After the parents' role in motivation, the teacher's position should also be highlighted, because what keeps students motivated is a motivated teacher. That teacher, who has a passion for teaching, will have students who are more likely to show a passion for learning.

But learning starts with understanding and participating. A good teacher should involve their students and encourage them to take an active role in the classes. The teacher should act as a coach and facilitator to help, guide and direct the learning process. [9]

In the course of learning there are fault and success. It is very important to give students the opportunity to be successful. The teacher should give them tasks where they can see the results of their efforts. It boosts their motivation. There is no better way to give them an opportunity to shine than a competition. This makes the classes memorable. Also, this is a great opportunity to interact with each other and have fun. Then again, textbooks are no fun. A teacher should know when to step away from them. Authentic material should be brought to the class which matches the pupils' needs and interests. Activities, created by the teacher, show the class that she is just as prepared to the class as it is expected from the pupils. Another way to show preparedness is to use different materials. If the teacher knows that her pupils prefer looking at a screen to looking at a book, she should use visuals, flashcards, and quizzes and make use of new technology. There are plenty of sites that offer online quizzes, games or videos. It depends on the teacher to seek 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. [9]

There could always be pupils in class who were not listening to the teacher when she gave instructions for the task. Therefore, the teacher has to give them at least twice and then she has to interpret the task. She also has to allow pupils time to prepare first and ask any questions. They need to have a very clear idea of what they are supposed to do, because

there is nothing more frustrating for them than not being able to perform well. [9]

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. Of course, with this they risk the discipline in the class so they have to keep the pupils' attention. So 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. 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 healthy. Nice words at the end of the pupils' contributions, even if their answer was not correct, will boost confidence a lot, especially for weaker pupils. There is always something positive to say. Teachers should start with the positive feedback, and then tactfully move on to what needs to be improved. [9]

2.2 Motivation in learning English as a second language in Transcarpathian schools

As a part of a previous study [10], it was already measured which the main motivation factors are for a pupil who learns a foreign language in the 6th form. One of the hypotheses was that the ground of the high level of motivation in English learning can be related to the nature of the school lessons. The two productive skills and reading were mentioned among the beloved activities. It can be interpreted

as a result of the education policy in Ukraine which gives priority to the productive skills, primarily to the communicative skill. Project work has also become rife in the past few years. Pupils have a high regard for this kind of activity because it gives them freedom in learning about their favourite topics. 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 the children. 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 had their own external motivation. [10]

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

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.

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 that use English to communicate on a regular basis is 2 billion. That pupil, who imagines his future abroad, needs to be aware of the importance of languages. [11]

The pupils, who are preparing for their school-leaving examination, are different from the upper primary class students and not only because of their clearer motivations. They have already crafted learning habits adapted to their personality. [12] According to a study by Varcaba and Huszti [13], 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. [13]

According to another piece of research [14], for secondary school leavers mostly instrumental motives are the main reasons for studying English. Among these instrumental motives were mentioned travelling, getting good marks, understanding computer games or English songs, passing a language exam or getting better chances in further studies. It was also mentioned 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 – because there are no opportunities to use the language in 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 school¹. [14]

In another publication [15], it was stated that the finding of our identity has a great impact on the language learning. The author stated

¹A “specialized school” means a secondary school where English is taught following a more detailed English curriculum with higher weekly hours of English.

that pupils would choose a favourite language according to their community of choice. The eagerness to belong to a group in this case may come from the desire of learning more or from the desire of learning more about their culture. [15]

3. THE STUDY

3.1 Participants

Before completing the main part of the questionnaire pupils were asked to answer several questions which concerned their personal information. The English teachers were asked to select ten pupils randomly from each class. According to the data, the 50 participants came from 5th to 9th classes. Because of this, the age of the participants was different: it altered from 10 to 15 years. Most of them live in Beregszász, only a third of the pupils commute from the surrounding villages.

3.2 Research instrument

The questionnaire used in the study contains five open-ended questions. These are required to measure the general opinion about the English language and the rate of the participants' motivation. The questionnaire consists of two parts: the first part asks for personal data, while the second part has five open-ended questions dealing with the main focus of the study.

3.3 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 a 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

five 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 lower classes. In the eighth and ninth classes the instructions were given in English. The teacher helped out with interpreting the words of the instructions for less talented pupils.

3.4 Findings

The first question, which asked the pupils about their motivational factors, was the most popular among them. They wrote about their sources of motivation in a detailed way. According to their answers the most important factors are the followings:

1. this language is spoken in every country, so it will be useful in the future;
2. they want to understand novels, songs or TV-shows in English;
3. they want to stand out from the rest of the class;
4. they want to use it as extra knowledge at university;
5. they get good marks in this subject;

6. they want to pass the external independent examination when leaving school.

The second question intended to get data about who motivates the pupils within the family. To this question, three kinds of answers were obtained. The items will be listed here according to how often they are mentioned in the answers:

1. the mother – they motivate the children with buying or allowing them something or with describing images about a better future.
2. the grandparents – they use a kinder tone to motivate them, they often tell them about their past experiences so the children could learn from them.
3. the father – motivates them with explaining how hard he works to create a better environment for them, depicts a better future.

With the help of the third question it was intended to get data about their classmates' and friends' motivational effect on them. The participants were ready to share many details about this:

1. they watch TV-shows or play online games together with their friends in English, so they need each other's help to translate them.
2. they share their reading experiences in the class or with their friends – it is 'in trend' to read in English.
3. in the class they often feel that the others are turning against them when they show off their English knowledge.
4. their friends motivate them to speak English, even if their speech is full of mistakes.
5. those pupils, who often win competitions are a huge motivational factor for the others.

The fourth question had to provide information about their goals in the future and how

the English language is involved in them. Their answers were shaped by their age and their way of thinking. The younger ones wrote about their goals in the nearer future. They want to get better grades, get praise from the teacher or the parents. They also mentioned English as a way of communication while they are in a foreign country during the summer break. In upper forms pupils wrote about their plans in their future adult life. Their answers were full of hope for a better life not necessarily in Transcarpathia but in other countries. They would use English as a means of communication or as the language of their studies.

The last question was used as a tool to get information about the teachers' role in the process of motivation. Controversial data was received from the pupils in this case. Different forms had different opinions about the same teacher. In lower classes pupils stated that the teacher had no effect on them and they disliked the teacher's work. In upper classes pupils had positive thoughts about the teacher and about the teaching methods which are used during the lessons. The following is the list of the pupils' answers:

1. the teacher has no effect on them, they more likely learn from their private teacher.
2. the teacher encourages them to prepare for their examinations and for their future life.
3. the teacher gives them interesting tasks which are related to the topic of the lesson.
4. the teacher praises them after a good mark or a right answer.

3.5 Discussion and interpretation of results of the research

During the process of data interpretation the results were split up into two groups according to the participants' age which influenced the answers.

Pupils from forms 5, 6 and 7 belong to the first group. Their answers for the question 'What can provide you motivation for learning English?' symbolize their innocence just as it stands for the parents in the backstage. The detailed results of this question can be found in Table 1.

Table 1. How children are motivated to learn English (percentage data)

Forms	Motivated by parents	Inner motivation	Other
5 th Form	26%	59%	15%
6 th Form	45%	44%	11%
7 th Form	37%	46%	17%

As it can be seen from the data in Table 1, inner motivation plays a huge role in their age. Among the inner motivation factors pupils mentioned mainly that they want to be able to communicate with people from that culture or that later they want to belong to that community. These answers may indicate that pupils in this age still can see the emigration and the full integration to that other culture as a possibility. As can be seen, inner motivation reaches its highest peak among pupils of Form 5. After this the table shows us lower percentages. A possible interpretation of this data may be that after the 5th form the curriculum gets harder to be learnt and with it the pupils' infatuation disappears.

These pupils are highly motivated by their parents, too. In their answers they have listed all the possible ways of motivating young children. Parents tried to take effect on their children with stating that without good marks they are not proud of them or they do not buy them any new item. Starting from the seventh form a new item on the parents' motivational list appears: they state that good grades are equal with a better future. However, because of the way the pupils depicted this motivating reason in their answers, it can be presumed that they are not fully aware of the meaning of this motive.

As 'other' were marked those scores which did not have more than five percent. The most frequently used motives were the future examinations or the fact that they got good grades in this subject so far.

The answers to the question dealing with the parental motivation can be analysed alongside with the above ones. There were many pupils who just used the word 'parents', but in case they named the concrete parent, they named their mother. Only seven pupils mentioned their father as a motivational force. From this data it can be deduced that dealing with the child's homework is still the mother's task. In addition, there was another kind of answer which was unexpected. Sixteen pupils answered that they are motivated by their grandparents. The topic of emigration is the subject of many pieces of research recently. Parents are leaving the country searching for a better workplace. The hypothesis, that these children are motivated by their grandparents because they do not have their parents at home, was proven. A participant's answer reinforced this hypothesis by stating that: 'Currently only my grandmother is at home with me, so she is the one who motivates me.'

As it was already mentioned in the theoretical part, beside the parents the teacher has got the main role in motivating the child. But, according to the present study, teachers could not fulfil their duties as a motivational factor. The data in Table 2 show the percentage of pupils who feel motivated or unmotivated by their English teacher. When analysing these data, it must be borne in mind that these pupils have already had minimum two English teachers.

Table 2. Percentage of pupils feeling motivated/unmotivated by their teachers

Forms	Motivated	Unmotivated
5 th Form	32%	68%
6 th Form	43%	57%
7 th Form	38%	62%

One can easily interpret these answers as the teacher's fault. But this is not necessarily the case. Teachers are dependent on the curriculum, so they cannot bring as much fun to their class as they would prefer to. However, if this is not the case, they need to be ready to change their methods and acquire new techniques. They have to create a friendly atmosphere where the pupils 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. All in all, the teachers should pay more attention to the pupils' needs and try to apply those activities in the lessons that the learners do with ease and also willingly. [16]

Pupils defined their teachers' role as 'a motivator' for not skipping classes and later studying in a university. One of the pupils mentioned that his/her teacher tells them in every lesson that without knowledge they will not achieve anything.

Another interesting item of data connected to this subject is hidden in the pupils' answers. Numerous pupils stated that the teachers who give them private classes after school are the ones who made them like this language. They are the ones who motivate them. This finding reinforces the belief that more and more parents care about their children's future by giving them an opportunity to study more frequently.

One more factor was added to the existing two: the peer pressure. The pupils were asked about their friends/classmates attitude to this language. It was also among the goals to know more about their role as a motivator in his/her life. Almost 85% of the pupils answered that they are motivated by their friends. They mentioned that they often speak in English or that they do their homework together. They also watch TV-shows together in English and they try to understand them with joint forces.

Unfortunately, there was a decaying tendency when it came to the classmates. Those, who

are better than the others are often ridiculed. Of course, this attitude changes in the seventh form and children start to value their classmates' knowledge.

The second group of data concerns the answers of children in the 8th and 9th forms. It was decided to deal with them in a separately because this is the age when their way of thinking slowly transforms into a more grown-up one. Their answers were more mature and they were better formulated.

There was a tendency even in the eighth form that pupils were well-aware of the importance of the English exams. This was explained in two pupils' answers: they were planning to continue their studies in Hungary and they had to prepare for the entrance exams.

Another interesting finding is that pupils in the eighth form already know what material will be included in the independent testing². One of the pupils mentioned that: 'Our teacher explains us how we will have to take this examination and what we will have to know.' They can also tell the difference between the American and British English. They know that they will need the British variant at the examinations, but they also know that the American one is the more popular one.

In this form's case, the motivation coming from the teacher was highlighted. They mentioned their teacher as a key factor. They were happy with their tasks, too. As one pupil stated: 'Our teacher joins the necessary topic with funny tasks.' It has to be mentioned here that the teacher of this form and that of the previously analysed sixth form is the same. It can be suspected that the change in the impor-

² This is the External Independent Test in English as a school-leaving examination at the B2 level, necessary for those willing to apply to tertiary education in Ukraine [17].

tance of the teacher's role may come from the different spirit within the class.

When the research comes to the ninth class, the answers become similar within the class. They are motivated equally by their parents and their teacher, but they are also motivated by their own interests. Both their classmates and their friends play a huge role in motivating, too. Several pupils mentioned that they prepare for their exams together or try to help one another in some way. The only difference can be found in their goals. Many of them are ready to leave their current school and study a profession. They will need the English language for their future jobs. Another group of pupils show interest in continuing their studies even at a university. Their English knowledge will be used there.

4. CONCLUSIONS AND IMPLICATIONS

This paper has highlighted the importance of motivation in learning English as a foreign language in upper primary forms of Transcarpathian schools with Hungarian language of instruction. Despite the fact that the teachers' proficiency and the parents' strong will are inevitable in the process of learning, the pupil's level of motivation plays the decisive role.

Although performance was not ideal, it is nevertheless believed that in this age problematic questions can be solved by correct teaching methods and with pupils' diligence. As it was already mentioned above, pupils are motivated, so the second condition of learner diligence can be considered as a solved one. The first condition of appropriate teaching methods has to be solved with the help of teachers. They need to be ready to change their methods and acquire new techniques. They have to create a friendly atmosphere where the pupils 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. Those activities must be applied in the lessons that the learners do with ease and also willingly. It is common knowledge that when children do something for their own sake, they can achieve far better results.

Concerning the hypothesis that triggered the present study, it was totally proven. The research data clearly showed that the aims of children of the age group under analysis have changed in the past few years. There is a strong motivation for learning English as a foreign language. Children at this young age already realize that there is a perspective in learning English for their future existence. This motivation is rather external than internal. In lower primary classes (forms 5-7) external motivation is generated by the parents, while in upper primary classes (forms 8-9) pupils are motivated by good grades or by their own future plans.

The findings of the questionnaire also indicate some urgent pedagogical implications for the English teachers and for the parents. The first one relates to the children's family background. This is a determining factor; therefore, it is of utmost importance that the parents were able to encourage their children at a higher level and that they could participate in their progress. They should give the child a lot of opportunities to explore his interests and favourite activities in English. On the other hand, parents should keep in mind that it is important to have learning activities at the right level. If an activity is far too easy or far too difficult, it can be uninspiring and demoralising. It is never a bad idea to ask for some help from the teacher. She has got more time to observe and the right reasoning power to judge the child's level of knowledge. A good parent should also remember that her child has got his own preference for how he perceives information. It is different in every case: some like to listen to explanations and discuss, some like to look at pictures, some

prefer to actively experiment and create. Parents should take notes of what works best.

After listing all the important implications which derive from the present study it can be

stated that the value of motivation is just as important in upper primary classes as in the secondary school. But it cannot be forgotten that the ones who give it value are the pupils themselves.

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