Nyelvpedagógia doktori program

Eötvös Loránd Tudományegyetem

Bölcsészettudományi Kar

DOKTORI DISSZERTÁCIÓ

SÁRVÁRI JUDIT

INTERCULTURATION AND STUDY ACHIEVEMENT

A study of learning and group formation processes in a multicultural English medium instruction school in Hungary

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Budapest, 2006

ABSTRACT

The aim of the present study is to give account of a small-scale longitudinal research carried out for one year and a half in an English medium instruction secondary school in Budapest. The research population is 21 first year Hungarian and foreign pupils studying in English at a school which follows the Hungarian national curriculum. The study centres around three main areas:

The first is **adapting to the context** the pupils live and work in. The process is called interculturation. This context is the multilingual/multicultural community of the school, and the smaller unit in it, the class. This context is embedded in the wider setting, the Hungarian society.

The second is the **role of the languages** present in the context: English, the language of instruction and the common language of the multilingual community, but not that of the society the school functions in, ie.Hungarian, the language of the wider setting, and the pupils' the native languages.

The third is the **pupils' advancement in their studies** conducted in English, their average achievement, their English language improvement, their development in certain subjects demanding different levels of language and cognitive skills and involvement.

The study investigates the nature of and the processes in interculturation, the role of language acquisition/language learning in this process and its impact on study achievement.

To find answers to the research questions and to prove the hypotheses set in advance a number of research instruments were applied: the pupils' intergroup behaviour patterns and preferred learning styles were checked, their English language proficiency was tested, their attitude toward the languages and communities in question was measured, the group structure and the pupils' position in the group was examined, their advancement in their studies were analysed. Self-report data, teachers' comments and background personal data were used to crosscheck the data gained from the above sources.

The study confirmed that pupils of high level of common language proficiency could more easily integrate into the multicultural group. It also confirmed that pupils of high level of survival language proficiency promoted interculturation by mediating between pupils of low and high level of common language proficiency. The study revealed the many subjective factors present in school assessment due to which direct relationship between interculturation and study achievement could not be established, but it proved that in a work-related context the desire to be part of the group was higher than in other contexts.

The study concludes in elaborating pedagogical implications and outlining further research areas induced by the research in the field of defining interculture, testing English as a lingua franca, teacher education and programme implementation in the special context described in the research.

List of Figures and Graphs

List of Tables

List of Abbreviations

av	average
B	Bulgarian
Ch	Chinese
E	English
EFL	English as a foreign language
ELT	English language teaching
E lit	English literature
ESL	English as a second language
EWL	English as a working language
Ext.	extroverted
f	father
Fr	French
F	Female
FL	Foreign language
G	German
H	Hungarian
Hi	History
H/J	Hungarian/Japanese
Hu	Hungary
Int.	introverted
L1	First language
L2	Second language
LS	Language of survival
m	mother
M	Male
Ma	Mathematics
NH	Non-Hungarians
Q	Question
R	Russian
S	Significance
S –	Significance decreases
S +	Significance increases
Sch	School
SLA	Second language acquisition
Sr	Serbian
T	Turkish

Abbreviations used only once are explained in the text.

CONTENTS

INTRODUCTION

In the late 80's more and more Hungarian secondary schools and universities introduced their total range, or part of their courses in English recognising the Hungarian students' need to conduct their studies – partly or parallel to their native language studies - in a language which is the means of international communication. At the same time it was a decision triggered by the financial demands of the institutions to attract foreign students, who paid tuition fee for their studies. At the time of the political change in Hungary in 1989, a growing interest abroad could be observed towards the Hungarian secondary and tertiary education.

The English-only educational programme the present study deals with has come to life out of necessity: foreigners came to work in Hungary for a shorter or longer period of time and wanted their children to continue their studies. Many of the nationalities coming to work in Hungary will not find schools where the medium of instruction is their native language. An obvious option for them was to find a school where the medium of instruction is entirely English, the language in which their children had previous studies. For financial reasons they chose the school following the Hungarian national curriculum. The tuition fee in this school is much lower than that of the American or British schools. The fact that dual language schools do not offer all the subjects in English excluded them from the range of schools these migrant parents could choose from. The existence of such a school attracted Hungarian pupils, too, whose parents judged it to be a better solution for language development purposes than dual language schools.

The same tendency can be found at some Central European (Olomouc, Czech Republic, Sucany-Martin, Slovakia) and Western European (Delft, The Netherlands) institutions to mention only those with whom I have direct personal contact.

The above tendency was promoted by the fact that English had become an international language (Kachru, 1985), which is an umbrella term for multifunctional varieties of Englishes used across cultures and countries.

English has already become the language of academic discourse and is becoming the working language of studies in international settings. As the political barriers are disappearing, student exchange programmes and mobility are increasing. If we take the European Union tendencies into consideration, its policies concerning the single market and more economic distribution of labour, I strongly believe that multilingual groups studying in English in other than English-speaking countries will be a general phenomenon in the near future. This phenomenon is a by-product of globalisation and worldwide integration. Individuals or groups of people go to live in a foreign country not necessarily with the intention to settle down and adapt to the new environment. There are individuals of different cultural background who are staying in a foreign country for a longer period of time with study or work purposes, and who form a multicultural community – that is a community with cultural pluralism (May, 1994) - speaking a common language, often different from the language of the country where they live and different from their own native languages as well. To some extent, they adapt to the new country where they live but it is far more important for them to adapt to their primary environment, the multicultural community.

In the context described above with English being the medium of instruction, the acquisition of the English language takes place both in and outside the classroom. In

these situations English is more like a second language in its use to obtain information and to become a member of the closer community beside its instructional role. The European Schools (Bulwer, 1995) are a good example of this context.

Being involved in the implementation of English medium instruction programmes at tertiary and secondary level, too, I could see the functioning of the system from close and I put the following questions to myself: How do these pupils adapt to the situation? Do they adapt to the host country and the multilingual/multicultural community to the same extent? Are there unique elements in the group formation processes due to the multicultural nature of the participant groups? What is the role of the two languages, one being the language of the host country, and the other, the language of their studies, which is at the same time the means of social interaction? Is there any relationship between the extent to which they integrate to the group and their development in their studies? What motivates these pupils to be or not to be member of the group?

These questions centre around **three main areas**:

The first is **adapting to the context** the pupils live and work in. This context is the multilingual/multicultural community of the school, and the smaller unit in it, the class. This context is embedded in the wider setting, the Hungarian society. In the context, there are three categories of cultures present: the pupils' cultures represented by themselves and by compatriots if there are any in the group, the culture of the wider setting represented not only by pupils and teachers coming from this setting, but by the institution as an administrative unit and thus reflecting the cultural background it is part of, and the culture the language of instruction mediates.

The second is the **role of the languages** present in the context: English, the language of instruction and the common language of the multilingual community, but not

that of the society the school functions in, Hungarian, the language of the wider setting, and the pupils' the native languages.

The third is the **pupils' advancement in their studies** conducted in English, their average achievement, their English language improvement, their development in certain subjects demanding different levels of language and cognitive skills and involvement.

The initials questions listed above were formulated into more systematised general questions, then reworded into workable research questions as detailed below:

The wish to conduct a study with the aim to explore the interrelationship of the factors shaping the context described above prompted the following more systematised questions:

- What does adapting to the context mean in this situation? Can the different models of acculturation described in the literature be applied to this new learning context, or a new, more complex from intercultural perspective model can be conceptualised?

- How does the common language proficiency influence the process of adapting to the context, and what is the impact of the language of the wider community on this process?

- How does the degree of adapting to the context influence the learners' achievement in their studies.

- What other factors are present in the context which modify the processes of adaptation and learning?

These were the initial questions that served as base for the more focused general questions:

- How does English as a working language (EWL) proficiency influence interculturation?
- How does the language of survival, that of the host country (LS) proficiency influence interculturation?
- What is the relationship between interculturation and study achievement?

The above general questions were reworded into workable research questions to be able to design the study and to find the appropriate research instruments for data collection.

1 Does the level of English as a working language (EWL) proficiency influence group cohesiveness (interculturation)?
2 Does the level of the language of survival (LS) proficiency influence group cohesiveness (interculturation)?
3 Does the degree of group cohesiveness (interculturation) influence the members' study achievement?

As a consequence of the pilot study the above research questions were supplemented by a fourth one:

4 Is there direct causal relationship between interculturation and study achievement?

These were the research questions to which I tried to find answers in my study. A further aim of the study was to outline further research areas on the basis of the findings.

The study consists of 8 parts: in the **Introduction** the circumstances are described in which the English-only educational programme the present study deals with has come to life.

Chapter 1 describes what the literature has to say about the issues important from the point of view of the investigated areas: culture learning, intercultural learning, individual differences in second language acquisition (SLA), personal characteristics in attitude, motivation and learning styles, group formation processes, the role of English, the common language in these processes, the relationship between language proficiency development and study achievement.

Chapter 2 presents the rationale for the main study and the aim of the research followed by the presentation of a pilot study with its aim, questions and hy-

potheses, the description of the setting, the participants, the instruments, the data collecting procedures and analyses, the findings with their consequences on the design of the main study.

Chapter 3 presents the main study, the methodological approach to the investigation defining the type of the research, followed by the description of the setting and the participants with the detailed description of the research questions and hypotheses, the variables studied, the research instruments applied, and the data collection procedures. Next, the presentation of the validity and reliability measures applied is given followed by the elaboration of the data analysis procedure with the discussion of the results, and findings to those of the pilot study.

Chapter 4 summarises the findings of the study in relation to the areas investigated. First, the relationship between interculturation and language proficiency is detailed. This is followed by the presentation of some factors found influencing interculturation. Next, the findings about the relationship of interculturation and study achievement are presented and the research questions are answered in the light of the findings.

Chapter 5 presents the pedagogical concerns the study initiated and summarises the special features of the context the study deals with, calling attention to the importance of further analysis of such learning situations, and offers a possible analytic device to explore the complexity of such contexts. It details the areas in which further research is required.

In the Conclusion the limitations and merits of the study are detailed, and further plans are outlined.

Finally, it provides the list of References and Appendices containing additional details of the study, which could not be built into the main text.

Chapter 1. Literature review

As described in the Introduction, the study is aimed at investigating the process of adapting to the context the pupils live and study in, the role of the language of instruction and that of the wider community in this process, and their impact on the pupils' advancement in their studies.

Adapting to the context involves culture learning, and because of the intercultural aspects of the setting, it involves intercultural learning processes. Language learning takes place in a setting that can be defined natural and instructional at the same time. In both processes – adapting to the context, and the language acquiring/learning process – individual differences, personal characteristics are important factors to be taken into consideration because they can modify the rate and degree of both.

From among the many personal characteristics attitude, motivation and learning styles are the ones which deserve special attention from the point of view of the study: attitude, the positiveness or negativeness of which promotes or inhibits the processes described above; motivation, the impetus that moves the learner for integrative or utilitarian reasons; learning styles, the differences in which can account for the acceptance or rejection of the methods and activity types involved in the learning situation.

The individuals, the learners, constitute a group, their class, the formation of which also depends on the factors described above, and can influence the social and learning outcomes of the processes.

Another issue in this special context is the language of instruction, English, the common language of the group that is used for social and instructional purposes, and in this aspect it is like a second language. As the language of the wider community is not English, it does not have the characteristics of a second language, although it functions as that for the school community.

The group formation processes influenced by the language learning processes have an impact on the study advancement of the learners. The learners' study achievement is influenced by other social and personal factors, too: the impact of the wider context, the methods and approaches the teachers, parents represent, and the learners' variations in their personal histories.

From the above it follows that it has to be seen what the literature has to say about the issues in question: culture learning, intercultural learning, individual differences in second language acquisition (SLA), personal characteristics in attitude, motivation and learning styles, group formation processes, the role of English, the common language in these processes, the relationship between language proficiency development and study achievement. When looking at the different issues, references to the concrete context in which the present study is embedded are always made.

1.1 Culture learning

1.1.1   Culture learning and the present study

Culture learning is a crucial issue in the present study as one of its foci is the rate and degree of the pupils' adaptation to the environment they function in. To understand the complexity of the culture learning process, the following themes are worth being reviewed: culture, cultural awareness, culture shock and acculturation.

1.1.2   The definition and process of culture learning

Damen (1987) defines culture learning "as a natural process in which human beings internalize the knowledge needed to function in a societal group." (p. 140) She differentiates between enculturation – culture learning in the native context, "build[ing] a sense of cultural and social identity" (p. 140) – and acculturation – culture learning "in a non-native or secondary context…pulling out of the world view or *ethos* of the first culture,

learning new ways of meeting old problems, and shedding ethnocentric evaluations" (p. 140).

The content of culture learning can be structured in the form of culture studies. Brogger (1992) in the definition of culture studies indicates the complexity of the process: "culture studies ... as the study of mutually confirmative and conflicting patterns of dominant assumptions and values signified, explicitly or implicitly, by the behaviour of members of a social group and by the organisation of their institutions" (p.38).

Byram (1994) argues that cultural studies should not be separated from language teaching, because "language teaching has a significant role in developing young people's critical awareness of their own and other societies" (p. 3).

Beside acknowledging the usefulness of culture studies as structured information in the curriculum, in my view teaching culture is inseparable from teaching the language because "the knowledge of the grammatical system of a language has to be complemented by understanding of culture-specific meanings" (Byram, 1994, p.4).

1.1.3 What is culture?

In a monograph from 1954 Kroeber and Kluckhohn discuss more than 300 definitions of the term (Seelye, 1993). Here are some examples to show how complex a notion culture is:

"One of the most common departure for modern anthropology seems to be Edward B. Tylor's definition from 1871 of civilisation or culture as ' that complex whole which includes knowledge, belief, art, morals, law, custom and other capabilities and habits acquired by man as a member of society '. This concept of culture is all-embracing, those historically created designs for living ... which exist at any given time as potential guides for the behaviour of man" (Kluckhohn and Kelly, 1945. p. 97).

Geertz (1973) describes culture as "…. the fabric of meaning in terms of which human beings interpret their experience and guide their action" (p. 154).

Kroeber and Parsons (1958) define culture as "transmitted and created content and patterns of values, ideas and other symbolic-meaningful systems as factors in the shaping of human behaviour and the artefacts produced through behaviour" (p.583).

Brogger (1992) says that "Culture is the fabric of meaning in terms of which human beings interpret their experience and guide their action. ….One of the advantages of my somewhat elaborate definition is to be found in the flexibility of the term 'social group'. ...it may be stretched so as to refer to the nation as a whole and designate some of its dominant culture patterns: ...it may refer to a particular group of people within the nation and designate the culture patterns of that specific group" (pp. 38-39).

This definition describes culture as group norms as well as a framework for communication or a context for language. Brogger's definition seems to be a working one for the purpose of the present study because it includes the process of shared attitudes as opposed to the materialised products of culture.

Every community has its own distinctive culture, set of norms and understandings that determine their attitude and behaviour. However, the individuals of a given community are often not, or not explicitly aware of their own culture. Most people see themselves not as product of a culture, but as "standard or right" (Valdes, 1986 p. vii) and the rest of the world as different cultures. It is interesting that individuals who normally recognise subgroups in their own culture, i.e., they are aware of differences in attitudes of people belonging to different social groups, think that another culture they came into contact with is uniform. The individual must first be made aware of himself "as a cultural being" (Valdes, 1986 p.vii), the product one of

the different cultures in the world. Only then can he perceive different cultures as interesting, different but not hostile, and s/he can try to conform to it as s/he wants to perform well and enjoy her/himself.

Valdes (1986) says that people brought up in one culture finding themselves in a different one, may react with anger, frustration, fright, confusion. When at the same time they have to learn a foreign language, and conduct their academic studies in this language, the reaction may be stronger because they are faced with many un-knowns simultaneously. "Until the threat is removed, the learning process is blocked." (Valdes, 1986 p.vii)

A widely debated question, which has serious methodological implication, is whether culture should be analysed on the basis of differences or similarities. Damen (1987) claims that both differences and similarities should be analysed but both of them should be treated in the way as they are reflected subjectively and mutually in the per-ception of the members of the two comparative cultures. Kramsch (1993) suggests start-ing out from the differences, where the components of culture - people` s norms, life style, habits may lead to misunderstandings and clashes occur.

In my view, Kramsch's standpoint is more acceptable, because analysing the dif-ferences can lead to finding ways of coping with them.

1.1.4 Cultural awareness

According to Moran and Stripp (1991) cultural awareness is the recognition that culture affects perception and that culture influences values, attitudes and behaviour. Once people achieve this recognition, they can apply it in order to communicate more appropriately and adapt more effectively to the culture. This recognition can be trig-gered by information about the culture, real or simulated experiences in the culture, re-

flection upon the information or experiences, or by comparison and contrast with one's own culture and one's own values

Damen (1987) defines cross-cultural awareness as the process "uncovering and understanding one's own culturally conditioned behavior and thinking, as well as the patterns of others" (p. 141). She calls cross-cultural awareness "the force that moves a culture learner …from monoculturalism to bi- or multiculturalism" (p. 141).

Cross-cultural awareness-raising can be an independent culture-related aim. People have to be taught the different aspects of culture, to be made aware of their cultural identity to be able to see others as products of other cultures, to accept otherness.

Kleinjans's concept (in Damen, 1987) of culture learning presented in Figure 1 is rooted in educational psychology. The matrix shows the structuring of different levels and domains of the learning process moving from the simplest towards the more complex in the three main domains covering all the variables in the process. The three domains are cognition, affection and action. Within each domain, the levels of culture learning are different. The simplest is the first level: information, perception and awareness, the starting point of the culture learning process, from where the culture learner through three more stages can arrive at the highest level – insight, identification, interacting – where he or she has insight into the other culture, can understand and identify with otherness, and can interact with people from other cultures

Figure 1 Reproduction of Klenjans's Culture Learning Matrix (Damen, 1987, p. 217)

HIERARCHY OF CULTURE LEARNING MATRIX

Cognition	Affection	Action
Information	Perception	Awareness
Analysis	Appreciation	Attending
Synthesis	Revaluation	Responding
Comprehension	Orientation	Acting
Insight	Identification	Interacting

During the process of culture learning people experience different levels and degrees of adaptation to the new environment. One of the stages is culture shock, the loop in the process, and acculturation is the end-product.

1.1.5 Culture shock

People experience culture shock after arriving in a foreign country, culturally different from theirs. Brown (1986) cites the anthropologist, George M. Foster (1962, p.87) who describes culture shock as "a mental illness, and as is true of much mental illness, the victim usually does not know he is afflicted. He finds that he is irritable, depressed, and probably annoyed by the lack of attention shown him" (p.36).

Brown (1986) himself gives a more elaborate definition of culture shock stating that it is "one of four successive stages of acculturation….[which] emerges as the individual feels the intrusion of more and more cultural differences into his own image of self and security" (p. 36).

Brown (1986) draws the attention to the fact that in spite of the negative connotation of the word and the negative feelings (irritation, anger, fear) associated with this stage, it is crucial from the point of view of the continuation of the process, because during this time "the learner will either 'sink or swim'" (p. 38).

The knowledge of the nature of culture shock and the understanding of its importance in the acculturation process is indispensable for teachers working in a context the present study deals with. They can help their pupils when observing the symptoms of culture shock, and the recognition of the phenomenon modifies the picture of assessment of the pupils' performance.

1.1.6   Acculturation

Damen (1987) defines acculturation "as an individual process of learning to adjust to a new culture" (p. 140).

The following models and representations of acculturation in natural and SLA contexts explore the nature and identify the stages of the process.

1.1.6.1 Schumann's Acculturation Theory

Schumann (1978) claims that the extent of acculturation depends on the level of social and psychological distance.

Social distance constitutes a group dimension, because it refers to the extent to which learners integrate into the target language group. This integration is influenced by societal factors – social dominance, integration pattern, enclosure, cohesiveness, size, cultural congruence, attitude, intended length of residence - the characteristics of the two groups in the process, and their relationship that either promote or hinder the process.

Psychological distance constitutes a personal dimension, because it refers to the extent the learner feels at ease with the learning situation. Psychological distance is determined by the psychological factors (language shock, culture shock, culture stress, ego permeability) that encourage or inhibit the learners to proceed with his or her studies in the given group.

Ellis (1994) (based on Schumann, 1978) in Figure 2 summarises the social and psychological factors determining social and psychological distance giving a short description of each.

Figure 2 Factors affecting social and psychological distance (Ellis, 1994 p.232)

Factor		Description
Social distance		
1	Social dominance	The L2 group can be politically, culturally, technically, or economically superior (dominant), inferior (subordinate), or equal.
2	Integration pattern	The L2 group may assimilate (i.e. give up its own lifestyle and values in favour of those of TL group), seek to preserve its lifestyle and values, or acculturate (i.e. adopt lifestyle and values of TL group while maintaining its own for intra-group use).
3	Enclosure	The L2 group may share the same social facilities (low enclosure) or may have different social facilities (high enclosure).
4	Cohesiveness	The L2 group is characterized by intra-group contacts (cohesive) or inter-group contacts (non-cohesive).
5	Size	The L2 group may constitute a numerically large or small group.
6	Cultural congruence	The culture of the L2 group may be similar or different to that of the TL group.
7	Attitude	The L2 group and TL group may hold positive or negative attitudes towards each other.
8	Intended length of residence	The L2 group may intend to stay for a long time or a short time.
Psychological distance		
1	Language shock	The extent to which L2 learners fear they will look comic in speaking the L2.
2	Culture shock	The extent to which L2 learners feel anxious and disorientated upon entering a new culture.
3	Motivation	The extent to which L2 learners are integratively (most important) or instrumentally motivated to learn the L2.
4	Ego permeability	The extent to which L2 learners perceive their L1 to have fixed and rigid or permeable and flexible boundaries and therefore the extent to which they are inhibited.

Gardner (1985) gives the visual representation of a model based on Schumann's Acculturation Theory in Figure 3.

Figure 3 Schumann's Acculturation Theory (Gardner, 1985. p. 136.)

SOCIAL VARIABLES

| Dominance patterns | Integration strategies | Enclosure size and conesive | Cultural conqruence | Group attitudes |

ACCULTURATION

| Language shock | Cultural shock | Motivation | Ego-permeability |

INDIVIDUAL
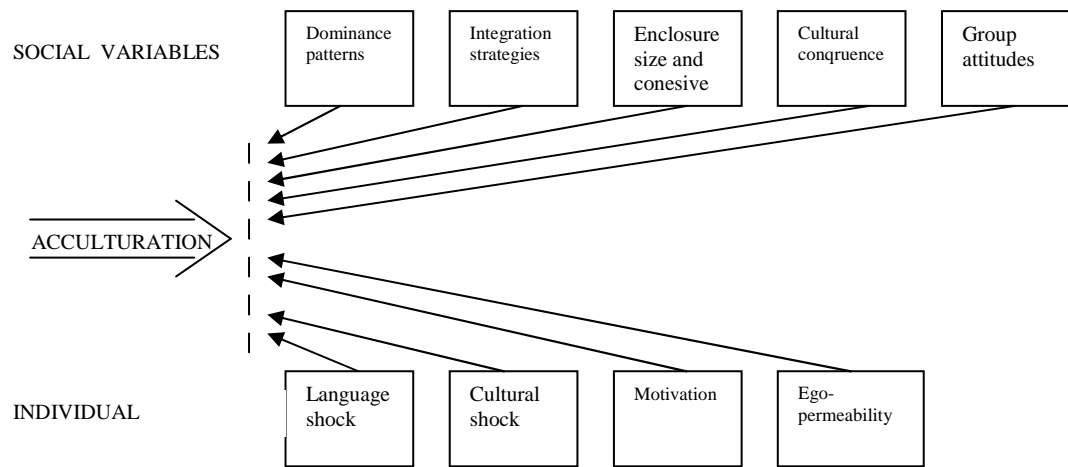
He criticises Schumann's theory for two main reasons. One is that Schumann does not attribute importance to some factors such as personality and cognitive styles, biological factors, although, in Gardner's view, they are as crucial as the factors described by Schumann. The other point of criticism is that Schumann applies his model strictly to natural language acquisition contexts whereas in Gardner's view it would be applicable in instructional contexts, too.

Gardner's position is acceptable, however, the influence of the factors on the process of acculturation would be different in instructional settings from that in natural settings, because the structured context of a school could diminish the importance of some of the factors (culture shock), and could modulate others (motivation).

1.1.6.2 Acton and Walker the Felix's four-stage acculturation model

Acton and Walker the Felix (1986) distinguish between four stages of the acculturation model: 1. tourist when the new culture is almost totally inaccessible, 2. survivor, the stage of functional language use and functional understanding of the culture, 3. immigrant, the stage an educated person can reach after having spent an extended period of time in the foreign culture, 4. citizen, the stage almost at the level of the native

speaker. Their four-stage acculturation model draws on relevant research on acculturation in the field of second language acquisition (Schumann, 1978, Brown, 1980, Clarke, 1976) on models of acculturation from cognitive psychology and linguistics (Cummins, 1981, Wong-Fillmore, 1983, Ausubel, 1968) on related research in the affective domain (Gardner & Lambert, 1972, Maslow, 1954, Bloom, 1976) and on models of personality and role development (Guiora, 1979, Cope, 1980, Lozanov, 1978, Curran, 1976). Their findings, though from different aspects, seem to support the concept of the four-stage acculturation model with the acculturation threshold between stage 2 and 3, "the critical juncture in the process" (Acton & Walker de Felix, 1986, p. 29). In Figure 4 they summarise the different models with their most important implications for language outcomes, the role of cognitive abilities, affect related variables, and the development of personality in the acculturation process.

Figure 4 The four-stage acculturation model (Acton and Walker de Felix, 1986. p. 31)

Theorist	Tourist (1)	Survivor (2)		Immigrant (3)	Citizen (4)
Schumann	Pidginization	Pidginization	A C C U L T U R A T I O N T H R E S H O L D		
Brown	◄——Sociocultural critical period——►				
Clarke				◄———Clash of consciousness———	
Cummins	Basic interpersonal communication skills (BICS)			Cognitive-academic language proficiency (CALP)	
Wong-Fillmore	Novice	Advanced beginner		Competent	Proficient
Ausubel	Exploration	Manipulation		Acquisition of knowledge	Ego enhancement
Gardner & Lambert	◄——Instrumental and/or integrative——►			Instrumental and/or integrative	Integrative only
Maslow	Physical security	Identity development		Self-esteem	Self-actualization
Bloom	Receiving	Responding		Organizing a value system	Acting within a value system
Guiora	L1 ego only	L1 ego as L2 develops		L2 distinct	L2 ego is as integrated as L1
Cope	Anxiety management	Interaction management		Competence in self-monitoring	Teacher
Lozanov	Infantilization	New identity			
Curran	Dependence on teacher/group	Nurturing by teacher/group		Independence from teacher-group	

27

1.1.6.3 Black and Mendenhall's cross-cultural adjustment model

Black and Mendenhall (1991) develop the model further: the words they attach to the four stages of acculturation, or as they call it, cross-cultural adjustment reflects the emotional state of the individual undergoing the acculturation process. They accept the existence of the four stages, but call the attention to the variances of when and how the stages are reached. They question the U-curve shape (Gass & Madden, 1985) of the cross-cultural adjustment process presented in Figure 5 claiming that on the basis of social learning theory (Bandura, 1977) two factors are important to be taken into consideration. One is the person' anticipatory adjustment to the new culture on the basis of former information about it. The other is individual differences in adjusting to a new culture. These two factors may "cause the amplitude of the honeymoon effect or culture shock to be different and also may cause these stages to occur at different points in time" (p. 242) thus changing the U-curve pattern into J-curved.

Figure 5 The U-curve of cross-cultural adjustment (Black and Mendenhall, 1991 p. 227)
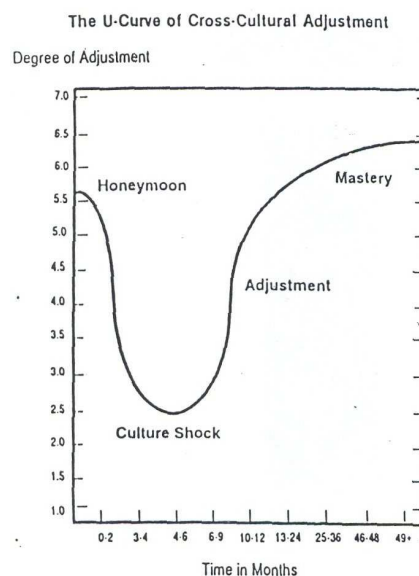
1.1.7   A new type of acculturation: interculturation

When people of different cultural and language background arrive in a foreign country with the purpose of staying there for a longer period of time, working there or conducting their studies in a language other than their mother tongue while staying there, they find themselves in a situation where they belong to two large groups, both of which they have to adapt to in some way to be able to succeed in their studies. The larger group is the host environment with the smaller group of the multilingual, multicultural population they have daily contact with. Their common language is the language of their studies, the means of communication with the members of the larger and smaller group as well. The larger is a unified, monocultural group with a given native language, the smaller is an assembly of different cultures and languages the members of which create a special culture, a speech community "rooted in shared subjective knowledge" (Brutt-Griffler, 2002, p. 142) with values and customs characteristic only for them.

Brown (1986) claims that there are different types of second/foreign language situations with different degrees of acculturation. The context of the present study is a complex one as described above. It is different from those described in the literature in many aspects. The language in question is not a foreign or a second language described in the literature (Kachru, 1982, Brown, 1986, Oxford, 1990, Ellis, 1994), but a lingua franca (Risager, 1998, Brutt-Griffler, 2002). The pupils represent many cultures and they meet many cultures. The common culture they all face is the culture of the context filtered through their own ones, that of the common language they use in their studies, that of the host country mediated by the school administration, and by their own encounters with it outside the school. Adapting to the com-

munity they live and study in is adapting to this culturally diverse "speech community … viewed as a sort of strong case of community" (Brutt-Griffler, 2002, p. 142).

Gomez (1998) defines community as "a collection of individuals and families who share a common and identifiable network of sociocultural communications … that have their origin in either a particular geographic area and period of time or a unique system of beliefs and rationalization." (p. 6) Brutt-Griffler based on Gomez's definition of community claims that beside the conception of the natural – rooted in ethnicity – communities, in the age of globalisation to introduce the concept of speech communities as a type of cultures, rooted in shared subjective knowledge is justifiable. Shared knowledge (Kachru, 1999) and knowledge content (Quinn and Holland, 1987) has already been used as a basic criterion in the definitions of cultures. The addition of the word 'subjective' to the term is to emphasise the fact that knowledge held in common in a group is treated subjectively by the members.

To differentiate the adaptation process to the speech community described above from acculturation, the process of which leads to adaptation to a culture of a given country or ethnicity, in my view, it is more useful and justifiable to call such a process interculturation. Interculturation can be defined as the process of adapting to a community, a culture created by the members and the context, based on the different cultures represented by the participants in the context, in which the common language is a lingua franca, a language different from that of the wider community.

1.1.8 Implications for the present study

The pupils' aim is to achieve success in their studies. To fulfil this aim they have to adapt to the community, they live and work in. The rate and degree of the adaptation process depends on two intervening factors: one is the degree to which the learners in-

ternalise the rules and practises of the community – secondary socialization (Scollon and Scollon 1995), and the other is the degree of social integration, an aspect of acculturation (Ellis, 1994), that is contact with the members of the community. The degree of socialization and acculturation accounts for the development of basic interpersonal communication skills and of adequate cognitive academic language proficiency (Cummins, 1983, Acton and Walker de Felix 1986). The developmental interrelationship of academic performance and language proficiency (Cummins, 1983) accounts for the level of study achievement. Apart from the linguistic considerations, social integration has another aspect influencing indirectly the pupils' success in their studies: this aspect is the notion of group membership, because a group can be a "resource pool" for the members and "can serve as an instrument of support and maintenance" (Dörnyei and Malderez, 1997, p.67).

1.2 Cultural differences

1.2.1 Cultural differences and the present study

The pupils of the present study are from different cultures the nature of which defines their initial attitude to the new culture they arrive in and determines their rate and degree of adaptation to the new context. There are different approaches to describing those cultural differences the participants in an international setting may suffer from, and have to be aware of to be able to cope with them. To be able to define the major factors in cultural differences, some types of cultural dimensions and orientations are described here.

1.2.2 Trompenaars' five basic types of cultural orientations

Trompenaars (1993) lists five basic types of orientation that may cause problems in intercultural encounters. Relational orientation concerns the relationship of the indi-

vidual to others, the individual's status in the context. Time orientation concerns the temporal focus of human life, the interpretation of past, present and future influencing the moment. Activity orientation is about the modality of human activity. Man-nature orientation defines a human being's relation to nature. Human-nature orientation concerns the character of innate human nature.

He provides a list of relationships and rules, derived from value orientations. Universalism versus particularism is about what governs people' actions. The rules of the society, or relationships, special circumstances can be taken into account in the decision making process. Collectivism versus individualism neglects or emphasises the status of the individual in the group. Neutral versus emotional centres around the involvement of the participants, whether interactions must be objective in nature, or emotions can be expressed. Specific versus diffuse takes into account how circumstances, personal relationship can influence the outcome of interactions. Achievement versus ascription is about how status is accorded, whether status is achieved by hard work, or it is attributed to the person by factors not based on achievement.

1.2.3 Hofstede's four types of cultural dimensions

Hofstede (1991) focused on four dimensions on the basis of social inequality, the relationship between the individual and the group, the concepts of masculinity and femininity, and the ways of dealing with uncertainty:

Power distance is the extent to which the less powerful members of institutions and organisations within a country expect and accept that power is distributed unequally. Institutions are the basic elements of society like the family, school and the community: organisations are the places where people work.

Individualism pertains to societies in which the ties between individuals are loose, everyone is expected to look after himself or herself and his or her immediate family. Collectivism as its opposite pertains to societies in which people from birth onwards are integrated into strong, cohesive ingroups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty.

Masculinity pertains to societies in which social gender roles are clearly distinct: men are supposed to be assertive, tough, and focused on material success whereas women are supposed to be modest, tender, and concerned with the quality of life. Femininity pertains to societies in which social gender roles overlap: both men and women are supposed to be modest, tender, and concerned with the quality of life.

Uncertainty avoidance can be defined as the extent to which the members of a culture feel threatened by uncertain or unknown situations. This feeling is, among other things, expressed through nervous stress and in a need for predictability, a need for written and unwritten rules. Uncertainty avoidance is not the same as risk aversiveness. Risk is the chance that an action will have an undesirable but known outcome, whereas uncertainty pertains to unknown situations and outcomes. Thus, it is possible to combine strong uncertainty avoidance with high risk taking.

1.2.4   Implications for the present study

The notion of cultural orientations and dimensions help interpret certain types of behaviours. It determines the individuals' wish or reluctance to take part in intercultural encounters, and the rate and degree of the adaptation process. The pupils' attitude in the process must be interpreted with the underlying cultural orientations and dimensions born in mind.

1.3 Intercultural learning

1.3.1 Intercultural learning and the present study

To be able to live and work in an intercultural setting – for a short or a long period of time – the participants in the context have to learn how to communicate with people from different cultures, have to acquire the skills of intercultural communication. It is true for the pupils of the present study because they live and learn in an intercultural context, and as said above, their success in their studies largely depends on how fast they adapt to the intercultural community. They go through the process of intercultural learning that involves acquiring verbal and nonverbal intercultural communication skills, developing intercultural sensitivity, gaining personal experience by active participation in the life of the intercultural community filtering the differences through their perception. These themes are described and detailed below.

1.3.2 The definition and process of intercultural learning

Paige (1990) defines intercultural learning as "the dynamic developmental, and ongoing process involved in communication and interacting effectively with individuals from other cultural backgrounds and in culturally diverse settings. As a process it engages the cognitive, behavioural, and affective domains of learning, which we may refer to respectively as knowledge, performance/skills, and values/attitudes/feelings/ emotions" (handout).

The aim of intercultural learning is to acquire intercultural competence that Bennett (1998) describes as "the ability to communicate effectively and appropriately in a variety of cultural contexts. It requires culturally sensitive knowledge, a motivated mindset, and a skillset." (handout)

1.3.3 Intercultural communication

Intercultural communication refers to the communication process in its fullest sense between people of different cultural backgrounds. The communication process between different cultures includes non-verbal as well as verbal communication and the use of differing codes, linguistic or non-linguistic. (Pusch, 1979)

1.3.3.1 Damen's model of intercultural communication: the 'Mirror of Culture'

Figure 6 presents Damen's (1987) model of intercultural communication, the 'Mirror of Culture', a model of intercultural communication that presents all the constituents of the intercultural communication process that have to be taken into account.

Figure 6 The Mirror of Culture (Damen, 1987 p.44)
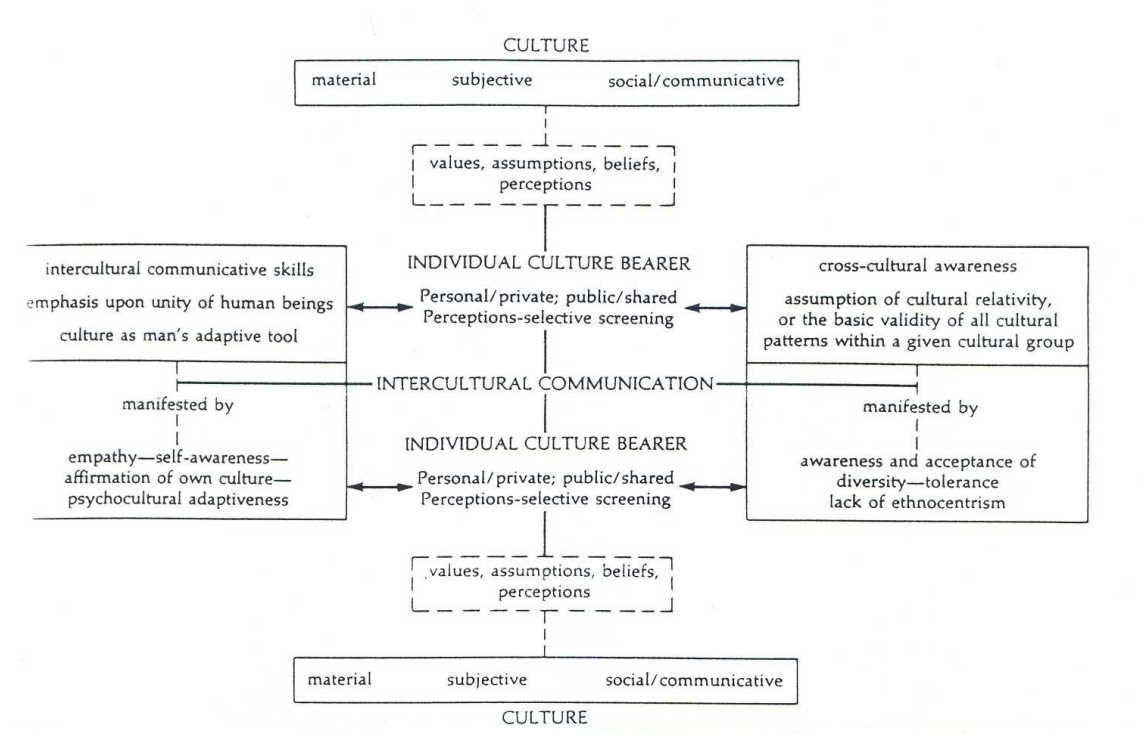
The model presents all the components that must be considered to enhance effective communication between individuals of different cultural background. The cultural patterns presented here are filtered through the individual's subjective self, but at the same time through the individual as the carrier of one particular culture. But the in-

dividual never represents a whole culture. To facilitate understanding and effective communication intercultural communicative skills should be develop

1.3.3.2 Dirven and Pütz's distinction between intercultural communication contexts

Dirven and Pütz (1993) differentiates between the intercultural communication contexts of migrants and minorities, that of international politics and business, and that of foreign language teaching.. They claim that the former context involves masses of people constantly under threat between two cultures. The intercultural communication context of international politics and business involves "a very small exclusive 'club' of negotiators" (p. 150), who can choose their partners, the context, the setting, the communicative event. The foreign language teaching context is very similar to that of migrants and minorities in many respects, although the urge to be able to communicate in the foreign language may not be so strong as in the first context. They argue that developing intercultural communicative competence should be the goal of foreign language teaching. They define intercultural communicative competence as the ability of the foreign language learner to bridge "the gaps between his (imperfect and 'un-cultural') use of the foreign language and the fluent and culturally loaded native-speaker" (p. 152).

1.3.3.3 Nonverbal communication and intercultural contexts

Damen (1987) emphasises that language is only one aspect of communication. Non-verbal elements of communication must also be studied to be suitably interpreted and reproduced in terms of different cultures. She claims that "the term nonverbal … [is] used as a cover term to all forms of nonverbal interaction, including paralanguage, body language, and contextual arrangements used in human interaction and communication" (p. 158). By nonverbal communication she means culturally specific behaviours

and symbols, a wide range of nonverbal means of communication including nonvocal motions, gestures, sounds, body movements, contextual cues.

O'Connor and Seymour (1994) give a list of nonverbal elements of communication: kinesics (facial expressions, eye contact, gestures, posture, space usage, touching, olfaction, colour symbolism, clothing, artefacts), and prosodics (tone, pitch, stress, rhythm. The third element of communication is the verbal element, that is the word content.

They claim that when the three main aspects of communication (kinesics, prosodics and word content) reinforce each other, the communication is congruent. The non-verbal elements of communication can also be culture specific, thus deserving special attention in teaching intercultural communication.

1.3.4 Developing intercultural sensitivity

Successful intercultural communication leads to the development of intercultural sensitivity, the token of understanding, tolerance and successful cooperation between different cultures. Intercultural sensitivity can be learnt through conscious analysis. Bennett (1986) provides the following developmental model of intercultural sensitivity:

Figure 7 The developmental model of intercultural sensitivity (Bennett, 1986 p. 182)

Experience of difference ⟶

Development of Intercultural Sensitivity

Denial	Defence	Minimisation	Acceptance	Adaptation	Integration

ETHNOCENTRIC STAGES   ETHNORELATIVE STAGES
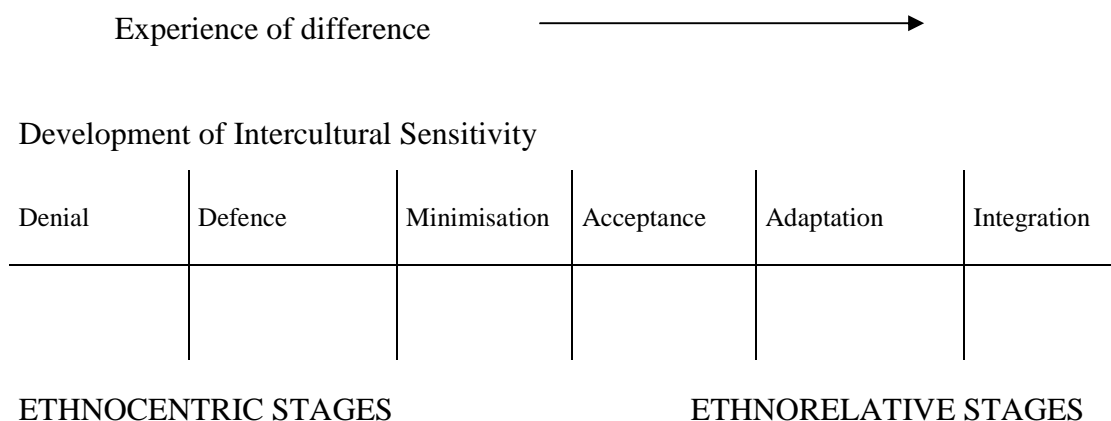
Figure 7 shows the six stages of development: in the first three the individual is trying to deny the differences, trying to protect his or her self, and trying to minimise them in order to survive. Then s/he accepts that the differences exist, adapts to the new environment, and finally is able to integrate to the new culture to be a member of it.

Pohl (1997) claims that the aim of intercultural learning is heightening the cultural sensitivity of language learners. He discusses three competencies the learners should be able to draw on in successful intercultural encounters: 1."[l]earners become aware of their individually and socially framed perception and are willing to gain reflective distance on their ego/ethnocentric perspective", 2. "[l]earners approach a foreign culture with an emphatic understanding: they respect its separateness and look for similarity", 3. [l]earners are in touch and deal productively with the processes of enstrangement they experience as part of language and cultural learning" (pp. 3-4).

1.3.5 Ethnography as intercultural learning

Byram's (1994) notion of the 'learner as an ethnographer' is the participant-observer, the cultural actor who draws on personal experience as well while learning the foreign language. Doing ethnography which "is a method of describing a culture or situation within a culture from the 'emic' or native's point of view" (Nemetz-Robinson, 1985. p.73), promotes interaction and understanding, thus positive attitude toward people from different cultures. The notion of the language learner as ethnographer combines "the experience of the ethnographer in the field and a set of conceptual frameworks for cultural analysis with the best practice from communicative and immersion language learning" (Barro, Jordan and Roberts, 1998 p. 80), and thus with the focus shift from content and knowledge to the learner helps identify the skills the learner needs as an intercultural speaker (Andrews and Pohl, 1997).

1.3.6 Intercultural learning and perception

A major psychological factor present in the process of intercultural learning is perception (Byram 1994), the importance of which lies in the fact that all the differences account as much as they are perceived by the participants. According to Singer (1982) the perception of people is culturally determined because "…individuals and the groups they constitute can only act or react on the basis of their perceptions [and] the important point is that the 'same' stimuli are often perceived differently by different individuals and groups" (p. 54.). As one's perception is "conditioned by the cultures in which he has been raised" (p.55.), this psychological factor deserves special attention in the process of intercultural learning.

"Perception is generally regarded as a basic cognitive process, related to other mental activities such as thinking and remembering. Through perception we get a picture of the world around us, which may differ from what is actually there or from the way other individuals perceive the same things" (Avery and Baker, 1990. p.78.). Different theories deal with the way we derive information from the world around us. Early *inference theory* distinguishes between sensation and perception claiming that the first is the registering of a sensory event at the senses while the second is the interpretation and combination of simple sensations; the latter being unconscious and based on past experiences. Later the two-step theory of perception was developed and refined stating that sensation and perception are not two clearly different events but one inferential process that is closely related to the cognitive domain. According to *Gestalt theory* perception happens in a single step and that it is not an unconscious interpretation of the world. According to the *Stimulus theory* all the information needed for perception is contained in the world around us – it is stimulus - and we do not need to use mental processes to interpret it.

Most psychologists agree that our perceptions are influenced by past experiences and current interests. To cope with the complex social world around us, we organise information about other people into categories and base our expectations on them. "Developing cross-cultural understanding involves perceiving other people positively. … How we perceive other people affects how we behave toward them and how they, in turn, behave toward us" (Nemetz-Robinson, 1985. p.49).

As cross-cultural misunderstandings often derive from perceptual mismatches in schemas, cues, values and interpretations between people from different cultures, perception is a key area for teachers to work on in preparing students for intercultural encounters. Bringing students to an understanding of "the subjectivity of perceptions of and the range of reactions to…." (Byram 1994 p. 89) certain phenomena should be the aim of teaching intercultural learning. The success of the teaching/learning process requires the teachers and the students alike "to challenge [their] preconceptions" (Byram, 1994. p. 89).

1.3.7   Implications for the present study

The importance of intercultural learning in the context the present study deals with implies that it should be incorporated into the curriculum of such programmes, and in teacher education as indicated in Chapter 5. The development of the elements in the intercultural learning process determines the degree to which the pupils adapt to the intercultural community: the insufficient level of intercultural communicative competence and intercultural sensitivity can be an obstacle to making contact with the members of the class, and that in turn influences their attitude toward pupils from different cultures, and toward the class as a collection of culturally and linguistically diverse individuals.

1.4 Group processes: group, group formation, group cohesiveness

1.4.1   Group processes and the present study

The pupils of the present study constitute a group, the class. The formation and cohesiveness of the group, the dynamics within it depends on their attitude to each other and to the group as a whole. They are participants in the formation of the group, and in turn the existence of the group has impacts on their behaviour.

1.4.2   The definition of groups

According to Bass (1960) a group is a collection of individuals whose existence as a collection is rewarding to the individuals or enables them to avoid punishment. A group does not necessarily perceive itself as such. He claims that the members do not have to share common goals. Interaction, interlocking roles, and shared ways of behaviour are not implied in this definition, although these are common characteristics of man groups.

Schein (1970) says that a psychological group is any number of people who interact with one another, are psychologically aware of one another, and perceive themselves to be a group.

McGrath (1984) defines a group as 'an aggregation of two or more people who are to some degree in dynamic interrelation with one another" (p.8).

Brown's (1988) definition of a group is that it "…exists when two or more people define themselves as members of it and when its existence is recognised by at least one other" (p.15).

Avery and Baker (1990) accepting McGrath's and Brown's definition go further and state that the members of a group are aware of their belonging to a group, they

share common goals. They add a further dimension of a group: the members are inter-dependent in the sense that what happens to any of the group members can – to some degree – affect the others.

Avery and Baker's definition is a workable one in learning contexts. Dörnyei and Malderez, (1997) give a list of benefits for the individual being member of a group: access to a collection of resources, guidelines and standards for evaluating attitudes and behaviour, source of motivation and support.

1.4.3   Group formation

According to Brown (1988) the key concepts concerning group processes are the following: the dynamics within groups and between groups are closely related (Turner and Giles, 1981), groups are a source of social identity (Turner, 1984), the distinction between task and socioemotional orientation is important (Parsons and Bales, 1955), the social comparison processes play a decisive role (Turner, 1984).

Groups create their own slogans, values, norms that are internalised. Dörnyei and Malderez (1997) claim that – in a learner group – group norms ("…the rules or standards that describe behaviour that is essential for the effective functioning of the group" [p.69]) are internalised if an explicit norm-building procedure is introduced early in the group's life, and that group characteristics and processes promote or hinder the learners' achievement in class.

Tuckman and Jensen (1977) list five stages of group formation: forming, storm-ing, norming, performing, adjourning. The process can be hindered by high variability between individuals within the group in their attitudes and behaviour. The process of becoming a member of the group can often provoke anxiety due to the necessary change in self-concept.

In the process of group formation the individuals play different roles. Adair (1986) emphasises that roles in the context of groups are different behaviour patterns. Jacques (1984) claims that the roles in a group can be categorised along two dimensions: the roles of social dimension are to build the group, the roles of task dimensions are to help the group do its work.

1.4.4   Group cohesiveness

Adair (1986) defines group cohesiveness as the strength of bonds of the individuals within the group. There are numerous factors influencing group cohesiveness: physical proximity (the same setting, the length of time spent together), homogeneity, personalities of the individuals, communication in the group, size of the group.

Dörnyei and Malderez (1997) state that group cohesiveness is the strength of intermember relationships, and the strength of the relationship linking the members to the group itself. Group cohesion can be achieved by the amount of time spent together, shared group history, positive intermember relations, rewards, group legends. Group leaders can also enhance group cohesion. They argue that the key concept of group dynamics is that group cohesiveness can be achieved regardless of initial intermember relationships, in other words negative or positive feelings toward each other can change during the course of development of the group. Dörnyei (2001) refers to research findings documenting that "group cohesiveness ………lead(s) to increased group productivity" (p. 40.), and claims that group cohesiveness influences the individual's motivation.

Dörnyei (2001, p. 122) lists the most important factors promoting intermember acceptance and group cohesiveness in a learner group:

- Time spent together and shared group history
- Learning about each other
- Proximity (physical distance)
- Contact (situations offering spontaneous opportunities to meet
- Interaction (situations in which people's behaviour influences each other
- The rewarding nature of group experience
- Cooperation with each other
- Joint hardship experienced together
- Emphasising 'us' and 'them': defining the group against others
- Intergroup competition
- Common threat
- Solidarity against a common enemy
- Developing group legends
- Public commitment to group
- Personal investment in the group
- Active presence of leader

Tuckman and Jensen (1977) draws attention to the fact that intragroup cohesion is often increased as a consequence of intergroup conflicts. It follows from it that the status of the intragroup in the wider community can be a crucial element in the development of group cohesiveness.

1.4.5 Implications for the present study

The process of interculturation is group formation. If the members of the multicultural population identify themselves with the others, if they have their own norms, values, if they are aware of the common fate they have, they will form a group. The question is whether they will, if so, how fast, and whether the larger community is viewed as another group or they consider themselves as a subgroup of the large one. A further point of interest is whether the norms they set for themselves if they do, will be adopted from familiar patterns, or they will create their own new ones. In other words, will there be a dominant culture, that of the host country or one of the several present in

the multicultural group, or they will create their own unique culture with norms and values specific for them?

Group cohesiveness is an index of interculturation. The bonds, the mutual choices of the pupils show the relationships within the group, which as described earlier, can be the resource and support in their work.

1.5 Individual and cultural differences in SLA

1.5.1 Individual and cultural differences in SLA and the present study

Although language learning as a process is not the focus of the present study, SLA models are important to be reviewed for the following reason: as described later, language learning in the context of the study takes place in natural and instructional setting at the same time. The learning/acquiring process in the case of the common language of the class is very similar to that of a second language, although it is not the language of the host country.

1.5.2 Individual and cultural differences in SLA: some models

Individual and cultural differences play an important role in influencing the language learning outcome. A lot has been discovered about the nature and extent of individual differences in linguistic abilities and behaviour since the notion of the ideal speaker-hearer (Chomsky 1965) and the homogeneous speech community (Chomsky, 1981) lost its ground.

There are various dimensions of linguistic ability and behaviour along which individuals can differ from each other. The approach to the study of individual differences in language ability and behaviour must be interdisciplinary because it has to incorporate the findings of various disciplines of social and natural sciences, has to build on the

findings of various disciplines such as linguistics, neurolinguistics, psycholinguistics, and sociolinguistics.

People can differ greatly in the ways they acquire and learn, use and control their language. The question is in what way personality determines language resources and in what ways personality is determined by language resources, and what the observed variations in the language process and language use have their roots in. The social and personal aspects of the language learner account for much of the variations of the language learning process and the variations of the achieved language proficiency.

The seven theoretical models described below provide the theoretical framework for the study of individual differences in SLA and account for variations in the language learning process and the outcome.

1.5.2.1 A framework for individual learner differences

The framework (Ellis, 1994) shown in Figure 8 guides the investigation of learner differences. Three sets of interdependent factors are presented in the framework. The first comprises three types of individual differences: beliefs about language learning, affective states and general factors, such as language aptitude, age, learning styles. The second set consists of various learning strategies. The third concerns language learning outcomes. The learning processes and mechanisms at the bottom of the triangle account for how the input is received and taken by the learner, and how it builds into the learner's system.

According to Ellis, all these factors are related in a complex way. Individual differences influence what strategies the learners employ in the language learning process that in turn influences their language learning outcomes. At the same time, successful strategy use influences the learners' motivation, or reduces language anxiety in the learning process, thus enhancing better results. Ellis claims that the learning processes and

mechanisms are largely hidden, but they account for "how input becomes intake and how intake is integrated into the learner's interlanguage system" (474).p.

Figure 8 A framework for investigating individual learner differences (Ellis, 1994, p.473)

(1)
Individual learner differences
- beliefs about language learning
- affective states
- general factors

Learning processes and mechanisms

(2)
Learner strategies

(3) Language learning out comes
-on proficiency
-on achievement
-on rate of acquisition
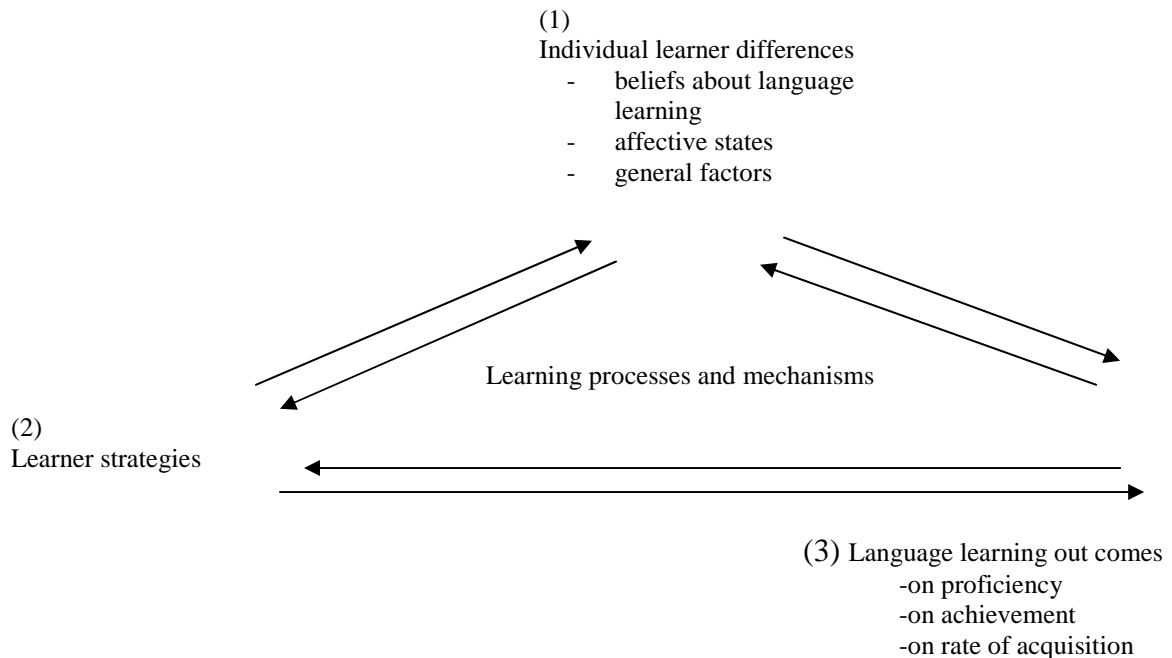
1.5.2.2 The Good Language Learner Model

The model presented in Figure 9 was proposed by Naiman, Frochlich, Todesco and Stern (1978):

Figure 9 The Good Language Learner Model (Skehan (1989: p. 4.)

TEACHING

Materials
Syllabus
Methodology
Resources

THE LEARNER

Age
Intelligence
Aptitude
Motivation
Attitude
Personality
Cognitive style

LEARNING

Unconscious
processes
– generalization
– transfer
– simplification

Conscious
processes
– strategies

OUTCOME

Proficiency
– listening
– speaking
– reading
– writing
Errors
Interlanguage
Affective
 reactions

THE CONTEXT

EFL/ESL
Opportunities
 for use
Social milieu

This is a taxonomy of classes of variables in language learning. The first three classes (teaching, learner, context) are the independent variables subdivided into categories representing many independent influences. The dependent variables are also subdivided into parts making up the whole classes. Being only a taxonomy it is atheoretical and explains very little, but it shows a range of interacting influences on the language learning process and outcome.

1.5.2.3 The Caroll Model of School Learning: an Interactional Model

This model was proposed by Caroll in 1965. The model examined the effect of school learning and focused on a limited set of variables - instructional factors (time and instructional excellence) and individual difference factors (general intelligence, aptitude and motivation). However, Caroll's model is limited as it leaves out important variables such as context, the learning process and strategies, it is an important stage in the study of individual differences because it tries to specify the nature of interaction between the variables.

1.5.2.4 The Disjunctive Model

This model states that outcomes can be achieved in different ways (Skehan, 1986) In contrast to the models discussed earlier, this one claims that outcomes may be achieved in different ways and the different ways may depend on the different configurations of abilities resulting in the same outcome without the linear relationship between correlating variables suggested by the other models.

1.5.2.5 The Acculturation Model

Schumann (1978) in his Acculturation Model identifies the major social causal variables underlying natural SLA without formal instruction and in the environment where it is spoken His major proposition is that SLA is one aspect of accul-

turation, but it is a crucial issue, because the learners acculturation into the target language group will determine the degree to which he/she acquires the target language. The model acknowledges the developmental nature of L2 acquisition and explores the differences in the development of the learners' language improvement, and also in their level of achievement. This model focuses on the external factors of language acquisition, and does not explore the internal processes of acquisition.

Schumann (1990) extends the scope of his Acculturation Model to include cognition claiming that the brain acts as a mediator between affect and cognition in the acculturation process, and consequently in second language acquisition.

1.5.2.6 The Inter-group Model (Giles and Byrne, 1982)

The inter-group model is based on the inter-group theory of SLA. It incorporates the factors influencing inter-group linguistic behaviour with ethnolinguistic vitality being the key construct in the process. The model operates in majority language settings, and claims that learners are likely to acquire native-like proficiency in L2 if their ethnolinguistic vitality is low, and they are unlikely to achieve that level of proficiency if their ethnolinguistic vitality is high.

Figure 10 Variables affecting L2 acquisition according to the Inter-group Model (Ellis, 1994, p. 235)

	Variable	Description
1	Identification with own ethnic group	This concerns the extent to which learners see themselves as members of a specific group that is separate from the out-group, and also consider their L1 an important dimension of their identity.
2	Inter-ethnic comparison	This concerns the extent to which learners make favourable or unfavourable comparisons with the out-group. Learners may or may not be aware of 'cognitive alternatives'.
3	Perception of ethnolinguistic vitality	This concerns the extent to which learners see their in-group as having low or high status and as sharing or being excluded from institutional power.
4	Perception of in-group boundaries	This concerns the extent to which learners see their group as culturally and linguistically separate from the out-group (hard boundaries), or as culturally and linguistically related (soft boundaries).
5	Identification with other social groups	This concerns the extent to which learners identify with other social groups (occupational, religious, gender) and, as a consequence, whether they hold an adequate or inadequate status within their in-group.

Figure 10 gives the list of variables affecting the learners' ethnolinguistic vitality: identification with own ethnic group that is the awareness of being a member of a group; interethnic comparison that is how favourable or unfavourable comparisons are made with other groups; perception of ethnolinguistic vitality that is the perception of the low or high status of their group in the context; perception of in-group boundaries that is the perception of cultural and linguistic separation from other groups; identification with other social groups that is the members identification with other social groups.

1.5.2.7 The Socio-educational Model of Second Language Acquisition (Gardner, 1985)

This model derived from a social psychological model proposed by Lambert (1963, 1967), Gardner and Lambert (1965) and Lambert and Tucker (1972), and devel-

oped over the years into the model presented in Figure 11, which comprises this development (Gardner, 1985).

Figure 11 The Operationalised Socio-educational Model of SLA (Gardner and MacIntyre, 1992 p: 212)
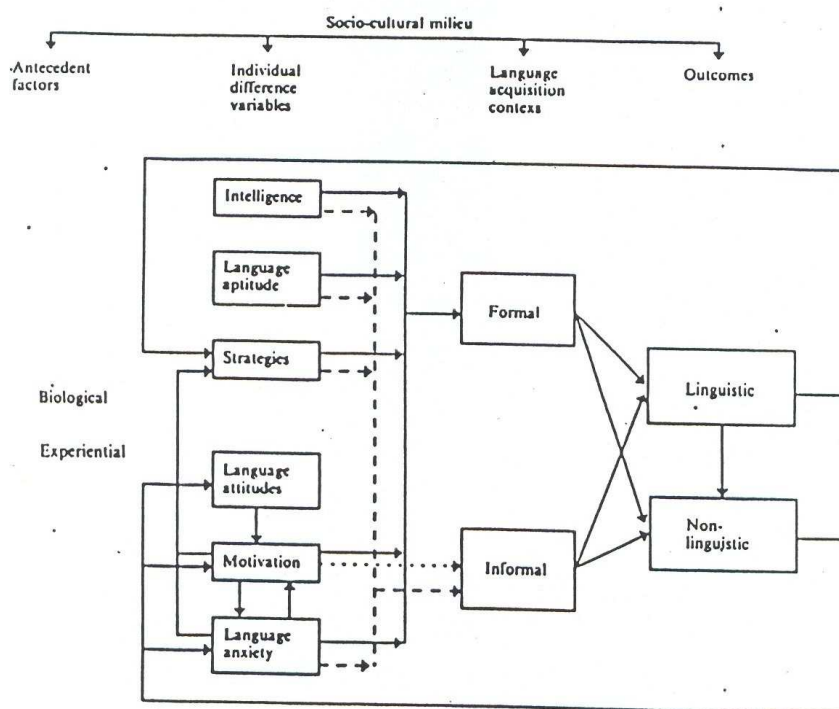
This model incorporates all the cognitive and affective variables, which influence how well the individual, will learn a second language. In this model the sociocultural milieu plays an important role in determining the factors that influence language acquisition and the extent to which the cognitive and affective variables will influence language learning. These individual difference variables interact and influence both the formal and informal language acquisition contexts. The cognitive variables play a role by influencing data processing while affective variables play a role by influencing the individual's reaction to the environment. The limitation of the model is that it does not account for the differences between particular settings, or for developmental patterns as it concerns only ultimate proficiency measured by language tests.

Schumann (1994) argues that affect and cognition in the brain "are distinguishable but inseparable"(p. 231). From a neurobiological perspective he proposes the reconceptualisation of the affective filter, the construct developed by Krashen (1981) and claims that the reformulated affective filter is the emotional memory and its stimulus appraisal system. The brain's stimulus appraisal system interacts with cognition, and either promotes or inhibits second language interaction. He claims that stimulus appraisal integrate with past associations stored in the emotional memory. In second language acquisition it is the brain's stimulus appraisal system that modulates cognition, thus causing the variability in success in language learning.

1.5.3 An important psychological factor in SLA: emotion

People's relationships with others are often influenced by their emotions. Sometimes emotions lead to organised, effective behaviour, sometimes disorganised, ineffective behaviour. As emotions have a strong effect on behaviour, within that on attitude, it is important to know what emotions are.

There is not a general agreement about how to define emotion. Goleman (1996) takes "emotion to refer to a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act" (p. 289). Goleman thinks of emotions in terms of families and dimensions, taking the main families such as anger, sadness, fear, enjoyment, love and shame. Each of these families has an emotional nucleus at its core with ripples in countless mutations. These ripples are moods, temperaments and disorders of emotions. The emotional mind accounts for that what we do is so often emotionally driven. The emotional mind is much quicker than the rational mind. Psychologists distinguish between slow and quick paths to emotion, the former through reflective thought and the latter through immidiate perception.

The advantage of the emotional mind is that it can read emotional reality, it is a radar for ganger, but the disadvantage is that impressions may misguide us. The emotional mind creates a symbolic, childlike reality because it takes elements that symbolise a reality or triggers a memory of it. The past is imposed on the present because "[w]hen some feature of an event seems similar to an emotionally charged memory from the past, the emotional mind responds by triggering the feelings that went with the remembered event" (Goleman, 1996. p. 295).

1.5.4   Implications for the present study

Although the described models of language acquisition/learning are based on the recognised – to different degrees - role of individual and cultural differences, and that of the influence of social factors, they either operate in second language contexts, or describe the processes ignoring the importance of the context of the learning situation. It is only the Good Language Learner Model that mentions EFL contexts. The individual and cultural difference issues explored in second language or foreign language contexts, or in non-contextual learning situations should be reconsidered for language learning contexts the present study describes. Second and foreign language contexts are not applicable because the language learnt and used in the present study is neither a second nor a foreign language. It is the common language of the learners for whom the input is almost entirely provided within the school. Other variables – instructional, cognitive, affective factors – must be interpreted in a more complex framework. The context of the present study calls for further research to work out a theory for lingua franca learning contexts.

1.6 Social contexts and SLA

1.6.1 Social contexts in SLA and the present study

Second language learning takes place in different types of contexts and settings "shaped by social, economic, and political forces of various kinds" (Ellis, 1994 p. 214). The types of contexts and settings influence the language learning outcomes, because the amount of input in L2 is determined by the context, the attitude of the learners toward the second language is influenced by the social factors characteristic for the setting they live and learn in.

As said above, the context of the present study is a crucial phenomenon. The issues of the relevant literature investigating the nature of different settings and contexts have to be studied to see what and how is applicable to the context of the study.

1.6.2 Natural and educational settings

Ellis (1994) examines various types of **natural and educational settings** in which second language learning takes place. He gives a list of potential outcomes of the language learning processes in these settings as shown in Figure 12.

Figure 12 Social contexts and potential L2 learning outcomes (Ellis, 1994 p. 229)

Setting	Examples	Potential learning outcomes
Natural contexts		
Majority language settings		Considerable variation in L2 proficiency:
monolingual	L2 English learnt in USA or UK	– immigrant interlanguages (stable and unstable) – subtractive bilingualism – additive bilingualism.
bilingual	L2 English learnt by Francophones in Canada	Subtractive bilingualism likely.
Official language settings	L2 English in Nigeria; Bahasa Indonesian in Indonesia	L2 learnt as additional language; Different levels of proficiency: – pidginized varieties – 'babu' – local standards (e.g. 'New Englishes').
International settings	Use of L2 English for tourism, business, media etc.	Functionally simplified varieties (e.g. Airspeak); Transfer of culture-bound strategies for impression management.
Educational contexts		
Segregation	Special migrant worker programmes in Germany; 'Bantu education programmes'[1] in Namibia.	L2 proficiency may be restricted to development of 'survival skills'; CALP likely to be underdeveloped.
Mother tongue maintenance	Finnish-medium education for Finnish minority in Sweden.	High levels of L2 proficiency in both BICS and CALP.
Submersion	Education in mainstream classrooms for ethnic minority students in UK and USA; withdrawal for L2 instruction.	Low academic performance resulting from many learners' failure to develop CALP; subtractive bilingualism.
Immersion		
majority language	Bilingual education programmes for English-speaking students in Canada.	High level of functional L2 proficiency but grammatical proficiency fails to reach NS levels.
minority language	Bilingual education programmes for Hispanic-speaking students in the United States.	High level of L2 proficiency achieved if programme attends to L1 literacy and provides plenty of comprehensible input.
Language classroom	Foreign language classes in monolingual countries (e.g. Japan); Second language ESL classes for Francophone students in Canada.	Many learners fail to develop functional oral L2 proficiency; L2 proficiency higher in reading and writing skills.

The main distinction he makes is the distinction between **natural** and **educational settings**. In natural settings the learner has contact with other speakers of L2 in various situations whereas in educational settings the learner has contact with other speakers of L2 only in educational contexts. Ellis adds that most learners are exposed to the L2 both in natural and educational settings.

1.6.2.1 Natural settings

Within the **natural settings** he lists three major variations: **majority language settings, official language settings** and **international settings.** The potential language outcomes are considerable variations in L2 proficiency.

In **majority language settings** the language outcome can be an "'immigrant interlanguage' (Richards 1972)…the product of the social conditions in which the learners live" (Ellis, 1994, p.217). Another learning outcome in these contexts can be bilingualism, subtractive in the case when the learners tend to lose their L1, and additive bilingualism when the learners maintain their L1.

In **official language settings** L2 is used as an additional language. The learning outcome can be pidginized varieties incorporating forms from other than the target language sources, or local standard varieties reflecting some structural features of the native language of the community.

In **international settings** L2 is used to performs certain functions and the learning outcome is a functionally simplified version employing standard language forms.

1.6.2.2 Educational contexts

In **educational contexts** Ellis following Skuttnab-Kangas and Cummins (1988) lists four types of contexts in multilingual situations: **segregation, mother tongue maintenance, submersion** and **immersion**. He adds a fifth type, the **foreign language classroom** found in monolingual situations.

In **segregation settings** learners are educated separately from the majority. The learning outcome is limited L2 proficiency restricted to the development of survival language skills.

In **mother tongue maintenance settings** learners are given classes in their mother tongue, or are educated through the medium of their mother tongue. In both

types learners achieve high level of proficiency in basic interpersonal communication skills and in cognitive academic language proficiency.

In **submersion settings** language minority learners are educated through the medium of the majority language foreign to them. The learning outcome can be low level of cognitive academic language proficiency causing low level of academic performance or failure.

Immersion settings refer to a number of bilingual educational contexts with **bilingual majority** and **minority programmes**. An example of the bilingual majority programmes is the Canadian French immersion education where majority language (English) speaking children were educated through the medium of the minority (French) language (Skuttnab-Kangas and Cummins, 1988). These programmes proved to be successful concerning not only language learning outcomes, but interethnic relationships, too. In bilingual minority programmes learners are educated through the medium of L2 with attention to L1 maintenance. Bilingual minority programmes are more controversial, but with attention to maintain L1 literacy and to provide enough comprehensible input they can be successful (Skuttnab-Kangas and Cummins, 1988).

The **language classroom context** differs from the previously described ones in two aspects: one is that the L2, a foreign or a second language is taught as a subject, and the other is that the L2 is not a means of communication outside the classroom. Gardner and Clement (1990) emphasises the importance of two aspects of language classroom settings being influential on learning outcomes: the learning situation and the parental support. By the learning situation they mean the relationship of the teachers and the learners, their roles in the learning process, the type of activities through which real-life situations are reproduced. Parental support can be direct "by monitoring their children's curricular activities" (Ellis, 1994, p. 228), or indirect providing models of successful

language learning, thus motivating their children to learn the language (Gardner, 1985). The language learning outcomes of these contexts largely depend on these two aspects. Ellis claims that in most language classroom contexts the insufficient development of functional oral skills can be observed.

1.6.3 The Hungarian context

The Hungarian context, in which the present study is embedded, is very different from any of the contexts and settings described above. Bilingual and foreign language immersion programmes discussed in the literature focus on the language component: the goals are to promote bilingualism, „to enable the students to communicate across linguistic and cultural boundaries" (Swain and Johnson, 1997, p. 6). In the Hungarian context the focus is on the instrumental impetus toward learning in English, so strong that it has brought about the Hungarian immersion/dual language programmes described by Duff (1997) and Bognár (2000), and the English-only programmes surveyed by Kurtán (2003).

As said in the Introduction, the Hungarian dual language schools teach two or more subjects in a foreign language. Many Hungarian tertiary institutions offer foreign language medium instruction. In both cases the medium of instruction in the majority of the programmes is English. Bognár (2000) summarises the results of the Hungarian dual language schools. Kurtán (2003) gives an overview of the Hungarian tertiary institutions offering foreign language medium instruction and analyses their programmes in comparison to similar ones abroad. Bognár (2000) lists a number of disadvantages beside the many advantages in her summary of the results of the Hungarian dual language schools. There are three main problem areas: lack of teaching material, insufficient training of teachers in this aspect, some negative influence of the foreign language medium instruction on the native language use of

the pupils. Kurtán's (2003) findings support the first two. Her further findings reveal serious deficiencies in the foreign language medium instruction practice of most Hungarian tertiary institutions: lack of design, most programmes are mere "translation" of the Hungarian language medium training with no consideration of the differences in content, language use, pedagogical, intercultural and organisational aspects. Comparing the Hungarian practice to that of the Scandinavian countries, her findings are the same regarding these deficiencies. She lists a number of suggestions how these problems could be solved with careful programme planning including the thorough analysis of the constituents of this special teaching/learning context.

1.6.4 Implications for the present study

The English-only programme investigated in the present study does not fit any of the contexts and settings described in the literature. It is a combination of the natural and educational settings, but the natural aspect is restricted to the school community sharing the same common language, which is not the language of the wider community. As a consequence of this restricted, closed context, the relationships of the participants – pupils-pupils, and pupils-teachers – relationships have bigger influence on the teaching/learning processes than in contexts where the wider community can also serve as a source of information.

Another difference is that the primary focus of the programme is not language learning facilitated by integrating language and content, but content teaching where the foreign language is the medium of instruction. The question is not only what language learning outcomes can be observed in the process, but how the language proficiency level influences study achievement.

In sum, the present study explores the context of the programme and the relationship between language proficiency and study achievement.

1.7   Integrating language and content – an approach to SLA

1.7.1   Integrating language and content and the present study

As said above, in the programme under investigation English is a subject and at the same time the language of instruction. Met (1998) states that "many content-based courses or programmes use the second language as the medium for learning the content of specific courses (such as mathematics, science, art, or social sciences) shifting the focus from language as course content to language as the medium of instruction" (p. 35). She claims that designing content-based curriculum requires careful consideration of six factors, because these factors influence the nature of content and language learning alike. The six factors are the following: rationale for integrating language and content, models of integrating language and content, making decision about language and content, content and the attainment of cultural objectives, the role of explicit language instruction, teacher preparation and teacher planning.

These factors have to be explored to see how they relate to the English-only programme of the present study.

1.7.2   Rationale for integrating language and content

Following Savignon (1991) Met (1998) claims that "[c]ontent-based courses or programmes are a natural concomitant of communicative approaches to second/foreign language instruction that emphasise the use of language to interpret, express and negotiate meaning" (p. 36). Learning the language through content provides the students opportunities to use the language in real-life situations "to communicate authentic meanings… for authentic purposes…and to accomplish authentic tasks" (Met, 1998, p. 36).

Constructivist theory provides a strong rationale for content-based language teaching claming that learning takes place through experiences in meaningful contexts. According to it, learners can perform better when they can see how the parts they learn fit into the whole. "For language educators, this can imply that the content to be integrated with language be the content students are engaged with in the rest of their school day" (Met, 1998, p. 37). Caine & Caine's (1991) research proves that making connections between the parts increases learning and retention.

In multilingual settings, where there are more languages used in different contexts both within and outside the school, decision making regarding the extent of integration language and content is more complex.

1.7.3 Models of language/content integration

Met (1998) proposes a model for classifying the various approaches to integrating language and content.

Figure 13 Content-based language teaching: A continuum of content and language integration (Met, 1998, p. 41)

Content-driven   Language-driven

Total immersion	Partial immersion	Subject courses	Subject courses plus language classes/instruction	Language classes based on thematic units	Language classes with frequent use of content for language practice

The various approaches to integrating language and content reflect a continuum with content-driven programmes at one end of the continuum, and language driven programmes at the other. In content-driven programmes content is taught exclusively in the second/foreign language. In these programmes the learners' performance in the content is as important as the development of their language proficiency. In language –driven

programmes learners learn the language as a subject, and "content serves as an effective vehicle for communicative language experiences. (p. 42) Between the two ends of the continuum there are models integrating language and content to different extents, and in different ways.

1.7.4 Making decisions about language and content

Met (1998) emphasises that two factors must be taken into consideration in designing the curriculum of content-based language programmes: the language proficiency of the learners, and the fit between the expected language outcomes and the content selected.

Language proficiency level is particularly important in content-driven programmes in bilingual or multilingual settings, where learners are expected to have high level of academic language proficiency in a non-native language. In these programmes content outcomes and language outcomes are equally important. Complementary language instruction that is the language taught as a subject may support content instruction. In all content-based language programmes, attention must be paid to ensure that learners reach the level of language proficiency demanded by the content.

The choice of content to be taught in the second/foreign language must be decided after careful consideration of its fit with the learners' current proficiency level, its fit with specified language objectives (the development of targeted language skills), and the fit with the cognitive demand of the subject.

1.7.5 Content and attainment of cultural objectives

Byram (1998) notes that in multicultural settings there is more than one culture present in the classroom and in the curriculum. Met (1998) claims that including culture teaching in the curriculum of content-based language teaching has an effect on the

choice of content, especially in the case of subjects – for example mathematics - which do not offer "a natural avenue for including culture learning in the curriculum" (p. 53). Integrating culture and content is more natural in the case of social sciences. She emphasises the importance of integrating culture learning into content-driven programmes, too, but does not have any suggestion how to do so. Byram's (1998) suggestion is including explicit reference to the other cultures in the curriculum.

1.7.6 The role of explicit language instruction

Explicit language instruction may be part of the content course or complementary to it. Met (1998) recommends to include explicit language instruction in the curriculum of content-driven programmes where there are subjects which "provide limited opportunities for the development of social language" (p. 55).

1.7.7 Teacher preparation and teacher planning

Nunan and Lam (1998) draws attention to the special demands on teachers' competencies in multicultural/multilingual settings. Met (1998) claims that teaching content through the medium of a foreign language requires specialised professional knowledge, skills, and abilities. In content-based programmes for teachers who are content specialists with high proficiency in the language of instruction it is essential to understand and to be able to use strategies of effective language instruction. Effective teaching always involves plans for instruction, but second/foreign content teachers must consider a number of additional factors: "the language proficiency of students, the language objectives for the unit of instruction, the interaction between the language and content objectives, and how objectives will be assessed" (Met, 1998, p. 57).

1.7.8 Implications for the present study

The English-only programme the present study deals with is a unique type of content-based programmes. It is unique in the sense that it was not elaborated according to a rationale professionally worked out, but – as said before – it has come to life out of necessity meeting the demands of parents and their children arriving from different countries in Hungary where the conditions of multilingual education defined by Nunan and Lam (1998) as "educational programmes in which more than two languages are taught and academic instruction is presented through more than two languages" (p. 117) did not exist. Consequently, all the issues described above must be examined with this uniqueness in mind. That is what the present study aims to offer.

1.8 Personal characteristics: individual differences in attitude, motivation, learning strategies and learning styles

1.8.1 Personal characteristics and the present study

The following review surveys the categorisation of individual differences focusing on the developments of four of them: language aptitude/ability/intelligence, learning strategies, learning styles and attitude/motivation. Given the culturally/linguistically diverse composition of the class, individual and cultural differences in language aptitude, learning strategies, learning styles, and attitude/motivation are crucial from the point of view how the pupils can create a cooperative working group. Cooperative learning is an instructional approach where the group's achievement as a group is highly evaluated and rewarded (Dörnyei and Malderez, 1997). As said above, one of the foci of the present study is the formation of the group to which the learners adapt to various degrees. To use methods that promote the formation of the group is another important issue commented on later in Chapter 5.

1.8.2 Categories of Individual Differences

There are various characteristics of the individual, which influence how and how well s/he will learn a foreign language. According to Gardner's and MacIntyre's (1992) categorisation these variables can be grouped into three main categories: 1. Cognitive variables - different aspects of cognition (intelligence, language aptitude/ability, learning strategies, previous learning experience); 2. Affective variables - the individual's reaction to the situation (attitude, motivation, language anxiety, self-confidence, learning styles); 3. Miscellaneous category of factors of either cognitive or affective implications (age, gender, sociocultural experience).

1.8.3 Aptitude, Ability, Intelligence

Caroll (1965) distinguishes between ability and intelligence, which are two different but related concepts. He sees intelligence as an important factor in school learning because it influences how well and quickly the student understands the teacher's instruction, while language aptitude determines how much time is needed by the individual to acquire the material. Language aptitude is a set of abilities that promote language learning. These abilities may vary almost independently and it means that talent for language learning as such does not exist.

Caroll in his analysis of the major components of language ability compares the rate at which individuals acquire their first language to the rate at which they master various language related skills later. His results show that aptitude for foreign languages is a residue of fist language learning ability. The diverse language abilities often reflect specific kinds of environmental and educational influences. We must differentiate between competence as ability or performance as such. According to the customary distinction between them, competence is what the individual knows about the language, and performance is how s/he uses that knowledge in actual communication. Perform-

ance may be affected by a number of factors - state of health, mood - which fall beyond the scope of ability.

He proposed that language aptitude was comprised of four components: 1. phonetic coding ability, 2. grammatical sensitivity, 3. memory abilities, 4. inductive language learning ability. The Modern Language Aptitude Test (MLAT) published by Caroll and Sapon in 1959 was developed to assess these four components of language aptitude.

Oxford (1993) criticises the MLAT for three reasons. She claims that it is outdated and agrees with others, McLaughlin's (1990), Spolsky's (1989) and Skehan's (1989), who also claim that changes are required in the assessment of language aptitude. The other reason of her criticism is that in her opinion the MLAT is a useful instrument to assess language aptitude at lower levels but does not discriminate well at all levels. The third point of her criticism is that it does not allow for different approaches to L2 learning, and that it might not be valid to assess non-native speakers of English.

Fillmore (1979) also examines variation among individuals in the ability to learn a second language. He claims that first language acquisition is quite uniform across population, while there are considerable differences in second language learning. These differences are the consequence of the learnt cognitive and social strategies, which play an important role in second language acquisition.

Skehan (1989) proposed that aptitude measures are dependent on underlying language-learning abilities and on decontextualizing abilities. In contrast to the previous studies, which assumed a linear relationship between the different components of language aptitude, Skehan examined whether success can be achieved in different ways and found evidence for the existence of different profiles of language aptitude. Some individuals are linguistically oriented to learning: they consider language learning a pat-

tern-making problem. Others are more memory-dependent and they see language not as a system but a series of chunks. On the basis of his findings he proposed that there are analytic learners and memory-oriented learners.

Day (1980) makes distinction between language- bound and language-optional individuals, the former perceiving and remembering events in language terms, the latter being able to use language structures or to set them aside depending on task demand.

Smith, (1978), Naylor, (1980) draw attention to the fact that biological aspects must also be taken into consideration - cerebral lateralization also affects language processing. According to Hardyck (1977) experiment shows that there is superior ability at providing verbal coding for difficult information among left-handed subjects.

1.8.4 Attitude, motivation

The use of the terms `attitude` and `motivation` has varied within the areas of second language acquisition. Ellis (1985) discusses the use of the terms in the literature of second language acquisition and concludes that "there is no general agreement about what precisely 'motivation' or 'attitudes' consists of, nor of the relationship between the two. This is entirely understandable given the abstractness of these concepts, but it makes it difficult to compare theoretical propositions" (p.117).

1.8.4.1 Motivation

According to Gardner (1985) "(motivation) involves four aspects: a goal, effort-ful behaviour, a desire to attain the goal and favourable attitudes towards the activity in question. Of these four, the goal is not a measurable component of motivation, but the stimulus giving rise to it. The reasons of wanting to attain the goal have been incorporated under the banner of orientation" (p.5.).

Gardner (1985) in his Socio-educational Model, presented in figure 14, which he has been developing since 1960 seeks to interrelate four aspects of L2 acquisition: 1. social, cultural milieu 2. individual learner differences 3. setting 4. learning outcomes.

Figure 14 Socio-educational model (Gardner 1985, p.153)
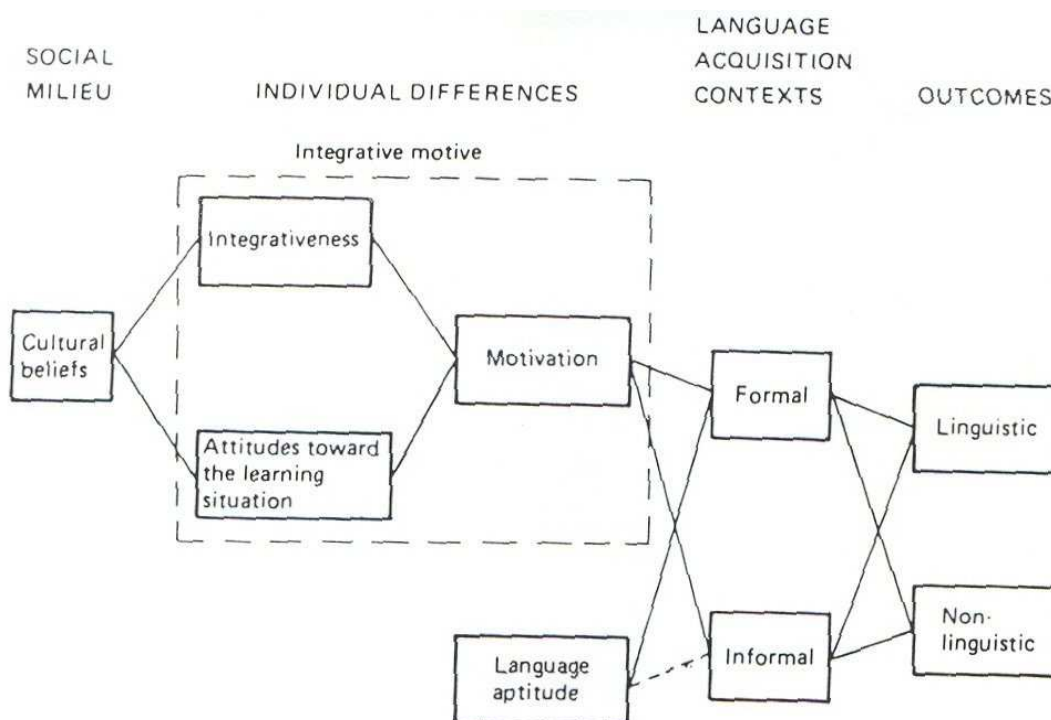
The basis of the model is that L2 learning, even in a classroom setting, is not only information learning but acquiring symbolic elements of a different ethnolinguistic community.

He identifies a number of variables resulting in individual difference, e.g. motivation and language aptitude. The model predicts that the relationship between the social/cultural milieu and L2 proficiency is an indirect one, but it is more direct between integrative motivation and proficiency. The social and cultural milieu determine the extent to which the learner wish to identify with the target language cul-

ture (integrative motivation), and also the extent to which they hold positive attitudes towards the learning situation. Both influence the nature and the strength of motivation. Motivation has an impact on learning in both formal and informal learning contexts. Aptitude is considered to be important only in formal settings, it plays a secondary role in the latter. Motivation, aptitude, intelligence and situational anxiety determine the learning behaviours, consequently the learning outcomes.

Dörnyei (2001) affirms this model stating that integrativeness and attitude toward language learning are correlated core variables that influence motivation, which with language aptitude influence language achievement.

1.8.4.2 Attitude

"An attitude is a learned predisposition to respond in an evaluative (from extremely favourable to extremely unfavourable) manner towards some attitude object." (Davidson and Thompson, 1980. p. 27.) "An attitude is a mental and neural state of readiness organised through experience, exerting a directive or dynamic influence upon the individual` s response to all objects and situations with which it is related" (Allport 1954) and ..can be described as a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object." (Fishbein and Ajzen, 1975) It is a hypothetical construct to explain the direction and persistence of human behaviour, which is a relatively stable and enduring disposition in people. According to Baker (1990) the three-component model of attitude proposed by Rosenberg and Hovland (1960) describes best the nature of attitude.

Figure 15 The three-component model of attitude (Baker, p. 13)
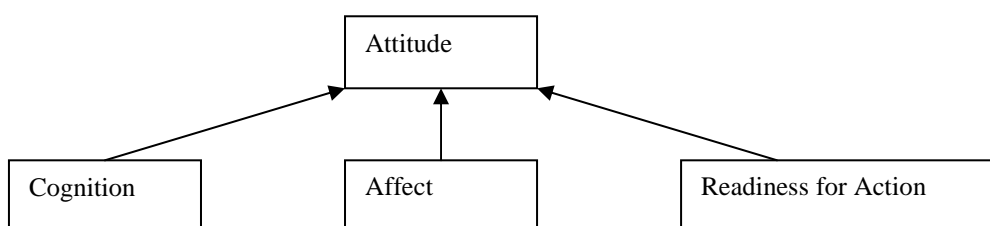
1.8.4.3 Attitude and motivation

Newcomb (1950) suggests a twofold difference between attitude and motivation: motivation has an existing drive state and is goal specific, while attitude does not have any drive state although it may produce drives and is object specific.

Gardner and Tremblay (1994a ,b) sees attitude as one of the three components of motivation: motivational intensity, desire and attitude towards a foreign language. This conceptualisation of motivation has a behavioural, cognitive and affective component with attitude belonging to the last category.

Dörnyei (1994a) welcomes the addition of the social dimension to the study of motivation by Gardner and associates and points out that attitudes and motivation originally are different concepts and derive from different disciplines of psychology, but "...due to the multifaceted nature and role of language (i.e. the fact that it is at the same time a *communication coding system*, an *integral part of the individual's identity*, and the most important *channel of social organisation*), the motivational background of L2 learning involves a unique and necessarily eclectic construct where `motivational` and `attitudinal` approaches should meet" (p. 282).

Gardner's motivational theory can be interpreted within the framework of the operational formulation of the socio-educational model (see Figure 11).

Gardner focuses on integrative motivation as it is more enduring than instrumental motivation is. His motivation theory comprises four elements: goal-directedness, intensity, desire and favourable attitudes. The key-element of this theory is the integrative motive, which comprises three components: integrativeness, attitudes and motivation. He distinguishes between formal and informal learning contexts claiming that motiva-

tion influences both. Aptitude and motivation influence achievement independently from each other, and motivation is influenced by attitudes toward the learning situation and integrativeness.

Regarding the causative role of motivation Skehan (1991) criticises Gardner's motivational theory on the basis of the findings of other researches claiming in contrast to Gardner that success influences motivation. "... motivation both causes, and is caused by, success" (Skehan, 1991: p. 283). Another criticism of his is that the relationship between orientation, motivation and the context of learning is not clear in the theory.

Clément and Kruidenier (1986) find that there are more orientations than those two claimed by Gardner and they connect these four major orientations to different contextual factors.

Dörnyei (1994a) claims that the Gardnerian construct of motivation should be extended by adding new components such as extrinsic/intrinsic motivation, intellectual curiosity, attribution about past success/failure, need for achievement, self-confidence, classroom goal structures together with various motives such as classroom events/tasks, classroom climate, group cohesion, course content, teaching material, teaching feedback, grades, rewards.

Dörnyei (1994b) criticises the Gardnerian model on terminological, measuremental and conceptual basis. He notes that there are three components at three different levels carrying the same term `integrative` (integrative motive/motivation, integrativeness, integrative orientation) which causes the misleading use of these terms in the literature. Secondly, motivation is part of the integrative motive according to Gardner, while he feels that motivation is a broader term, consequently integrative motive is part of motivation. He raises measuremental issues such as the self-report behavioural meas-

ures and the separation of the three components of motivation causing difficulty in interpretation. Among the conceptual issues, he feels that the relationship of motivation and orientation needs clarification because they, used in the Gardnerian sense, are confusing. A second conceptual issue is whether the Gardnerian motivation is restricted to the integrative motive.

Dörnyei (1994a) proposes a general framework of L2 motivation consisting of three levels, that of the language, the learner, and the learning situation. The three levels reflect the three basic constituents of the second language learning process (the L2, the L2 learner, and the L2 learning environment) and three different aspects of language (social, personal and educational dimension). Figure 16 presents the components of foreign language learning motivation.

Figure 16 Components of foreign language learning motivation (Dörnyei 1994a, p.280)

Components of Foreign Language Learning Motivation

LANGUAGE LEVEL	Integrative Motivational Subsystem
	Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement
	Self-Confidence
	• Language Use Anxiety
	• Perceived L2 Competence
	• Causal Attributions
	• Self-Efficacy
LEARNING SITUATION LEVEL	
Course-Specific Motivational Components	Interest
	Relevance
	Expectancy
	Satisfaction
Teacher-Specific Motivational Components	Affiliative Drive
	Authority Type
	Direct Socialization of Motivation
	Modelling
	Task Presentation
	Feedback
Group-Specific Motivational Components	Goal-orientedness
	Norm & Reward System
	Group Cohesion
	Classroom Goal Structure

1.8.5 Learning strategies

"A learning strategy is a device or procedure used by learners to develop their interlanguages. ... Learning strategies account for how learners acquire and automatise L2 knowledge. ... Learning strategies contrast with communication and production strategies, both of which account for how learners use rather than acquire L2 competence" (Ellis, 1994, p. 712).

According to Rubin (1981) there are three types of strategies: direct, indirect and institutional. Direct strategies are cognitive strategies that apply the principles of learning to make the acquisition easier. Indirect strategies are affective strategies that enhance positive emotional reaction and reduce negative reactions. Institutional strategies are those undertaken by language teaching institutions to assist students. Concerning the learner, he suggests the two-part (direct-indirect) classification system, which is enriched by others adding a third type of strategies, the social-affective strategies (Chamot and Kupper, 1989). These strategies are a cognitive variable because they are used on the level of cognition to promote language learning in the process of acquisition, storage, retrieval, or use of information.

The theoretical basis for learning strategies can be found in cognitive psychology as demonstrated by O'Malley and Chamot (1990) the concept of which provides the theoretical framework where learning strategies transform the manner in which material is processed.

Oxford (1990) lists about 200 instances of strategy use applied when practising the four skills in a second language. Built on earlier findings she provides the most comprehensive classification of learning strategies. She proposes a strategy system with two major categories of direct and indirect strategies, the former being those which op-

erate on the second language material to store and recall information, and the latter being those which are used by students to adjust the learning situation to their needs. The purpose of direct strategies is to improve memory and comprehension processes, the purpose of indirect strategies is the same but they are applied on the situational level. The direct strategies include memory, cognitive and compensation strategies, the indirect strategies include metacognitive, affective and social strategies. The major strategy categories are subdivided into six groups as seen in Figure 17. These strategy groups support each other, and each can connect with and assist any other strategy group.

Figure 17 Diagram of the Strategy System: Overview (Oxford, 1990 p. 16)
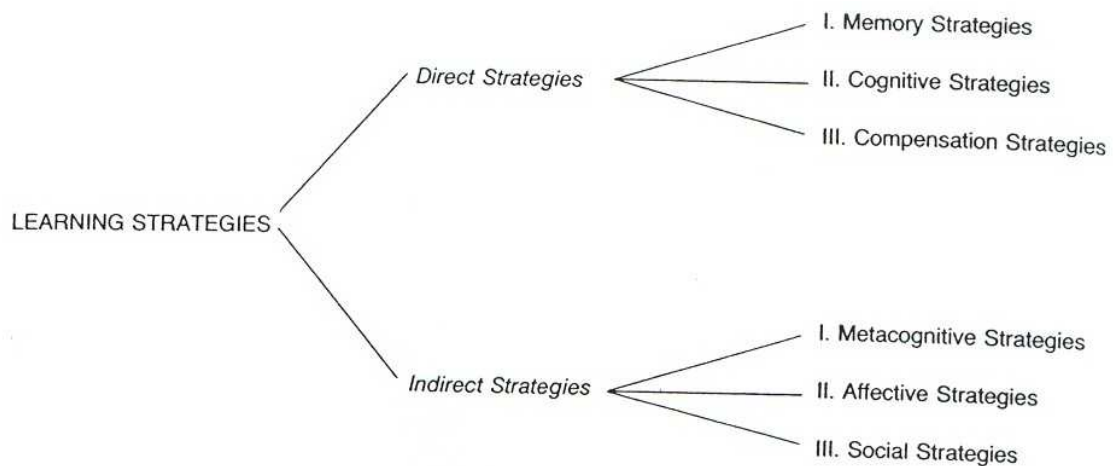
According to some researchers (Rubin, 1981) students of different proficiency levels use different strategies. They reflect the level on which the student is able to operate. Ellis (1994) notes that there has been not sufficient research done to prove that there is direct relationship between the type of strategy used and the stage of the learner's language development. Students very often use strategies across levels of strategy typology. Unsuccessful learners may use learning strategies but not the appropriate ones. Many variables such as attitude, motivation anxiety interact to produce willingness or unwillingness to employ a strategy as is demonstrated by Oxford and Nyikos

in a study (1989). It is clear from the findings that motivation plays an important role in the use of learning strategies. Motivated students develop strategies to promote further learning. Strategies are born from previous learning experiences and can be developed through training.

1.8.6 Learning styles

Following Gregorc (1979), Oxford (1990), Oxford, Ehrman and Lavine (1991) learning styles can be defined as approaches applied by the individuals to the process of learning. They are a general disposition toward processing information in a particular way. They represent a consistent approach to learning with considerable individual variability.

Reid (1995) categorises learning styles in three major groups: cognitive learning styles, sensory learning styles, affective/temperament learning styles. Cognitive learning styles include field-independent/field-dependent, analytic/global and reflective/impulsive, tolerance/intolerance of ambiguity learning styles. These styles depend on the cognitive processes applied by the learner in the learning process. Sensory learning styles include perceptual (visual, auditory, kinaesthetic, tactile, haptic) learning styles, environmental (sound, light, temperature, classroom design, food intake, time, mobility) learning styles and sociological (group, individual, teacher authority, team, pair) learning styles. These learning styles depend on the learners' perception in physical and social sense, too. Affective/temperament learning styles include temperament indicators (extroversion/introversion, sensing/intuition, thinking/feeling, judging/perceiving), and brain hemisphericity (right/left hemisphere). These styles are based on the learners' personality characteristics.

Oxford and Ehrman (1993) list four major aspects of learning styles important for language learning: 1. the analytic-global parameter, 2. sensory preferences, 3. intuitive/random vs. sensory/sequential learning, 4. relative orientation toward closure or openness. Analytic (field-dependent) students concentrate on details while global (field-independent) students concentrate on main ideas. Sensory preference (visual, auditory, hands-on /kinaesthetic-tactile orientation/) refers to the perceptual learning channel, which is preferred by the student. Intuitive/random students think in abstract, non-sequential ways, while sensing/sequential students focus on concrete facts and operate in an organised way. Orientation to closure refers to the degree to which the individual needs clarity. It is closely related to tolerance of ambiguity.

Nelson (1995) discusses the culture bound nature of learning styles. They are culture bound in two aspects: the notion of learning styles implies individuals, but individuals are part of some culture that as said earlier determines individual choices. The other aspect is that culture is learned, and individuals acquire the knowledge of how to learn in the process of their socialization. Singleton (1991) calls it the "hidden curriculum" (p. 120).

1.8.7 Implications for the present study

As one of the aims of the study is to find out about the underlying factors promoting or hindering the pupils' adaptation to the community of the class, attitude/motivation is a crucial issue to be investigated. Their positive or negative attitude toward the class, the school, the wider environment, the language influences the rate and degree of the process. As seem in the literature, attitude/motivation is a crucial factor in group formation and maintenance.

The study is conducted in a learning situation where there are individuals from different cultural background. Their personal characteristics are reflected in the way they approach the teaching/learning process. To see whether there is the potential of establishing a cooperative learning group, two individual factors, closely connected to the social aspect of cooperation, are chosen to be investigated: the personality factor of introversion/extroversion as an affective learning style dimension, and the learners' work style, their preference of working individually or in a group, as a sociological dimension of learning styles.

1.9 Gender issues

1.9.1 Gender issues and the present study

The present study takes place in a class with almost equal number of girls and boys in it. It has to bee seen what the literature has to say about gender differences in attitude, in the approach to the learning situation, about the roles males and females have in the group formation and the learning processes.

1.9.2 Gender differences

Ditz and Stern (1998) claims that gender differences in language use are caused by social differences. The most critical social cause of gender differentiation is level of education. When equal educational opportunity is offered, females tend to be more sensitive to the status norm of the language than males.

Oxford (1995) explores gender differences in four areas of learning styles: sensory preference, field-independence/field-dependence (field-sensitivity), reflection and impulsivity, objective/impersonal and subjective/emphatic styles. She claims that men are more field-independent, analytic, objective and logically minded, while women are more field-sensitive, globally patterned, subjective and capable of using emotions. She

suggests that these differences exist in other areas of life too, and that they "influence classroom dynamics and student success" (p. 45).

Sunderland (1992) claims that gender operates at different levels including classroom processes, more precisely learning processes, teacher-learner, and learner-learner interactions. She finds that in classroom pair work and group work males are more active than females, who provide good supportive environment for the males, but getting little feedback themselves.

Ellis (1994) gives an overview of several research findings stating that on the whole females are more successful in language learning because their attitude regarding language learning is more positive, they stress co-operation and deal more sensitively with relationships.

1.9.3 Implications for the present study

As seen above, gender differences can be spotted in all the areas the study is concerned with: language learning, study achievement and group formation. The relatively big proportion of girls in the class indicates that all the data about any of the three aspects described above have to be analysed from male/female aspect, because the differences are likely to influence the processes under investigation.

1.10 Language proficiency and study achievement

1.10.1 Language proficiency development and study achievement, and the present study

The relationship of language proficiency development and study achievement is a central issue of the present study. The language is learnt as a subject and through content teaching. At the same time it is acquired in the course of the social activities of the

class, even if in limited context. The pupils' goal is to achieve success in their studies that are conducted in the language common for all of them. The question is if there is a direct relationship between their proficiency and their advancement in their studies.

From the above it follows that the literature has to be consulted about the relationship between language proficiency development and educational success or failure.

1.10.2 Language proficiency and academic performance: the debated issue

Many psycholinguists and educational psychologists have already raised the question how language proficiency relates to academic achievement. Oller and Perkins (1978) suggest that language skill, the factor of global language proficiency, influences almost all aspects of linguistic and academic performance.

Labov (1972) denies direct relationship between language proficiency and success or failure in education and emphasises the importance of sociolinguistic and sociocultural factors being much more responsible for the degree of achievements in school situation.

Canale and Swain's (1980) theoretical framework of communicative competence distinguishes grammatical, sociolinguistic, discourse and strategic competencies, and emphasises the importance of the "integration of knowledge of the second language culture" (p. 33) into the syllabus, but they do not relate their framework to academic achievement.

The question of what constitutes language proficiency is also a debated issue. Ellis (1994) defines language proficiency as 'the learner's ability to use L2 knowledge in different tasks' (p. 720). Oller and Perkins (1978) insists that all of the traditionally

recognised language skills should be taught in all aspects of the curriculum because of its overwhelming importance in educational contexts.

They also draw attention to the difference in oral and written communicative situations emphasising the presence of contextual and paralinguistic factors, thus diminishing the importance of the pure linguistic form in the first case.

1.10.3 Language proficiency development and the wider context

Donaldson (1978) rises the issue of embedded and disembedded thought and language. She points out that children's thinking and language use develop in meaningful contexts.

Cummins (1986) insists that a theoretical framework for conceptualising the relationship between language proficiency and academic achievement is needed and that this theoretical framework should incorporate a developmental perspective, namely that there are some aspects of language proficiency which are mastered early and others vary across individuals as development progresses. Another important issue is that there are differences between the linguistic demands of the school and the linguistic demands of interpersonal communication outside the school.

Cummins' framework can be applied to monolingual and bilingual contexts and draws on his earlier distinction between basic interpersonal communicative skills (BICS) and cognitive/academic language proficiency (CALP). His framework, presented in Figure 18, shows how language proficiency can be conceptualised along two continua. The first is a horizontal one the extremes of which are described as 'context-embedded' and 'context-reduced' communication. The vertical continuum represents the developmental aspects of communicative proficiency in terms of cognitive involvement in tasks or activities.

Figure 18 Range of contextual support and degree of cognitive involvement in communicative activities (Cummins, 1983 p. 153)
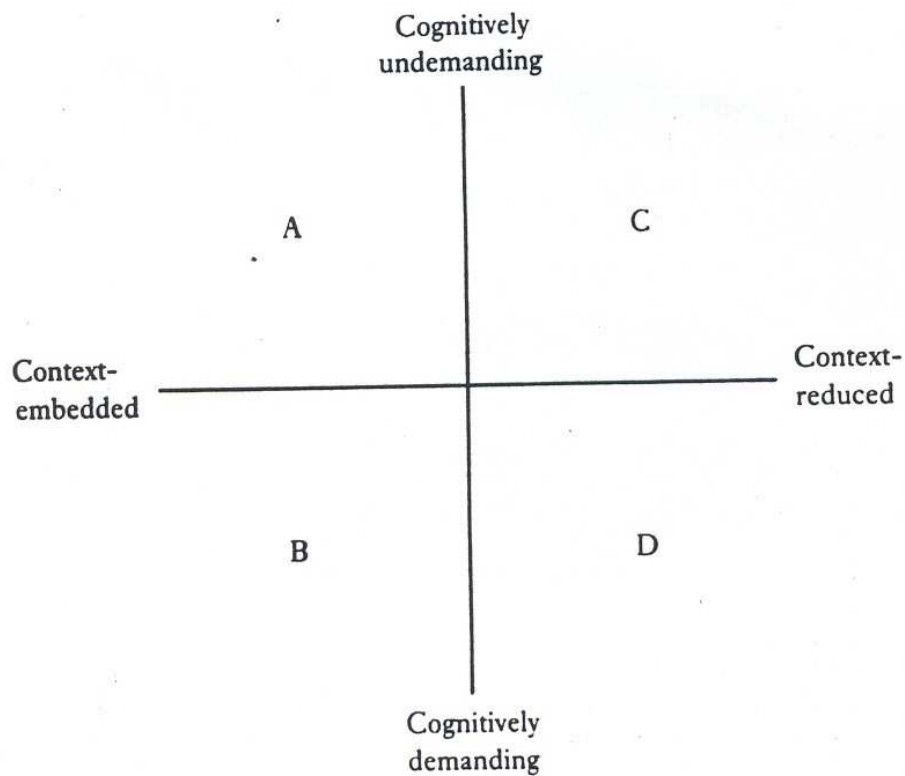
Context-embedded situation is more typical of non-instructional settings, whereas context-reduced situation is more typical of the classroom. The framework proposes that context-reduced communicative proficiency can be developed on the basis of prior context-embedded communication. The more context-embedded input is processed by the learners, the greater the range of input in context-reduced situations which will be comprehensible for them.

Cummins argues that some aspects of L1 and L2 proficiency are interdependent as he claimed in his interdependence hypothesis (1981), applicable to bilingual contexts. He claims that cognitively demanding tasks show some degree of interdependence

across languages. He distinguishes between the surface manifestation of the two languages in bilingual contexts and the common underlying proficiency (Figure 19) involved in cognitively demanding task, and which can be developed through experience with either language.

Figure 19 The dual-iceberg representation of bilingual proficiency (Cummins, 1981 p.83)
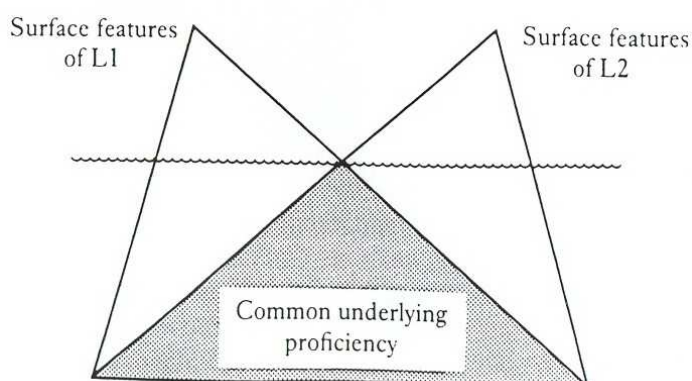
1.10.4 Implications for the present study

It follows from the above that in the measurement of language proficiency in the present study more factors have to be considered: cognitive involvement, context-reduced or embedded aspects, the input outside the school. A further consideration to keep in mind is that the language performance of interactional style and academic achievement is likely to be less direct than in cognitively demanding learning contexts.

1.11 Englishes

1.11.1 Englishes and the present study

The English language the present study deals with is the language of instruction. It is the common language of the school community, thus it is used as the means of communication for social purposes, being - in most cases - the only common language in the linguistically diverse community. The school is in a country the language of

which is not English. In the school English functions as a second language but outside the school it is a foreign language. For most pupils it is a second language outside the school, too, being the language in which they are proficient enough to be able to communicate through it compared to their level of proficiency in the native language of the wider community. They find more and more people from the wider community with whom they can have contact because of the common language, English.

To find the place for this type of English among the varieties, it has to be seen what the literature has to say.

1.11.2 Varieties of Englishes

Following Oxford's (1990) and others' (Ellis, 1994, Kachru, 1982) distinction between foreign and second languages, the former is not a native language but learnt for different reasons and does not play a major social role, does not have an immediate social and communicative function within the community, whereas the latter does and is institutionalised in one way or another.

English as an international language defined by Smith (1976) as a language "which is used by people of different nations to communicate with one another" (p. 38) serves a variety of purposes and as such has become nationalised by many countries, and culturally neutralised, and it is not the property of the original mother tongue speakers.

Figure 20 Some distinctive features of ESOL vs.EIIL (Smith, 1983, p. 15)

	Scope and Depth of Language Treatment	"Officialdom" Public Function	Purpose of Learning	Student Population	Language Model	Performance Target	Language Interactors	Cultural Emphasis
ESOL: English as a Foreign Language	general English / English for Special Purposes	school subject	(a) limited use as a tool for jobs (b) higher education / Communication: low priority	Non-native speakers	educated native speaker	performance level of educated native speaker	$(L_2 \longleftrightarrow L_1)$	culture of native speakers
ESOL: English as a Second Language	general English to greater depth and range than EFL / English for Special Purposes	medium of instruction / lingua franca	for international and internal interactions / Communication: high priority	Non-native speakers	educated native speaker or educated speaker of local variety of English	performance level of educated native speaker or educated speaker of local variety of English	$(L_2 \longleftrightarrow L_1)$ intranational $(L_2 \longleftrightarrow L_2)$	culture of (a) native speakers (b) local countrymen
EIIL: English as an Intranational Language	general English / English for Special Purposes	may be medium of instruction / lingua franca	for internal interaction / Communication: high priority	Non-native speakers	educated native speaker or educated speaker of local variety of English	performance level of educated speaker of local variety of English	intranational $(L_2 \longleftrightarrow L_2)$	culture of local countrymen
EIIL: English as an International Language	general English / English for Special Purposes	international business ads sports news diplomacy travel entertainment	for international interactions / Communication: high priority	Native and non-native speakers	Any educated English speaker (native speaker, local, or regional)	mutual intelligibility and appropriate language for situation	$(L_2 \longleftrightarrow L_1)$ international $(L_2 \longleftrightarrow L_2)$ international $(L_1 \longleftrightarrow L_1)$	culture of specified countries

Smith as seen in Figure 20 gives a detailed description of English as a foreign, second and international language describing the scope of language treatment, the function, the purpose of learning, the learner population, the language model, the performance target, the language interactors and the cultural emphasis of the contexts of each.

He makes distinction between English as an intranational language and English as an international language, the former being the common language between non-native speakers in an English speaking environment, serving as a lingua franca, and the latter used in international interactions. The difference between an intranational and a second language is that the latter involves native and non-native speakers in the English speaking context. Smith does not attribute educational function to English as an international language.

As a consequence of the globalisation of the labour market, in many non-English speaking countries English is used as a common language for educational or work pur-

poses. Where English plays such a social and institutionalised role, the development of the language takes place both in and outside the classroom, acquired and learnt both in instructional and non-instructional circumstances and ways following Schumann's (1978) and Gardner's (1985) definitions.

1.11.3 English as a lingua franca

There has always been a desire among people of different languages to find a **common language.** The attempts to develop artificial languages are numerous: Volapük (1880), Esperanto (1887), Interlingua (1903), Ido (1907), Novial (1928) to mention some of them. These artificial languages not being fed by and from a living culture could not serve as a vehicle of communication between people of different languages.

We live in an age when apart from our **national identity** there is a new **supra-national identity** emerging due to the tendencies of internationalisation, globalisation as a consequence of joint markets, global communication, mass tourism and mass migration. The need to mediate between languages and cultures increases with multilingual classrooms, with TV programmes from abroad, with the exchange of commerce and the increasing international contacts at workplaces.

The need for a **lingua franca** is returning to restore the international function of language through which our national identity can find expression, and makes it possible to become members of a multicultural community. This is a unique opportunity for the development of a lingua franca, which can facilitate communication at all levels. The idea of developing multilingualism, a competence in at least one language other than the native language promotes intercultural communication.

Swales (1993) quotes Burchfield who wrote the following in 1986: "English has also become a lingua franca to the point that any literate, educated person on the face of the globe is in a very real sense deprived if he does not know English" (p.283).

Brutt-Giffler (2002) claims that there are two main processes by which English has become a "world language: language spread and language change" (p.ix). The framework she operates in is presented in Figure 21.

Figure 21 A model of English language spread and change (Brutt-Giffler, 2002 p. 120)
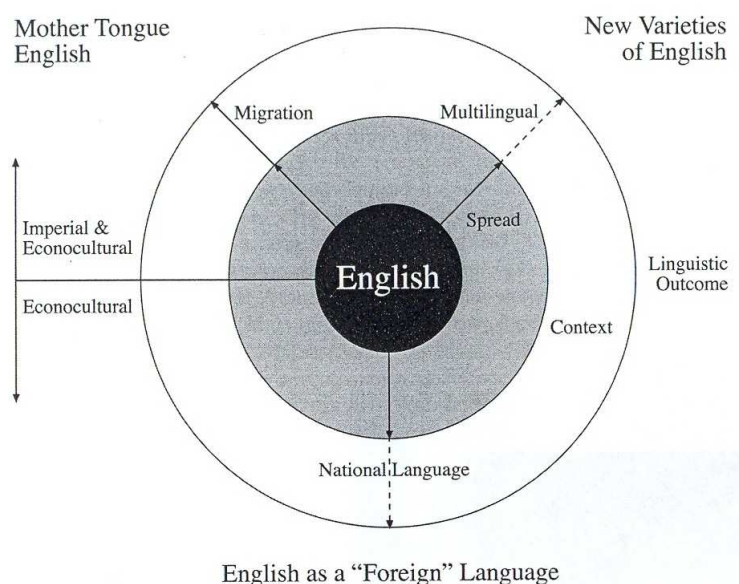
She introduces the new construct of macroacquisition, social second language acquisition with its two types (presented in Figure 22). "Type A takes place in multilingual settings in which the acquired language serves a unifying linguistic resource,….(t)ype B takes place , in general, in a formerly predominantly monolingual setting – one - in which one mother tongue dominates" (pp.138-9). Type A macroacquisition roots in community formation. In the context of world language theory, this speech community is a world speech community and one of the processes leading to its formation is transculturation. "Transculturation is the process of transcending monocul-

turalism in language both within the world econocultural system and also within the va-

rieties of World Englishes" (p. 178).

Figure 22 Language convergence with World English (Brutt-Giffler, 2002 p. 178)
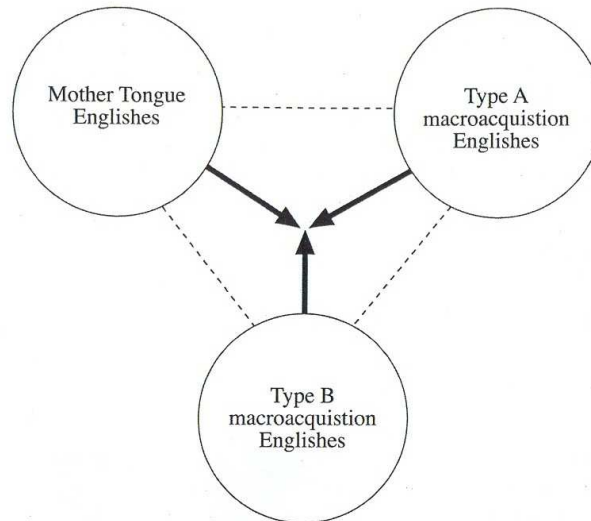
1.11.4 Implications for the present study

When English is taught and used as the language of studies by non-native speakers in non-native environment in international educational settings, it is a combination of English as a foreign language (EFL) and English as a second language (ESL). I call this variety English as a working language (EWL) – a subtype of English as an international language (EIL) - defining it as the non-native language of the users for whom it is the means of communication with the members of the larger and smaller groups for social purposes and at the same time it is the official language of the smaller community in which they conduct their studies. In the light of the above definitions EWL is different from English as an international language, which serves a variety of purposes. I interpret EIL as an umbrella term for non-native varieties used as a common language and which can be divided into categories according to the function, role it serves and the time span it is used for. I define EWL as one of the subcategories of EIL with the function described above.

There is a factor that has to be taken into consideration when investigating the process of interculturation: it is the language of the host community. In the acculturation process the target language is the same as the language of the host culture. In our case they are different: the target language which is being learnt while being used as the means of communication and the medium of instruction is English. The language of the host community is different, and different from the native languages of the learners, too. It does not play any role in the intragroup communication by which I mean the communication between the members of the smaller group. But it does in the intergroup communication by which I mean the communication between the members of the smaller and the members of the larger group. The question is whether the knowledge of the language of the host community, the language of survival (LS) promotes or hinders the process of interculturation. In other words, if the individuals posses the language of the wider community, too, they can choose which group to join.

Chapter 2 The Pilot Study

This chapter will first present the rationale for the main study investigating the relationship between language proficiency development and group formation, and their impact on study achievement. Then the aim of the research will be presented followed by the presentation of a pilot study with its aim, questions and hypotheses, the description of the setting and the participants. After that the instruments used in the pilot study will be detailed with the data collecting procedures and analyses. Finally, the findings of the pilot study will be presented with their consequences on the design of the main study.

2.1 Rationale for the research: implications from the literature review

The rationale of the present study is to explore the areas, about which little research can be found in the literature, and this way to help gain deeper insight into the nature of this new phenomenon, into the nature of such educational settings where the school is an island of interculturalism, using English as a lingua franca, the language of study and social interaction in a non-English environment.

After reviewing the literature relevant to the areas the present study deals with, it can be concluded that there has not been sufficient research done regarding the situation described in the introduction. The literature deals with acculturation and the role of the second language in native environment, in an environment where the language of studying is that of the country where the learners live, the relationship between the development of the second language and study achievement. There has been found little about acculturation-like processes in the case of multicultural groups using English as the common language, the language of work and social life, living in non-English environment for a longer period of time with study or work purposes. The role of the language

used as the common language for the individuals from different linguistic backgrounds, and the relationship of the two languages present in the context – the language of work and the language of the wider environment is not explored yet. The relationship of language proficiency and study achievement is also an area to be reconsidered.

The visual representation of the context is given in Figure 23 with all the constituents having influence on the processes going on in it: adapting to the closer community defined as interculturation, the formation of a culture defined as interculture, the relationship of the participants with each other, the intragroup processes influencing the formation of the new culture, the participants' relationship to the wider social environment, the host country, language learning including English as a working language and the language of the host country, the language of survival, the interrelation of the language proficiency development and study achievement. The figure summarises the factors modifying the processes: the role of the cultures present, that is the culture of the host country, the culture of the members of the new culture, their native languages and personal characteristics (attitude to the new environment, motivation to adapt to and to function in it, their diverse learning strategies and styles, their level of English language proficiency upon arrival), and the influence of the host culture represented by the language and by the members, mainly the teachers involved in the context.

Figure 23 Visual representation of the context under investigation (source own)
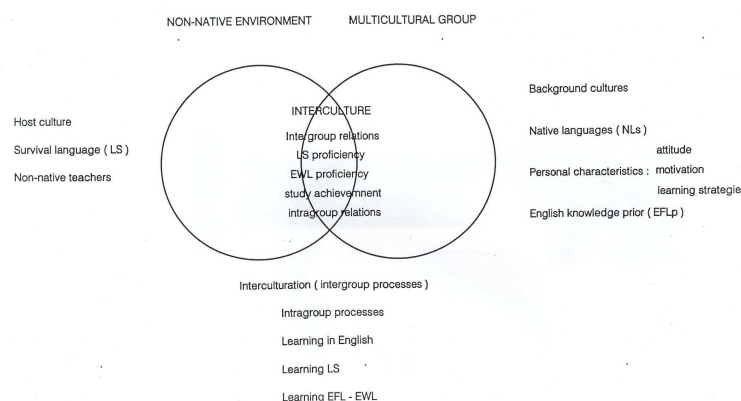
2.2 The aim of the research

The aim of the research is to investigate 1. the nature of and the processes in intercultural development (interculturation, intragroup-intergroup relations and processes) and 2. the role of language acquisition/language learning in interculturation and its impact on study achievement.

The following general questions were formulated as a consequence of the above:

- How does EWL proficiency influence interculturation?

- How does LS proficiency influence interculturation?

- What is the relationship between interculturation and study achievement?

The above general questions were reworded into workable research questions as detailed in the description of the pilot and the main study.

1 Does the level of English as a working language (EWL) proficiency influence group cohesiveness (interculturation)?

2 Does the level of the language of survival (LS) proficiency influence group cohesiveness (interculturation)?

3 Is there direct causal relationship between interculturation and study achievement?

4 Does the degree of group cohesiveness (interculturation) influence the members' study achievement?

In order to find answers to the questions a pilot study was designed to be able to design a clear and compact research framework for the main study. It was also an aim of the pilot study to try out the instruments that had already been designed.

2.3 The pilot study

2.3.1   The setting and the participants

The pilot study was conducted in the academic year of 1999/2000 in an English medium instruction school in Budapest. The participants were the multilingual/multicultural group of 17 second year secondary school foreign pupils studying in English (native languages represented: 2 Hungarian speakers, 2 English speakers, 5 Serbian speakers, 5 Russian speakers, 3 Chinese speakers, 1 Italian speaker). The two Hungarians are of Hungarian origin but they are not Hungarian citizens and had never lived in Hungary before they came to study to Hungary.

2.3.2   The aim of the pilot study

The aim of the pilot study was to find answers to the following questions, to test the following hypotheses, and to try out the research instruments presented below

2.3.2.1 Research questions

1   Does the learners' proficiency in English influence the degree of group cohesion (interculturation)?
2   Does the learners' proficiency in the language of the host country influence the degree of group cohesion (interculturation)?
3   Does the degree of group cohesiveness (interculturation) influence the members' study achievement?

2.3.2.2 Hypotheses

The following hypotheses were set up:

1   The higher the EWL proficiency the greater the interculturation.

It was hypothesised that higher English language proficiency level promoted the creation of a more cohesive (interculturated) group.

2   The higher the LS proficiency the greater the degree of interculturation.

It was hypothesised that high proficiency level in the language of the host country

helped the learners create a more cohesive (interculturated) group.

3   The bigger the interculturation the higher the study achievement.

It was hypothesised that a cohesive (interculturated) group was more effective and

supportive in cooperation, thus achieving better results in their studies.

2.4 The pilot study design

2.4.1.1 Summary of the research questions and hypotheses of the pilot study

The summary of the pilot study research questions and hypotheses are presented
in Table 1.

Table 1. The research questions and hypotheses of the pilot study

Research questions	Hypotheses
Does the learners' proficiency in English influence the degree of group cohesion (interculturation)?	The higher the EWL proficiency the greater the interculturation.
Does the learners' proficiency in the language of the host country influence the degree of group cohesion (interculturation)?	The higher the LS proficiency the greater the degree of interculturation
Does the degree of group cohesion (interculturation) influence the members' study achievement?	The bigger the interculturation the higher the study achievement.

2.4.1.2 Methods

The methods used to find the answers to the research questions are presented in

Table 2. A more detailed elaboration of the methods is presented in the description of

the data collection and analysis procedures.

Table 2 Methods used in the pilot study

Research questions	Method of data collection	Method of data analysis
Does the learners' proficiency in English influence the degree of group cohesion (interculturation)?	EWL proficiency was tested by an English language **proficiency test** Interculturation as group cohesion was tested by a **sociometric test**. **Self-report data** was also analysed.	Qualitative analysis was applied to decide if the EWL proficiency influenced the group structure and the individuals' position in the group.
Does the learners' proficiency in the language of the host country influence the degree of group cohesion (interculturation)?	The change of **grades** in LS proficiency at the end of two terms was compared at individual and group level. Interculturation as group cohesion was tested by a **sociometric test**. **Self-report data** was also analysed.	Qualitative analysis was applied to decide if the change in LS proficiency influenced the group structure and the individuals' position in the group.
Does the degree of group cohesiveness (interculturation) influence the members' study achievement?	The change of **grades** in three subjects and of the overall averages at the end of two terms was compared at individual and group level. Interculturation as group cohesiveness was tested by a **sociometric test**. **Self-report data** was also analysed.	Qualitative analysis was applied to decide if changes in study achievement influenced the group structure and the individuals' position in the group..

2.4.2 The research instruments

The summary of the research instruments used in the pilot study with the description of their function is given in Table 3.

Table 3. The research instruments of the pilot study

	The research instruments used		The function of the instruments
1		Personal trait questionnaire 1 Intergroup behaviour questionnaire	Learning about preferred ways of working in groups: by themselves, with a single partner, in a group, with pupils of the same ethnicity, with pupils from other ethnic groups, with pupils of higher or lower English proficiency levels, in groups formed by the teacher or by themselves
2		Personal trait questionnaire 2 Learning style questionnaire	Learning about the personality factor of introversion/extroversion determining preferred learning styles
3		Attitude questionnaire	Learning about the pupils' attitude toward learning English, and toward English speaking communities, learning Hungarian and toward Hungary, and the school

4	English language proficiency test	Learning about the pupils' English proficiency level upon arrival and its development
5	Sociometric test	Learning about ingroup relationships and their change, the amount of mutual choices as the indicator of group cohesion
6	Self report	Learning about the pupils' self evaluation concerning their development in their studies
7	Grades received at the end of term 1 and 2	Comparing the quantitative data of study advancement with the data gathered by the instruments listed

2.4.2.1 Personal trait questionnaires: intergroup behaviour and learning styles

The personal trait questionnaires were meant to learn about the participants' general intergroup behaviour (the questionnaire was borrowed from Kinsella and Sherak, 1993, (published in Reid 1995 p.235-7, see Appendix 1) and learning styles (the questionnaire was borrowed from Oxford (1995b, pp. 213-214, see Appendix 2). The intergroup behaviour questionnaire, as described below, had to be modified (see Appendix 3) to fit the purpose of the present study. The learning style questionnaire was applied with slight change (see Appendix 4) in the instruction.

The **intergroup behaviour questionnaire** originally was to indicate the pupils' independent-collaborative work style in an ESL learning context and within these two broad categories their preference of working with a single partner or with a group, with pupils of the same or different language background, their preference of the teacher being the organiser of activities, and the role of the foreign language proficiency modifying their preference in certain constellations. The wording had to be changed to fit the purpose of the pilot study with the different from the original pupil population. The original questions differentiated between native speakers of English and ESL students, the latter being a heterogeneous population of different linguistic and cultural background. In the present study the diversity of the pupils regarding their linguistic and cul-

tural background was present, but the native speaker of English category did not fit the study. As the notion behind the original question was to find out how comfortable the non-English speaking students felt working with students whose English proficiency was higher than theirs, these question items were substituted with questions indicating the different level of English language proficiency. Although aware of the fact that working with native speakers of English is not only a matter of proficiency level, because psychological factors such as self-confidence play important role in the context, but for the purpose of the study in which native speakership did not play any role, this change was needed and seemed to make the questionnaire a workable instrument. The original questionnaire was aimed at finding out which of the two broad categories (independent-collaborative) the students fell in. As one of the foci of the present study is intragroup processes, the relationship of the pupils with one another, the rest of the answers not included in the original analysis provided important data, so these questions were organised into categories regarding the focus of the questions: preference of working with pupils of the same or different linguistic background, preference of working with pupils of higher or lower English proficiency level, the preference of pupils regarding teachers' role in group formation.

.   The **learning style questionnaire** was to decide the personal characteristics (extroverted – introverted) of the pupils with regard to the preferred learning styles. It was applied with a slight change in the instruction how to handle it, and question 5 was reworded to make it clearer for the pupils.

2.4.2.2 Attitude questionnaire

The attitude questionnaire (borrowed from Dörnyei, 1996, see Appendix 5) was adapted (see Appendix 6) to the purpose and the context of the present study borrowing items from ELTE Leeds BC Project, 1997, Kozéki, 1985. The questionnaire was con-

structed to describe the pupils' attitude toward English and English speaking countries and communities, toward Hungarian as a foreign language and Hungary in the case of non-Hungarians, and toward the multicultural community, the school they attended.

The first 2 parts of the questionnaire inquiring about the pupils' attitude toward English and Hungarian are a modified version of the original. The original questionnaire was aimed at gaining data about pupils' attitude toward learning foreign languages. In the present study the foreign language is EWL as described above, and the target population is English-speaking communities, not necessarily the community of native speakers of English. Regarding the attitude toward Hungarian and Hungary, an important difference from the original questions was that the pupils were asked about their attitude toward a context that was part of their everyday life. With these differences and considerations in mind the original questionnaire was reconstructed to fit the aim of the study.

The ELTE Leeds learning background questionnaire (1997) and Kozéki' s (1985) questionnaires served as a base for the third part of the attitude questionnaire, from which only relevant - for the purpose of the study – items were used reworded as questions, and translated into English to fit the unified structure of the attitude questionnaire.

2.4.2.3 English language proficiency test

The pupils' English language proficiency was measured by a British Council placement test (see Appendix 7) which had been designed for placement purposes but is able to show language improvement within a relatively short time.

2.4.2.4 Sociometric test

A typical three-choice, three-criteria sociometric test (Mérei 1971, Thomas, 1979 see Appendix 8) was to gather data about the amount of choices of attractions, mutual choices and pair-relations, the number of the latter being the indicator of group cohesion

and the integration of the individuals into the group. For pedagogical reasons, only attractions were asked and not rejections.

2.4.2.5 Self-report

The guidelines of the self-report (see Appendix 9) were meant to help the students evaluate their development in their studies in three subjects (Hungarian, English, history) at the end of the second semester. The two languages were a natural choice to be included in the study as one of the aims was to learn about the relationship of language development and group formation. The other aim was to see how group formation and study achievement relate to each other History was included in the study for two reasons: one is that it is a compulsory subject in the matriculation examination, and as such it cannot be neglected by the pupils even if they do not prefer it. The result they achieve in it is an indicator of their effort. The classification of the subject as 'important' or 'negligible' cannot play a role. The other reason was that learning history requires a number of linguistic and cognitive skills, thus the result in it and the pupils' evaluation of their advancement in this subject reflects a more complex range of factors determining the result than language proficiency solely.

2.4.2.6 Grades

The grades the pupils received at the end of the first and second term in the three subjects mentioned above and their average grades were the quantitative data assessing the pupils' performance in their studies. Although such data by some researchers are said to be unreliable because they often reflect other than achievement factors (e.g. behavioural problems), I decided to use them because they are used conventionally and institutionally to assess pupils in e.g. admission procedures or are taken into consideration in job interviews.

2.4.3 Procedure and analysis

The pupils were given the questionnaires (intergroup behaviour questionnaire, learning style questionnaire, and attitude questionnaire) the sociometric test and the English proficiency test with a cover letter (Appendix 10) in which they were asked to participate in the study and they were given instruction what to do. They were asked to evaluate their overall achievement following the guidelines they were given.

1 The questionnaires worked well, but two problems occurred: one was that the intergroup behaviour questionnaire needed time to interpret the questions with the sometimes slight differences in wording. The other problem was that when analysing the data, background information about the pupils' personal and schooling background would have been needed, such as whether they had studied their native languages in formal or informal ways, what language they used at home or in the breaks at school, because such information can modify the picture the quantitative data – for example language proficiency test results – provide. The qualitative analysis of the data revealed unexpected changes in the results of the pupils, The explanation was given by the form teacher: in one case the negative change in the grades could be explained by the serious family problems the pupil experienced, in some other cases the change was due to the overall negative attitude of the Serbian population caused by the war in their home country. This fact drew my attention to the importance of cross-checking the information provided by the quantitative data, or by the pupils. In both respects, the form teacher's comments – originally not planned to be asked for - proved to be useful.

2 The sociometric data showed that gender was an important issue worth being analysed because it proved to be an organising factor in the formation of the group.

3 Regarding the analysis of study achievement, the range of subjects had to be enlarged by involving the grades in mathematics, in their favourite and least liked sub-

jects: mathematics being a subject needing different - from the so called social sciences - cognitive and language skills, favourite and disliked subjects providing additional information about the pupils' study preferences.

4 Some practicalities were important to be recognised: The time the pupils had to fill in the questionnaires and to do the tests was not enough. For the self-report a more thoroughly elaborated layout was needed to help the pupils not skip points.

2.4.4 Findings of the pilot study

1 Hypothesis-testing clarified the research questions and hypotheses proper. The research questions and hypotheses of the pilot study are presented in Table 1.

- The results show that English language proficiency level does not play an important role in the pupils' social life, where gender and ethnicity are the decisive factors. It has an indirect role in work-related contexts where content-knowledge, the acceptance of the "good" learner is the basis of choice, and English language proficiency level – with other factors – influences the results achieved in their studies.

- Study achievement, which is a central issue in group formation in work-related contexts, is a basis for group cohesion, that is interculturation, regardless the pupils' ethnicity or native language.

- The self-report of the pupils reveals the fact that with the many subjective factors present in school assessment, the grades cannot be taken as absolute measures, only if interpreted in the light of other data such as teachers' s comments along guidelines.

- The role of LS proficiency could not be clarified in the pilot study due to the fact that in the close community, in the class there were not Hungarian pupils from the mother country thus Hungarian did not play any role in the life of the class.

2 The instruments were tested and the results are the following:

- The instruments worked out as planned except for the self-report guidelines, and concerns about practicalities occurred.

- The self-report guidelines were to be modified to help the pupils focus their attention on the questions and answer them systematically.

- The dates to administer the tests and questionnaires were to be carefully chosen to provide enough time for the tasks and for a lead-in session, which proved to be necessary to give instructions, and to leave time for questions on the pupils' part.

- All the tasks including the self-report were to be scheduled in school time to eliminate situational influences, the feeling of extra work, and to ensure completing them.

- Physical arrangement was to be carefully designed to ensure sincerity and independent work.

3 The data analysis procedure revealed the following factors to be built into the design of the main study:

- Gender differences were worth being taken into consideration as one of the most important decisive factors in group formation.

- The range of subjects had to be extended by involving the grades in mathematics, in their favourite and least liked subjects into the analysis: mathematics being a subject needing different - from the so called social sciences - cognitive and language skills, favourite and disliked subjects providing additional information about the pupils' study preferences.

- Information about the pupils' personal and schooling background was needed to interpret some data shown by the grades and given by the pupils in their self-

report. The pupils' language use outside the school, the parental support they received, the temporary or permanent nature of stay in the country could modify their attitude and effort in the learning situation.

- Teachers' evaluation had to be built into the framework to interpret the study results and to crosscheck some data provided by the pupils on the tests and in their self-report.

- The main study was meant to be longitudinal with repeated measures to gain data about change in the pupils' attitude, the group cohesion, and to be able to compare improvements in language proficiency and study achievement. In the pilot study the measures were not repeated, but study results achieved at the end of two terms were analysed. It came to light that statistical analyses had to be applied to decide the significance of the change occurring.

- In the analysis of the sociometric test, for the visual representation of the group structure sociomatrices were desirable instead of the sociogram used to eliminate the subjective element of the researcher in the construction process. (For detailed documentation of the pilot study see Appendix 11)

2.4.5 Summary of the consequences of the pilot study on the design of the main study

As described above, the consequences of the pilot study findings on the design of the main study can be grouped in three categories: hypothesis-testing, instruments and data analysis.

1 In the process of testing the third hypothesis - the bigger the interculturation the higher the study achievement - the pupils' self-report revealed the fact that school grades as measures of achievement were problematic because of the many subjective

factors present in school assessment. This fact prompted a fourth research question to be built into the design of the main study: Is there causal relationship between interculturation and study achievement?

2 The range of instruments were extended to include personal data form to gather background information about the pupils' language use outside the school, the parental support they received, and the temporary or permanent nature of stay in the country. Teachers' evaluation also proved to be useful to be built into the framework to interpret the study results and to crosscheck some data provided by the pupils on the tests and in their self-report. The self-report guidelines were modified to help the pupils' follow the points they were asked to comment on. The range of subjects in the analysis of grades was extended to include mathematics, the pupils' favourite and least liked subjects providing additional information about the pupils' study performances and study preferences. The practicalities brought up by the pilot study, such as the physical arrangements of the pupils, the date and time of the administration of the instruments, the need for a lead-in session, were also reconsidered and built into the design of the main study.

3 The data analysis procedure was extended to interpret the data gained from the entirely new, or modified instruments. Gender differences were also taken into consideration in the analysis where applicable. The visual representation of the sociometric results was presented in a sociomatrix, which is a more objective approach than the sociogram used in the pilot study.

Chapter 3. The Main Study

This chapter presents the methodological approach to the investigation. After that, the description of the setting and the participants is presented, followed by the detailed description of the research questions and hypotheses, the variables studied, the research instruments applied, and the data collection procedures. Next the presentation of the validity and reliability measures applied is given followed by the elaboration of the data analysis procedure with the discussion of the results. Finally, the results of the study are summarised, and the findings are related to those of the pilot study.

As detailed in Chapter 2, the result of the pilot study was as follows:

1   The hypothesis-testing clarified the research questions and hypotheses proper,.

2   The instruments were tested and necessary modifications were indicated.

3   The data analysis procedure revealed the factors which proved to be necessary to be built into the design of the main study.

The main study was designed with the lessons learnt from the pilot study built into the research framework.

3.1 Research questions, hypotheses and variables

The **general** questions inducing the research are the following:

- How does EWL proficiency influence interculturation?

- How does LS proficiency influence interculturation?

- What is the relationship between interculturation and study achievement?

In order to be able to focus the above questions, to word the hypotheses and to identify the variables to be studied, two parts in the inquiry were set up.

3.1.1 Part 1: Interculturation and language acquisition/learning (EWL, LS)

In this part the relationship of interculturation, operationalised as group cohesiveness, and the development of language proficiency in English and in Hungarian (in the case of foreign pupils) is investigated.

3.1.1.1 Research questions

1 Does the level of English as a working language (EWL) proficiency influence group cohesiveness (interculturation)?

2 Does the level of the language of survival (LS) proficiency influence group cohesiveness (interculturation)?

3.1.1.2 Hypotheses

It is hypothesised that the more proficient the learners are in English the more cohesive (interculturated) group they create. High level of English language proficiency is hypothesised to promote the creation of a more cohesive (interculturated) group, but the level itself is not a decisive factor in group formation

The learners' proficiency level in the language of the host country influences the degree of group cohesion (interculturation). High proficiency level in the language of the host country is hypothesised to be an auxiliary means to help the learners create a more cohesive (interculturated) group.

3.1.1.3 Variables

In Part I. the independent variable is language proficiency both in English and in Hungarian. The development of the English language proficiency is demonstrated with the scores the pupils achieved on the proficiency test. English language proficiency is operationalised as knowledge of grammar, vocabulary and use of language. Hungarian language proficiency is operationalised as grades received at the end of three terms.

The dependent variable is interculturation, as the accomplishment of a process, operationalised as group cohesiveness measured on a sociometric test.

At the same time, interculturation is a process, and in this respect, it is the dependent variable operationalised as attitude, the change of which determines interculturation as the accomplishment of the process, in this sense being the independent variable.

Personal characteristics such as intergroup behaviour patterns, extroverted or introverted personality factors, nationalities, native languages, gender differences, external influences such as parental support, duration of residence, and situational factors such as language use outside the school are moderator variables taken into account and analysed in the data analysis procedure.

The variables of Part 1 with their types and operationalised representations defined are presented in Table 4.

Table 4 Variables of Part 1

Language proficiency and interculturation			
Independent variables	Operationalised representation	Dependent variables	Operationalised representation
EWL proficiency	Knowledge of grammar, vocabulary, use of language	Interculturation as accomplishment	Group cohesiveness
LS proficiency	End-of-term grades	Interculturation as accomplishment	Group cohesiveness

Interculturation as a process and interculturation as the accomplishment of the process			
Independent variables	Operationalised representation	Dependent variables	Operationalised representation
Interculturation as a process	Attitude	Interculturation as accomplishment	Group cohesiveness

Moderator variables	Operationalised when applicable
intergroup behaviour patterns extroverted or introverted personality factors nationalities native languages gender differences external influences (parental support, duration of residence) situational factors (language use outside the school)	Preference of working styles in groups Ways of dealing with other people

3.1.2   Part 2: Interculturation and study achievement

In this part the influence of group cohesiveness (interculturation) on study achievement is investigated.

3.1.2.1 Research questions

3   Is there direct causal relationship between interculturation and study achievement?

4   Does the degree of group cohesiveness (interculturation) influence the members' study achievement?

3.1.2.2 Hypotheses

It is hypothesised that direct causal relationship between group cohesion and study achievement cannot be established because of the many subjective factors in school assessment.

It is hypothesised that a cohesive (interculturated) group is more effective and supportive in cooperation, thus indirectly influences the members' study achievement.

3.1.2.3 Variables

In Part 2 the independent variable is interculturation operationalised as group cohesiveness measured on a sociometric test. The dependent variable is study achievement

operationalised as grades at the end of three terms. The same moderator variables described above apply in Part 2.

The variables of Part 2 with their types and operationalised representations defined are presented in Table 5

.

Table 5 Variables of Part 2

Interculturation as the accomplishment of the process and study achievement			
Independent variables	Operationalised representation	Dependent variables	Operationalised representation
Interculturation as accomplishment	Group cohesiveness	Study achievement	End-of-term grades

Moderator variables	Operationalised when applicable
intergroup behaviour patterns extroverted or introverted personality factors nationalities native languages gender differences external influences (parental support, duration of residence) situational factors (language use outside the school)	Preference of working styles in groups Ways of dealing with other people

3.2 Research approach

As the research deals with the sociolinguistic concerns of intercultural communication in non-native language and educational environment, the **approach is interdisciplinary** involving applied linguistics, socio- and psycholinguistics.

To investigate the role of the different factors and their impact on each other in the context described above, a **synthetic/holistic perspective** is taken emphasising the interdependence of these factors. The **objective is heuristic** as it is to discover and describe the relationship of the factors under investigation.

The methods used are a **mixture of methods used in semiotic/interpretive qualitative research**, which, following Davis's description, "focuses on the construction and coconstruction of meaning within a particular social setting" (Davies, 1995. p. 433), **and in quantitative research**, which, by Dörnyei' s (2001) definition, "employs

categories, viewpoints and models as precisely defined by the researcher in advance as possible, and numerical or directly quantifiable data are collected to determine the relationship between these categories, to test the research hypotheses and to enhance the aggregation of knowledge" (p. 192).

The research is a small-scale longitudinal study with a multimethod design to gain quantitative data from questionnaires and achievement tests, quantifiable data from sociometric tests, and qualitative data from retrospective self-reports and evaluation.

3.3 The setting and the participants

The research was conducted in the academic year of 2000/2001, extended to the first semester of the academic year of 2001/2002, in Budapest in an English medium instruction grammar school, which was founded in 1992. It was meant to bridge the gap between the international schools (American School, British School) functioning in Hungary run by the authorities of the USA and UK, and following their national curricula, and the Hungarian dual language schools following the Hungarian national curriculum. The gap lies in the population for whom these schools are accessible as described below.

In the case of the international schools all the subjects are taught in English, so the precondition of application is a very high level of English proficiency. The native language level of the pupils does not play any role. Anybody with sufficient English language and subject knowledge regardless their nationality, native language and citizenship can apply. The final examination certificate (named differently in different countries) is accepted in the country that is represented by the school and its acceptance in other countries, e.g. in Hungary, is regulated by governmental decrees based on mutual agreements between the countries in question.

In the case of the dual language schools only some subjects are taught in English. The number of subjects taught in the foreign language can be decided by the school itself. According to the law regulating public education a school to gain the status of dual language school has to teach at least two subjects apart from the target language in a foreign language. As a consequence, English language proficiency is not enough for admission, because many (in fact most) subjects are taught in Hungarian. Foreign pupils having no or little Hungarian language knowledge have no chance to attend these schools. For those Hungarian pupils who – for various reasons – wish to conduct their studies entirely in English these schools are not appropriate. On the other hand, the final document issued by these dual language schools entitles the owner to apply to any higher educational institution in Hungary.

The school where the research took place is an attempt to combine the advantages of both types, those of the international and the dual language schools: all subjects are taught in English thus making it accessible for Hungarians and foreigners alike, the certificate is a valid passport to Hungarian higher educational institutions. The final level examination certificate was accepted abroad, too - at the time when the research took place, prior to Hungary's joining the European Union - guaranteed by bilateral governmental agreements.

As a consequence of the characteristics of this school, the pupil population is multicultural with different linguistic background. All the subjects are taught in English, which is the common language of the community. The number of classes set up always depends on the number of enrolments.

At the time of the research the ethnical distribution of the school population was the following: 69 Hungarians and 81 foreigners (Albanian: 1, American: 5, Bosnian: 1,

British: 1, Bulgarian: 1, Canadian: 4, Chinese: 29, Italian: 1, Indian:1, Kazah: 1, Russian: 11, Serbian: 12, Turkish: 3, Ukrainian: 3, Vietnamese: 7); the total number of pupils was 150, representing 16 nationalities.

The research population is the whole first year class. The class is the multicultural group of altogether 21 first-year secondary school Hungarian and foreign pupils (11 Hungarian, 2 Russian, 1 Turkish, 1 Bulgarian, 4 Chinese, 1 Serbian, 1 Hungarian-Japanese). 1 Hungarian and the Hungarian-Japanese pupils joined the school only in the second year, 1 Russian pupil left in the first year in the middle of the first semester. The Serbian pupil agreed to take part in the investigation, did the language tests, but did not serve with interpretable data on the questionnaires refusing to answer personal questions. Neither could his position in the class be interpreted as he refused to name classmates on the sociometric test.

Five teachers (form teacher/English language, English language and literature, Hungarian language, history and mathematics) were also asked to take part in the research evaluating the pupils' development and achievement to provide additional information for the analysis of grades and questionnaire responses, and to crosscheck the pupils' self-report data.

3.4 Research design

3.4.1 Summary of the research questions and hypotheses

The research questions and hypotheses the study is seeking answers to, and evidence to prove are summarised in Table 6.

Table 6 The research questions and hypotheses of the main study

Research questions	Hypotheses
Does the level of EWL proficiency influence the degree of group cohesion (interculturation)?	High level of EWL proficiency promotes the creation of a more cohesive (interculturated) group, but the level itself is not a decisive factor in group formation.

Does the level of LS proficiency influence group cohesiveness (interculturation)?	LS proficiency level influences the degree of group cohesion (interculturation). High proficiency level in the language of the host country is an auxiliary means to help the learners create a more cohesive (interculturated) group.
Is there direct causal relationship between interculturation and study achievement?	Direct causal relationship between group cohesion and study achievement cannot be established because of the many subjective factors in school assessment.
Does the degree of group cohesiveness (interculturation) influence the members' study achievement?	A cohesive (interculturated) group is more effective and supportive in cooperation, thus indirectly influences the members' study achievement.

3.4.2 Summary of the variables investigated in the study

The variables detailed above and investigated in order to find the answers and to prove the hypotheses are summarised in Table 7.

Table 7 Summary of variables analysed

Language proficiency and interculturation			
Independent variables	Operationalised representation	Dependent variables	Operationalised representation
EWL proficiency	Knowledge of grammar, vocabulary, use of language	Interculturation as accomplishment	Group cohesiveness
LS proficiency	End-of-term grades	Interculturation as accomplishment	Group cohesiveness

Interculturation as a process and interculturation as the accomplishment of the process			
Independent variables	Operationalised representation	Dependent variables	Operationalised representation
Interculturation as a process	Attitude	Interculturation as accomplishment	Group cohesiveness

Interculturation as the accomplishment of the process and study achievement			
Independent variables	Operationalised representation	Dependent variables	Operationalised representation
Interculturation as accomplishment	Group cohesiveness	Study achievement	End-of-term grades

Moderator variables	Operationalised when applicable
4 intergroup behaviour patterns	Preference of working styles in groups
5 extroverted or introverted personality factors	Ways of dealing with other people
6 nationalities	
7 native languages	
8 gender differences	
9 external influences (parental support, duration of residence)	
10 situational factors (language use outside the school)	

3.4.3 Methods

The methods of data collection and analysis used to investigate the above variables in order to answer the research questions are presented in Table 8. A more detailed elaboration of the methods used is presented in the description of the data collection and analysis procedures.

Table 8 Methods of data collection and analysis used

Research questions	Variables	Data collection methods	Data analysis methods
1 Does the level of English as a working language (EWL) proficiency influence the degree of group cohesion (interculturation)?	EWL proficiency	EWL proficiency was tested twice. **Instrument: language proficiency test**	The change for significance was statistically measured at individual and group level – quantitative analysis by t-test
	Interculturation as accomplishment	Interculturation as group cohesiveness was tested three times. Instrument: sociometric test	Qualitative analysis was applied to decide if the change in the quantified data, ie.the change in EWL proficiency influenced the group structure and the individuals' position in the group. The indices of cohesion, integration and expansiveness were calculated and compared qualitatively.
	Interculturation as a process	Interculturation as attitude was tested twice.	The process of interculturation was monitored by measuring the

		Instrument: attitude questionnare **Self-report**	change in attitude, and by identifying the changes toward the underlying dimensions, thus providing data about the possible causes of modifications in group structures The change for significance was statistically measured at individual and group level – quantitative analysis by t-test. The underlying attitudinal dimensions were analysed according to the scores on a 5 point rating scale The data were quantified, and qualitatively analysed.
	Intergroup behaviour patterns	Preference of working styles in groups was determined **Instrument:intergroup behaviour questionnare**	Preference of working styles in groups was determined according to the scores on a 2 point rating scale. The data were quantified, and qualitatively analysed
	Extroverted or introverted personality factors	Ways of dealing with other people were determined **Instrument: learning style questionnaire**	Ways of dealing with other people were determined according to the scores on a 4 point rating scale The data were quantified, and qualitatively analysed.
	Nationalities Native languages Gender differences External influences (parental support, duration of residence) Situational factors (language use outside the school)	**Instruments: Background personal data questionnaire, Teachers' notes Self-report**	The personality factors, personal data, external and situational influences were considered as modifying factors and served to crosscheck data gained from other sources – qualitative analysis
2 Does the level of the language of survival (LS) proficiency influence group cohesiveness (interculturation)?	LS proficiency	The change of grades in LS proficiency at the end of two terms was at individual and group level. Instrument: grade data	The change of grades in LS proficiency at the end of four terms was statistically measured for significance at individual and group level - quantitative analysis by t-test
	Interculturation as ac-	Interculturation as group	Qualitative analysis was

complishment	cohesiveness was tested three times **Instrument: sociometric test**	applied to decide if the change in LS proficiency influenced the group structure and the individuals' position in the group. The indices of cohesion, integration and expansiveness were calculated and compared.
Interculturation as a process	Interculturation as attitude was tested twice. **Instrument: attitude questionnare** **Self-report**	The process of interculturation was monitored by measuring the change in attitude, and by identifying the changes toward the underlying dimensions, thus providing data about the possible causes of modifications in group structures The change for significance was statistically measured at individual and group level - quantitative analysis by t-test The underlying attitudinal dimensions were analysed according to the scores on a 5 point rating scale The data were quantified, and qualitatively analysed.
Intergroup behaviour patterns	Preference of working styles in groups was determined **Instrument:intergroup behaviour questionnare**	Preference of working styles in groups was determined according to the scores on a 2 point rating scale. The data were quantified, and qualitatively analysed
Extroverted or introverted personality factors	Ways of dealing with other people were determined **Instrument: learning style questionnaire**	Ways of dealing with other people were determined according to the scores on a 4 point rating scale The data were quantified, and qualitatively analysed.
Nationalities Native languages Gender differences External influences	**Instruments:** **Background personal data questionnaire,** **Teachers' notes**	The personality factors, personal data, external and situational influences were considered as modifying factors and served to crosscheck

	(parental support, duration of residence) Situational factors (language use outside the school	**Self-report**	data gained from other sources – qualitative analysis
3 Is there direct causal relationship between interculturation and study achievement?	Study achievement	The change of grades in five subjects and of the overall averages at the end of four terms was measured at individual and group level Instrument: grade data	The change of grades at the end of four terms was statistically measured for significance at individual and group level - quantitative analysis by t-test
	Interculturation as accomplishment	Interculturation as group cohesiveness was tested three times. **Instrument: sociometric test**	Qualitative analysis was applied to decide if changes in study achievement influenced the group structure and the individuals' position in the group. The indices of cohesion, integration and expansiveness were calculated and compared.
	Interculturation as a process	Interculturation as attitude was tested twice. **Instrument: attitude questionnare** **Self-report** .	The process of interculturation was monitored by measuring the change in attitude, and by identifying the changes toward the underlying dimensions, thus providing data about the possible causes of modifications in group structures The change for significance was statistically measured at individual and group level - quantitative analysis by t-test The underlying attitudinal dimensions were analysed according to the scores on a 5 point rating scale The data were quantified, and qualitatively analysed.
	Intergroup behaviour patterns	Preference of working styles in groups was determined **Instrument: intergroup behaviour questionnaire**	Preference of working styles in groups was determined according to the scores on a 2 point rating scale. The data were quantified, and qualitatively analysed
	Extroverted or intro-	Ways of dealing with other	Ways of dealing with

	verted personality factors	people were determined **Instrument: learning style questionnaire**	other people were determined according to the scores on a 4 point rating scale The data were quantified, and qualitatively analysed.
	Nationalities Native languages Gender differences External influences (parental support, duration of residence) Situational factors (language use outside the school)	**Instruments: Background personal data questionnaire, Teachers' notes Self-report**	The personality factors, personal data, external and situational influences were considered as modifying factors and served to crosscheck data gained from other sources – qualitative analysis
4 Does the degree of group cohesiveness (interculturation) influence the members' study achievement**?**	Study achievement	The change of grades in five subjects and of the overall averages at the end of four terms was measured at individual and group level Instrument: grade data	The change of grades in five subjects and of the overall averages at the end of four terms was statistically measured for significance at individual and group level - quantitative analysis by t-test
	Interculturation as accomplishment	Interculturation as group cohesiveness was tested three times. **Instrument: sociometric test**	Qualitative analysis was applied to decide if changes in study achievement influenced the group structure and the individuals' position in the group. The indices of cohesion, integration and expansiveness were calculated and compared.
	Interculturation as a process	Interculturation as attitude was tested twice. **Instrument: attitude questionnare Self-report**	The process of interculturation was monitored by measuring the change in attitude, and by identifying the changes toward the underlying dimensions, thus providing data about the possible causes of modifications in group structures The change for significance was statistically measured at individual and group level - quantitative analysis by t-test The underlying attitudinal dimensions were analysed according to the scores on a 5 point rating scale

			The data were quanti-fied, and qualitatively analysed.
	Intergroup behaviour patterns	Preference of working styles in groups was determined **Instrument: intergroup behaviour questionnaire**	Preference of working styles in groups was determined according to the scores on a 2 point rating scale. The data were quanti-fied, and qualitatively analysed
	Extroverted or intro-verted personality fac-tors	Ways of dealing with other people were determined **Instrument: learning style questionnaire**	Ways of dealing with other people were de-termined according to the scores on a 4 point rating scale The data were quanti-fied, and qualitatively analysed.
	Nationalities Native languages Gender differences External influences (parental support, dura-tion of residence) Situational factors (language use outside the school)	**Instruments: Background personal data questionnaire, Teachers' notes Self-report**	The personality factors, personal data, external and situational influ-ences were considered as modifying factors and served to crosscheck data gained from other sources – qualitative analysis

3.4.4 The research instruments

In order to fulfil the above aims, a range of instruments were applied as detailed be-

low, with the description of the functions they fulfilled in the study. The summary of the

instruments is given in Table 9.

Table 9 Summary of instruments applied

	The research instruments used	The function of the instruments
1	Personal trait questionnaire 1 Intergroup behaviour questionnaire	Learning about preferred ways of working in groups: by themselves, with a single partner, in a group, with pupils of the same ethnicity, with pu-pils from other ethnic groups, with pupils of higher or lower English proficiency levels, in groups formed by the teacher or by themselves
2	Personal trait questionnaire 2 Learning style questionnaire	Learning about the personality factor of introver-sion/extroversion determining preferred learning styles
3	Attitude questionnaire	Learning about the pupils' attitude toward learn-ing English, and toward English speaking com-

		munities, learning Hungarian and toward Hungary, and the school
4	Sociometric test	Learning about ingroup relationships and their change, the amount of mutual choices as the indicator of group cohesion
5	English language proficiency test	Learning about the pupils' English proficiency level upon arrival and its development
6	Self report	Learning about the pupils' self evaluation concerning their development in their studies
7	Grades received at the end of term 1 and 2	Comparing the quantitative data of study advancement with the data gathered by the instruments listed
8	Teachers' comments	Crosschecking the pupils' self report data and gaining additional information about the pupils' development
9	Personal data (background information)	Learning about possible modifying factors

3.4.4.1 Personal trait questionnaires: intergroup behaviour questionnaire, learning style questionnaire

The personal trait questionnaires are meant to gather information about the pupils' personalities, to learn about the participants' intergroup behaviour and learning styles because these are important factors that can modify the process and extent of their ability to adapt to new social and educational environment and demands. The intergroup behaviour and learning style questionnaires were administered once, upon enrolling.

1 The **Intergroup behaviour questionnaire** indicated the pupils' independent-collaborative work style in a learning context (borrowed from Kinsella and Sherak, 1993, published in Reid 1995 p.235-7). The questionnaire consisted of 24 items, 14 of which were to indicate the pupils' independent-collaborative work style directly, and the rest of the items - within these two broad categories - their preference of working with a single partner or with a group, with pupils of the same or different language background, their preference of the teacher being the organiser of activities, and the role of the foreign language proficiency modifying their preference in certain constellations.

The pupils were asked to give 1 point if they agreed with the statement, and 0 if they did not. Adding up the scores for each of the categories gave the total for preference of the given behaviour pattern.

As described in the pilot study, the original questionnaire (see Appendix 1) was designed for ESL contexts with the aim to find out which of the two broad categories (independent-collaborative) the students fell in. The rest of the items were not included in the analysis. The original questions differentiated between native speakers of English and ESL students.

The questionnaire had to be modified (see Appendix 3) to fit the purpose of the present study. The modifications were the following: the instruction how to deal with the questionnaire was elaborated with an example given, the questions had to be reworded to indicate foreign language context instead of ESL context, the question items referring to native English speakership were substituted with questions indicating the different levels of English language proficiency, and the ten items not included in the original analysis were organised into categories regarding the underlying dimensions of the questions - preference of working with pupils of the same or different linguistic background, preference of working with pupils of higher or lower English proficiency level, the preference of pupils regarding teachers' role in group formation – and these items were also included in the analysis providing important data about intergroup processes. The underlying dimensions of the intergroup questionnaire items are presented in Table 10.

Table 10 The underlying dimensions of the intergroup questionnaire items

1 Preference of independent work style
2 Preference of independent work style
3 Preference of collaborative work style
4 Preference of working with a partner rather than with a group
5 Preference of independent work style
6 Preference of independent work style
7 Preference of collaborative work style
8 Preference of collaborative work style
9 Preference of collaborative work style
10 Preference of working with own language group members (enjoying)
11 Preference of working with others than own language group members (being more efficient)
12 English proficiency anxiety
13 Preference of working with own language group members (feeling comfortable)
14 Preference of teacher as organiser (selecting members)
15 Preference of group members as organisers (selecting members)
16 Preference of working with others than own language group members (enjoying)
17 Preference of teacher as organiser (assigning roles)
18 Preference of group members as organisers (assigning roles)
19 Preference of independent work style
20 Preference of collaborative work style
21 Preference of independent work style
22 Preference of collaborative work style
23 Preference of independent work style
24 Preference of collaborative work style

2 The **Learning style questionnaire** was to decide the personal characteristics (extroverted – introverted) of the pupils with regard to the preferred learning styles (borrowed from Oxford (1995b, p. 213-4).

From among the many personality factors these two were chosen because they are important moderator variables. They were not asked to be self reported by the pupils to exclude subjectivity. That is why a normed learning style survey was chosen.

The original questionnaire (see Appendix 2) consisting of 20 items the first ten of which indicated extroverted, the latter ten introverted personality types. The pupils were instructed to give their scores on a 4 point rating scale according to how true they felt the statements were for themselves. The questionnaire was applied with a slight change (see Appendix 4): detailed instruction was given with example what to do, and item 5 was reworded to make it clearer for the pupils.

3.4.4.2 Attitude questionnaire

The **attitude questionnaire** has been constructed to describe the pupils' attitude toward English and English speaking countries and communities, foreign languages and the countries these languages are spoken (the second chosen language in the case of Hungarians) and Hungarian as a foreign language and Hungary in the case of non-Hungarians, the multicultural community, the school they attended. The basic form and content of the questionnaire was borrowed from Dörnyei, (1996, see Appendix 5) and was adapted (see Appendix 6) to the purpose and the context of the present study borrowing items from ELTE Leeds BC Project, 1997, Kozéki, 1985.

The modification of the original questionnaire used by Dörnyei means the following: out of the 29 items those ten were chosen each of which indicated one attitudinal dimension. Instead of the five languages, there were three included: English, the chosen foreign language (French or German), and Hungarian. Consequently, the word-

ing had to be changed. Another important change was that beside the countries where English is spoken, the attitude toward English speaking communities was assessed. These changes necessitated the change in the instruction and in the layout of the questionnaire.

The ELTE Leeds learning background questionnaire and Kozéki' s questionnaires served as a base for the third part of the attitude questionnaire, from which only relevant - for the purpose of the study – items were used reworded as questions, and translated into English to fit the unified structure of the attitude questionnaire.

Although the research does not deal with the subjects' attitude toward foreign languages in general, I decided to include the second foreign language in the case of the Hungarian pupils for two reasons: because in the case of the non-Hungarians there are two foreign languages under investigation, and because these data can throw some more light indirectly on their attitude toward English.

Thus the questionnaire consists of three parts: attitude toward English and the English speaking countries/communities, the second foreign language and countries/communities, Hungarian and Hungary in the case of the non-Hungarians, and attitude toward the school. The underlying attitudinal dimensions are cognitive, affective and conative (Ajzen, 1988) factors, such as personal benefit from knowing the language in question, perceived international importance of the language and the community, affection toward the language and the community, interest in these countries and quantity of contacts with the members of these communities, intended effort to learn the language. In the third part of the questionnaire the questions are aimed at finding out about the pupils' attitude toward the class, the school, their perception of the teachers' role in the life of the school, the pupils' satisfaction with their own work, their position in the class, the perceived cohesion of class, their wish to integrate into the class. The pupils

were asked to indicate their opinion by giving scores on a 5 point rating scale. The underlying dimensions of the attitude questionnaire are presented in Table 11.

Table 11 The underlying dimensions of the attitude questionnaire

Attitude toward English and communities, toward the foreign (German/ French) language and communities

Number of question	Underlying dimension
1	Personal affection toward the language
2	Personal benefit (general) from learning the language
3	International importance of the language
4	Intended effort in learning the language
5	Personal benefit (concrete) from learning the language
6	Wish to integrate into the language community
7	Desired contact with the language community
8	International importance of the country the language is spoken
9	Affection to the language community
10	Actual contact with the language community

Attitude toward the Hungarian language and community (the same as above except for question 7)

7	Satisfaction with living in Hungary

Attitude toward the school

Number of question	Underlying dimension
1	Personal affection toward the school
2	Satisfaction with the teachers' work
3	Satisfaction with own work
4	Affection to class work
5	Contact with schoolmates
6	Affection to class as a group
7	Actual contact with classmates
8	Perceived cohesion of class
9	Perceived position in class
10	Desired contact with classmates outside school

The questionnaire is meant to gather information about the pupils' attitude toward the social and educational setting they live in, and about the hypothesised change

in both respects over the period of one year of investigation. The attitude questionnaire was administered twice, on arrival and at the end of the year to support the data gained from the instruments described below.

3.4.4.3 English language proficiency test

The pupils' English language proficiency upon arrival and its development was measured by a British Council placement test (see Appendix 7) which was designed for placement purposes but is able to show language improvement within a relatively short time. The whole test places language learners into bands to show the learners' level of English language proficiency with regard to the probable success at the Cambridge Proficiency Examination in band 7. The test consists of two parts: part one covers four bands from beginner to intermediate level, part two – the extension - indicates upper bands from upper-intermediate to CPE level. The extension is originally administered only to language learners who have achieved scores 30 (band 4) or over on the first part. As the test in the study was not used for placement purposes – all the pupils had already been admitted – both parts of the test were administered to all the pupils. The English language test was administered twice. To see the hypothesised improvement..

3.4.4.4 The sociometric test

A typical three-choice, three-criteria sociometric test (Mérei 1971, Thomas, 1979 see Appendix 8) is to gather data about the amount of pair-relations the number of which is the indicator of group cohesion and the integration of the individuals in the group. Similarly to the personal characteristics/attitude questionnaire, it was administered three times to gain data about change in group cohesion. For pedagogical reasons, only attractions were asked and not rejections.

3.4.4.5 The self-report guidelines

The guidelines of the self-report (see Appendix12) were meant to help the students evaluate their development in their studies (Hungarian, English, history, maths, their favourite and the least liked subjects) at the end of the second semester. The development in the two languages is one of the targets of the study. History and mathematics were chosen for the investigation because these two are compulsory subjects for the matriculation examination and as such they are not a matter of like or dislike to be studied. In addition, they are very different in nature in respect to the skills they require. The evaluation of their studies in the favourite and the least liked subjects can explain the overall grades at the end of the semesters. The pupils were given guidelines to channel their focus of attention. This was the only instrument which had to be improved shown by the pilot study results.

3.4.4.6 Teachers' comments

The self-assessment data of the pupils about their studies were compared with the overall grades they got at the end of the two terms. It was also compared with the data gathered from the subject and the form teacher's comments about the pupils' development in their studies and their position in the class. The five teachers were given a list of criteria (see Appendix 13), and were asked to assess their pupils' performance at the end of the second semester during the usual assessment meeting.

3.4.4.7 Grades

Apart from the above-mentioned data, the midterm and end-of-term grades the pupils received throughout and at the end of the terms were also analysed. Four subjects and their average grades were the quantitative data assessing the pupils' performance in their studies. Beside the three subjects (English, history, chosen foreign language and Hungarian in the case of the non-Hungarian pupils) mathematics, as a subject demanding different from the others language and cognitive skills, was included in the range of

subjects to be studied. As already indicated in the pilot study, such data by some researchers are said to be unreliable because they often reflect other than achievement factors (e.g. behavioural problems). They were decided to be used because they are used conventionally and institutionally to assess pupils in e.g. admission procedures or are taken into consideration in job interviews.

3.4.4.8 Personal data

Additional background information was gathered directly from the pupils, whom I asked to fill in a personal data form (see Appendix 14) the first time the questionnaires were administered. Apart from the personal data as native language, nationality, the form asked about possible external influences (parental support, duration of residence) and situational factors (language use outside the school) that could modify the interpretation of the results gained from other sources.

3.5   Validity and reliability of the research

Validity refers to the extent to which a test measures what it is meant to measure. All the factors affecting internal and external validity must be taken into account. Reliability refers to the ability of a test to reproduce similar results from the same or similar participants, in other words the results are generalisable.

One way to ensure validity and reliability is the careful selection of the participants and testing the hypotheses and the research instruments prior to carrying out the study proper.

The selection of the participants does not threaten reliability because the entire first year population was involved in the research. Hypotheses testing proved to be successful in the pilot study as described earlier. The instruments were partly borrowed

from normed sources, and were tested in the pilot study. The consequences were built into the present study.

The personality traits and attitude questionnaires, partly borrowed from tested sources, were piloted to check clarity, adequacy, timing.

The English language proficiency test was validated by being administered to applicants for the courses of the British Council Language School.

The sociometric test is a standardized one. It was tested in the framework of the pilot study. The form teacher of the class was interviewed about the results of the test. It was done with the approval of the pilot group in question. She confirmed that the results corresponded to her observations about the class cohesion and the integration of the individuals in the group.

The guidelines of the self-report were also piloted and modified as a result.

All the qualitative data suspicious of inherent subjectivity, as the self-report of the pupils and the teachers' comments, were controlled being used for crosschecking data gained from other sources. The study results achieved by the pupils were treated with the fact born in mind that subjective elements influence the assessment of performance. They were crosschecked by information gathered from the pupils and the teachers.

External and situational influences were also taken into consideration as factors modifying certain data.

3.6   The data collection procedure

The study was conducted in the academic year of 2000/2001 and extended to the first term of the academic year of 2001/2002. However, grades received at the end of year 2 were also analysed, and the sociometric test was administered the third time, in May 2002 for reasons detailed later.

The schedule of the main study, the date of administration of the instruments with their frequency is presented in Table 12. The research instruments were administered at different times (always in scheduled classes to eliminate situational influence) and with different frequency as detailed below:

Table 12 Schedule of the main study

Instrument	Date of administration	Frequency of administration/interpretation
Personal data	October 2000 September 2001 (2 new pupils)	once
Intergroup behaviour questionnaire*	October 2000 (September 2001 2 new pupils)	once
Learning style questionnaire*	October 2000 (September 2001 2 new pupils)	once
Attitude questionnaire*	October 2000 (September 2001 2 new pupils) November 2001	twice
English proficiency test**	October 2000 November 2001	twice
Sociometric test*	October 2000 November 2001 May 2002	Three times
Self-report	February 2002	once
Teachers' comments	January 2002	once
Grades	January 2001 June 2001 January 2002 June 2002	four times
Time given for the tests: * 3 x 45 minute scheduled English language classes and tutorial, **2 x 45 minute scheduled English language classes		

The study is longitudinal carried out over the period of one and a half year. The timescale of the study and the frequency of the administration of the instruments were determined on the basis of the feasibility of a study investigating change in knowledge and attitude, i.e. development in language proficiency and of subject knowledge, change in attitude and group formation, which can be observed only over a longer period of

time. The one and a half year period is a long enough period for this purpose. A September – June 2 term structure would have fitted better the academic structure of the school evaluation system, but as a consequence of the pilot study, the first instrument was administered in October to leave enough time for the pupils to familiarise themselves with the new situation and each other. Because of this relatively long time, and because of the composition and content of the instruments, administering the same instruments twice could not cause problems. Familiarity with the instruments did not show either on the pupils' part or in the results.

Apart from the original schedule, the sociometric test was administered the third time, and the grades at the end of year 2 were included in the study. In February year 2 the Chinese pupils unexpectedly left the school. As they formed a strong subgroup from the beginning, it was worth finding out whether their departure caused significant change in the life of the class. The grades at the end of year 2 were included because the end of year results better reflect achievement. It was commented on during the teacher assessment meeting in January, some of them indicating that the grades they gave midterm were to motivate or warn the pupils.

3.7   Data analysis and discussion

The data analysis procedures involved measuring quantifiable data, statistical analysis of quantitative data, interpretation of qualitative data. A summary of analysis procedures are presented in Table 13.

Table 13 Procedures of analysis

1	Identifying intergroup behaviour patterns at individual and group level
2	Identifying personality factor of extroversion/introversion at individual and group level
3	Analysing quantified attitude data at individual, group, gender, item and nationality level

4	Comparing quantified attitude data at individual, group, gender and item level performing statistical analysis for significance
5	Comparing language test data at individual, gender and group level performing statistical analysis for significance
6	Calculating group structure indices and comparing the data gained at different times
7	Identifying sociometric status of individuals, and group structures
8	Comparing grade data at individual, gender and group level performing statistical analysis for significance
9	Interpreting grades, attitudes and sociometric status in the light of self-reports and background data
10	Comparing grade data at nationality level
11	Interpreting grades, attitudes and sociometric status in the light of teachers' comments
12	Identifying external factors of school assessment in the light of self-report and teachers' comments

Comparing data at nationality level was not considered originally. Unlike the pilot study, in the main study there was a dominant Hungarian population, so it was worth learning about how the data gained from different sources relate to each other at nationality level. These data were not statistically analysed because of the small number – one in two cases – of representatives of nationalities.

The number of students the data were produced by is always indicated for each instrument because in the course of the investigation the group size changed. A change in the composition of a learner group is a normal, frequently occuring phenomenon, thus representing life-like situation. In the case of the repeated administration of certain instruments the data from pupils doing the test only once are interpreted taking this fact into consideration.

3.7.1 Personal trait questionnaires

The personal trait questionnaires were administered only once upon arrival in October year 1. Two pupils enrolled in September year 2, they were asked to fill in the

questionnaires then. The questionnaires consist of two parts: both were meant to elicit information from pupils about their working style preferences.

3.7.1.1 Intergroup behaviour questionnaire

The first one (borrowed from Kinsella and Sherak, 1993 published in Reid, 1995 and modified as described above) was the intergroup behaviour questionnaire (see in Appendix 3) to indicate the pupils' independent-collaborative working style in learning context. The questionnaire consists of 24 statements. The 20 pupils had to decide whether they agreed with the statements or not. Adding up the scores for questions 1 2 5 6 19 21 23 gives the total for preference of independent , and the scores for questions 3 7 8 9 20 22 24 give the total for preference of collaborative working style in class. The rest of the statements were also considered according to the underlying dimensions as shown in Table 14.

Table 14 The underlying dimensions of the intergroup questionnaire items with abbreviations used

The underlying dimensions of the intergroup questionnaire items	Abbreviations used
1 Preference of independent work style	I
2 Preference of independent work style	I
3 Preference of collaborative work style	C
4 Preference of working with a partner rather than with a group	P/gr.
5 Preference of independent work style	I
6 Preference of independent work style	I
7 Preference of collaborative work style	C
8 Preference of collaborative work style	C
9 Preference of collaborative work style	C
10 Preference of working with own language group members (enjoying)	Own
11 Preference of working with others than own language	Oth.

group members (being more efficient)	
12 English proficiency anxiety	E anx.
13 Preference of working with own language group members (feeling comfortable)	Own
14 Preference of teacher as organiser (selecting members)	T+.
15 Preference of group members as organisers (selecting members)	T-.
16 Preference of working with others than own language group members (enjoying)	Oth.
17 Preference of teacher as organiser (assigning roles)	T+.
18 Preference of group members as organisers (assigning roles)	T-
19 Preference of independent work style	I
20 Preference of collaborative work style	C
21 Preference of independent work style	I
22 Preference of collaborative work style	C
23 Preference of independent work style	I
24 Preference of collaborative work style	C

1 or 2 point difference means falling into both categoties

Table 15 Intergroup behaviour dimension scores at group level

I	C	P/g	Own	Oth	E anx.	T+	T-
0 (6)	14 (20)	14	14/15	7/11	10	10/12	9/7

The data in Table 15 show that there are no pupils in the class whose intergroup behaviour could be taken dominantly independent style, but the equal scores for both types, or the 1 or 2 score difference suggests that 6 fall into both categories. All the girls scored for collaborative learning style preference. Most pupils prefer working with a single partner to working with a group. The majority prefer working with pupils of the same language background, and half of them feel uncomfortable working with pupils of higher level of English proficiency. Almost even number of pupils prefer the teacher to be the organiser and themselves to arrange things.

133

3.7.1.2 Learning style questionnaire

The learning style questionnaire (borrowed from Oxford 1995b, and modified slightly, see Appendix 4) was to decide one aspect of the many personal characteristics - extroverted – introverted - of the pupils with regard to the preferred learning style. Extroverted people prefer interactive learning tasks in contrast to introverted types who prefer individual type activities. The 20 pupils were given 20 statements about dealing with other people, the relevance of which they had to assess on a 0-4 rating scale, with 0 being the least relevant and 4 the most relevant for themselves. Adding up the scores for the first ten and separately for the second ten items gives the total for extroverted and introverted type of person. The larger score represents the way how the pupil prefers dealing with other people. If the two scores are within 2 points of difference, the pupil falls into both categories.

Table 16 Learning style preference scores at individual and group level

Int: 5	HM1	HM2	RM	CF1	CF3	CM (15)								
Ext: 14	HF1	TF	BM	CF2	HM3	HM4	HM5	HM6	HF2	HM7	H/JM	HM8	HF3	RF	CM (14)

As shown in Table 16, four pupils' scores indicate explicitly introverted and 13 explicitly extroverted personality trait, with one pupil showing the trait of being both types.

The data gained from the two questionnaires seem to contradict each other at some points: Collaborative working style is associated with extroverted type of persons, while independent with introverted types. On the one hand, these two categories cannot be strictly separated from each other, on the other, the answers given to questions to decide whether a person belongs to one or the other category are determined by the context for which the questions refer to. The intergroup behaviour questions clearly refer to

classroom situation, the learning style questions – in spite of the label of the questionnaire – refer to wider context including aspects of social life, too.

3.7.2   Attitude questionnaire

The attitude questionnaire (see Appendix 5, borrowed from ELTE Leeds BC Project, 1997 and Dörnyei, 1996, and adapted (see Appendix 6) to the purpose and the context of the present study) has been constructed to describe the pupils' attitude toward English and English speaking communities and countries, the foreign languages learnt at school and the communities and countries where these languages are spoken (the second chosen language in the case of the Hungarians) and Hungarian as a foreign language and Hungary in the case of the non-Hungarians, the multicultural community, the school which they attend. The questionnaire consists of three parts: attitude toward 1. English and English speaking communities and countries, 2. the second foreign language learnt at school (German and French) and the communities and countries where these languages are the native languages of the population, and the Hungarian language and Hungary in the case of the non-Hungarians, and 3. the school and class they attend. Distinction is made between English speaking communities and English speaking countries, since this issue is one of the foci of the research claiming that multicultural communities are coming to life with English as the common language of work and social life.

As the research is not about attitude toward learning languages in general but in a given context, all the items are genuine questions, each constituting one measure, concerning the attitude of the pupils toward learning English in their school, Hungarian in the case of non-Hungarians, their attitude toward the school they chose to attend. The foreign language (German/French) dimension is compared with the attitude toward English, the language of their studies and social life. This background data underlines

the primary data of the first part of the questionnaire. (The underlying dimensions are presented in Table 11.)

The attitude questionnaire was administered twice with one year between the two dates, which allowed for the administration of the same instrument without any change. The first time it was administered to the pupils (20) in October in year 1 leaving one month for them to familiarize themselves with each other and the school. The second time it was administered in November in year 2. (19 pupils) November as the date of the second administration was deliberately chosen: 1. the one year period between the two times provided enough time for possible changes in attitude, 2. the end of the term was still far enough, the worries about the final grades did not interfere with how they felt about their studies.

Two pupils enrolled in September year 2, they were given the questionnaire the first time upon arrival, the second time together with the class. In their cases the short time between the two administration occasions is taken into consideration.

The pupils were asked to answer the questions by giving marks 1-5 on a rating scale.

3.7.2.1 Attitude questionnaire scores at group level

Table 17 Attitude questionnaire scores at group level

Attitude questionnaire 1.	Attitude questionnaire 2
Average: 3,72	Average: 3,98
Males: 3,52	Males: 3,75
Females: 3,91	Females: 4,12

English 1 4,41	Foreign language1 3,02	Hungarian 1 3,6	School 1:3,6
Males: 4,47	Males: 2,67	Males:3,3	Males: 3,5
Females: 4,32	Females: 3,32	Females: 3,7	Females: 3,75
English 2: 4,32	Foreign language2 3,37	Hungarian 2 3,61	School 2 3,91
Males:4,27	Males:3,29	Males:3,36	Males:3,74
Females: 4,41	Females:3,66	Females:3,8	Females:4,21

Table 17 provides the summary of the attitude questionnaire scores at group level. The marks the pupils could choose from were: 5 = very much, 4 = quite a lot, 3 =

so-so, 2 = not really, 1= not at all. Neutral answers were excluded. In the lead-in session we agreed that 3 (so-so) meant "yes and no" assuming that there might be questions about issues toward which someone could have ambiguous feelings. As a consequence, all the answers above 3 can be taken as positive ones reflecting different levels of positive attitude between 3 and 5.

All the scores were computer-coded and SPSS for Windows 13.0 statistical package was applied: the degree of the changes at group level was calculated by paired samples t-test, at individual level by independent samples t-test (Hatch and Lazaraton, 1991). In both cases, because of the size of the samples being small, the significance level is 1%, that is the empirical significance (p value) < 0.1(see Appendix 15A for detailed results).

In the light of the above all the pupils show positive attitude on the whole at both times with a slight increase of positiveness the second time. The point in dealing with the average score level of the questionnaires which ask about three different things is that even with different levels of positiveness regarding the issues one by one, the pupils' attitude – taking all the issues with likes and dislikes – is positive in general. The boys and girls show different degree of positive attitude with the girls being more positive at both times, but both parties show increasingly positive attitude, although not significantly incseasing (p value for total 0.730, for the boys 0.651, for the girls 0.975).

The pupils' average attitude toward the **English** language is very positive on arrival. The very high scores reflect enthusiasm about everything in and with English. The boys outperform the girls the first time, but it changes by the end of the year with the girls showing more positive attitude regarding English. The decrease in the overall positive attitude is significant (p=0.086) caused by the boys' attitude change (p=0.025), which cannot be compensated by the girls' insignificant (p=0.231) improvement.

The pupils' average attitude toward the **second foreign language** learnt at school is on the borderline between the positive and negative ends of the rating scale with the boys being under the average at the beginning but showing positive change in their attitude by the end of the period, while the girls are above the average from the beginning, and they also show slight positive change by the end of the period. Neither change is significant (p=0.325, 0.201, 0,464).

The pupils' average attitude toward the **Hungarian language** is positive at both times with the boys being under the average but still showing positive attitude. The boys and girls alike show slight increase of positiveness by the end of the period, but this positive change is not significant (p=0.325, 0.840, 0.102).

The pupils' average attitude toward the **school** is positive upon arrival and the average of the scores demonstrate significant (p=0.005) positive change in their attitude by the end of the period. The girls' attitude is more positive than the boys' at both times, and shows higher degree of positive change (p=0.014) by the end of the period compared to that of the boys also significant (p=0.095)

3.7.2.2 Attitude questionnaire scores at individual level

Table 18 Attitude questionnaire scores at individual level

Q	HM1	HF1	HM2	RM	TF	BM	CF1	CF2	HM3	HM4	HM5	HM6	CF3	HF2	CM	HM7	H/JM	HM8	HF3	RF
E1	46	40	47	41	43	43	43	43	43	47	48	43	43	45	47	44	42	46	48	41
E2	42	41	44	41	45	43	43	43	44	47	46	44	43	47	41	41	35	45	47	
Fl1	34	31	27	18	28	39			39	27	28	40		33		15	25	29	41	
Fl2	37	35	31			34			35	32	36	38		36		30	25	31	39	
Hu1				24	45	39	36	39					39		37					29
Hu2				24	44	42	36	36					36		35					
Sch1	40	43	30	27	43	36	31	35	39	37	41	39	34	45	30	33	29	40	37	32
Sch2	46	44	37	35	45	38	40	40	43	41	46	41	40	46	32	31	22	37	40	
Total 1	120	114	104	110	159	157	110	117	121	111	117	122	116	123	114	92	96	95	126	102
Total 2	125	120	112	100*	134*	157	119	119	122	120	128	123	119	129	108	102	82	113	126	

*The second foreign language being not compulsory for non-Hungarians was dropped in the meantime, thus the total scores of the two pupils seem to be lower the second time, but they are actually higher if the scores for German are subtracted from the first total.

In Table 18 the summary of the pupils' scores for the four parts of the question-naire (English, foreign language, Hungarian and school) at both times are presented. At individual level, as it can be seen in Table 17 15 pupils have more positive attitude on the whole with different degree of increase in positiveness (statistically only 3 of them can be regarded as significantly more positive if, because of the small sample, we are not too strict and allow significant change with p value between 0.134 and 0.091) compared to the rest of the class with much higher p values.. 2 pupils' average attitude did not change, 2 have less favourable attitude the second time but still much above the mean (so-so: 75) and not significantly less favourable (p=0.471, 0.202).

There are variations in the total scores for the item groups at the first and second time, but the increase and decrease of scores for certain items does not result in negative change in their overall attitude. There is not any significant change in the individuals' attitude toward the English language and the Hungarian language, two pupils show significant positive change in their attitude toward the second foreign language ($p=0.027$, 0.001), and four pupils' attitude toward the school changed significantly for the more positive ($p=0.065, 0.015, 0.008, 0.096$) and one's attitude can be regarded as changed significantly for the more positive ($p=0.105$) following the consideration of significance described above.

Figures 24-31 illustrate the distribution of the individuals' scores along the rating scale continuum between the positive and negative ends with the mean and the average of the scores indicated, thus showing the groupings of the pupils and the individuals' place in relation to the groupings.

Figure 24 Attitude (1) to English

4,4 average

| **5** 9 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | **4** 9 8 7 6 5 4 3 2 1 **3** | 9 8 7 6 5 4 3 2 1 **2** 9 8 7 6 5 4 3 2 1 **1** |

HM5 HM2 HM1 HF2   H/JM
HF3 HM4 HM8
CM

TF   RM
BM   HF1lla
CF1   RF
CF2
HM3
HM6
CF3

HM7
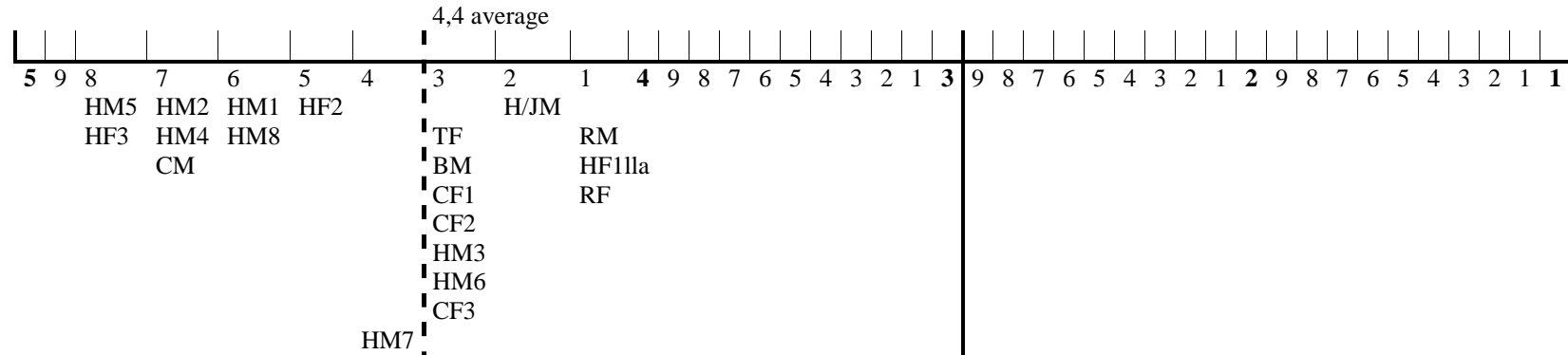
Figure 25 Attitude (2) to English

4,32 average

| **5** 9 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | **4** 9 8 7 6 | 5 | 4 3 2 1 **3** | 9 8 7 6 5 4 3 2 1 **2** 9 8 7 6 5 4 3 2 1 **1** |

HM4 HM5   HM2   HM1 HF1   H/JM
HF2   TF   RM
HF3   HM8 HM6   CM
HM3   HM7

BM
CF1
CF2
CF3
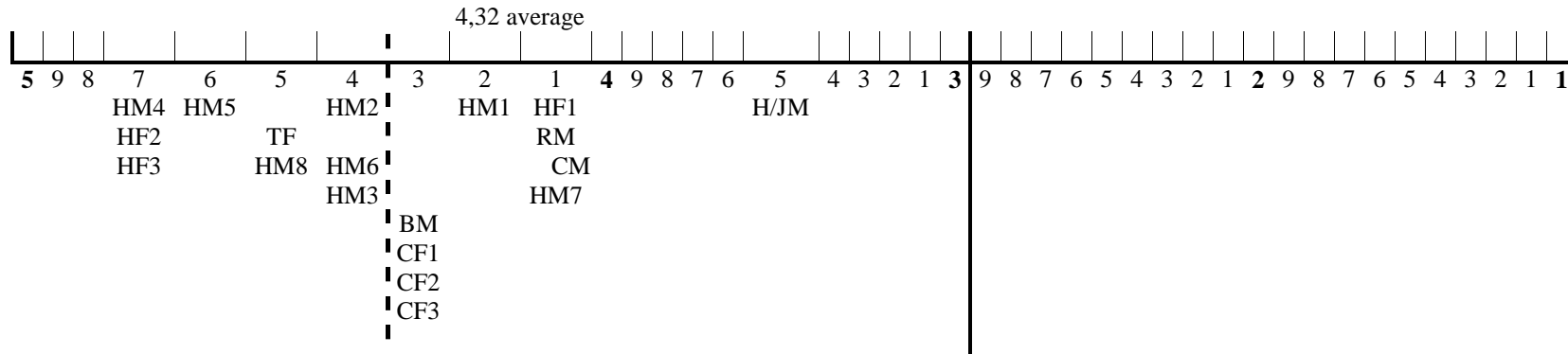
Figure 26 Attitude (1) to Foreign language

5 9 8 7 6 5   4 3 2 1 **4**   9   8 7   6   5 4   3   2 1   **3** 9   8   7   6 5 4   3 2 1 **2** 9 8   7 6 5   4 3 2 1   **1**

```
                 B              H              H
                 M              M              M2
                 1

                 H                      H          TF      H/J              R          H
                 M                      F1                 M                M          M
                 3                                                                     7

              HM6              H                       H
                               F2                      M4

           H                                       H
           F3                                      M
                                                   5

                                          H            2,46 average
                                          M
                                          8
```
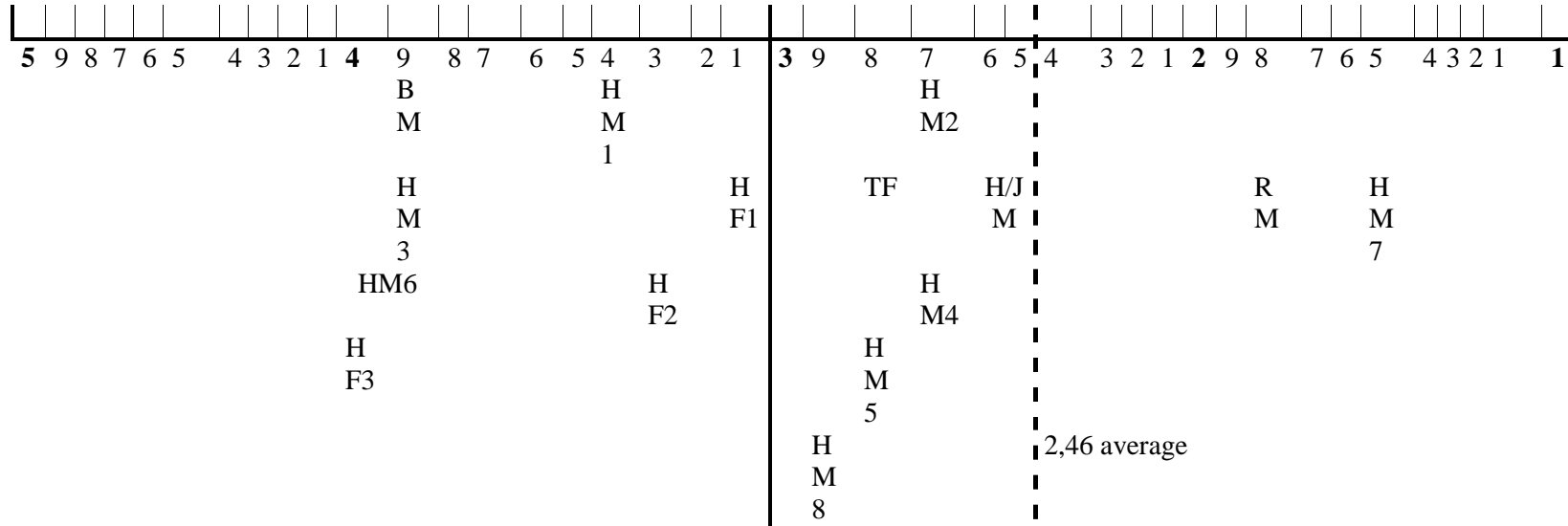
Figure 27 Attitude (2) to Foreign language

3,37 average

5 9 8 7 6 5 4 3 2 1 **4**   9   8   7   6   5   4   3   2   1 **3** 9 8 7 6   5   4 3 2 1 **2** 9 8 7 6 5 4 3 2 1 **1**

```
                  HM6 HM1 HM5 HF1            HM2              H/JM
                              HM3      HM4 HM8
         HF3              HF2      BM

                                        SZD
```
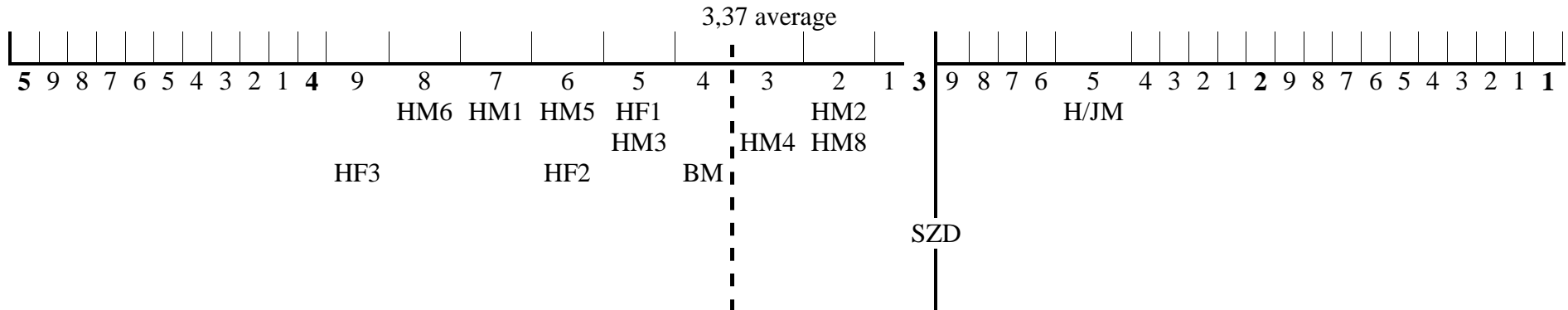
Figure 28 Attitude (1) to Hungarian

3,6 average

H

5 9 8 7 6 5 4 3 2 1 **4** 9 8 7 6 5 4 3 2 1 **3** 9 8 7 6 5 4 3 2 1 **2** 9 8 7 6 5 4 3 2 1 **1**

TF

BM

CF2

CF3 CM

CF1

RM

RF
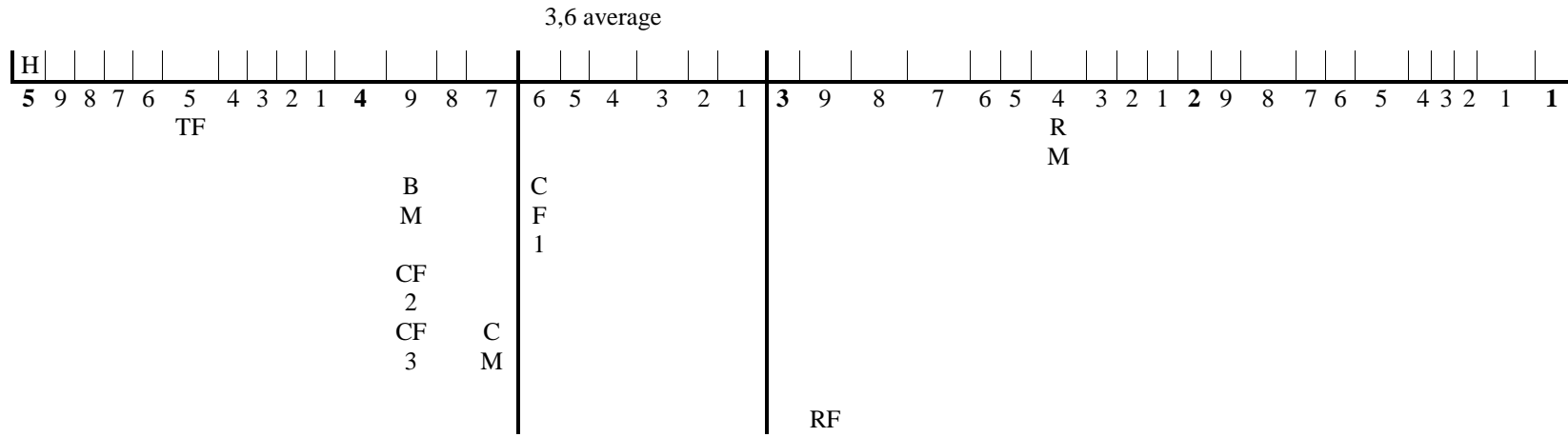
Figure 29 Attitude (2) to Hungarian

3,61 average

5 9 8 7 6 5 4 3 2 1 **4** 9 8 7 6 5 4 3 2 1 **3** 9 8 7 6 5 4 3 2 1 **2** 9 8 7 6 5 4 3 2 1 **1**

TF BM

CF1

CF2

CF3

CM

RM
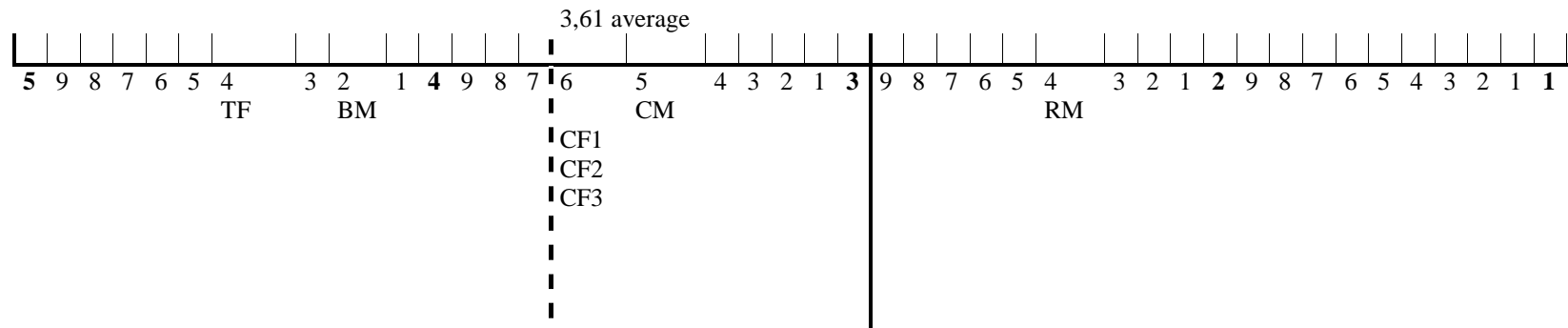
Figure 30 Attitude (1) to School

3,6 average

```
5  9 8 7 6 5    4 3    2 1 4    9    8 7    6  5    4    3    2 1 3  9    8 7   6 5 4 3 2 1 2 9 8 7 6 5 4 3 2 1 1
      HF2                                          Al              RM
          HF1        HM1                                  HM2
          TF         HM8            BM                    FU
                     HM3              CF2                 CM
          HM5            HM4              CF3             H/JM
                     HM6    HF3              HM7
```
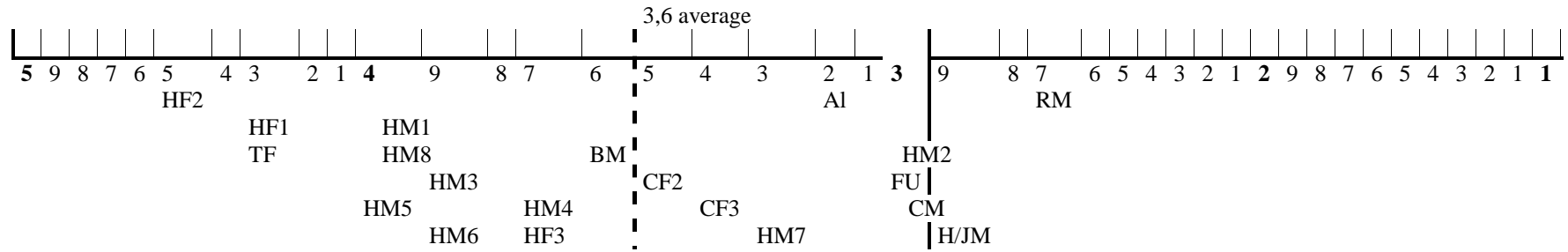
Figure 31 Attitude (2) to School

3,91 average

```
5  9 8 7 6    5    4    3    2 1 4    9 8    7    6 5    4 3 2    1  3 9 8 7 6 5 4 3 2    1 2 9 8 7 6 5 4 3 2 1 1
      HM1 TF HF1                      BM HM6    RM        CM              H/JM
      HM5            HM3        CF1      HM8            Szd
      HF2                       CF2
                               HM4
                               HM6
                               CF3
                               HF3
```

144
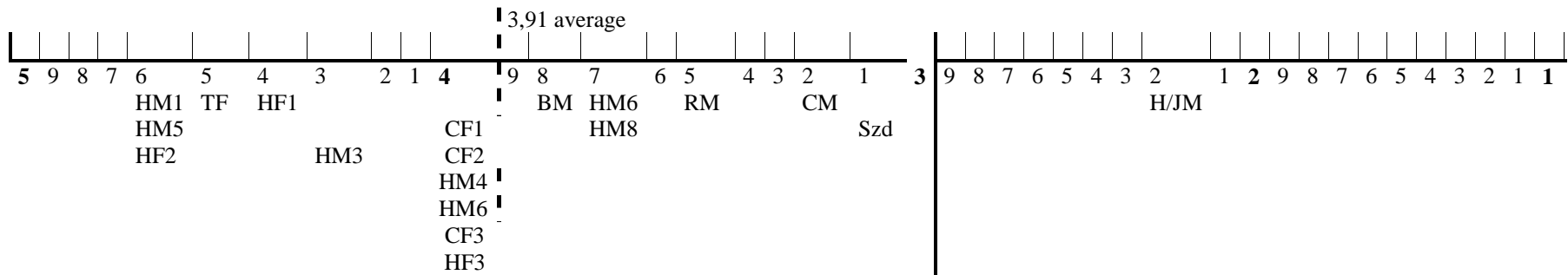
3.7.2.3 Attitude questionnaire scores by items at group level

As indicated earlier in the description of the research instruments, and presented in Table 10 the underlying attitudinal dimensions worded in the questions constituting one measure each are cognitive, affective and conative (Ajzen, 1988) factors.

The underlying dimensions in attitude toward English and communities, toward the foreign (German/ French) language and communities, Hungarian and Hungary are presented below (the same as Table 11).

Number of question	Underlying dimension
1	Personal affection toward the language
2	Personal benefit (general) from learning the language
3	International importance of the language
4	Intended effort in learning the language
5	Personal benefit (concrete) from learning the language
6	Wish to integrate into the language community
7	Desired contact with the language community
8	International importance of the country the language is spoken
9	Affection to the language community
10	Actual contact with the language community

Attitude toward the Hungarian language and community (the same as above except for question 7)

7	Satisfaction with living in Hungary

Attitude toward the school

Number of question	Underlying dimension
1	Personal affection toward the school
2	Satisfaction with the teachers' work
3	Satisfaction with own work
4	Affection to class work
5	Contact with schoolmates
6	Affection to class as a group

7	Actual contact with classmates
8	Perceived cohesion of class
9	Perceived position in class
10	Desired contact with classmates outside school

These factors in the case of the questions concerning the pupils' attitude toward English, German/French and Hungarian as a foreign language are as follows: 1.affection to the language, 2. general personal benefit from knowing the language in question, 3. perceived international importance of the language, 4. intended effort to learn the language, 5. concrete personal benefit from knowing the language in question, 6. wish to integrate into the language group, 7. the desired quantity of contacts with the members of the native language group, 8. perceived international importance of the language community, 9. affection toward the language community,10 the quantity of the actual contacts with the members of the language community. (In the case of the Hungarian language and community question 7 is to learn about the satisfaction of the pupils with their present status in the Hungarian wider community)

In the third part of the questionnaire, the underlying attitudinal dimensions are the following factors: 1. affection to school as to the larger unit, 2. satisfaction with the teachers' work, 3. satisfaction with own work, 4. affection to classroom activities/working methods, 5. the quantity of contacts with schoolmates as members of the larger unit, 6. affection to class as a group, 7. the quantity of contacts with classmates as members of the smaller unit, 8. perceived cohesion of class, 9. perceived position in class, 10. the quantity of the desired contacts with classmates.

Table 19a Attitude toward English and communities – questionnaire scores by items at group level

Qs		1	2	3	4	5	6	7	8	9	10
		Personal affection to language	Personal benefit general	International importance of language	Intended effort	Personal benefit concrete	Wish to integrate	Desired contact with com	Intern.. imp. of com..	Aff .to comm..	Actual contact
1	Av	5	5	5	5	5	4,1	3	5	3,25	4
2	Av	4,52	5	5	4,7	5	4,05	3,10	5	3,4	3,15
1	M	5	5	5	5	5	3,91	3,33	5	3,5	4
2	M	4,33	5	5	4,66	5	3,66	3,33	5	3,41	3,08
1	F	5	5	5	5	5	4,37	2,25	5	2,87	4
2	F	4,85	5	5	5	5	4,71	2,71	5	4,14	3,28

Table 19a shows that the overall attitude concerning the pupils' affection to the English language shows significant (p=0.008) decrease with the intended effort (p=0.042) to expend in learning the language but both are still in the 4 and 5 score range.

The decrease in the scores for question 6 (wish to integrate) is insignificant, so is the increase of scores for question 7 (desired contact with the members of the native language community). The pupils' affection to the language community seems to grow, while the quantity of the actual contacts decreases significantly (p=0.000).

In the case of the boys, the answers to questions 1, 4 and 10 show significant negative change (p=0.013, 0.039, 0.001. There are two more questions in the answers to which they show a tendency, different from the average, the decrease in the scores for question 6 (wish to integrate) is bigger than that in the average scores, and they show slight decrease in the level of affection to the language community. The girls' scores for

the wish to integrate, and the desired quantity of contacts with the members of the language community are higher than on the first occasion, and as a consequence, their affection to the language community shows significant increase (p=0.094), and question 10 – the actual contact with members of the language community – shows significant decrease (p=0.008).

Table 19b Attitude toward the foreign (German/French) language and communities – questionnaire scores by items at group level

Qs		1	2	3	4	5	6	7	8	9	10
		Personal affection to to language	Personal benefit general	International importance of language	Intended effort	Personal benefit concrete	Wish to integra	Desired contact with com	Internat imp. of com..	Aff .to comm.	Actual contact
1	Av	4,2	3,1	3	4	3,4	2,06	2,46	2,6	2,93	2,26
2	Av	4,07	3,61	3,07	3,53	3,38	3,07	3,3	3,38	3,23	2,92
1	M	4,18	3,27	3,0	3,81	2,90	1,90	2,45	2,8	2,72	2,36
2	M	4,2	3,5	3,1	3,4	3,4	2,8	3,1	3,5	3	2,9
1	F	4,5	4	3,25	4,5	3,5	2,5	2,75	2,75	3,5	2,25
2	F	4,33	4	3	4	3,33	4	4	3	4	3

Table 19b shows that the overall scores of the pupils concerning their affection to the second language show positive attitude with a slight decrease by the end of the period of investigation. The decrease is due to the girls' lower scores the second time.

The increase in the scores for question 2 (personal benefit in general) is due to the boys' higher scores the second time.

The whole class attach the same – around the mean international importance – to the second foreign language with the girls' scores being higher the first time but not decreasing below the mean the second time, either.

The scores for question 4 (intended effort) decrease the second time with both the girls' and boys' scores decreasing significantly (p=0.047) to the same degree.

The overall concern for concrete personal benefit from learning the second language is at the same level both times, but the boys show increased recognition of the importance of learning the language than the girls, whose scores are a little lower the second time.

The scores for question 6 (wish to integrate) are below the mean but significantly increase (p=0.002) by the end of the period. The boys and girls show significant difference in this respect with the boys' scores being very low the first time and increasing the second time (p=0.022) but still below the mean, while the girls' scores are somewhat below the mean the first time but increase significantly (p=0.038) and show manifest positive attitude at the end of the period.

The scores for question 7 (desired contact with the members of the FL community) have the same pattern (significant increase p=0.069) as those for question 6, thus supporting the tendency the scores for question 6 show.

The increase in scores for questions 8, 9 and 10 also follow the same pattern indicating the boys' and girls' increasing positive attitude toward the foreign language, but the scores are still a little above or around the mean, although the change in the case of questions 8 and 10 is significant (p=0.089, 0.003)

Table 19c Attitude toward the Hungarian language and community – questionnaire scores by items at group level

	Qs	1 Personal affection to language	2 Personal benefit general	3 International importance of language	4 Intended effort	5 Personal benefit concrete	6 Wish to integrate	7 Satisfact. with living in H	8 Internat. imp. of com..	9 Aff .to comm..	10 Actual contact
1	Av	4,12	3,62	2,37	4,5	2,87	4,25	3,87	2,5	4,37	3,50
2	Av	4,14	3,42	2,28	4,57	3,28	4,14	3,57	2,42	4,14	4,14
1	M	3,66	3,66	2	4,33	2,33	3,66	4	2	4	3,66
2	M	4	3,33	1,66	4	2,66	4	3,66	2	4	4
1	F	4,4	3,6	2,6	4,6	3,2	4,6	3,8	2,8	4,6	3,4
2	F	4,25	3,5	2,75	5	3,5	4,25	3,5	2,75	4,25	4,25

Table 19c shows that the overall scores indicating the degree of affection to the Hungarian language are the same but the boys show increase, the girls decrease of affection between the two times, both changes being insignificant.

Both the girls' and boys' scores regarding their general personal benefit from learning the language are above the mean both times with a slight decrease between the two occasions.

Both groups attach relatively little international importance to the language and the community, with the boys scoring lower and the girls higher the second time regarding the language, while both groups' scores for the question about the international importance of the community are the same with insignificant difference pointing lower on the girls' part the second time.

The scores for question 5 (concrete personal benefit from learning the language) increase the second time but the boys' scores still remain below the mean. In spite of the

scores being around the mean concerning the concrete personal benefit from knowing the language, the scores for question 4 (intended effort) are high both times with the boys scoring lower and the girls higher the second time. It can be explained with the relatively high scores for question 6 (wish to integrate) and 7 (satisfaction with living in Hungary) even if in both respects the second time scores are lower but still in the positive domain of the rating scale with the boys' growing and the girls' significantly ($p=0.058$) decreasing interest in integration into the Hungarian environment, and both parties' significantly ($p=0.078$) decreasing degree of satisfaction with their status in Hungary.

The quantity of contacts with the members of the Hungarian environment grows significantly ($p=0.030$) especially on the girls' part ($p=0.058$).

Table 19d Attitude toward the school – questionnaire scores by items at group level

	Qs	1	2	3	4	5	6	7	8	9	10
		Pers. affect to school	Satisfaction with teachers' work	Satisfaction with own work	Affection to work in class	Contact with school-mates	Pers. affect. to class	Cont. with class-mates	Perceived cohesion of class	Perceived position in class	Desired contact outside school
1	Av	4,45	3,95	3,35	3,4	2,65	4,25	3,5	3,7	3,1	3,65
2	Av	4,21	4,05	3,42	3,78	3,68	4,15	4,10	3,94	3,31	4,10
1	M	3,91	3,58	3,16	3,75	2,83	4	3,58	3,33	3,16	3,66
2	M	3,91	3,66	3,33	3,41	4,5	3,91	3,91	3,66	3,66	3,91
1	F	4,62	4,5	3,62	3,37	2,37	4,62	3,37	4,25	3	3,75
2	F	4,42	4,71	3,85	4,42	3,57	4,57	4,42	4,42	3,57	4,42

Table 19d shows that the average of scores for all items except for questions 1 (affection to school) and 6 (affection to class) increases the second time.

The average for these two items was so high the first time that even with the decrease in the scores it is still above 4 showing very high degree of affection to the institute and to the smaller unit, the class, although the affection to school significantly decreases (p=0.055) caused by the girls significantly lower scores (p=0.078). The boys affection is lower than the girls' but their scores are the same, or insignificantly lower the second time, while the girls' scores the first time indicate very high degree of affection to the school and their class with the scores being lower the second time.

In the case of question 6 – affection to class - the decrease is so insignificant that the degree of affection to the class in the case of both groups can be regarded definitely positive.

The teachers' work is positively judged by both groups at both times with the boys being less enthusiastic about their teachers, but their scores are still above the mean.

The scores for question 3 (satisfaction with own work) show the same pattern but the scores are between 3,16 and 3,85, that is above the mean, indicating that neither group is really satisfied with the effort expended in learning.

The overall scores for question 4 (affection to the course of work) in class show that the degree of affection to taking part in the work of the class increases with the boys scoring lower the second time, but still above the mean, while the girls' affection in this respect significantly (p=0.018) grows.

The scores for questions 5 (contact with schoolmates) and 7 (contact with classmates) show that both girls and boys have growing number of contacts during the period of investigation with the boys being more active at school level and the girls at class level The positive change in both respect is significant (question 5 p=0.000, girls 0.066 boys 0.002, question 7 p=0.017 girls 0.086, boys 0.104).

The scores for question 8 show that the girls and boys both feel that their class has become more cohesive, and their position in the class (question 9) has changed for the better with the scores of both groups moving from around the mean toward the positive end of the scale but not reaching 4 in either case. The change in both respects is significant: their perception of their class's cohesion is significantly better (p=0.056), and both the boys and girls feel significantly more comfortable in their class (p=0.004, girls 0.030, boys 0.053).

The scores for question 10 (desired quantity of contacts with classmates outside school) show that all the pupils wish to maintain the contacts with their classmates outside the school, too, and the change in this respect is significant (p=0.003) on the part of both the girls (0.030) and boys (0.054).

(The summary of items with significance values is presented in Appendix 16.)

3.7.2.4 Attitude questionnaire scores of the Hungarian and non-Hungarian pupils at group level

Table 20 Attitude questionnaire scores of the Hungarian and non-Hungarian pupils at group level

Attitude questionnaire averages	1	2
Hungarians averages (Males, Females)	**3,81 M 3,75 F 4,03**	**4,0 M 3,93 F 4,16**
Hungarian/Japanese (Male)	3,2	2,73
Russian (Male, Female)	3,02 M 2,75 F 3,4	R (M) 3,33
Turkish (Female)	3,97	4,46
Bulgarian (Male)	3,92	3,92
Chinese (Male, Females)	3,80 M 3,8 F 3,81	3,87 M 3,6 F 3,96
NH (Males, Females)	**3,65 M 3,46 F 3,77**	**3,89 M 3,65 F 4,1**

As Table 20 presents, comparing the attitude questionnaire scores of the Hungarian and non-Hungarian pupils show that the tendency is the same in both populations: both show increasingly positive attitude with the girls being more positive at both

times, and their overall attitude changes for the more positive by the second time they did the test. Both are and remain in the positive domain of the rating scale, with smaller degree of positiveness in the case of the non-Hungarians.

3.7.2.5 Attitude questionnaire averages by question groups (Hungarians – non Hungarians)

Table 21 Attitude questionnaire averages by question groups (Hungarians – non Hungarians)

	E1	E2	FL1	FL2	H1	H2	Sch1	Sch2
H	**4,51**	**4,43**	**3,12**	**3,45**			**3,85**	**4,10**
M	**4,55**	**4,41**	**2,98**	**3,37**			**3,73**	**4,02**
F	**4,43**	**4,5**	**3,5**	**3,66**			**4,16**	**4,33**
H/J (M)	4,2	3,5	2,5	2,5			2,9	2,2
R	4,1	4,1(M)	1,8 (M)	-	2,65	2,4 (M)	2,95	3,5 (M)
	M4,1F4,1	F -	F -	-	M2,4F2,9	F -	M2,7F3,2	F -
T (F)	4,3	4,5	2,8	-	4,5	4,4	4,3	4,5
B (M)	4,3	4,3	3,9	3,4	3,9	4,2	3,6	3,8
Ch	4,4	4,25			3,77	3,57	3,25	3,87
M	4,7	4,1			3,7	3,5	3,0	3,2
F	4,3	4,3			3,8	3,6	3,6	4,1
NH	**4,32**	**4,27**	**2,83**	**3,4**	**3,6**	**3,61**	**3,35**	**3,85**
M	**4,3**	**4,16**	**2,85**	**3,4**	**3,33**	**3,36**	**3,10**	**3,50**
F	**4,36**	**4,35**	**2,80**		**3,76**	**3,80**	**3,50**	**4,12**

As Table 21 presents, comparing the scores of the Hungarian and non-Hungarian pupils for the four question groups is even more convincing that there is no significant difference between the two populations in their attitude toward the four issues. The changes follow the same pattern with both parties: the scores for English decrease slightly the second time, in all other respect their attitude is getting more favourable by the second time. The girls in both groups show steadily increasing degree of positiveness.

3.7.2.6 Attitude questionnaire averages of the Hungarian and non-Hungarian pupils by questionnaire items (see Appendix 17)

The non-Hungarian pupils' preference for the English language decreases to a lesser extent than that of the Hungarians, their intended effort shows bigger decrease on the boys' part, their wish to integrate into the English speaking communities increases

in contrast to the Hungarians, their interest in the native language group is low and remains low by the end of the period.

The non-Hungarian pupils' attitude scores for the second language questionnaire items cannot be interpreted separate from the Hungarians because the second foreign language being not compulsory was dropped by two pupils, the Russian girl left, so she did not write the test the second time, and the Chinese pupils did not take any second foreign language at all.

Their attitude toward the Hungarian language and community has already been described in the group level analysis of the questionnaire scores.

Their affection to the school increases slightly in contrast to the Hungarians whose affection seems to lower while their affection to the class decreases caused by the girls' lower scores the second time.

They seem to be satisfied with their teachers' work, but to a slightly lesser degree than before, while their satisfaction with their own work is the same on average with the boys confessing less work at the second time. Significant positive change can be observed in their attitude toward classroom work.

Their contacts with their schoolmates and classmates seem to grow, to a bigger extent regarding the latter. Their scores for the class cohesion and their position in the class are higher the second time. They all want more contact with their classmates at the second time.

3.7.3   The English language proficiency test

The English language proficiency test (see Appendix 7) gives one point to each right answer. There are 7 bands describing the learner's level of proficiency: band 1 (points 1-9) beginners, band 2 (points 10-17) pre-intermediate, band 3 (points 18-24) lower-intermediate, band 4- (points 25-44) intermediate, band 4+ (points 45-51) upper-

intermediate, band 5 (points 52-60) pre First Certificate Examination level, band 6 (points 61-75) probable success at FCE/pre CPE level, band 7 (points 76-106) CPE preparation level – nativelike proficiency. The total of the scores is 106.

3.7.3.1 English proficiency test scores at individual level

Table 22 English proficiency test scores at individual level

	HM	HF1	HM	RM	TF	BM	CF1	CF2	HM	Sr	HM	HM	HM	CF3	HF2	CM	HM	HF3	H/JM	HM	RF
1	79 B7	59 B5	39 B4-	58 B5	46 B4+	54 B5	40 B4-	40 B4-	73 B6	70 B6	58 B5	61 B6	68 B6	45 B4+	61 B6	48 B4+	78 B7	60 B5	-	-	60 B5
%	74,5	55,6	36,7	54,7	43,4	50,9	37,7	37,7	68,8	66	54,7	57,5	64,1	42,4	57,5	45,2	73,5	56,6	-	-	56,6
2	78 B7	80 B7	73 B6	75 B6	54 B5	72 B6	45 B4+	48 B4+	89 B7	82 B7	75 B6	62 B6	80 B7	51 B4+	69 B6	42 B4-	82 B7	78 B7	55 B5	48 B4+	-
%	73,5	75,4	68,8	70,7	50,9	67,9	42,4	45,2	83,9	77,3	70,7	58,4	75,4	48,1	65,1	39,6	77,3	73,5	51,8	45,2	-
D%	1 ↓	19,8 ↑	32,1 ↑	16 ↑	7 ↑	17 ↑	4,7 ↑	7,5 ↑	15 ↑	11 ↑	16 ↑	0,9 ↑	11,3 ↑	5,7 ↑	7,5 ↑	5,6 ↓	3,8 ↑	16,9 ↑	-	-	-
Dp	1↓	21↑	34↑	17↑	8↑	18↑	5↑	8↑	16↑	12↑	17↑	1↑	12↑	6↑	8↑	6↓	4↑	18↑			

Abbreviations: D% - difference in percentage, Dp – difference in points, ↓ decrease, ↑ increase

In Table 22 the summary of the English language proficiency test is presented, administered two times to 21 pupils the first, and 20 the second time. The results are presented in points, and the percentage compared to the total is also shown. The difference in points and percentages between the performances of the pupils on the test the first and second time is shown, and the increase or decrease of the points are indicated by the arrows pointing upwards or downwards.

At the time of the first administration of the language test there were two pupils on level 7. Neither of them shows considerable improvement (one of them scores one point lower the second time but it is an insignificant difference, the other has 4 more points the second time but with the wide range of band 7 (30 points) the 4 point increase still places him at the bottom of band 7.

 Five pupils achieved enough points to be placed in band 6, three of them being in the upper range of points in band 6 achieved enough points to be placed in band 7 at the end of the year, one pupil does not show improvement (only one more point the second time), and one pupil being at the bottom of the band the first time remains in band 6 but her increased points the second time show improvement.

Six pupils were in band 5 the first time they did the test: one of them left the school so she did not do the test the second time, two show considerable improvement with their second time points placing them in band 7, and so do the other three who achieve high points placing them in the upper range of band 6.

Five pupils were in band 4+: one shows considerable improvement on test 2 with his points placing him in band 6, one also shows improvement getting into band 5 on the second test, two being at the bottom of the band the first time also show improvement by achieving points which place them in the upper range of the same band, one has fewer points the second time which put him back in band 4-.

One pupil in band 4- the first time reaches enough points to be placed in band 4+, but the five point increase does not show real improvement because she is on the borderline of the two bands both times, first in the upper range of band 4-, then in the lower range of band 4+.

Three pupils' test results cannot be interpreted from the point of view of language development shown by the tests because they did the test only once, one because she left the school earlier, two because they joined the school only in year 2.

Analysing the data from the point of view of percentages the pupils achieve on the test the first and second time – which is a more informative approach for the purpose of the present study – the result is the following: the first time there were 6 pupils achieving less than 50%, 6 pupils between 50 and 60%, 3 between 60 and 70%, and 2 between 70 and 80%. At the end of the period the performance of 4 pupils is still under 50%, 2 between 50 and 60%, 3 between 60 and 70%, and 9 between 70 and 80% or higher.

3.7.3.2 English proficiency test scores at group level

Table 23 English proficiency test scores at group level

	1		2		Difference	
	Total scores	%	Total scores	%	scores	%
Av	1097(2014)	54,46	1338(2120)	63,11	241	8,65
M	686 (1166)	58,83	913 (1378)	66,25	227	7,42
F	411 (848)	48,46	425 (742)	57,27	14	8,81

Table 23 presents the points achieved at group level. The results show that the whole class performed above 50% the first time and shows significant (p=0.000) improvement the second time with the girls' performance being lower (but still significant, p=0.004) than that of the boys both times but with a significantly (p=0.008) bigger improvement by the end of the period. (For detailed significance data see Appendix 15/B)

3.7.4 Sociometric questionnaire

The **sociometric questionnaire,** a typical three-choice, three-criteria sociometric test to gain data about the amount of attractions, and mutual attractions, the number of which is the indicator of group cohesion and the integration of the individuals in the group. It was administered twice to gain data about probable change in group cohesion and in the change of the group structure. For pedagogical reasons, only attractions were asked and not rejections. The choices are not weighted, that is, the rank order of the pupils chosen is not taken into consideration. The choices were restricted to three to be able to handle the results.

The questionnaire was administered three times. As explained earlier, the third time administration of the test was initiated by the fact that three Chinese girls – forming a strong subgroup earlier – left the school. The question was whether this fact caused changes in the structure of the group. The number of pupils was 19 the first time, 20 the second time, and 16 the third time.

1. Name three of your classmates whom you spend your free time with.

The first question allows the pupils to name freely three pupils whom they spend their free time with but it allows for fewer choices. More than three choices were not taken into consideration.

2. If you were given a task by your form teacher, which three classmates of yours would you like to work together with to fulfil the task?

The second question asks about work-related choices, that is, whom the pupils choose when there is a task to fulfil, so the criterion is not personal affection.

3. If you were asked to form groups of four on a class excursion, which three classmates would you like to be together with?

The third question is similar to the first one but the wording does not allow fewer than three choices.

With respect to the research question about interculturation, the test results were analysed seeking answer to the following questions

1. How cohesive is the class, is there a change in cohesion by the end of the period?
2. Are there subgroups and if so, what is the decisive factor in their formation?
3. What is the sociometric status of the individuals in the class regarding the classical labelling of stars, isolates and neglectees?
4. Are there differences in group cohesion, subgroup structures and the sociometric status of the individuals regarding the questions aiming at different activity choices?

To find the answers to the above questions, the results of the two tests and the questions within the tests were analysed the following way: The index of cohesion, expansiveness, integration and mutuality was calculated, the sociometric status of the individuals was interpreted by the pattern of the choices received by the members.

The **cohesion** of the group is indicated by the index of group cohesion, a measure of the extent to which the members of a group choose one another. It is calculated by dividing the number of mutual choices by the number of theoretically possible mutual choices. The number of theoretically possible mutual choices is calculated by multiplying the number of members by the number of choices, and dividing by 2.

Group expansiveness refers to the extent to which choices are made within the group. It is calculated by dividing the total number of choices made by the group by the number of group members.

Integration is the degree to which individuals are integrated into the group, and can be calculated by dividing 1 by the number of group members receiving no choice.

Mutuality refers to the extent to which mutual choice are made within the group. The index of mutuality is calculated by dividing the number of mutual choices by the number of group members.

The **sociometric status** of the individuals – positive, because I asked only for attraction and not for rejection – can be the following depending on the pattern of choices received: star – an individual receiving the most choices, neglectee – an individual who makes choices but is not chosen, and isolate – an individual who makes no choices and is not chosen.

Sociomatrices as opposed to sociograms were constructed to eliminate the subjectivity of the researcher in the visual representation of the group structure (Forsyth and Katz in Thomas 1990). The matrices can show the distribution of choices of attraction and mutual choices of the individuals, and the group structure with the subgroups.

In the matrices presented below the pupils placed horizontally are the choice-makers, the pupils placed vertically the choice-receivers. Plain x indicates received choices, x circled - $\otimes$ - indicates mutual choices. (For detaiuled summary of attracted and mutual choices see Appendix 8)

3.7.4.1 Sociometric Test 1

Table 24a Free choice sociomatrix

	HM5	HM6	BM	RM	HM1	HM3	RF	CF2	CF1	CF3	HF2	HF1	TF	HF3	SZD	CM	HM4	HM2	Sr
HM5		⊗	⊗	⊗	×												×		
HM6	⊗		⊗		⊗	⊗								×					
BM	⊗	⊗															×		
RM	⊗		⊗				⊗									×			
HM1				×		⊗											×		
HM3		⊗			×														
RF			⊗									×							
CF2							×		⊗	×									
CF1								⊗		⊗									
CF3									⊗		×								
HF2												⊗	⊗						
HF1											⊗		⊗						
TF											⊗	⊗		×	×				
HF3															⊗				
SZD														⊗		×			
CM																			
HM4																			
HM2																			
Sr														×					

Table 24a shows the mutual choices of the pupils regarding the free choice question. Regarding the free choice question of test 1, the indices are the following: index of group cohesion: 0,52, index of expansiveness: 0,84, index of integration: 0,33, index of mutuality: 0,78. There is 1 star (Hungarian boy with 5 attracted choices) and 3 neglectees (2 Hungarian and one Chinese boy) in the group. These data indicate that the class cohesion is low, but 84 percent of the pupils are chosen, 78 percent have mutual choices, and there are 3 pupils who can be regarded as neglectees as they are not chosen by anybody in the class.

The low cohesion index is explained by the group structure: there are four strong subgroups. One is formed by 6 boys (4 Hungarians, 1 Bulgarian, 1 Russian) and one Russian girl. The formation factor is gender and the wide range of acceptance in the class. The Russian girl's position in this strong subgroup indicates ethnic choice: she has one mutual choice, with the Russian boy. In further two subgroups the same forma-

tion factors can be detected: ethnicity and gender in the case of the Chinese girls choosing only each other and excluding the Chinese boy. The third subgroup consists of two Hungarian and one Turkish girl with gender being the decisive factor. The fourth subgroup is a Hungarian mutual pair with one satellite, the Turkish girl. There are three pupils (2 Hungarian and 1 Chinese) outside all the four subgroups.

Table 24b Task-based choice sociomatrix

	HM6	HM3	HM5	HM1	HF1	TF	HF2	CF2	CF3	CF1	HF3	HM4	RM	HM7	CM	RF	Sr	BM	HM2
HM6		⊗	⊗	⊗							×	×		×				×	
HM3	⊗		×	⊗										×	×				
HM5	⊗												×					×	
HM1	⊗	⊗	×								×					×	×		×
HF1		×		×		⊗	⊗									×			
TF					⊗		⊗												
HF2					⊗	⊗										×			
CF2									⊗	⊗									
CF3								⊗											
CF1								⊗	×										
HF3							×						×						
HM4								×											
RM									×										
HM7											×				×				
CM										×									
RF										×									
Sr											×			×					
BM												×	×						
HM2																			

Table 24b shows the mutual choices of the pupils regarding the task-based choice question. Regarding the task-based choice question of test 1, the indices are the following: Index of group cohesion: 0,35, index of expansiveness: 0,94, index of integration: 1, index of mutuality: 0,52. There is 1 star (1 Hungarian boy with 7 attracted choices) and 1 neglectee (Hungarian boy) in the group. These data indicate that the class cohesion is even lower than in the case of the free choices. 94 percent of the pupils are chosen but only 52 percent have mutual choices with only 1 neglectee.

The low cohesion index is explained by the group structure: there are three strong subgroups. One is formed by 4 Hungarian boys. The formation factor is achievement and active participation in class work. The other two subgroups are the same as before, and the same formation factors can be detected as in the free choice question: ethnicity and gender. Both are strong ties in the case of the Chinese girls

choosing each other again although the Chinese boy is chosen by one of them. There are nine pupils (4 Hungarian, 1 Chinese, 2 Russian, 1 Bulgarian and 1 Serbian) outside all the three subgroups. They are choosing the members of the first strong subgroup but their choices are not reciprocated.

Table 24c Guided free choice sociomatrix

	HM6	BM	HM5	HM1	RM	HM3	HF1	HF2	TF	RF	HF3	CF1	CF2	HM7	CF3	Sr	CM	HM2	HM4
HM6		⊗	⊗	×		⊗					×								
BM	⊗		⊗	×	⊗														
HM5	⊗	⊗			×	×													
HM1			×			⊗													
RM		⊗								⊗							×		
HM3	⊗			⊗													×		
HF1								⊗	⊗										
HF2							⊗		⊗	⊗				×					
TF											⊗			⊗					
RF					⊗			⊗											
HF3									⊗					×					
CF1													⊗						
CF2												⊗							
HM7											⊗						×		
CF3							×												
Sr																		×	
CM													×						
HM2																			
HM4																			

Table 24c shows the mutual choices of the pupils regarding the guided free choice question. Regarding the guided free choice question of test 1, the indices are the following: index of group cohesion: 0,49, index of expansiveness: 0,89, index of integration: 0,5, index of mutuality: 0,73. There is 1 star (the same Hungarian boy as in question 1 with 5 attracted choices) and 2 neglectees (the same Hungarian boys as in question 1) in the group. These data indicate that the class cohesion is even lower than in the first two questions, but 89 percent of the pupils are chosen, 73 percent have mutual choices, and there are 2 pupils who can be regarded as neglectees because they are not chosen by anybody in the class.

The low cohesion index is explained by the group structure: there are three strong subgroups, the same as in the free choice question with the same formation fac-

tors. The only difference is that the mutual pair forming a subgroup in the first question is integrated in the Hungarian-Turkish subgroup thus loosening the gender-based formation of this subgroup, and the ethnicity-based formation of the Chinese subgroup is broken by choosing a Hungarian girl. They choose the Chinese boy, too, but the choice is not mutual. The satellite of the subgroup in question 1 is mutually chosen when the question does not allow fewer than three choices. There are five pupils (2 Hungarian, 1 Serbian and 2 Chinese) outside all the three subgroups.

3.7.4.2 Sociometric Test 2

The test was administered the second time a year later. There were changes in the population of the class in the meantime: the Russian girl left, 1 Hungarian and 1 Hungarian/Japanese boy joined the class in September.

Table 25a Free choice sociomatrix

	HM1	HM5	HM6	BM	HM3	TF	HF2	HF3	CF1	CF2	CF3	HM2	HM7	HM8	H/JM	CM	Sr	RM	HM4	HM2
HM1		⊗	⊗	⊗																
HM5	⊗		×	⊗	⊗															
HM6	⊗																			
BM	⊗	⊗	×		⊗															
HM3		⊗		⊗																
TF							⊗	⊗												
HF2						⊗														
HF3																				
CF1						⊗				⊗	⊗									
CF2									⊗		⊗									
CF3						⊗			⊗	⊗										
HM2													⊗	⊗						
HM7												⊗		⊗						
HM8												⊗	⊗							
H/JM										×	×									
CM													×	×	×					
Sr										×										
RM																				
HM4																				
HM2																				

Table 25a shows the mutual choices of the pupils regarding the free choice question. Regarding the free choice question of test 2, the indices are the following: index of group cohesion: 0,46, index of expansiveness: 0,90, index of integration: 0,5, index of mutuality: 0,70. There is 1 star (Bulgarian boy with 6 attracted choices) and 2 neglec-

tees (2 Hungarian boys) in the group. These data indicate that the class cohesion is still low, but 90 percent of the pupils are chosen, 70 percent have mutual choices, and there are 2 pupils who can be regarded as neglectees because they are not chosen by any of the classmates.

The low cohesion index is explained by the group structure: there are three strong subgroups. One includes 5 boys (4 Hungarians, 1 Bulgarian). The formation factor is gender and the wide range of acceptance in the class. The Russian girl left in the meantime, and the Russian boy having no mutual choice got out of the boys' circle. The next subgroup includes 6 pupils (3 Hungarian girls, 1 Turkish girl, and two Hungarian boys). The basic formation factor is still gender but with one mutual choice two boys got inside the group. The third subgroup is a closed formation with the three Chinese girls choosing each other and naming the Chinese boy again. There are six pupils (2 Hungarian, 1 Hungarian/Japanese, 1 Russian, 1 Serbian and 1 Chinese) outside all the three subgroups.

Table 25b Task-based choice sociomatrix

	HM1	HM5	HM3	BM	CF1	CF2	CF3	HF2	HF1	HF3	HM7	Sr	CM	HM6	H/JM	HM8	TF	RM	HM4	HM2
HM1		⊗	⊗	⊗										×						
HM5	⊗		⊗	⊗														×		
HM3	⊗	⊗		×				×	×		×		×			×			×	
BM	⊗	⊗												×				×		
CF1						⊗	⊗								×					
CF2					⊗		⊗								×					
CF3					⊗	⊗									×					
HF2									⊗								×			
HF1								⊗									×			
HF3								×	×								×			
HM7										×			×							×
Sr										×	×									×
CM					×	×	×													
HM6										×	×									
H/JM																×		×		
HM8													×							×
TF															×				×	
RM																			×	
HM4															×					
HM2																				

Table 25b shows the mutual choices of the pupils regarding the task-based choice question. Regarding the task-based choice question of test 2, the indices are the following: index of group cohesion: 0,30, index of expansiveness: 0,90, index of integration: 0,5, index of mutuality: 0,45. There is 1 star (1 Hungarian boy with 8 attracted choices) and 2 neglectees (2 Hungarian boys) in the group. These data indicate that the class cohesion is lower than in the case of the free choices. 90 percent of the pupils are chosen but only 45 percent have mutual choices with 2 neglectees. The low cohesion index is explained by the group structure: there are three strong subgroups. One includes 3 Hungarian boys and 1 Bulgarian. The formation factor is achievement and active participation in class work. The other two subgroups are the same as the first time regarding task-based choice, and the same formation factors can be detected as before: gender in the case of the 2 Hungarian girls forming one of the subgroups, actually a mutual pair, but this time excluding even the girls who belonged to this circle on the first occasion. Ethnicity and gender account for the formation of the third subgroup, the Chinese girls choosing each other again, and the only male they name is the Chinese boy. There are eleven pupils (6 Hungarian, 1 Chinese, 1 Russian, 1 Hungarian/Japanese and 1 Serbian) outside all the three subgroups. They are choosing the members of the subgroups but their choices are not reciprocated.

Table 25c Guided free choice sociomatrix

	HM1	HM5	BM	HM3	HM6	HM7	HF3	TF	HM8	HF2	HF1	CF1	CF2	CF3	CM	RM	H/JM	Sr	HM4	HM2
HM1		⊗	⊗	×	⊗															
HM5	⊗		⊗	⊗	×														×	
BM	⊗	⊗		⊗	×											×			×	
HM3		⊗	⊗						×											
HM6																			×	
HM7							⊗									×				×
HF3						⊗		⊗		×	×									
TF						×	⊗		⊗	⊗	×									
HM8							×	⊗												
HF2						×		⊗			⊗									
HF1										⊗										
CF1													⊗	⊗			×			
CF2												⊗		⊗			×			
CF3												⊗	⊗				×			
CM												×	×	×						
RM																				
H/JM										×						×				
Sr																			×	
HM4																				
HM2																				

able 25c shows the mutual choices of the pupils regarding the guided free choice question. Regarding the guided free choice question of test 2, the indices are the following: index of group cohesion: 0,46, index of expansiveness: 0,90, index of integration: 0,5, index of mutuality: 0,70. There is 1 star (the same Bulgarian boy as in question 1 with 6 attracted choices) and 2 neglectees (the same Hungarian boys as in question 1) in the group. These data indicate that the class cohesion is still low, but 90 percent of the pupils are chosen, 70 percent have mutual choices, and there are 2 pupils (the same Hungarian boys as in question 1 and 2) who can be regarded as neglectees because they are not chosen by any of the classmates.

The low cohesion index is explained by the group structure: there are three strong subgroups, two of them with the same formation factors: gender in the first one and ethnicity and gender in the case of the Chinese girls. The third subgroup – as in question 3 on the first occasion and in question 1 on the second occasion has extended by including two Hungarian boys, thus loosening the gender-based formation of this subgroup. There are six pupils (2 Hungarian, 1 Serbian, 1 Russian, 1 Hungarian/Japanese and 1 Chinese) outside all the three subgroups.

3.7.4.3 Sociometric Test 3

Out of the original schedule, the test was administered the third time, at the end of term 1 in year 2, when three the Chinese girls left the school unexpectedly. The question arouse whether their leave influenced the structure of the group.

Table 26a Free choice sociomatrix

	HM1	HM5	HM3	BM	HM4	HM8	HF3	TF	HM7	RM	HF2	HF1	Sr	HM6	CM	HM2
HM1		⊗	⊗	⊗												
HM5	⊗		⊗	⊗						×	×			×		
HM3	⊗	⊗									×			×	×	
BM	⊗	⊗	×							×				×		
HM4						⊗	⊗	⊗								
HM8					⊗		⊗	⊗								
HF3					⊗	⊗										
TF					⊗	⊗										
HM7							⊗			⊗						
RM									⊗					×		
HF2								×				⊗				
HF1											⊗					
Sr														×	×	
HM6															×	
CM																
HM2																

Table 26a shows the mutual choices of the pupils regarding the free choice question. Regarding the free choice question of test 3, the indices are the following: index of group cohesion: 0,5, index of expansiveness: 0,87, index of integration: 0,5, index of mutuality: 0,75. There is 1 star (Hungarian boy with 6 attracted choices) and 2 neglectees (2 Hungarian boys) in the group. These data indicate that the class cohesion is still low, but 87 percent of the pupils are chosen, 75 percent have mutual choices, and there are 2 pupils who can be regarded as neglectees because they are not chosen by any of the classmates.

Table 26b Task-based choice sociomatrix

	HM1	HM5	BM	HM3	HM6	HF2	HF1	HM8	Sr	HM7	RM	HF3	TF	CM	HM2	HM4
HM1		⊗	⊗	⊗												×
HM5	⊗		⊗	⊗	×											
BM	⊗	⊗			⊗						×					
HM3	⊗	⊗			⊗	×	×	×		×		×				×
HM6			⊗	⊗						×		×			×	×
HF2							⊗						×			
HF1						⊗		⊗					×			
HM8						×	⊗			×						
Sr										×		×	×	×	×	
HM7											×			×	×	
RM													×			
HF3								×								
TF																
CM																
HM2																
HM4																

Table 26b shows the mutual choices of the pupils regarding the task-based choice question. Regarding the task-based choice question of test 3, the indices are the following: index of group cohesion: 0,33, index of expansiveness: 0,75, index of integration: 0,25, index of mutuality: 0,50. There is 1 star (1 Hungarian boy with 9 attracted choices) and 4 neglectees (2 Hungarian boys, the Turkish girl, the Chinese boy) in the group. These data indicate that the class cohesion is lower than in the case of the free choices. 75 percent of the pupils are chosen but only 50 percent have mutual choices with 2 neglectees.

Table 26c Guided free choice sociomatrix

	HM1	HM5	BM	HM3	HM6	HM2	HM4	TF	HM8	HF3	HM7	HF2	HF1	RM	Sr	CM
HM1		⊗	⊗	⊗												
HM5	⊗		⊗	⊗	×							×	×			
BM	⊗	⊗		×	⊗									×		
HM3	⊗	⊗											×			×
HM6			⊗			⊗										
HM2					⊗											
HM4								⊗	⊗	⊗						
TF							⊗		⊗							
HM8							⊗	⊗		⊗		×		×		
HF3							⊗		⊗		⊗			×		
HM7										⊗						×
HF2								×					⊗			
HF1												⊗				
RM												×				×
Sr						×										
CM																

Table 26c shows the mutual choices of the pupils regarding the guided free choice question. Regarding the guided free choice question of test 3, the indices are the following: index of group cohesion: 0,54, index of expansiveness: 0,93, index of integration: 1, index of mutuality: 0,81. There is 1 star (a Hungarian boy with 6 attracted choices) and 1 neglectee (the Chinese boy) in the group.

The data above indicate that the disappearance of the strong subgroup including the three Chinese girls almost always choosing one another did not influence the structure of the class, the indices show the same differences as earlier.

The result of the sociometric tests can be summarised as follows: the test was administered the first time in October year 1. The pupils had known each other for one and a half months before they were given the test. The reaction to the first free choice question shows that the decisive factor in group formation initially was gender. Regarding the free choice and guided free choice questions there is some change between the two times: gender reluctance seems to disappear in the course of time on the girls' part, but still present on the boys' part.. Ethnicity does not play any role in the group forma-

tion of the boys, either in that of the girls except for the Chinese girls who stick together and would like to make contact only with the Chinese boy, too, but their choice is not mutual not only on the basis of gender difference but also for political reasons. The boy is from Taiwan.

3.7.5 Self Report

In the light of the findings of the pilot study, the self-report was semi-structured to make sure that the pupils give answers to certain questions and comment on important details, but at the same time any other comment on their part was welcome (for Self-report guidelines see Appendix 12). Twenty pupils were asked to report on their performance in February 2002. Seventeen fulfilled the task, the Hungarian/Japanese boy and one Chinese girl had already left, and the Serbian boy refused again.

The purpose of the report was to obtain primary data about details not asked in any other way, about their perception of the amount of work and effort they expended in learning, and in some respect to cross-check data gained from other sources.

The first category included questions about what they thought their performance would be different (worse or better) if they conducted their studies in their native language, what language they used outside classes.

The second category was to assess their performance in the subjects (English, history, mathematics, the second foreign language/Hungarian in the case of the non-Hungarian pupils, the achieved grades in which served the quantitative basis of interpretation of study achievement. They were asked to name the subjects they liked the most and the least if different from those listed, and the achieved grades in these subjects were also taken into consideration when interpreting the tendency in their development.

As well known, grades are not always reliable measures of knowledge because of the different factors having role in teachers' assessment. They were asked about if there were such factors and what they were.

To obtain additional data about the improvement of their English language proficiency regarding the development of the four skills, they were asked to comment on this issue. It was also to cross-check their teachers' comments on this question not only the grades they achieved, but the scores also they had on the English language proficiency test.

The questions about how much help they received from their classmates and teachers aimed at crosschecking the data gained from the attitude questionnaire and the sociometric test (for summary of answers see Appendix 18)

Nine pupils were satisfied with the results they achieved, and 12 said it reflected their knowledge. It shows self-criticism on the part of those who were not satisfied , but they admitted that they knew only as much as mush was reflected by the grades. Fifteen said that they had not learnt hard enough. Crosschecking this report revealed that it is a sensitive area: no pupils admitted that it was the maximum they could achieve. Only the Chinese pupils stated that learning in English caused the difficulties. Six pupils admitted that they would have achieved better grades if they had learnt in their native languages. A Hungarian boy was afraid it would be even worse because as he said he was forgetting Hungarian. The Bulgarian boy, who had lived in other countries for years before coming to Hungary, added that even in Hungarian he would have better grades than in his native language.

All of them felt that their English language knowledge had improved, but commented on the lack of oral skills development.

Fourteen pupils thought that subjective elements played a major role in teachers' assessment: tests as punishment for behavioural problems, subjectivity of teachers in assessing performances, teachers' labelling, teachers' mood influencing assessment, carelessness on the part of the teacher.

Twelve pupils felt comfortable in the class, and thought their classmates were helpful and made a good company. Five did not find the class encouraging and supportive. Interestingly, those who according to the sociometric tests were neglectees, did not seem to regard themselves as such.

Nine pupils felt that their teachers were not supportive enough. They appreciated strictness, consistency, feedback on their work, encouraging behaviour.

3.7.6 Teachers' comments

The teachers of English (language and literature), history, mathematics Hungarian as a foreign language received a list of criteria according to which they were asked to comment on the pupils' performance during the scheduled assessment meeting. They received the list one week before the meeting not to influence their usual routine working with the class and giving grades at the end of the term. Notes were made on an observation sheet (see Appendix 18). Comments of all the other teachers present were also noted (for summary see Appendix 13).

 The criteria along which the teachers were asked to assess the pupils' performance, achievement throughout the term were the following: the amount of effort the pupils extended in learning, the role of their English language proficiency in achieving the grade in the given subject, their improvement in English regarding all the four skills, their position, status in the class as perceived by the teachers. These comments served two purposes: to crosscheck the data gained from the self reports regarding the effort expended in learning, to complete the data about the pupils' English language profi-

ciency gained from the written test, to explain the sociometric data about the pupils' status in the class. The other purpose was to see if the factors described by the pupils as ones having influence on the grades they got were voiced or remained hidden

The teachers' comments showed considerable difference in their judgement of the effort the pupils extended in learning, and the role of the pupils' English language knowledge in their achievement, from that of the pupils. They stated that many of those pupils who said that the bad grade was the result of laziness would not be capable to achieve better results. Their comments on the role of the language in the success or failure did not confirm the pupils' evaluation: according to the teachers, most Hungarian pupils would have better grades if they learnt in Hungarian, but they had no opinion about non-Hungarians in this respect. The Hungarian teachers and the native English speaker teacher did not agree in assessing the pupils' improvement in English. The native English teacher was more flexible, and had better opinion about the pupils' knowledge and improvement. Some teachers openly admitted that their assessment depended on behavioural factors, too. Their comments about the pupils' position in class confirmed the data gained from the sociometric tests.

3.7.7 Grades

As seen in Table 27 (for detailed summary of grades see Appendix 21), the class average at the end of the first term is 3,98 with the boys (4,21) outperforming the girls (3,79). The average is a little higher (4,07) at the end of year 1 due to the 1,3 increase on the girls' part while the boys show 0,4 decline. At the end of term 1 year 2, the end of the period under investigation, the class average is 0,33 lower with the girls outperforming the boys but the difference is only 0,2. For reference, the class average at the end of year 2 is included to show the tendency which is the same regarding the performance of the boys and girls compared to each other, with a slight (0,7) increase in the overall

grades. The difference between the highest and the lowest averages is 0,33, one third of one grade level, is insignificant. The performance of the class seems to be roughly even but it is the result of the balance of the different performances of the individuals.

The averages in English show gradual rise from 3,77 at the end of term 1 year 1 to 4,00 at the end of the one-year period (4,06 by the end of term 2 year 2). The averages of the girls follow the same pattern: gradually rising from 3,28 to 3,71 (4,00 at the end of year 2). The boys start better than the class average and remain above that throughout the whole period, but at the end of term1 year 2 it is 0,12 lower than before and falls to 3,91 by the end of term 2 year 2 showing 0,36 difference between the highest and the lowest value being still insignificant. The difference between the boys' and the girls' averages shows significant difference (0,81) at the beginning gradually lowering to the insignificant 0,44 value by the end of the period.

The averages in history show rise from 3,26 to 3,33 by the end of the period with an even higher value at the end of term 2 year 1 (3,50) and it reaches the highest value (3,62) at the end of year 2.

The insignificant difference between the class averages in history at the end of the terms gets different interpretation if we compare the differences between the boys' and girls' average values. The boys outperform the girls all the time with the biggest (1,43) difference at the end of term 1 year 1 being significant (1,05, 0,68) until the end of year 2 when the value (0,16) shows no significant difference any more.

The averages in mathematics fluctuate from 3,55 at the beginning to 3,25 at the end of the period of the investigation (3,31 at the end of term 2 year 2) with a peak of 3,66 at the end of term 2 year 1. The boys' and girls'averages follow the same pattern with no significant difference until the end of term 1 year 2 when the difference is 0,61 growing to 1,02 at the end of year 2.

The averages in the second foreign languages are high troughout the period of investigation with 4,22 at the start rising 0,08 by the end of term 2 year1 followed by an insignificant fall (0,05) by the end of term 1 year 2 (rising again to 4,71 by the end of term 2 year 2). The girls outperform the boys at the end of each term with their average rising 0,25 by the end of term 2 year 1, then falling 0,17 by the end of term 1 year 2 (and rising significantly – 0,67 – by the end of year 2). The boys follow the same pattern but their average falls 0,10 at the end of term 2 year 1, and since then gradually rises to 4,18 at the end of term 1 year 2 (4,40 at the end of the academic year).

The averages in Hungarian fluctuate between 3,75 at the end of term 1 year 1 and 3,50 at the end of term 1 year 2 (rising to 3,80 by the end of year 2) with a peak of 3,87 at the end of term 2 year 1. The boys outperform the girls with their average being 4,00 at the end of term1 year 1, the same at the end of term 2 year 1, and falling 0,50 by the end of term 1 year 2 when they achieve the same grade as the girls. The girls' average is 3,50 at the end of term 1 year 1, and it rises 0,25 by the end of term 2 year 1 and falls again to the same level as it was at the start (the averages at the end of year 2 show significant rise – 1,50 – on the girls' part by the end of year 2).

Table 27 Summary of grades at the end of the terms

	Term 1 Year 1			Term 2 Year 1			Term 1 Year 2			Term 2 Year 2		
	aver.	M	F	aver.	M	F	aver.	M	F	aver.	M	F
Class averages	3,98	4,21	3,79	4,07	4,17	3,92	3,74	3,73	3,75	3,81	3,78	3,90
English	3,77	4,09	3,28	4,00	4,27	3,57	4,00	4,15	3,71	4,06	3,91	4,00
History	3,44	4,00	2,57	3,50	3,90	2,85	3,30	3,53	2,85	3,68	3,66	3,75
Maths	3,55	3,63	3,42	3,66	3,72	3,57	3,25	3,46	2,85	3,31	3,58	2,50
Foreign language G/F	4,21	4,20	4,25	4,30	4,10	4,50	4,21	4,18	4,33	4,53	4,4	5,0
Hungarian	3,75	4,00	3,50	3,87	4,00	3,75	3,50	3,50	3,50	3,80	3,5	5,00

Graphs 1-6 visually represent the differences in the performance of the class, girls and boys, at the end of the four terms and the subjects under investigation.

Graph 1 Difference in average grades

Class averages
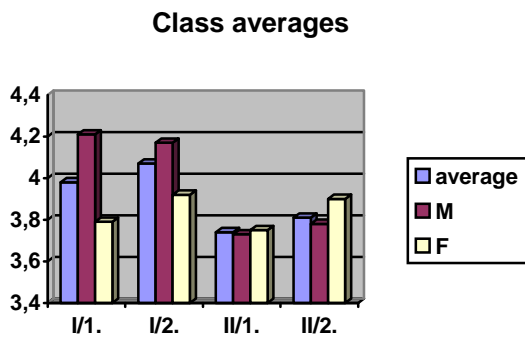
Graph 2 Difference in English grades

English
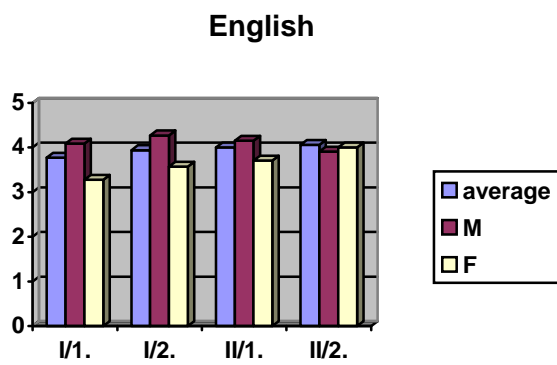
Graph 3 Difference in history grades

History
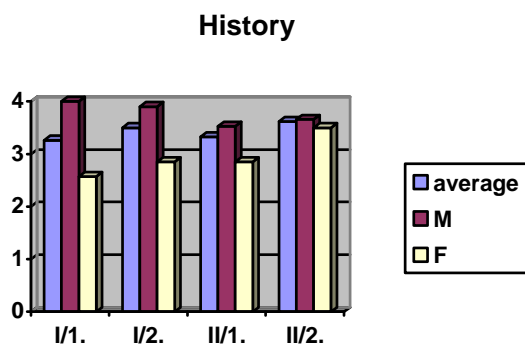
Graph 4 Difference in mathematics grades

Maths
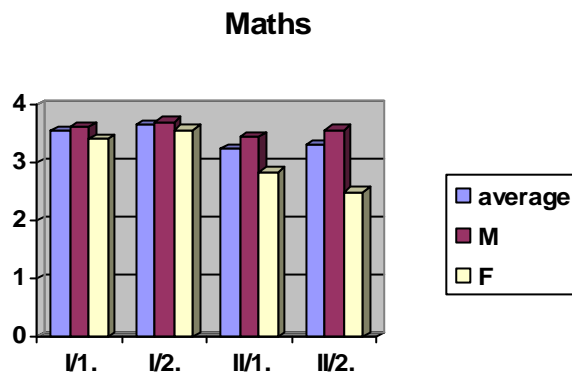
Graph 5 Difference in foreign language grades

Foreign language
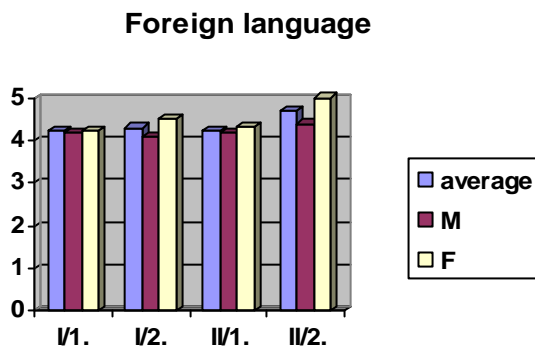
Graph 6 Difference in Hungarian grades

Hungarian
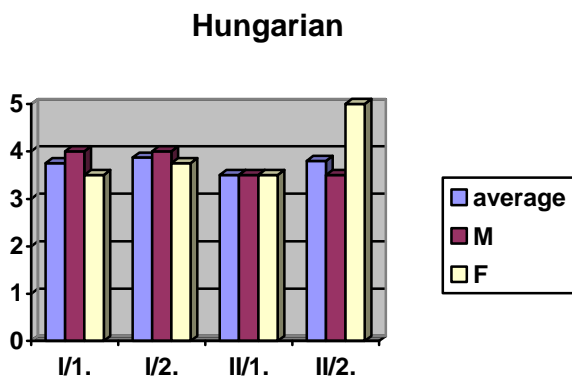
The grades were computer-coded and paired samples t-test was applied to see if there was significant change during the period of investigation. The significance level does not depend exclusively on the quantitative difference between two grades, but the distribution of the items constituting the grade also influences the significance of the change being calculated. The analysis shows that most differences presented in Table 27

are not significant except for the increase of the average from term 1 to term 2 year 1 (p=0.042) caused by the improvement of the girls' achievement (p=0.049), the increase of the grade in English from term1 to term 2 year 1 (p=0.042), and the decrease of the grade in mathematics from 2 year 1 to term 1 year 2 (p=0.055) caused by the girls' smaller grade (p=0.047). (For detailed significance results see Appendix 15/c)

Table 28 Grade averages of the Hungarian and non-Hungarian pupils

Hungarian av.	Term 1 Year 1	Term 2 Year 1	Term 1 Year 2	Term 2 Year 2
Males/Females	**4,17 4,18 4,15**	**4,31 4,29 4,33**	**4,11 4,10 4,13**	**4,17 4,10 4,24**
H/J (M)	-	-	1	-
R.(M)	3,70	3,70	3,10	3,10
T (F)	3,8	3,8	3,2	2,9
B (M)	4,0	3,8	4,09	4,18
Serb (M)	4,8	4,8	4,25	4,16
Ch Ave. M. F.	3,44 3,44 3,44	3,55 3,55 3,55	3,43 3,3 3,56	3,3 3,3
Non-Hung.	**3,75 1 3,98 3,53**	**3,78 3,96 3,61**	**3,58 3,68 3,47**	**3,35 3,68 2,90**

Table 28 shows that the non-Hungarian pupils average change follows the same pattern as that of the Hungarians with an increase from term 1 year 1 to term 2 year 1, but the increase on their part is much smaller caused by the boys' slight decrease in performance that could not be compensated by the girls' bigger improvement. By the end of the period of investigation, their overall averages decrease to the same degree on both the boxs' and girls' part. The reference data of term 2 year 2 show that the boys' performance does not change on the whole, while the girls' average is represented by only the Turkish girl since the three Chinese left the school in the meantime.

3.7.8   Personal data

All the participants were asked to fill in a personal data form upon arrival (see Appendix 14). The form included 13 questions. The questions were intended to gain information about the length of time they were studying English, the length of time they had spent in an English speaking country as additional data influencing the interpretation of the data gained from the English language proficiency test and that of the data represented by the grades they received in English at the end of the terms. The answer

to the question about the second language learnt at school – whether it was their choice, or it was imposed on them by the school – could modify the interpretation of the grades received in German and French. To find out about possible parental support or example was the aim of the questions about their parents' foreign language knowledge. Non-Hungarians were asked about the date of arrival in Hungary since it could be different from the date of enrolment, and thus modifying the picture of their level of proficiency reached during the one year period and explaining their contact with the members of the wider Hungarian environment. The duration of time planned to be spent in Hungary provided information about probable modifying factors regarding their effort extended in and attitude to learning Hungarian and to the Hungarian wider and closer community. In the case of the non-Hungarian pupils information was needed about what language was used at home to learn about their exposure to Hungarian and their native language in the family. Non-Hungarians were asked about their native language, whether they continued their native language studies in any form, the issue being an important factor from theoretical and practical point of view alike. (For summary of data see Appendix 20)

Three pupils spent some time in English speaking countries, the longest period being 1 year after the preparatory class of the same school, and two spent 1-1 month before they enrolled. One spent 2 years in Cyprus where he used his English in every-day communication.

Three (2 Hungarian and 1 Turkish) pupils had been learning English for 4 years in the primary school in Hungary, one (Turkish) of them for 1 year out of the 4 in an English medium instruction primary school, six (Hungarian and Hungarian/Japanese) for 3 years, seven (non-Hungarians) for 2 years in their home countries, three for 2 years and they attended the preparatory class before enrollment to year 1, one Hungar-

ian for 1 year in an English medium instruction primary school. The Serbian boy did not fill in the form.

Nine pupils learnt German, for five of them it was their choice, the rest of the pupils were put into the German group to have acceptable group size. Eight pupils learnt French according to their choice. The second foreign language not being compulsory for non-Hungarians was not taken by the Chinese pupils, and was dropped by the Turkish girl and the Russian boy after year 1. Ten pupils' (7 Hungarian, Hungarian/Japanese, 1 Bulgarian, 1 Serbian – information from the form teacher) parents spoke English, both the father and mother of three of them (2 Hungarian 1 Serbian). Only two pupils' mother spoke the second foreign language (1 French, 1 German).

Only two non-Hungarian pupils' parents spoke a little Hungarian, the Turkish girl's and the Bulgarian boy's both parents, and The Hungarian/Japanese pupil's Japanese father could speak some Hungarian.

All the non-Hungarian pupils used their native language at home, and none of them attended regular classes in their native language, nor did they conduct systematic studies of their language.

3.8 Summary of the results

3.8.1 Language learning

As detailed above, three languages were investigated in the research from the point of view of what the pupils attitude to them was like, what improvement they showed in these languages during the time under investigation, if parental support or example could be detected in their attitude or results, and what role these languages played in their school and social life.

The overall positive attitude toward English at the first time shows their commitment to conduct their studies in this language, and the decrease in the scores by the end of the period shows that English became a subject for them which needed effort expended in. Although they were ready to invest into learning the language, but, as they voiced it in their report, they realised that there were other factors determining their grades, such as behaviour, tests as punishment, teachers bias (mood, subjectivity, labelling). 14 pupils addressed this issue. Most pupils have never been to an English speaking country thus lacking the motivating factor the familiarity with the native language used in the native environment can strengthen. On the other hand, for them English is the means of integration into the closer English speaking community. Parental support is obvious in the case of nine pupils. The lack of English knowledge on the part of the parents can be an indirect motivating factor: the Turkish girl is proud of being the interpreter for the family. The teachers comment on the difficulty of having contact with the parents of the non-Hungarian pupils: they come with interpreters or take their child to translate for them when they want to meet the teachers.

The pupils' interest in the English language is clearly pragmatic: they see it as the means of their career in the short and long run, the means of their academic career, but the means of finding their place in the English speaking community, the school, the class. That is what the low scores for the questions about interest in English speaking countries and the people living there suggest.

The lower scores for the second foreign language in general suggest that compared to English it is less important because they see less benefit from knowing it. But their attitude toward the subject is positive, although for four of the pupils learning German it was not a choice.

The non-Hungarian pupils are friendly toward the language and the community, they intend to learn the language as it is the means of their immediate benefit from knowing the language, the means of finding their place in the wider community.

3.8.2 English proficiency and subject knowledge

Upon enrolling the level of English of the pupils is very diverse. It gets a little more balanced by the second test but still there are pupils whose level of English does not reach band 6, the optimum level by the end of year 2 (declared by the school authorities). This diverse level is not reflected in the overall grades, either in the grades received in different subjects. The explanation lies in the different nature of the subjects requiring different language skills and different levels of cognitive effort, in the teachers' subjective judgement very often assessing effort, behaviour rather than achievement. Another factor is the pupils' interest in the subjects: one of them choosing as her favourite a subject in which she does not have good grade, most pupils name the subject as one she or he likes the least which they have difficulty in. Motivation to learn a subject is not a matter of language knowledge. On the other hand, being interested may motivate the pupil to be able to take part in the lesson as in the case of the Chinese boy who himself notes in his report how active he is in the English literature lesson.

Apart from the Chinese, all the pupils state that their achievement would be the same if they learnt in their native language. One Hungarian pupil notes that he would probably have worse marks if he learnt in Hungarian because he does not know the Hungarian equivalent of many words in certain subjects such as biology. The Hungarian English teacher complains that there is no native language knowledge that could help the non-Hungarian pupils to understand linguistic explanations. According to the teachers, there are eight pupils in the class whose level of English hinders their achievement: the four Chinese because of their low enrolment level, the Russian boy and three Hun-

garians who do not extend enough effort in enriching their vocabulary. The teachers' assessment of the pupils' English knowledge is not unanimous: the native speaker of English has no problem in understanding the Chinese pupils while for most teachers it is problematic.

3.8.3 Group formation

The results of the intergroup behaviour and the learning style questionnaires – the majority of the pupils declared themselves to prefer working with others to working by themselves - show the potential in the class that the pupils could work well together.

The sociometric test shows that the deciding factor in the group formation process is gender when the question is about their social life. In the case of the non-Hungarians, ethnicity is also strong ties. When the requirement is to fulfil a task, the choices show attempts to break gender and ethnicity barriers and point to the appreciation of study achievement, except for the Chinese girls, who – regardless the nature of the question – always choose each other. Seemingly it cannot be explained by the lack of either English or Hungarian language knowledge regarding the grades in these subjects because they are not worse than those of some of the other non-Hungarians. On the other hand, they are the ones who note that their results would be better if they learnt in their native language. The Hungarian and Turkish girls choose them but their choice is not mutual. In their case, apart from the insufficient English language proficiency, the bigger (not measured in the study but indicated by them in their self report) cultural distance and the different social routine seem to account for the unwillingness to merge with pupils of other nationalities. Although their answers to the questions about the desired contact with the English speaking and the Hungarian environment show the wish to have, they seem to be unable to act according to their wish. The Turkish girl's lower English proficiency level is compensated by her Hungarian knowledge – her teachers

complain that she learns from Hungarian books very often - regarding her position in the class. The Bulgarian and Russian boys' English proficiency makes it possible for them to be members of the strongest subgroup.

The subgroups are strong during the one-year period. The pupils' attitude regarding the task related aspect of the test does not change. By the end of the year, the girls' group loosens its closed unit and lets in those boys who cannot or do not want to join the strong circle of the first subgroup, the members of which are the same four Hungarians and one Bulgarian, twice allowing the Russian boy to enter the subgroup.

Chapter 4 The summary of findings and their relation to those of the pilot study

This chapter summarises the findings of the study in relation to the areas investigated. First, the relationship between interculturation and language proficiency is detailed. This is followed by the presentation of some factors found influencing interculturation. Next, the findings about the relationship of interculturation and study achievement are presented. Finally, the research questions are answered in the light of the findings.

4.1 Interculturation and language proficiency

As shown in Chapter 3 group cohesion is influenced by many factors, such as gender, ethnicity and the proficiency level of the pupils. Although the cohesion of the class as a unit is quite low, there are strong subgroups, determined by the above factors, with a slight expansion of one of them during the one year period, within the subgroups ethnicity – apart from the Chinese girls – is not a decisive factor. These groups are interculturated incorporating pupils on the basis of personal preferences in which ethnicity is not a barrier. The level of the common language proficiency influences the quantity of contacts they have with one another.

Interculturation takes place only partly - unlike the pilot study – and the reason is that there is a dominant group most members of which are Hungarians belonging to the larger community. For them the class is not the only group for contacts regarding their social life but their choice in work-related context, and the fact that they feel more comfortable learning in English than they would in Hungarian shows that, in work aspects, they are more part of their closer community than the wider one. As shown before, the instrumental motivation to learn the common language promotes the sense of integration into a temporary formation in the case of the pupils who – proved by their

personal and attitude test data – have come to live in Hungary for some years but do not want to stay lifelong. For them knowing the survival language – Hungarian – is not important, but the more positive attitude to it helps integrate into the dominantly Hungarian subgroup. The level of the Hungarian language proficiency in the case when settling down in the host country is probable, helps integrate into not only the closer but the wider community. This phenomenon is more a sign of acculturation than interculturation.

4.2 Interculturation and other factors

As shown in Chapter 3, an important factor influencing interculturation and all the underlying phenomena such as language learning and study achievement is the distance of the cultures the members of a temporary group are from. The more distant the cultures, the lesser degree of interculturation can be observed. Given the temporary nature of the community formation, the urge to acquire the skills to survive and perform well in the new context is not strong enough. The cultural distance between the members from different cultures is not measured in the study, but the difference between the behaviour and performance of certain ethnic groups within the class seems to support this assumption. The pupils from European – some from the former socialist countries – seem to adapt to the new context, to the teaching methods, the familiar educational content and setting, to the general way of social and work-related life more easily, than those for whom the patterns are not familiar. This observation is consonant with that of the CERNET project described by Annási and Görcsné (2001).

Another factor, as the different findings of the pilot study and the main study shows, is the composition of the group and its relation to the wider environment. If there is a large group within the close community the members of which are from the wider

community, interculturation takes place to a lesser degree. In these cases, integration into the close community is a matter of choice and not necessity as in such an international setting where all the members or their majority are from other than the host country.

4.3 Interculturation and study achievement

Study achievement is demonstrated by school grades and as proved before, they are not sufficient data to measure improvement in performance, they can only indicate tendencies. Yet, the fact that most pupils in task-related context regardless their gender and ethnicity try to make contact with those whose achievement is the highest shows that the wish to perform promotes integration.

Direct relationship between interculturation and study achievement could not be proved on the basis of the findings. An indirect indicator of the rightfulness of the assumption is that those pupils who could not integrate into the multicultural community of the class, as the Chinese girls and the Hungarian/Japanese boy gave up their studies in the middle of the second year. The reason could not be the insufficient proficiency in English because neither the grades nor the teachers indicated serious language problems.

4.4 Answers to the research questions

1 Does the level of English as a working language (EWL) proficiency influence group cohesiveness (interculturation)?

It was hypothesised that the more proficient the learners were in English the more cohesive (interculturated) group they created. High level of English language proficiency was hypothesised to promote the creation of a more cohesive (interculturated) group, but the level itself was not considered a decisive factor in group formation

The study confirmed the above hypothesis in the respect that pupils of high level of common language proficiency – in the case of the study English – could make more contact with their classmates, and that promoted their integration into the class. They could break the ethnicity barrier, and could integrate into a dominantly host country subgroup as well. However, it is important to emphasise that the level itself is not a decisive factor in interculturation. Pupils on lower, but sufficient for making contact, level could also integrate into the group.

2 Does the level of the language of survival (LS) proficiency influence group cohesiveness (interculturation)?

The learners' proficiency level in the language of the host country was hypothesised to influence the degree of group cohesion (interculturation). High proficiency level in the language of the host country was hypothesised to be an auxiliary means to help the learners create a more cohesive (interculturated) group.

The above hypothesis was also confirmed by the study. The pupils whose Hungarian language proficiency level was acceptable were more easily accepted by the representatives of the dominant group. What is even more important that they could mediate between the subgroups thus creating a bridge between pupils of high and lower level of common language proficiency.

3 Is there direct causal relationship between interculturation and study achievement?

It was hypothesised that direct causal relationship between group cohesion and study achievement could not be established because of the many subjective factors in school assessment.

The study confirmed that direct relationship between interculturation and study achievement could not be detected because of the subjective factors in school assessment and the external and situational factors modifying the degree of interculturation.

4 Does the degree of group cohesiveness (interculturation) influence the members' study achievement?

It was hypothesised that a cohesive (interculturated) group was more effective and supportive in cooperation, thus indirectly influencing the members' study achievement.

The study confirmed that study achievement could not be adequately measured with the instruments applied because the assessment operationalised as grades does not really reflect knowledge because of the subjective factors present in a learning context on the part of the learners and the teachers alike. However, in work-related context when achievement is the aim, the desire to be part of the group is higher than in other contexts.

Chapter 5 Pedagogical implications and need for further research

This chapter presents the pedagogical concerns the present study initiated. First, the special features of the context the study deals with is summarised. Then it calls the attention to the importance of further analysis of such learning situations, and offers a possible analytic device to explore the complexity of such contexts. Next, it details the areas in which further research is required, and gives the reasons for the needs. Finally, a list of issues is given which need clarification.

This small-scale study does not claim generalisability but provides in-depth data about one particular teaching context in which many factors of well researched issues are present but in a unique composition. The speciality of this context is the presence of the following three factors: its temporary nature, the international setting and the international community and the English language as the medium of instruction with no other language in common.

 In such contexts the well known theoretical and educational considerations about the choice of subjects to be taught in the foreign language, the careful choice of native speaker teachers (Byram and Cain, 1998) may not work. This monolingual educational context where the medium of instruction is an international language needs further investigation, because globalisation, the mass migration of people brings about the formation and existence of such new contexts.

SWOT (strength, weakness, opportunity, threat) analysis is one of the numerous marketing analytic devices used in elaborating strategic framework to increase the productivity of firms. Kelemen (1999) describes international educational projects the effectiveness of which was analysed by applying SWOT analysis. Schools in many respects are like enterprises the aim of which is to find the best ways to educate the pupils. If the context is analysed, there is more chance to meet the challenges combining

the existing educational theories, or the analysis can lead to the necessity of working out new frameworks to be applied. In the context of the present research the outline of a SWOT analysis could be the following:

Strength - cultural differences, very often barriers, serving as a multiplying force to achieve the aims,

Weekness – the lack of appropriate theoretical framework to facilitate the learning and teaching strategies and methods,

Opportunity – the cooperation of culturally diverse individuals promoting effectiveness in learning contexts,

Threat – the cultural identity and the native language of the participants being threatened

5.1 The specific issues needing clarification

As the immediate consequence of the results of the study presented, four major problem areas take shape: the definition of 'interculture', testing English as a lingua franca, consequences for teacher education, programme design, implementation and evaluation.

5.1.1 Definition of 'interculture'

The question from the interpretation of the group formation processes in this context arises: is it a specific culture, 'interculture' with the components described in the literature? Ellis (1996) defines 'interculture' as a culture combining compatible elements of the cultures present in the context, trying to fit contradicting norms together, thus creating a synthesizing effect. Widdowson ((1992) admits that EIL is a widely used name for English in international context, and asks the question ".what does that imply about the culture or cultures to be associated with it?" and adds "Perhaps the only inter-

national culture is the culture of multinational business, or of transnational science and technology" (p. 336).

There is a community in this educational context that I would call interculture, but it is still to see if it really constitutes a culture with the attributes of a culture: norms, life style, habits, values, symbols. To learn more about the functioning of such a community further studies needed regarding the social life of the pupils learning in such multilingual, multicultural contexts. The present research focused on school activities, and did not explore the personal relationship of the pupils. Taking into consideration the results of the CERNET project (2001) the analyses of the pupils' interactions outside school context with regard to their ethnicity, measuring social and psychological distance of the participants may add to the possible ways of developing cooperation and eliminating cultural barriers, thus promoting the creation of intercultures. To analyse the relationships of the participants, to explore the possible reasons why a certain group formation exists, it is essential to conduct more research at individual level..

What are the advantages and disadvantages of being the members of such a culture even if temporarily? Does this membership facilitate or hinder the individuals' career on the long run?

To find the answers to these questions call for further research into the nature of the interculturated group**.**

5.1.2 Testing English

What is EIL proficiency and how to measure it? Scovel (1994) claims that many researchers base English teaching on the norms of native speaking countries and on the linguistic competence of a native speaking people. Ellis (1994) distinguishes between EFL and ESL on the basis of the environment in which the language acquisition takes place. According to him EFL learning takes place in non-native environment, in

educational settings where the mother tongue dominates, and ESL learning takes place in native environment where English is the native language/official language of the country, or the language of the majority. He mentions international settings as the place of the usage of the language but not that of acquisition.

Regarding the norms to which the proficiency of any tested population has to be compared the question is still unanswered: is it the native speaker's proficiency? White (1993) puts forward a question crucial in intercultural communication through the medium of English: "…whose rules of interpretation are to apply when the non-native user of English unwittingly perpetrates pragmalinguistic error" (p. 193.), that is, a linguistic form is used by the speaker that does not match his/her intention, and thus confuses the hearer.

But who is a native speaker of English? Kramsch (1998) discusses the issue listing the possible categorisation of native speakership as that of by birth, by education and by virtue of being the member of a native speaker community. She concludes that instead of the dichotomy of native and non-native speaker, "a pedagogy [should be devised] oriented toward the intercultural speaker" (p. 27). Risager (1998) describes different approaches to foreign language teaching and claims that in multilingual, multicultural settings the ideal is the mediator's intercultural and communicative competence "enabling learners to use the target language as a *lingua franca*"(p. 247).

Berns (1995) claims that another characteristic of English as an international language (EIL) is the nativization of English, which "involves a variety of linguistic processes at formal, contextual and discoursal levels e.g. functional allocation, lexicalisation, or semantic extension and restriction" (p.6.). She mentions lexical borrowings such as the continental use of `eventual` in the sense of `probably` or `actual` meaning `current` (interference of French or German). She regards the use of English as the me-

dium of instruction at tertiary and secondary educational institutions functional allocation. Discoursal nativization can be experienced in written and oral communication when English lexis and syntax is used but the conventions of the native language concerning rhetoric patterns, argument structures, coherence markers are maintained.

Kachru (1992) also notes that with the spread of English two processes can be witnessed: "nativization and Englishisation" (p. 7). The first process involves the impact of non-native users of the language on the varieties of English, the second shows the impact of English on other languages.

Brutt-Griffler (2002) notes that in social SLA error is not defined. What we can speak about between two separate speech communities is difference not error. "when we speak of errors, we speak of the individual as opposed to the group, but never one group as opposed to another" (p. 131).

In many countries English is a medium of instruction and is used for intranational communication as a regional language (professional events, meetings). This international English has the potential to become institutionalised (Berns, 1995) and the reliable measure to test English proficiency is to be found.

5.1.3 Teacher Education

As a consequence of the spread of the English language, over the past decades there has been a great growth in ELT as an intellectual, educational and commercial activity. There have been great improvements in the preparation of teachers of English realising the necessity 'that now more than ever we need to be vigilant about the standards of the profession'. (Widdowson, 1992. p. 337.) In an earlier article (1984) he claims that teachers need to be trained in techniques but in theory, too, to be able to see their practice to be subject to continual reappraisal and change. Prabhu (1990) emphasises the role the teacher's personality plays in the teaching process and claims that

"teaching [is] an activity whose value depends centrally on whether it is informed or uninformed by the teacher's subjective sense of plausibility" and that it is "a worthwhile goal for our professional effort to help activate and develop teachers' varied senses of plausibility" (p.175).

Sercu (1998) points out that the concepts of intercultural competence should be included in teacher education programmes to make teachers recognise that changes in their self-concept, in their professional qualifications, in their attitudes and skills are required.

Although in my view Medgyes's claim that "teacher's effectiveness does not hinge upon whether he or she is a native or non-native speaker of English" (Medgyes, 1992, p.348)) is fully acceptable, non-native content teachers may need language instruction as Met (1998) and Kurtán (2003) indicate, and surely they need training to be able to teach effectively in intercultural contexts. Non-native teachers teaching their subjects in English in Europe may not be used to the culturally different models of learning, the culturally different use of the language of pupils coming from culturally distant countries. Jin and Cortazzi (1998) note on the Chinese and western culturally different models of learning the language with the teachers and textbooks being the primary source of learning in the Chinese model, while classroom interaction and student participation being the focus in the western model. They claim that such different orientations to language learning may result in different interpretation of effective teaching method. Although the studies which served as base for the suggestions what new elements to include in teacher education were primarily conducted in language teaching areas, the conclusions with the intercultural competence of the teachers being the core for the demand of changes are to be applied for the training of subject teachers, too, working in the same multicultural context.

Teachers have a very important role in motivating their pupils: their personality, their approach to their job, the method they use have long term influence on their pupils. Teachers' assessment of their pupils may have direct influence on how the pupils use different strategies in the learning process (O'Malley and Chamot 1990). Bárdos (2002) emphasises the importance of emotional education inherent in foreign language teaching. He gives the visual representation of Canale and Swain's (1980) theoretical framework of communicative competence model and places cultural competence in the centre claiming that developing cultural competence is one of the main factors of the emotional education of the pupils. In international settings developing intercultural communicative competence as described in Chapter 1 is one of the preconditions of educational success on both the teachers' and the learners' part.

In the interculturally sensitive context the present study has described, the teachers involved must be equipped with the methodological knowledge how to cope with the new challenges. Nunan and Lam (1998) conclude that teaching in such contexts "calls for great sensitivity to changing circumstances and lifelong perseverance. Unless the teacher is motivated to do so from within, it is hard to maintain effectiveness" (p. 138).

Moran and Stripp's (1991) framework for teaching culture and Benett's (1986) model of developing intercultural sensitivity may be helpful starting points for training programmes in this field.

5.1.4 Programme design, implementation and evaluation

In my view, the findings of the well researched bilingual and immersion programmes and those of content-based language learning (Cummins and Swain 1986, Swain and Johnson, 1997, Byram and Cain, 1998) are not fully and directly applicable to the context the present study deals with, because the composition of the school com-

munity is different, the language of the wider community is different from the language of instruction, which is a lingua franca, and the need for such an educational context is different from that of the above mentioned fields.

Byram (1998) in his article about two projects (the Berlin and the Foyer projects) claims that education exclusively in a foreign language deepens the discontinuity of socialisation that normally goes on in the native language. Bognár (2000) and Kurtán (2003) outline three main problem areas: the lack of teaching material, the insufficient training of teachers in this aspect, some negative influence of the foreign language medium instruction on the native language use of the pupils. Kurtán (2003) adds the fourth: deficiencies in the foreign language medium instruction practice of most Hungarian tertiary institutions (lack of design, no consideration of the differences in content, language use, pedagogical, intercultural and organisational aspects. The findings of this research supports the results of the previous studies described above and calls for curriculum, syllabus and material design.

The English-only programme the present study investigated was not carefully designed for the special context, the curriculum and syllabi used were not elaborated according to the special needs. Following Dubin and Olshtain' (1986) views on curriculum and syllabus, I make distinction between the two. In any teaching/training programme a **curriculum** contains the overall objectives set by the educational decision-making authorities and include "in its broadest sense, …all the relevant decision-making processes of all the participants" (Johnson, 1989. p. 1). A **syllabus** is the product of the second phase of curriculum development, the specification of ends and means, preceding programme and classroom implementation, these being the third and fourth phases in the framework. In other words, a syllabus is the description of the teaching and learning elements of the context in question.

According to Johnson (1989) all experts seem to agree on what **a syllabus should contain**: the overall objectives (goals) translated into syllabus **aims and objectives,** the analysis of **needs**, the **content** in terms of structures, functions, notions, tasks depending on the type of syllabus keeping the list of criteria for ordering the items in mind, the **method** how to fulfil the aims, and the **evaluation** in terms of assessment and feedback.

As the mass migration of people looking for temporary employment is enhanced by globalisation, I feel that research is needed in this context to utilise the potentials and eliminate the dangers hidden in it.

CONCLUSION

The main objective of the study was to explore an educational context that is not wide spread yet, but because of the tendency of globalisation with the internationalisation of the labour market is more and more justified.

The aim was to investigate the different factors forming a community in a learning context, where the pupils are of different cultural and linguistic background, and the common language they conduct their studies in is a lingua franca. This language is not only the language of their studies but that of their social life inside and outside the school.

The question was how they formed a group and how the existence of this group promoted their advancement in their studies. To investigate group formation and study development a longitudinal study had to be conducted to monitor the process and to be able to measure the change.

A number of internal and external factors had to be considered: personal characteristics, personality factors, attitude, motivation, and situational factors that can modify the process.

The instruments to be applied were carefully chosen and tested, the data collection and data analysis procedures carefully devised. The lessons learnt from a pilot study were built into the framework of the research proper.

The hypotheses were proved by the study, and directions for further research were shaped initiated by the questions that still remained unanswered

The limitation of the research is that - because of the complexity of the context under investigation - there are a number of issues not explored as they were beyond the scope. Social and psychological distance was not measured, and gender differences

were only stated but not explored however, these issues are of primary importance in intercultural contexts. Going beyond the scope, they were not investigated, but this is an area where further research is essential.

Another limitation of the study is the small number of participants that does not allow for generalisability of the research results although it helped gain in-depth data about the issues explored.

The main merit of the study is that it has explored the factors and processes present in this unique educational context, and built them into the framework of interculturation. It can contribute to further research in this context by the instrument package it provides, by the findings of the small-scale study and by the questions it arises.

Having still contact with most pupils who took part in the investigation, conducting interviews with them is planned to find out how their life has been influenced by the fact that they attended a school, unique and experimental in many respects. These interviews can shed more light on what is needed to make maximum use of the advantages of and to eliminate the dangers hidden in the context the present study has tried to explore.

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Appendices

Appendix 1 Intergroup questionnaire (original)

Appendix 2 Learning style questionnaire (original)

Appendix 3 Intergroup questionnaire (modified)

Appendix 4 Learning style questionnaire (modified)

Appendix 5 Attitude questionnaire (original)

Appendix 6 Attitude questionnaire (modified)

Appendix 7 English language proficiency test

Appendix 8 Sociometric questionnaire and summary of attrected and mutual choices

Appendix 9 Self-report guidelines – pilot study

Appendix 10 Cover letter to pupils

Appendix 11 Pilot study documentation

Appendix 12 Self-report guidelines (modified)

Appendix 13 Criteria for evaluation and teachers' comments

Appendix 14 Personal data form

Appendix 15 T-test results: attitude change, language improvement, study development

Appendix 16 The summary of items with significance values

Appendix 17 Attitude questionnaire averages of the Hungarian and non-Hungarian pupils by questionnaire items

Appendix 18 Summary of self-report data

Appendix 19 Summary of teachers' comments

Appendix 20 Summary of personal data

Appendix 21 Summary of grades of the main study group

Appendix 1 Intergroup behaviour questionnaire (original Kinsella & Sherak, 1993)

	AGREE	DISAGREE
1. When I work by myself in class (rather than with a partner or a small group), I usually do a better job on assignments.	_____	_____
2. When I work by myself on assignments in class, I usually concentrate better and learn more.	_____	_____
3. When I work by myself in class, I often feel frustrated or bored.	_____	_____
4. I prefer working with a single partner than with a group.	_____	_____
5. Most of the time, I prefer to work by myself in class rather than with a partner or a small group.	_____	_____
6. When I work with a partner or a small group in class, I usually learn more and do a better job on the assignments.	_____	_____
7. When I work with a partner or a small group in class, I usually learn more and do a better job on the assignment.	_____	_____
8. Most of the time, I would prefer to work in class with a single partner rather than by myself.	_____	_____
9. Most of the time, I would prefer to work with a group rather than with a single partner or by myself.	_____	_____
10. I enjoy working in groups with other ESL students, but not with native speakers of English.	_____	_____
11. I get more work done when I am not working with students who speak my own language.	_____	_____
12. I feel uncomfortable working in groups with students who are native speakers of English or ESL students who speak English more fluently than I do.	_____	_____
13. I am more comfortable working in groups with other students who speak my own language.	_____	_____
14. Usually, I prefer my teacher to select the small groups.	_____	_____
15. Usually, I prefer my teacher to let us form our own groups.	_____	_____
16. I prefer working in groups when there is a mixture of students from different backgrounds.	_____	_____
17. I prefer working in groups when my	_____	_____

teacher assigns a role to each group member.

18. I prefer working in groups when the teacher lets us figure out for ourselves which roles we want.

19. Usually, I find working in a group to be a waste of time.

20. Usually, I find working in a group to be more interesting and productive than working alone.

21. I hope we won't do too much group work in this class.

22. I hope we will have regular opportunities in this class to work with a partner.

23. I mainly want my teacher to give us classroom assignments that we can work on by ourselves.

24. I hope we will have regular opportunities in this class to work with a small group.

Directions: Give yourself 1 point if you AGREED with the following questionnaire items and 0 points if you DISAGREED. Next, add the points under each heading.

The greatest total indicates the way you usually prefer to work in class.

INDEPENDENT WORK STYLE		COLLABORA-TIVE WORK STYLE	
1.	_____	3.	_____
2.	_____	7.	_____
5.	_____	8.	_____
6.	_____	9.	_____
19.	_____	20.	_____
21.	_____	22.	_____
23.	_____	24.	_____
TOTAL	_____	TOTAL	_____

Appendix 2 Learning style questionnaire (original Oxford, 1995b)

ACTIVITY 2: HOW I DEAL WITH OTHER PEOPLE

Add your score for items 1-10; write it here: _____ (extroverted)
Add your score for items 11-20; write it here: _____ (introverted)
Circle the larger score. If the two scores are within 2 points of each other, circle them
both. The circle represents you preferred way of dealing with other people.

ACTIVITY 2: HOW I DEAL WITH OTHER PEOPLE

1. I prefer to work or study with other.	0 1 2 3
2. I make new friends easily.	0 1 2 3
3. I like to be in groups of people.	0 1 2 3
4. It is easy for me to talk to strangers.	0 1 2 3
5. I keep up with personal news about other people.	0 1 2 3
6. I like to stay late at parties.	0 1 2 3
7. Interactions with new people give me energy.	0 1 2 3
8. I remember people's name easily.	0 1 2 3
9. I have many friends and acquaintances.	0 1 2 3
10. Wherever I go, I develop personal contacts.	0 1 2 3

11. I prefer to work or study alone.	0 1 2 3
12. I am rather shy.	0 1 2 3
13. I prefer individual hobbies and sports.	0 1 2 3
14. It is hard for most people to get to know me.	0 1 2 3
15. People view me as more detached than sociable.	0 1 2 3
16. In a large group, I tend to keep silent.	0 1 2 3
17. Gatherings with lots of people tend to stress me.	0 1 2 3
18. I get nervous when dealing with new people.	0 1 2 3
19. I avoid parties if I can.	0 1 2 3
20. Remembering names is difficult for me.	0 1 2 3

Appendix 3 Intergroup behaviour questionnaire (modified)

Please read the following statements concerning your attitude toward working by yourself, with a single partner or a group, with pupils who speak your native language or with pupils who speak the common language of the class, English. Pupils who do not have classmates speaking the same native language are asked to ignore the questions putting a star (*) beside it.

This is not a test so there are no "right" or "wrong" answers. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

In the following section we would like you to give yourself 1 point if you agreed with the questionnaire items, and 0 if you disagreed.

For example:

When I am doing my homework at home, I call one of my classmates for help very often.	AGREE	DISAGREE

If you do it, so you agree, write this:

When I am doing my homework at home, I call one of my classmates for help very often.	AGREE 1	DISAGREE

If you do not, so you do not agree, write this:

When I am doing my homework at home, I call one of my classmates for help very often.	AGREE	DISAGREE 0

If the statement is not relevant, do this:	AGREE *	DISAGREE *

	AGREE	DISAGREE
25. When I work by myself in class (rather than with a partner or small group), I usually do a better job on assignments.	_____	_____
26. When I work by myself on assignments in class, I usually concentrate better and learn more.	_____	_____
27. When I work by myself in class, I often feel frustrated or bored.	_____	_____
28. I prefer working with a single partner than with a group.	_____	_____
29. Most of the time, I prefer to work by myself in class rather than with a partner or a small group.	_____	_____
30. When I work with a partner or a small group in class, I usually learn more and do a better job on the assignments.	_____	_____

31. When I work with a partner or a small group in class, I usually learn more and do a better job on the assignment.

32. Most of the time, I would prefer to work in class with a single partner rather than by myself.

33. Most of the time, I would prefer to work with a group rather than with a single partner or by myself.

34. I enjoy working in groups with students who speak my own language.

35. I get more work done when I am not working with students who speak my own language.

36. I feel uncomfortable working in groups with students who speak English more fluently than I do.

37. I am more comfortable working in groups with other students who speak my own language.

38. Usually, I prefer my teacher to select the small groups.

39. Usually, I prefer my teacher to let us form our own groups.

40. I prefer working in groups when there is a mixture of students from different backgrounds.

41. I prefer working in groups when my teacher assigns a role to each group member.

42. I prefer working in groups when the teacher lets us figure out for ourselves which roles we want.

43. Usually, I find working in a group to be a waste of time.

44. Usually, I find working in a group to be more interesting and productive than working alone.

45. I hope we won't do too much group work in class.

46. I hope we will have regular opportunities in class to work with a partner.

47. I mainly want my teacher to give us classroom assignments that we can work on by ourselves.

48. I hope we will have regular opportunities in class to work with a small group.

Appendix 4 Preferred learning style questionnaire (modified)

Please circle the larger score.

Please read the following statements concerning the way how you deal with other people. This is not a test so there are no "right" or "wrong" answers. We are interested in your personal opinion. Please do the task sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

In the following section we would like you to assess the statements according to how true you think they are for yourself by simply circling marks from 0 to 3.

For example:

I prefer reading to watching TV	0 1 2 3
If you prefer reading very much, simply do this.	0 1 2 ③
If you do not prefer reading, simply do this	⓪1 2 3

If you hesitate between the two, circle either 1 or 2 according to your preference.

1. I prefer to work or study with others.	0 1 2 3
2. I make new friends easily.	0 1 2 3
3. I like to be in groups of people.	0 1 2 3
4. It is easy for me to talk to strangers.	0 1 2 3
5. I always contact with people I know.	0 1 2 3
6. I like to stay late at parties.	0 1 2 3
7. Interactions with new people give me energy.	0 1 2 3
8. I remember people's names easily.	0 1 2 3
9. I have many friends and acquaintances.	0 1 2 3
10. Wherever I go, I develop personal contacts.	0 1 2 3

11. I prefer to work or study alone.	0 1 2 3
12. I am rather shy.	0 1 2 3
13. I prefer individual hobbies and sports.	0 1 2 3
14. It is hard for most people to get to know me.	0 1 2 3
15. People view me as more detached than sociable.	0 1 2 3
16. In a large group, I tend to keep silent.	0 1 2 3
17. Gatherings with lots of people tend to stress me.	0 1 2 3
18. I get nervous when dealing with new people.	0 1 2 3
19. I avoid parties if I can.	0 1 2 3
20. Remembering names is difficult for me.	0 1 2 3

Appendix 5 Attitude questionnaire (original Dörnyei, 1996)

We would like to ask you to help us by answering the following questions concerning foreign language learning. This is not a test so there are no "right" or "wrong" answers. We are interested in your personal opinion. Please give your answers sincerely as only this will guarantee the success of the investigation. Thank you very much for your help.

In the following section we would like you to answer some questions by simply giving marks from 1 to 5.

5 = very much, 4 = quite a lot, 3 = so-so, 2 = not really, 1 = not at all.

For example, if you like "hamburgers" very much, "bean soup" not very much, and "spinach" not at all, write this:

	hamburgers	bean soup	spinach
How much do you like these foods?	5	2	1

Please put one (and only one) whole number in each box and don't leave out any of them. Thanks.

	German	French	Russian	English	Italian
How much do you like these languages?					
How much do you think knowing these languages would help you to become a more knowledgeable person?					
How important do you think these languages in the world these days?					
How important do you think learning these languages is in order to learn more about the culture and art of its speakers?					
How much effort are you prepared to expend in learning these languages?					
How much do you think knowing these languages would help you when travelling abroad in the future?					
How much do you think knowing these languages would help your future career?					
How well does your mother speak these languages?					
How well does your father speak these languages?					
How much would you like to become similar to the people who speak these languages?					
How much would you like to travel to these countries?					
How important a role do you think these countries play in the world?					
How much do you like meeting foreigners form these countries?					
How much do you like the films made in these					

countries? (Write 0 if you don't know them.)					
How much do you like the TV programmes made in these countries? (Write 0 if you don't know them.)					
How much do you like the people who live in these countries?					
How often do you see films/TV programmes made in these countries?					
How much do you like the magazines made in these countries? (Write 0 if you don't know them.)					
How often do you meet foreigners (e.g. in the street, restaurants, public places) coming from these countries?					
How much do you like the pop music of these countries? (Write 0 if you don't know them.)					

Have you put a number in each box?
Thank you!

Appendix 6 Attitude questionnaire (modified)

Please answer the following questions concerning your attitude toward English
and foreign (German, French, Hungarian) language learning and toward the
school, class you are attending.

This is not a test so there are no "right" or "wrong" answers. We are interested
in your personal opinion. Please give your answers sincerely as only this will
guarantee the success of the investigation. Thank you very much for your help.

In the following section we would like you to answer some questions by simply ticking in the
box beside the most appropriate for you answer.

For example, if you like "hamburgers" very much, "bean soup" not very much, and "spinach"
not at all, write this:

How much do you like hamburgers?
☑ very much, € quite a lot, € so-so, € not really, € not at all

How much do you like bean soup?
€ very much, € quite a lot, € so-so, ☑ not really, € not at all

How much do you like spinach?
€ very much, € quite a lot, € so-so, € not really, ☑ not at all

English

1. How much do you like learning English?
€ very much, € quite a lot, € so-so, € not really, € not at all

2. How much do you think knowing English would help you to become a more knowl-
   edgeable person?
€ very much, € quite a lot, € so-so, € not really, € not at all

3. How important do you think English is in the world these days?
€ very much, € quite a lot, € so-so, € not really, € not at all

4. How much effort are you prepared to expend in learning English?
€ very much, € quite a lot, € so-so, € not really, € not at all

5. How much do you think knowing English would help your future career?
€ very much, € quite a lot, € so-so, € not really, € not at all

6. How much would you like to become similar to the people who speak English?
€ very much, € quite a lot, € so-so, € not really, € not at all

7. How much would you like to travel to English speaking countries?
€ very much, € quite a lot, € so-so, € not really, € not at all

8. How important a role do you think English plays in the world?
€ very much, € quite a lot, € so-so, € not really, € not at all

9. How much do you like the people who live in English speaking communities?
€ very much, € quite a lot, € so-so, € not really, € not at all

10. How often do you meet foreigners (e.g. in the street, restaurants, public places) speaking English?
€ very much, € quite a lot, € so-so, € not really, € not at all

French/German

1. How much do you like learning French/German?
€ very much, € quite a lot, € so-so, € not really, € not at all

2. How much do you think knowing French/German would help you to become a more knowledgeable person?
€ very much, € quite a lot, € so-so, € not really, € not at all

3. How important do you think French/German is in the world these days?
€ very much, € quite a lot, € so-so, € not really, € not at all

4. How much effort are you prepared to expend in learning French/German?
€ very much, € quite a lot, € so-so, € not really, € not at all

5. How much do you think knowing French/German would help your future career?
€ very much, € quite a lot, € so-so, € not really, € not at all

6. How much would you like to become similar to the people who speak French/German?
€ very much, € quite a lot, € so-so, € not really, € not at all

7. How much would you like to travel to French/German speaking countries?
€ very much, € quite a lot, € so-so, € not really, € not at all

8. How important a role do you think French/German plays in the world?
€ very much, € quite a lot, € so-so, € not really, € not at all

9. How much do you like the people who live in French/German speaking countries?
€ very much, € quite a lot, € so-so, € not really, € not at all

10. How often do you meet foreigners (e.g. in the street, restaurants, public places) coming from French/German speaking countries?
€ very much, € quite a lot, € so-so, € not really, € not at all
Hungarian

1. How much do you like living in Hungary?
€ very much, € quite a lot, € so-so, € not really, € not at all

2. How much do you think knowing Hungarian would help you to become a more knowledgeable person?
€ very much, € quite a lot, € so-so, € not really, € not at all

3. How important do you think Hungarian is in the world these days?
€ very much, € quite a lot, € so-so, € not really, € not at all

4. How much effort are you prepared to expend in learning Hungarian?
€ very much, € quite a lot, € so-so, € not really, € not at all

5. How much do you think knowing Hungarian would help your future career?
€ very much, € quite a lot, € so-so, € not really, € not at all

6. How much would you like to become similar to the people who speak Hungarian?
€ very much, € quite a lot, € so-so, € not really, € not at all

7. How much do you like living in Hungary?
€ very much, € quite a lot, € so-so, € not really, € not at all

8. How important a role do you think Hungarian plays in the world?
€ very much, € quite a lot, € so-so, € not really, € not at all

9. How much do you like the people who live in Hungary?
€ very much, € quite a lot, € so-so, € not really, € not at all

10. How often do you make programmes with Hungarians?
€ very much, € quite a lot, € so-so, € not really, € not at all

School/class

1. How much do you like attending this school?
€ very much, € quite a lot, € so-so, € not really, € not at all

2. How much do you think your teachers work for you?
€ very much, € quite a lot, € so-so, € not really, € not at all

3. How much do you think your marks reflect your knowledge?
€ very much, € quite a lot, € so-so, € not really, € not at all

4. How much do you enjoy your classes?
€ very much, € quite a lot, € so-so, € not really, € not at all

5. How often do you meet pupils attending other classes of the school?
€ very much, € quite a lot, € so-so, € not really, € not at all

6. How much do you like attending this class?
€ very much, € quite a lot, € so-so, € not really, € not at all

7. How often do you meet your classmates outside the school?
€ very much, € quite a lot, € so-so, € not really, € not at all

8. How much do you think your classmates help each other?
€ very much, € quite a lot, € so-so, € not really, € not at all

9. How active member of the group do you think you are?
€ very much, € quite a lot, € so-so, € not really, € not at all

10. How often would you like to meet your classmates during holidays?
€ very much, € quite a lot, € so-so, € not really, € not at al

Appendix 7 English Language Proficiency Test (British Council)

Name:

Part A

Read the words and paragraph that follows them. Put ONE word from the box in each space, as in the example. (There are more words in the list than you will need.)

Example

| You   good   are   is |
| well |

When you ___1___ walking to the station,   1. <u>are</u>

___2___ will pass a bakery. Their bread is very   2. <u>you</u>

___3___ I can recommend it.   3. <u>good</u>

Now fill the spaces 4-15 in the same way;
Choose the best words from this box –

| the   where   there |
| before   on |
| than   his   a |
| when   but |
| was   then   were |
| never   it |
| up   so   him |

Saturday was Bill's favourite day. ___4___ was   4. _____

no school and he usually went with ___5___   5. _____

father in the car to Aston, ___6___ they had a   6. _____

small shop. They got ___7___ at six,   7. _____

had ___8___   8. _____

quick breakfast and left home ___9___ seven.   9. _____

The drive to Aston took half an hour and

they opened the shop at eight. ___10___ winter days   10. _____

they ___11___ had more ___12___ ten customers,   11. _____

___13___ in the summer months   12. _____

___14___ town had   13. _____

a lot of tourist and there ___15___ people in   14. _____

the shop all day.   15. _____

227

Part B

Read the conversation below. Put ONE word in each space, as in the example below. No words are given.

Example

a. Hello! How _____16_____ you ?   16. <u>are</u>

b. Very _____17_____ thank you.   17. <u>well</u>

   what about _____18_____ ?   18. <u>you</u>

Now put ONE word <u>or</u> a blank in each space from 19-36.

In a shop

Assistant: Good morning, sir. _____19_____ I   19. _____

help you?   20. _____

Customer: Yes, please, I ____20____ like to pay   21. _____

_____21_____ these books.   22. _____

Assistant: Are you _____22_____ to pay cash,   23. _____

or ____23____ cheque?   24. _____

Customer: You accept cheques, _____24_____ you?   25. _____

I haven't ____25____ time to go to _____   26. _____

_____26_____ bank today.   27. _____

Assistant: That's all right. Please write _____27_____   28. _____

name and address on the back and   29. _____

I ____28____ ask the manager to check it.   30. _____

Customer: ____29____ must you see __30__ manager?   31. _____

Is there something wrong ____31____ my cheque?   32. _____

Assistant: I have _____32_____ take all cheques to   33. _____

the manager. __33__ are the regulations.   34. _____

I'm afraid ____34____ is nothing else I   35. _____

can do. I hope ____35____ you will   36. _____

understand. I shall be back ____36____ a minute.

Part C

Complete the sentences at (b) so that they mean the same as the sentences at (a), as in the example.

Example

a. That book was written by my brother in 1976.

b. My brother wrote that book in 1976.

Now complete sentences 37-46.

37. a. "Do you speak English?' she asked him.

    b. She asked him …………………………………………………………………………………

38. a. "Show it to the manager," he said to me.

        b. He told ……………………………………………………………………………………………

39. a. Leave all bags and briefcases at the entrance!

    b. All bags and briefcases …………………………………………………………………at the entrance.

40. a. "Where does Mike work?" he asked me.

    b. He asked me …………………………………………………………………………………………

41. a. "Ring me at home at the end of the meeting."

    b. 'When …………………………………………………………………….. , ring me at home.'

42. a. Someone showed me the plans last week.

    b. The plans ………………………………………………………………………………… last week.

43. a. Since he refuses to come with us, we shall go without him.

    b. Because of ……………………………………………………………., we shall go without him.

44. a. If I get the new job, I shall move to a new house.

    b. I shall not ………………………………………………………………………………… the new job.

45. a. "Have you seen the report?' he asked me.

    b. He asked me …………………………………………………………………………………………..

46. a. Although they attempted to save her, it was too late to do anything.

    b. In spite of ……………………………………………………., it was late to do anything.

Extension

PART A

There are 30 items in this part of the test. In each case put the word/words A, B or C, which you believe to be the best from the point of view of structure and meaning and WRITE THE LETTER in the box provided.

Tony was fed up with being a teacher. He had started his first teaching job in 1975 and had now been teaching for (**47**)…………… seemed an eternity. Even though he had begun his working life with such enthusiasm he now felt (**48**)…………… being suffocated by a job that had proved in some ways (**49**)…………… just as boring as the holiday jobs he'd had while he was a student.

(**50**)……………what it was going to be like, he would never become a teacher in the first place. In fact now, as he sat in the corner of the staff room, looking at the same boring old faces, he wished he (**51**)…………… find some way out. But he knew he would have great (**52**)……………

another job, never mind one in which he could use his qualifications and experience. For a couple of years he had told himself that he would just have to get used to it all, to being stuck in the same class with the same kids day after day, and he had resigned himself to (**53**)…………… at least 'the next year or two' where he was. But that was now quite a long time ago and he still hadn't succeeded (**54**)…………… anything. 'By the time September (**55**)…………… 'he reflected sadly, '(**56**)…………… in this job for longer than the time (**57**)…………… as a pupil myself. Still, with all those young teachers wanting jobs I may well be able to retire early. I'll certainly retire as soon as (**58**)…………… get the chance.'

Just as he was starting to imagine what it would be like if he did have to work till he (**59**)…………… sixty-five, the bell rang for the first lesson. Normally the bell was the signal for him to get his things together. 'Best be getting up there again, hadn't we?', said a colleague to nobody (**60**)…………… but Tony didn't seem to hear him. Tony had just decide that (**61**)…………… wishing that he (**62**)…………… have to teach. 'It's time I (**63**)……………

something (**64**)…………… it myself,' he thought, getting up and walking not in the direction of his class but towards the corridor that led to the main entrance to the school. As he walked out of the school gates the thought struck him that he would never have been able to leave (**65**)…………… been married. But as his wife (**66**)…………… him the previous year he was now living completely (**67**)……………. There was nobody dependent (**68**)…………… him any more, except for the class he'd just left behind. No doubt they were still wanting (**69**)……………. By the time he got (**70**)…………… his house, he was feeling really pleased with himself . 'It's the first time I've done what I really wanted to', he thought. 'If only I (**71**)…………… the courage to do this (**72**)……………. As soon as (**73**)…………… home I know what I'll do. I'm going to ring Australia'. When he got through to Adelaide his sister told him that they were just having a late dinner. For a moment he was perplexed. 'Nobody has a late dinner at this time of the morning, do they? Not even in Australia.' Then he remembered the time difference. It was evening there. His sister was surprised (**74**)…………… from him, but then asked him if he would like to come and stay with her for a while. The next morning, as he left the house on the way to the airport, he left a note for (**75**)…………… came to look for him. The note read quite simply> 'If anyone calls I've gone out. I (**76**)…………… be some time.'

47.   A) **it**   B) **what**   C) **which**

48.   A) **as if**   B) **as if he was**   C) **like**

49.   A) **be**   B) **to be**   C) **being**

50.   A) **Had he know**   B) **If he knew**   C) **If he has known**

51.   A) **could**   B) **would**   C) **may**

52.   A) **difficulty in finding**   B) **difficulty to find**   C) **difficulties to find**

53.   A) **spend**   B) **spending**   C) **have spent**

54.   A) **to change**   B) **to changing**   C) **in changing**

55.   A) **came**   B) **comes**   C) **will come**

56.   A) **I'll be**   B) **I'll have been**   C) **I'm**

57.   A) **I've spent**   B) **I spent**   C) **I'd spent**

58.   A) **I**   B) **I'll**   C) **I'd**

59.   A) **would be**   B) **were**   C) **was**

60.   A) **especially**   **B) specially**   C) **in particular**

61.   A) **there was no use**   B) **it was no point**   C) **it was no worth**

62.   A) **didn't**   B) **wouldn't**   C) **won't**

63.   A) **do**   B) **should do**   C) **did**

64.   A) **for**   B) **against**   C) **about**

65. A) **had he still**   B) **if he would still have**   C) **if he were still to have**

66. A) **was leaving**   B) **had left**   C) **left**

67. A) **by his own**   B) **by himself**   C) **on his own**

68. A) **of**   B) **from**   C) **on**

69. A) **him to come**   B) **for him to come**   C) **that he came**

70. A) **within sight of**   B) **to the sight of**   C) **within sight**

71. A) **had**   B) **would have had**   C) **had had**

72. A) **years back**   B) **for years**   C) **since years**

73. A) **I'll get**   B) **I'll have got**   C) **I get**

74. A) **hearing**   B) **to hear**   C) **of hearing**

75. A) **who**   B) **whoever**   C) **whomever**

76. A) **may**   B) **can**   C) **would**

Part B

Complete the sentences at (b) so as to give the meaning of the sentences at (a).

Example

a.   That book was written by my brother in 1976.

b.   B. My brother _____

Now complete sentences 1-10.

77. a. We cannot begin the game until they arrive.

   b. When _____

78. a. Only if I am given an increase in salary shall I work any harder.

   b. Without _____

79. a. Someone should stop them or it will soon be to late.

   b. They _____ it is to late.

80.   a. His present job does not give him any satisfaction.

    b. He is _____

81. a . Such is the difficulty of the Chinese language that I cannot learn it.

   b. The Chinese language _____

82. a. It would be good idea if you went to see a doctor.

   b. You _____ to see a doctor.

83. a. Can you come to dinner on Sunday?

   b. How _____ ?

84. a. All motor-cyclist must wear helmets by law.

   b. The law _____

85. a. When her son disappeared Christine was very upset.

   b. The disappearance _____

86. a. Next Sunday's paper will carry a continuation of the story.

b. The story _____

Part C

In this part you must choose the word or phrase a, b, c, or d which best completes each sentence.

give one answer only to each question by drawing a circle round it.

87. It has always been the _____ of our firm to encourage staff to take part in social activities.

    a. **policy**   b. **plan**   c. **campaign**   d. **procedure**

88. The _____ of juvenile crime has increased ten per cent in my neighbourhood.

    a .**rate**   b. **happening**   c. **event**   d. **incident**

89. Peter will never marry: he is a _____ bachelor.

    a. **convincing**   b. **conservative**   c. **constitutional**   d. **confirmed**

90. The island where these rare birds nest has been declared a _____ area.

    a. **conservative**   b. **conservation**   c. **protection**   d. **productive**

91. Owing to their unruly behaviour, the football team were _____ from taking part in the match on Saturday.

    a. **exempted**   b. **excommunicated**   c. **banned**   d. **expelled**

92. Everything possible was done to _____ the suffering of the wounded soldiers.

    a. **alleviate**   b. **redeem**   c. **modify**   d. **extenuate**

93. When the ghost appeared, I was so frightened my hair _____ .

    a. **turned to water**   b. **stood on end**   c. **got the wind up**   d. **shook like a jelly**

94. Due to economic cuts, several of the staff have been made _____ .

    a. **superfluous**   b. **supernumerary**   c. **excessive**   d. **redundant**

95. Morphia is sometimes used to _____ severe pain.

    a. **stifle**   b. **suffocate**   c. **constrain**   d. **deaden**

96. I like classical music, but I don't _____ to know anything about it.

a. **presume**   b. **imagine**   c. **simulate**   d. **believe**

97. I wish I could get out of the habit of _____ when I feel embarrassed.

   a. **blooming**   b. **rouging**   c. **flaming**   d. **blushing**

98. The examination board has recently changed the _____ for the degree in French language and literature.

   a. **outline**   b. **summary**   c. **brochure**   d. **syllabus**

99. I have no hesitation in saying that Miss Jones is a very _____ worker.

   a. **conscientious**   b. **conditioned**   c. **considered**   d. **considerable**

100.   Having been to the prison, he can now understand something of the criminal ____ .

   a. **activities**   b. **thought**   c. **minds**   d. **mentality**

101.   On religious feast-days _____ of the local saint is carried in procession through the streets of the town.

   a **copy**   b. a **prototype**   c. a **design**   d. **an effigy**

102.   When I was at school, we had to learn a poem _____ every week.

   a. **by ear**   b. **by mouth**   c. **by heart**   d. **by eye**

103.   Although her marriage was very unhappy, Mrs Stephens remained with her husband for the _____of the children .

   a. **help**   b. **sake**   c. **cause**   d. **reason**

104.   A certain _____ of horse, called Shire, was used for ploughing in the old days.

   a. **make**   b. **brand**   c. **breed**   d. **stock**

105.   Being left - handed the workman accidentally _____ the screws instead of tightening them.

   a. **released**   b. **stretched**   c. **loosened**   d. **widened**

106.   The Council is going to impose parking restrictions in the more _____ streets of city

   a. **overburdened**   b. **populous**   c. **congested**   d. **constrained**

Written test bands

Written test score	band
1-9	1. beginners
10-17	2. pre-intermediate false beginners
18-24	3. lower-intermediate
25-44.	4- intermediate
45-51.	4+ upper intermediate
52-60.	5. pre FCE
61-75.	6. probable success at FCE/pre CPE
76-106+	7. CPE preparation

Appendix 8 Sociometric questionnaire and summary of attracted and mutual choices

A)

Please answer the questions below.

6 Name three of your classmates who you spend your free time with.

    a.

    b.

    c.

7 If you were given a task by your form teacher, which three classmates of yours would you like to work together with to fulfil the task?

    a.

    b.

    c.

8 If you were asked to form groups of four on a class excursion, which three class-mates would you like to be together with?

    a.

    b.

    c.

B)

	Attracted choices									Mutual choices								
	1/1	1/2	1/3	2/1	2/2	2/3	3/1	3/2	3/3	1/1	1/2	1/3	2/1	2/2	2/3	3/1	3/2	3/3
HM1	3	7	2	4	4	4	3	4	3	1	2	1	3	3	3	3	3	3
HF1	2	5	2	1	2	1	1	3	1	2	2	2	1	1	1	1	2	1
HM2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
RM	4	1	3	1	1	1	2	1	2	3	0	2	0	0	0	1	0	0
TF	4	2	4	5	1	5	2	0	2	2	2	3	3	0	3	2	0	2
BM	3	2	4	6	5	6	5	4	5	2	0	3	3	2	3	2	3	3
CF1	2	2	2	3	3	3	-	-	-	2	1	1	2	2	2	-	-	-
CF2	3	2	3	3	3	3	-	-	-	1	2	1	2	2	2	-	-	-
HM3	2	5	3	3	8	3	5	9	4	1	2	2	2	2	2	2	3	2
Sr	1	3	1	2	4	1	3	5	1	0	0	0	0	0	0	0	0	0
HM4	0	1	0	0	0	0	4	0	3	0	0	0	0	0	0	3	0	3
HM5	5	3	4	5	5	5	6	4	6	3	1	2	3	3	3	3	3	3
HM6	5	7	5	2	3	2	1	6	2	4	3	3	1	0	1	2	2	1
CF3	2	1	1	3	3	3	-	-	-	1	1	0	2	2	2	-	-	-
HF2	2	3	4	2	2	3	2	2	2	2	2	3	2	1	2	1	1	1
CM	0	1	2	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0
HM7	2	2	2	4	3	4	2	3	2	1	0	1	1	0	1	2	0	1
H/JM	-	-	-	3	2	2	-	-	-	-	-	-	0	0	0	-	-	-
HM8	-	-	-	2	2	4	4	3	5	-	-	-	1	0	1	3	1	3
HF3	1	3	2	3	3	4	3	1	4	1	0	2	2	0	2	3	0	3
RF	2	3	2	-	-	-	-	-	-	1	0	2	-	-	-	-	-	-

Appendix 9 Self report guidelines – pilot study

Evaluation of the first term in relation to your overall average at the end of 1st term

1. Average at the end of the 1st term:
- Are you satisfied with the result?
- Does it reflect your knowledge?
- How much effort did you make to achieve it?
- What role did your English knowledge play in achieving this result?
- Would the result be different if you had worked in your native language?

Any other comment:

2. Please go over the questions again and answer them in relation to your grade in
- Mathematics
- History
- your favourite subject (please specify)
- the subject you like the least (please specify)

3. Your English language knowledge
- has it improved since you enrolled?

if yes in what sense?
- vocabulary
- understanding
- speaking skills
- writing skills
- any other comment

if not in what sense?
- vocabulary
- understanding
- speaking skills
- writing skills
- any other comment

Appendix 10 Cover letter to pupils

Dear Pupil,

You are asked to participate in a one-year research programme conducted by a Ph.D student of ELTE University.

The aim of the research is to see how your opinion about the issues in the questionnaires and your English knowledge changes over the year.

The work you are asked to do is:

- to fill in the personal data form (enclosed)
- to fill in the questionnaire consisting of for parts (enclosed)
- to do the English proficiency test (enclosed)
- to evaluate your achievement at the end of the semester (guidelines will be given later)

At the end of the year you will be asked to fill in questionnaires and do tests again. The researcher will spend some time with you each time before you begin working on the tests and questionnaires to make sure it is clear what you are expected to do.

You are asked to give your names. Do not worry.

All the date you provide, your answers in the questionnaires, your results on the test and your evaluation are strictly confidential, nobody except the researcher will see them who will not disclose these data to anybody. To ensure confidentially, please put all the answer sheets in the envelope provided each time. Your names will not be mentioned in the report of the research.

Please do all the parts sincerely, to the best of your knowledge to provide sufficient data.

Thank you very much for your cooperation.

Appendix 11 Pilot Study Documentation

A) Pilot group

Name	Gender	Citizenship, Native language	English			History		Hungarian		Average/grade	
			1st term	2nd term	test %	1st term	2nd term	1st term	2nd term	1st term	2nd term
Linda (L)	F	Hungarian, Hungarian	5	5	40	2	1	3	3	2,77	2,58
Elena (E)	F	Kazakh, Russian	5	5	70	5	5	5	5	5	5
Tijana (T)	F	Yugoslav, Serbian	5	5	75	5	5	5	5	4,36	4,58
Marina (Ma)	F	Russian, Russian	5	5	55	5	5	4	4	4,54	4,84
Lin (Lin)	F	Chinese, Chinese	3	4	40	-	-	5	5	3,77	4,2
Stacey (St)	F	Russian, Russian	5	5	70	3	3	5	5	3,6	3,27
Anna (A)	F	Russian, Russian	4	4	60	3	2	3	2	2,5	2,53
Claudia (C)	F	Italian-Hungarian, Italian	5	5	65	5	5	5	5	5	5
Mina (Min)	F	Yugoslav, Serbian	5	5	75	4	4	4	3	3,36	3,3
Jasenka (J)	F	Yugoslav, Serbian	4	4	85	4	4	5	5	3,63	3,84
Kefei (K)	F	Chinese, Chinese	5	5	50	5	5	5	5	5	5
Nicholas (Nic)	M	Canadian, English	5	5	95	4	4	5	5	3,63	3,92
Mike (Mik)	M	Taipei, Chinese	1	3	35	1	1	2	2	2,6	2,3
Misa (Mis)	M	Yugoslav, Serbian	4	3	80	4	4	2	3	4	3,83
Peter (P)	M	Hungarian, Hungarian-English	5	5	70	3	2	4	4	3,54	4,45
Sasa (S)	M	Yugoslav, Serbian	2	2	75	2	2	3	3	2,7	3
Zsenya (Zs)	M	Kazakh, Russian	3	3	55	3	2	4	3	3,4	3,07
Class averages (n 17/16*)			**4,18**	**4,29**	**64,41**	**3,63***	**3,38***	**4,06**	**3,94**	**3,73**	**3,81**
Male average (n 6)			3,33	3,50	68,33	2,83	2,50	3,33	3,33	3,31	3,43
Female average (n 11/10*)			4,64	4,73	62,27	4,10*	3,90*	4,45	4,27	3,96	4,01

B) Intergroup behaviour questionnaire

Dimension scores at individual level

	L	Nic	E	Mik	T	Mis	CM	Ma	Lin	S	St	A	C	Zs	H/JM	J	K
I	4	2	**6**	**7**	0	**7**	0	0	**7**	1	0	**7**	0	**1**	**0**	7	5
C	3	5	2	1	**6**	1	**4**	**4**	1	**6**	**7**	1	**4**	2	2	1	2
P/g	**1**	0	**1**	**1**	**1**	**1**	**1**	**1**	**1**	**1**	0	**1**	0	0	0	**1**	**1**
Own	**2**	**1**	**2**	**1**	0	0	**2**	**2**	**1**	**2**	**1**	**1**	**1**	**2**	**2**	**1**	**3**
Oth	0	1	0	2	2	2	0	0	**0**	1	1	1	1	1	1	**0**	3
E anx.	**1**	0	**1**	0	0	**1**	0	0	0	**1**	0	**1**	0	0	0	**1**	0
T+	1	2	2	0	2	0	2	2	0	2	0	0	2	0	2	0	2
T-	**1**	0	0	**2**	0	**2**	0	0	**2**	0	**2**	**2**	0	**2**	0	**2**	0

Dimension scores at group level

I	C	P/g	Own	Oth.	E anx.	T+	T-
7+3	7+3	12 (p) 5 (g)	4+11	2+11	6	9+1	7+1

(1 or 2 point difference can be considered falling into both categories)

C) Learning style scores at individual and group level

	Al	AN	BE	ChL	GT	IM	JP	MN	
Ext: 13	**21**	**23**	13	9	**24**	**18**	10	**18**	
Int: 4	13	5	**16**	**20**	5	11	**21**	12	
	LX	MS	RA	SA	SC	TJ	UM	VJ	WK
Ext: 13	**18**	**16**	**22**	**19**	13	**25**	**15**	**17**	**19**
Int: 4	10	11	5	8	**18**	6	14	10	15

D) The attitude questionnaire scores at group level

Attitude questionnaire	
Average:	3,792
Males:	3,806
Females:	3,785

English:	4,52	Hungarian:	3,16	School :	3,69
Males:	4,43	Males:	3,23	Males:	3,75
Females:	4,56	Females:	3,13	Females:	3,66

The attitude questionnaire scores at individual level

	AL	AN	BE	ChL	GT	IM	JP	MN	LX	MS	RA	SA	SC	TJ	UM	VJ	WK
E	49	45	48	41	44	43	46	44	43	47	48	43	49	44	47	45	42
Hu	34	34	27	21	30	39	40	28	39	27	28	40	41	33	25	22	30
Sch	40	42	31	30	44	36	34	36	40	38	41	39	39	45	30	35	28
Total	123	121	106	92	118	118	120	108	122	112	117	122	129	122	102	102	100

Attitude questionnaire scores by items at group level

Attitude toward English and communities

Qs	1	2	3	4	5	6	7	8	9	10
	Personal affection to lan-guage	Personal benefit general	International importance of lang.	Intended effort	Personal benefit concrete	Wish to integrate	Desired contact with com	Internat. Imp.of com.	Aff.to comm.	contact
Av	5,00	5,00	5,00	4,94	4,82	4,06	3,65	5,00	3,53	4,18
M	5,00	5,00	5,00	4,83	5,00	4,17	3,00	5,00	3,17	4,17
F	5,00	5,00	5,00	5,00	4,73	4,00	4,00	5,00	3,73	4,18

Attitude toward the Hungarian language and community

Qs	1	2	3	4	5	6	7	8	9	10
	Personal affection to lan-guage	Personal benefit general	International importance of lang.	Intended effort	Personal benefit concrete	Wish to integrate	Desired contact with com	Internat. Imp.of com.	Aff.to comm.	Contact
Av	4,24	3,47	2,88	3,76	3,12	2,53	3,18	2,41	3,12	2,94
M	4,33	3,83	2,83	3,83	3,50	2,50	3,33	2,50	3,00	2,67
Fs	4,18	3,27	2,91	3,73	2,91	2,55	3,09	2,36	3,18	3,09

Attitude toward the school

Qs	1	2	3	4	5	6	7	8	9	10
	Personal affection to language	Personal benefit general	International importance of lang.	In-tend ed ef-fort	Personal benefit concrete	Wish to integrate	Desired contact with com	Internat. Imp.of com.	Aff.to comm.	Contact
Av	4,41	4,24	3,47	3,3	3,00	4,24	3,41	3,76	3,12	3,94
M	4,33	4,50	3,50	3,3	3,17	4,33	3,50	3,67	3,17	4,00
F	4,45	4,09	3,45	3,3	2,91	4,18	3,36	3,82	3,09	3,91

Attitude questionnaire scores at item level

Question number	Test ave.	M	F

English	1.	5,00	5,00	5,00
	2.	5,00	5,00	5,00
	3.	5,00	5,00	5,00
	4.	4,94	4,83	5,00
	5.	4,82	5,00	4,73
	6.	4,06	4,17	4,00
	7.	3,65	3,00	4,00
	8.	5,00	5,00	5,00
	9.	3,53	3,17	3,73
	10.	4,18	4,17	4,18
	Total	**4,52**	**4,43**	**4,56**
Hungarian	1.	4,24	4,33	4,18
	2.	3,47	3,83	3,27
	3.	2,88	2,83	2,91
	4.	3,76	3,83	3,73
	5.	3,12	3,50	2,91
	6.	2,53	2,50	2,55
	7.	3,18	3,33	3,09
	8.	2,41	2,50	2,36
	9.	3,12	3,00	3,18
	10.	2,94	2,67	3,09
	Total	**3,16**	**3,23**	**3,13**
School	1.	4,41	4,33	4,45
	2.	4,24	4,50	4,09
	3.	3,47	3,50	3,45
	4.	3,35	3,33	3,36
	5.	3,00	3,17	2,91
	6.	4,24	4,33	4,18
	7.	3,41	3,50	3,36
	8.	3,76	3,67	3,82
	9.	3,12	3,17	3,09
	10.	3,94	4,00	3,91
	Total	**3,69**	**3,75**	**3,66**
Total (overall):		**3,792**	**3,806**	**3,785**

E Sociometric test

Q. 1
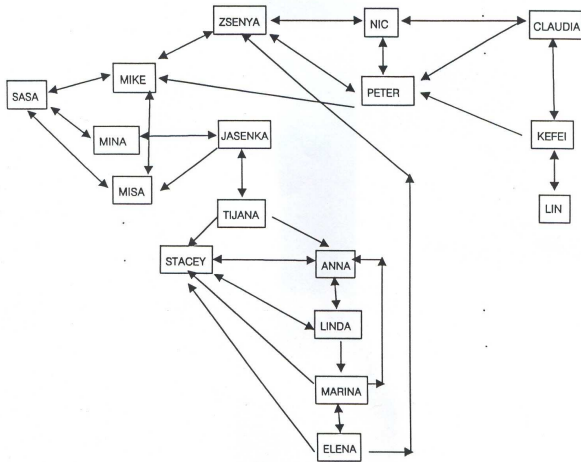
Q. 2.
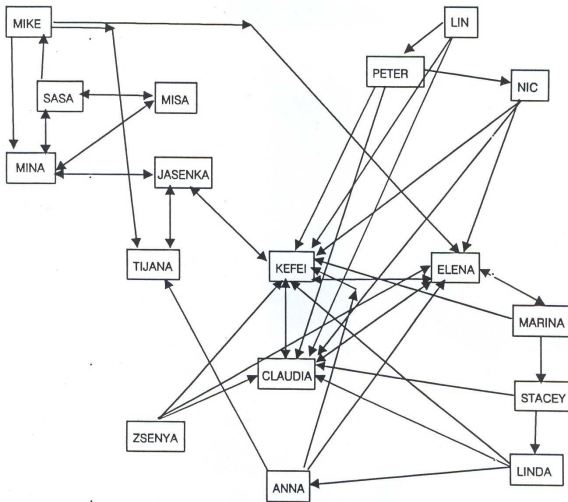
Q. 3.
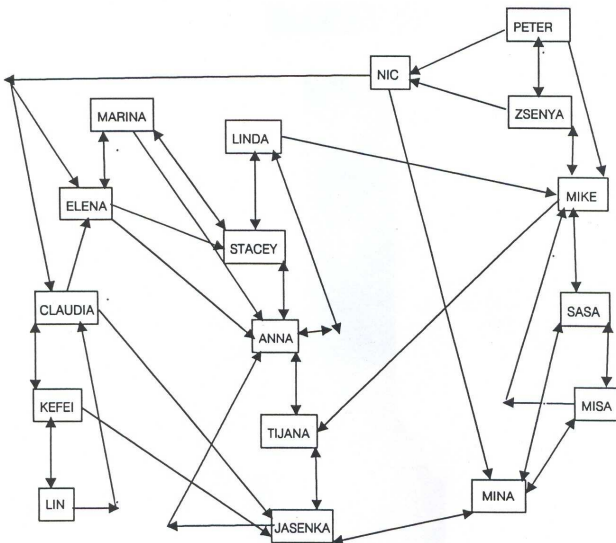
F Grades

	1st term			2nd term		
	average (n 17/16*)	M (n 6)	F (n 11/10*)	average (n 17/16*)	M	F (n 11/10*)
Class averages	3,73	3,31	3,96	3,81	3,43	4,01
English	4,18	3,33	4,64	4,29	3,50	4,73
English test (%)	64,41	68,33	62,27			
History	3,63*	2,83	4,10*	3,38*	2,50	3,90*
Hungarian	4,06	3,33	4,45	3,94	3,33	4,27

G Self Report Summary

Linda: not satisfied, reflects, no effort, no favourite subject, English no problem, no improvement
Elena: satisfied, reflects, no effort, favourite subject English, vocabulary problem
Tijana: satisfied, reflects, a lot of effort, English no problem
Marina: satisfied, reflects, no effort, favourite subject English, vocabulary problem
Lin: not satisfied, reflects, a lot of effort, no favourite subject, English a problem, no improvement
Stacey: : not satisfied, reflects, no effort, no favourite subject, English no problem, no improvement
Anna: not satisfied, does not reflect, effort, no favourite subject, English no problem, no improvement
Claudia: satisfied, reflects, no effort, English no problem
Mina: not satisfied, reflects, no effort, English no problem, no improvement
Jasenka: not satisfied, does not reflect, a lot of effort, English no problem, no improvement
Kefei: satisfied, reflects, no effort, English no problem
Nic: not satisfied, reflects, no effort, no favourite subject, English no problem
Mike: not satisfied, reflects, no effort, no favourite subject, English a problem
Misa: not satisfied, reflects, no effort, English no problem
Peter: not satisfied, reflects, no effort, no favourite subject, English no problem
Sasa: satisfied, reflects, no effort, English no problem
Zsenya: satisfied, reflects, no effort, English no problem

Appendix 12 Self-report guidelines (modified)

Evaluation of the first term in relation to your overall average at the end of 1st term

1. Are you satisfied with the result?

Average at the end of the term
English
Mathematics
History
your favourite subject (please specify)
the subject you like the least (please specify)

2. Does it reflect your knowledge?

Average at the end of the term
English
Mathematics
History
your favourite subject (please specify)
the subject you like the least (please specify)

3. How much effort did you make to achieve it?

Average at the end of the term
English
Mathematics
History
your favourite subject (please specify)
the subject you like the least (please specify)

4. Did your English knowledge play a role in achieving this result?

5. Would the result be different if you had worked in your native language?

6. Has your English language knowledge improved since you enrolled?

if yes, in what sense?
- vocabulary
- understanding
- speaking skills
- writing skills
- any other comment

if not, in what sense?
- vocabulary
- understanding
- speaking skills
- writing skills
- any other comment

Any other comment:

Appendix 13 Criteria for evaluation and teachers' comment form

A) Criteria

Questions

1. How much effort did she/he make to achieve the results?
2. Does his/her proficiency in English influence the grades achieved?
3. Has her/his English proficiency improved (skills)?
4. What is his/her position in the class?
5. Any other comment.

B) Teacher's comment form

Pupil's name	Teachers present
1. Effort	
2. Role of E in studies	
3. Improvement in English	
4. Position in class	
5. Other	

Appendix 14 Personal data form

Personal Data

Name:
Nationality:
Mother tongue:
Date of arrival in Hungary (only non-Hungarians)
Duration of time planned to spend in Hungary
2-5 years   €
more than 5 years   €
other: _____
Length of time spent in English sp. countries:
Length of time learning English.
2nd foreign language learnt at school _____

     Was it your choice?   €yes   €no
Does your mother speak English?   €yes   €no
Does your father speak English?   €yes   €no
Does your mother/father speak Hungarian? €yes   €no
Does your mother/father speak the 2nd foreign language you learn at school (Hungary)?
      €yes   €no
      €yes   €no
What language do you use at home with your parents?
    Your native language €yes   €no
    If yes, how often?   €always   €most of the time €often €rarely
    Hungarian   €yes   €no
    If yes, how often?   €always   €most of the time €often €rarely
What language do you use in the breaks with your classmates?
    Your native language €yes   €no
    If yes, how often?   €always   €most of the time €often €rarely
    Hungarian   €yes   €no
    If yes, how often?   €always   €most of the time €often €rarely

    English   €yes   €no
    If yes, how often?   €always   €most of the time €often €rarely
Do you have classes in your native language? €yes €no
    If yes, how often?   €regularly   €occasionally
Do you learn your native language? €yes   €no
    If yes, how often?   €regularly   €occasionally

Appendix 15 T-test results

Aa) Attitude change at individual level comparing pupils' attitude in general

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	**Sig. (2-tailed)**	Mean Difference	Std. Error Difference
HM1	Equal variances assumed	.395	.532	-.708	58	**.482**	-.1667	.23530
	Equal variances not assumed			-.708	56.506	**.482**	-.1667	.23530
HF1	Equal variances assumed	1.908	.172	-.133	58	**.895**	-.0333	.25136
	Equal variances not assumed			-.133	55.780	**.895**	-.0333	.25136
HM	Equal variances assumed	5.294	.025	-.893	58	**.375**	-.2333	.26122
	Equal variances not assumed			-.893	52.282	**.376**	-.2333	.26122
RM	Equal variances assumed	.103	.749	-1.643	68	**.105**	-.4833	.29416
	Equal variances not assumed			-1.661	64.909	**.102**	-.4833	.29098
TF	Equal variances assumed	2.486	.119	-1.665	68	**.101**	-.4583	.27529
	Equal variances not assumed			-1.713	67.436	**.091**	-.4583	.26751
BM	Equal variances assumed	.287	.594	.125	78	**.901**	.0250	.19996
	Equal variances not assumed			.125	77.798	**.901**	.0250	.19996
CF1	Equal variances assumed	9.690	.003	-.964	58	**.339**	-.2667	.27654
	Equal variances not assumed			-.964	49.903	**.340**	-.2667	.27654
CF2	Equal variances assumed	10.218	.002	-.126	58	**.900**	-.0333	.26385
	Equal variances not assumed			-.126	51.864	**.900**	-.0333	.26385
HM3	Equal variances assumed	.538	.466	-.158	58	**.875**	-.0333	.21127
	Equal variances not assumed			-.158	57.633	**.875**	-.0333	.21127
HM41	Equal variances assumed	5.680	.020	-1.159	58	**.251**	-.3000	.25887
	Equal variances not assumed			-1.159	52.798	**.252**	-.3000	.25887
HM5	Equal variances assumed	2.920	.093	-1.521	58	**.134**	-.3667	.24109
	Equal variances not assumed			-1.521	50.935	**.134**	-.3667	.24109
HM6	Equal variances assumed	.530	.470	-.163	58	**.871**	-.0333	.20501
	Equal variances not assumed			-.163	57.568	**.871**	-.0333	.20501
CF3	Equal variances assumed	7.977	.007	-.534	57	**.596**	-.1391	.26065
	Equal variances not assumed			-.531	51.854	**.598**	-.1391	.26192
HF2	Equal variances assumed	1.299	.259	-.843	58	**.403**	-.2000	.23732
	Equal variances not assumed			-.843	54.509	**.403**	-.2000	.23732
CM	Equal variances assumed	2.724	.104	.726	58	**.471**	.2000	.27543
	Equal variances not assumed			.726	54.931	**.471**	.2000	.27543
HM7	Equal variances assumed	6.968	.011	-1.042	58	**.302**	-.3333	.31996
	Equal variances not assumed			-1.042	47.174	**.303**	-.3333	.31996
H/JM	Equal variances assumed	.486	.488	1.290	58	**.202**	.4000	.30999
	Equal variances not assumed			1.290	57.182	**.202**	.4000	.30999
HM8	Equal variances assumed	3.169	.080	.298	58	**.767**	.0667	.22369
	Equal variances not assumed			.298	55.723	**.767**	.0667	.22369
HF3	Equal variances assumed	.000	1.000	.000	58	**1.000**	.0000	.19652
	Equal variances not assumed			.000	58.000	**1.000**	.0000	.19652

Ab) Attitude change at individual level comparing question groups

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
HM1	Equal variances assumed	2.546	.128	-.747	18	.464	-.3000	.40139
	Equal variances not assumed			-.747	15.142	.466	-.3000	.40139
HF1	Equal variances assumed	1.514	.234	-1.124	18	.276	-.4000	.35590
	Equal variances not assumed			-1.124	13.686	.280	-.4000	.35590
HM2	Equal variances assumed	3.666	.072	-1.144	18	.268	-.4000	.34960
	Equal variances not assumed			-1.144	14.712	.271	-.4000	.34960
BM	Equal variances assumed	2.861	.108	1.555	18	.137	.5000	.32146
	Equal variances not assumed			1.555	14.585	.141	.5000	.32146
HM3	Equal variances assumed	.495	.491	1.124	18	.276	.4000	.35590
	Equal variances not assumed			1.124	17.236	.276	.4000	.35590
HM4	Equal variances assumed	1.949	.180	-1.387	18	.182	-.5000	.36056
	Equal variances not assumed			-1.387	15.680	.185	-.5000	.36056
HM5	Equal variances assumed	1.172	.293	-2.400	18	.027	-.8000	.33333
	Equal variances not assumed			-2.400	14.169	.031	-.8000	.33333
HM6	Equal variances assumed	.742	.400	.514	18	.613	.2000	.38873
	Equal variances not assumed			.514	17.456	.613	.2000	.38873
HF2	Equal variances assumed	7.574	.013	-.805	18	.431	-.3000	.37268

	Equal variances not assumed			-.805	13.049	.435	-.3000	.37268
HM7	Equal variances assumed	5.684	.028	-4.025	18	.001	-1.5000	.37268
	Equal variances not assumed			-4.025	12.309	.002	-1.5000	.37268
H/JM	Equal variances assumed	4.235	.054	.000	18	1.000	.0000	.43461
	Equal variances not assumed			.000	14.737	1.000	.0000	.43461
HM8	Equal variances assumed	.000	1.000	-1.414	18	.174	-.2000	.14142
	Equal variances not assumed			-1.414	18.000	.174	-.2000	.14142
HF3	Equal variances assumed	.000	1.000	.606	18	.552	.2000	.32998
	Equal variances not assumed			.606	18.000	.552	.2000	.32998

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
HM11	Equal variances assumed	.519	.480	-1.964	18	.065	-.6000	.30551
	Equal variances not assumed			-1.964	15.207	.068	-.6000	.30551
HF11	Equal variances assumed	.573	.459	-.249	18	.806	-.1000	.40139
	Equal variances not assumed			-.249	17.756	.806	-.1000	.40139
HM21	Equal variances assumed	.013	.910	-2.689	18	.015	-.7000	.26034
	Equal variances not assumed			-2.689	16.408	.016	-.7000	.26034
RM1	Equal variances assumed	2.359	.142	-2.954	18	.008	-.8000	.27080
	Equal variances not assumed			-2.954	15.898	.009	-.8000	.27080
TF	Equal variances assumed	.304	.588	-.234	18	.818	-.1000	.42817
	Equal variances not assumed			-.234	17.138	.818	-.1000	.42817
BM	Equal variances assumed	.750	.398	-.447	18	.660	-.1000	.22361
	Equal variances not assumed			-.447	17.920	.660	-.1000	.22361
CF1	Equal variances assumed	11.472	.003	-1.706	18	.105	-.8000	.46904
	Equal variances not assumed			-1.706	9.855	.119	-.8000	.46904
CF21	Equal variances assumed	25.597	.000	-.967	18	.346	-.4000	.41366
	Equal variances not assumed			-.967	10.113	.356	-.4000	.41366
HM3	Equal variances assumed	.559	.464	-1.434	18	.169	-.4000	.27889
	Equal variances not assumed			-1.434	15.517	.171	-.4000	.27889
HM41	Equal variances assumed	3.666	.072	-1.144	18	.268	-.4000	.34960
	Equal variances not assumed			-1.144	14.712	.271	-.4000	.34960
HM5	Equal variances assumed	.156	.698	-1.756	18	.096	-.5000	.28480
	Equal variances not assumed			-1.756	16.111	.098	-.5000	.28480
HM61	Equal variances assumed	.000	1.000	-.788	18	.441	-.2000	.25386
	Equal variances not assumed			-.788	18.000	.441	-.2000	.25386
CF3	Equal variances assumed	9.778	.006	-1.616	18	.123	-.6000	.37118
	Equal variances not assumed			-1.616	12.338	.131	-.6000	.37118
HF2	Equal variances assumed	.067	.799	-.318	18	.754	-.1000	.31447
	Equal variances not assumed			-.318	17.998	.754	-.1000	.31447
CM	Equal variances assumed	3.358	.083	-.514	18	.613	-.2000	.38873
	Equal variances not assumed			-.514	11.358	.617	-.2000	.38873
HM7	Equal variances assumed	.167	.688	.849	18	.407	.2000	.23570
	Equal variances not assumed			.849	17.551	.408	.2000	.23570
H/JM	Equal variances assumed	.041	.841	1.301	18	.210	.5000	.38442
	Equal variances not assumed			1.301	17.975	.210	.5000	.38442
HM8	Equal variances assumed	1.066	.316	1.000	18	.331	.3000	.30000
	Equal variances not assumed			1.000	14.612	.334	.3000	.30000
HF3	Equal variances assumed	.685	.419	-1.000	18	.331	-.3000	.30000
	Equal variances not assumed			-1.000	17.997	.331	-.3000	.30000

Ac) Attitude change at item level

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 - VAR00042	.4737	.69669	.15983	.1379	.8095	2.964	18	.008
Pair 4 - VAR00045	.2105	.41885	.09609	.0086	.4124	2.191	18	.042
Pair 6 - VAR00047	.1053	.73747	.16919	-.2502	.4607	.622	18	.542
Pair 7 - VAR00048	.1053	.73747	.16919	-.2502	.4607	.622	18	.542
Pair 9 - VAR00050	-.2105	1.13426	.26022	-.7572	.3362	-.809	18	.429
Pair 10 - VAR00051	.8421	.60214	.13814	.5519	1.1323	6.096	18	.000
Pair 11 - VAR00052	.1538	.37553	.10415	-.0731	.3808	1.477	12	.165
Pair 12 - VAR00053	.0000	.70711	.19612	-.4273	.4273	.000	12	.000
Pair 13 - VAR00054	.1538	.68874	.19102	-.2624	.5700	.805	12	.436
Pair 14 - VAR00055	.5385	.87706	.24325	.0085	1.0685	2.214	12	.047
Pair 15 - VAR00056	-.2308	.83205	.23077	-.7336	.2720	-1.000	12	.337
Pair 16 - VAR00057	-1.0000	.91287	.25318	-1.5516	-.4484	-3.950	12	.002
Pair 17 - VAR00058	-.6923	1.25064	.34687	-1.4481	.0634	-1.996	12	.069
Pair 18 - VAR00059	-.5385	1.05003	.29123	-1.1730	.0961	-1.849	12	.089
Pair 19 - VAR00060	-.2308	.92681	.25705	-.7908	.3293	-.898	12	.387
Pair 20 - VAR00061	-.5385	.51887	.14391	-.8520	-.2249	-3.742	12	.003
Pair 21 - VAR00062	.1429	.69007	.26082	-.4953	.7811	.548	6	.604
Pair 22 - VAR00063	.1429	.37796	.14286	-.2067	.4924	1.000	6	.356
Pair 23 - VAR00064	.1429	.37796	.14286	-.2067	.4924	1.000	6	.356
Pair 24 - VAR00065	.1429	.37796	.14286	-.2067	.4924	1.000	6	.356
Pair 25 - VAR00066	-.2857	.75593	.28571	-.9848	.4134	-1.000	6	.356
Pair 26 - VAR00067	.2857	.75593	.28571	-.4134	.9848	1.000	6	.356
Pair 27 - VAR00068	.4286	.53452	.20203	-.0658	.9229	2.121	6	.078
Pair 28 - VAR00069	.1429	.37796	.14286	-.2067	.4924	1.000	6	.356
Pair 29 - VAR00070	.2857	.75593	.28571	-.4134	.9848	1.000	6	.356
Pair 30 - VAR00071	-.5714	.53452	.20203	-1.0658	-.0771	-2.828	6	.030
Pair 31 - VAR00072	.3158	.67104	.15395	-.0076	.6392	2.051	18	.055
Pair 32 - VAR00073	.1053	.80930	.18567	-.2848	.4953	.567	18	.578
Pair 33 - VAR00074	-.0526	1.12909	.25903	-.5968	.4916	-.203	18	.841
Pair 34 - VAR00075	-.3684	1.16479	.26722	-.9298	.1930	-1.379	18	.185
Pair 35 - VAR00076	-1.0526	1.02598	.23538	-1.5471	-.5581	-4.472	18	.000
Pair 36 - VAR00077	.1053	.80930	.18567	-.2848	.4953	.567	18	.578
Pair 37 - VAR00078	-.5789	.96124	.22052	-1.0422	-.1156	-2.625	18	.017
Pair 38 - VAR00079	-.2632	.56195	.12892	-.5340	.0077	-2.041	18	.056
Pair 39 - VAR00080	-.5263	.69669	.15983	-.8621	-.1905	-3.293	18	.004
Pair 40 - VAR00081	-.4737	.61178	.14035	-.7686	-.1788	-3.375	18	.003

Boys

	Differences					t	df	(2-tailed)
	Mean	Deviation	Std. Error Mean	Confidence Interval e Difference				
				Lower	Upper			
Pair 1)02 - VAR00042	.6667	.77850	.22473	.1720	1.1613	2.966	11	.013
Pair 4)05 - VAR00045	.3333	.49237	.14213	.0205	.6462	2.345	11	.039
Pair 6)07 - VAR00047	.2500	.75378	.21760	-.2289	.7289	1.149	11	.275
Pair 7)08 - VAR00048	.0833	.90034	.25990	-.4887	.6554	.321	11	.754
Pair 9)10 - VAR00050	.0833	1.16450	.33616	-.6566	.8232	.248	11	.809
Pair 10)11 - VAR00051	.9167	.66856	.19300	.4919	1.3414	4.750	11	.001
Pair 11)12 - VAR00052	.1000	.31623	.10000	-.1262	.3262	1.000	9	.343
Pair 12)13 - VAR00053	-.1000	.73786	.23333	-.6278	.4278	-.429	9	.678
Pair 13)14 - VAR00054	.1000	.73786	.23333	-.4278	.6278	.429	9	.678
Pair 14)15 - VAR00055	.5000	.97183	.30732	-.1952	1.1952	1.627	9	.138
Pair 15)16 - VAR00056	-.4000	.84327	.26667	-1.0032	.2032	-1.500	9	.168
Pair 16)17 - VAR00057	-.8000	.91894	.29059	-1.4574	-.1426	-2.753	9	.022
Pair 17)18 - VAR00058	-.5000	1.35401	.42817	-1.4686	.4686	-1.168	9	.273
Pair 18)19 - VAR00059	-.8000	1.03280	.32660	-1.5388	-.0612	-2.449	9	.037
Pair 19)20 - VAR00060	-.2000	1.03280	.32660	-.9388	.5388	-.612	9	.555
Pair 20)21 - VAR00061	-.5000	.52705	.16667	-.8770	-.1230	-3.000	9	.015
Pair 21)22 - VAR00062	-.3333	.57735	.33333	-1.7676	1.1009	-1.000	2	.423
Pair 22)23 - VAR00063	.3333	.57735	.33333	-1.1009	1.7676	1.000	2	.423
Pair 23)24 - VAR00064	.3333	.57735	.33333	-1.1009	1.7676	1.000	2	.423
Pair 24)25 - VAR00065	.3333	.57735	.33333	-1.1009	1.7676	1.000	2	.423
Pair 25)26 - VAR00066	-.6667	1.15470	.66667	-3.5351	2.2018	-1.000	2	.423
Pair 26)27 - VAR00067	-.3333	.57735	.33333	-1.7676	1.1009	-1.000	2	.423
Pair 27)28 - VAR00068	.3333	.57735	.33333	-1.1009	1.7676	1.000	2	.423
Pair 29)30 - VAR00070	.0000	1.00000	.57735	-2.4841	2.4841	.000	2	1.000
Pair 30)31 - VAR00071	-.3333	.57735	.33333	-1.7676	1.1009	-1.000	2	.423
Pair 31)32 - VAR00072	.2500	.75378	.21760	-.2289	.7289	1.149	11	.275
Pair 32)33 - VAR00073	.0000	.95346	.27524	-.6058	.6058	.000	11	1.000
Pair 33)34 - VAR00074	-.1667	1.02986	.29729	-.8210	.4877	-.561	11	.586
Pair 34)35 - VAR00075	.0000	1.20605	.34816	-.7663	.7663	.000	11	1.000
Pair 35)36 - VAR00076	-1.0000	.85280	.24618	-1.5418	-.4582	-4.062	11	.002
Pair 36)37 - VAR00077	.0833	.90034	.25990	-.4887	.6554	.321	11	.754
Pair 37)38 - VAR00078	-.3333	.65134	.18803	-.7472	.0805	-1.773	11	.104
Pair 38)39 - VAR00079	-.3333	.65134	.18803	-.7472	.0805	-1.773	11	.104
Pair 39)40 - VAR00080	-.5000	.79772	.23028	-1.0068	.0068	-2.171	11	.053
Pair 40)41 - VAR00081	-.4167	.66856	.19300	-.8414	.0081	-2.159	11	.054

Girls

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Confidence Interval of the Mean Difference				
					Lower	Upper			
Pair 1	VAR00042	.1429	.37796	.14286	-.2067	.4924	1.000	6	.356
Pair 6	VAR00047	-.1429	.69007	.26082	-.7811	.4953	-.548	6	.604
Pair 7	VAR00048	.1429	.37796	.14286	-.2067	.4924	1.000	6	.356
Pair 9	VAR00050	-.7143	.95119	.35952	-1.5940	.1654	-1.987	6	.094
Pair 10	VAR00051	.7143	.48795	.18443	.2630	1.1656	3.873	6	.008
Pair 11	VAR00052	.3333	.57735	.33333	-1.1009	1.7676	1.000	2	.423
Pair 12	VAR00053	.3333	.57735	.33333	-1.1009	1.7676	1.000	2	.423
Pair 13	VAR00054	.3333	.57735	.33333	-1.1009	1.7676	1.000	2	.423
Pair 14	VAR00055	.6667	.57735	.33333	-.7676	2.1009	2.000	2	.184
Pair 15	VAR00056	.3333	.57735	.33333	-1.1009	1.7676	1.000	2	.423
Pair 16	VAR00057	-1.6667	.57735	.33333	-3.1009	-.2324	-5.000	2	.038
Pair 17	VAR00058	-1.3333	.57735	.33333	-2.7676	.1009	-4.000	2	.057
Pair 18	VAR00059	.3333	.57735	.33333	-1.1009	1.7676	1.000	2	.423
Pair 19	VAR00060	-.3333	.57735	.33333	-1.7676	1.1009	-1.000	2	.423
Pair 20	VAR00061	-.6667	.57735	.33333	-2.1009	.7676	-2.000	2	.184
Pair 21	VAR00062	.5000	.57735	.28868	-.4187	1.4187	1.732	3	.182
Pair 26	VAR00067	.7500	.50000	.25000	-.0456	1.5456	3.000	3	.058
Pair 27	VAR00068	.5000	.57735	.28868	-.4187	1.4187	1.732	3	.182
Pair 28	VAR00069	.2500	.50000	.25000	-.5456	1.0456	1.000	3	.391
Pair 29	VAR00070	.5000	.57735	.28868	-.4187	1.4187	1.732	3	.182
Pair 30	VAR00071	-.7500	.50000	.25000	-1.5456	.0456	-3.000	3	.058
Pair 31	VAR00072	.4286	.53452	.20203	-.0658	.9229	2.121	6	.078
Pair 32	VAR00073	.2857	.48795	.18443	-.1656	.7370	1.549	6	.172
Pair 33	VAR00074	.1429	1.34519	.50843	-1.1012	1.3869	.281	6	.788
Pair 34	VAR00075	-1.0000	.81650	.30861	-1.7551	-.2449	-3.240	6	.018
Pair 35	VAR00076	-1.1429	1.34519	.50843	-2.3869	.1012	-2.248	6	.066
Pair 36	VAR00077	.1429	.69007	.26082	-.4953	.7811	.548	6	.604
Pair 37	VAR00078	-1.0000	1.29099	.48795	-2.1940	.1940	-2.049	6	.086
Pair 38	VAR00079	-.1429	.37796	.14286	-.4924	.2067	-1.000	6	.356
Pair 39	VAR00080	-.5714	.53452	.20203	-1.0658	-.0771	-2.828	6	.030
Pair 40	VAR00081	-.5714	.53452	.20203	-1.0658	-.0771	-2.828	6	.030

Ad) Attitude change at group level

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	EN1 - EN2	1.0526	2.52705	.57974	-.1654	2.2706	1.816	18	.086
Pair 2	FOR1 - FOR2	-2.3846	5.34694	1.48297	-5.6157	.8465	-1.608	12	.134
Pair 3	HUN1 - HUN2	.8571	2.11570	.79966	-1.0996	2.8138	1.072	6	.325
Pair 4	SCH1 - SCH2	-2.8947	3.92845	.90125	-4.7882	-1.0013	-3.212	18	.005
Pair 5	TOTAL1 - TOTAL2	-.7368	9.15813	2.10102	-5.1509	3.6772	-.351	18	.730

Boys

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	EN1 - EN2	2.0000	2.66288	.76871	.3081	3.6919	2.602	11	.025
Pair 2	FOR1 - FOR2	-2.6000	5.96657	1.88680	-6.8682	1.6682	-1.378	9	.201
Pair 3	HUN1 - HUN2	-.3333	2.51661	1.45297	-6.5849	5.9183	-.229	2	.840
Pair 4	SCH1 - SCH2	-2.3333	4.41760	1.27525	-5.1401	.4735	-1.830	11	.095
Pair 5	TOTAL1 - TOTAL2	-1.0833	8.06179	2.32724	-6.2055	4.0389	-.466	11	.651

Girls

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	EN1 - EN2	-.5714	1.13389	.42857	-1.6201	.4772	-1.333	6	.231
Pair 2	FOR1 - FOR2	-1.6667	3.21455	1.85592	-9.6521	6.3187	-.898	2	.464
Pair 3	HUN1 - HUN2	1.7500	1.50000	.75000	-.6368	4.1368	2.333	3	.102
Pair 4	SCH1 - SCH2	-3.8571	2.96808	1.12183	-6.6022	-1.1121	-3.438	6	.014
Pair 5	TOTAL1 - TOTAL2	-.1429	11.48083	4.33935	-10.7609	10.4751	-.033	6	.975

B) English proficiency test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 VAR00001 - VAR00002	-11.0000	9.38083	2.21108	-15.6650	-6.3350	-4.975	17	.000

Boys

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 VAR00001 - VAR00002	-11.2727	11.21687	3.38201	-18.8083	-3.7371	-3.333	10	.008

Girls

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 VAR00001 - VAR00002	-10.5714	6.26783	2.36902	-16.3682	-4.7747	-4.462	6	.004

C) Change in grades

	Paired Differences Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 ENG1 - ENG 2	-.2222	.42779	.10083	-.4350	-.0095	-2.204	17	.042
Pair 2 ENG2 - ENG L3	-.0556	.41618	.09809	-.2625	.1514	-.566	17	.579
Pair 3 ENG 3 - ENG L4	.4118	1.06412	.25809	-.1354	.9589	1.595	16	.130
Pair 4 HIST1 - HIST 2	-.0556	.53930	.12712	-.3237	.2126	-.437	17	.668
Pair 5 HIST 2 - HIST 3	.1111	.75840	.17876	-.2660	.4883	.622	17	.542
Pair 6 HIST 3 - HIST 4	.2353	.83137	.20164	-.1922	.6627	1.167	16	.260
Pair 7 MATH1 - MATH 2	-.1111	.58298	.13741	-.4010	.1788	-.809	17	.430
Pair 8 MATH2 - MATH3	.3333	.68599	.16169	-.0078	.6745	2.062	17	.055
Pair 9 MATH 3 - MATH 4	.3529	1.32009	.32017	-.3258	1.0317	1.102	16	.287
Pair 10 HUNG1 - HUNG 2	-.1250	.64087	.22658	-.6608	.4108	-.552	7	.598
Pair 11 HUNG 2 - HUNG 3	.3750	.91613	.32390	-.3909	1.1409	1.158	7	.285
Pair 12 HUNG 3 - HUNG 4	1.0000	1.82574	.69007	-.6885	2.6885	1.449	6	.197
Pair 13 TOTAL1 - TOTAL2	-.1389	.28583	.06737	-.2810	.0033	-2.062	17	.055
Pair 14 TOTAL2 - TOTAL 3	.1435	.37137	.08753	-.0412	.3282	1.640	17	.119
Pair 15 TOTAL 3 - TOTAL 4	.3529	1.06169	.25750	-.1929	.8988	1.371	16	.189
Pair 16 ENG 1 - ENG L4	.1765	1.13111	.27433	-.4051	.7580	.643	16	.529
Pair 17 HIST 1 - HIST 4	.2941	1.04670	.25386	-.2440	.8323	1.159	16	.264
Pair 18 MATH1 - MATH4	.5294	1.58578	.38461	-.2859	1.3447	1.376	16	.188
Pair 19 HUNG1 - HUNG4	1.1429	1.57359	.59476	-.3125	2.5982	1.922	6	.103
Pair 20 TOTAL1 - TOTAL4	.3431	1.18508	.28742	-.2662	.9524	1.194	16	.250

Boys

	Paired Differences Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 ENG 1 - ENG L2	-.1818	.40452	.12197	-.4536	.0899	-1.491	10	.167
Pair 2 ENGL2 - ENG L3	.0000	.44721	.13484	-.3004	.3004	.000	10	1.000
Pair 3 ENG L3 - ENG 4	.0909	.30151	.09091	-.1116	.2935	1.000	10	.341
Pair 4 HIST 1 - HIST I2	.0909	.53936	.16262	-.2714	.4533	.559	10	.588
Pair 5 HIST 2 - HIST 3	.1818	.87386	.26348	-.4053	.7689	.690	10	.506
Pair 6 HIST 3 - HIST 4	.0909	.53936	.16262	-.2714	.4533	.559	10	.588
Pair 7 AT1 - MAT2	-.0909	.53936	.16262	-.4533	.2714	-.559	10	.588

		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 8	MAT2 - MAT3	.0909	.53936	.16262	-.2714	.4533	.559	10	.588
Pair 9	MAT3 - MAT4	.0000	.63246	.19069	-.4249	.4249	.000	10	1.000
Pair 10	HUNG1 - HUNG 2	.0000	.81650	.40825	-1.2992	1.2992	.000	3	1.000
Pair 11	HUNG 2 - HUNG 3	.5000	.57735	.28868	-.4187	1.4187	1.732	3	.182
Pair 12	HUNG 3 - HUNG 4	.0000	.81650	.40825	-1.2992	1.2992	.000	3	1.000
Pair 13	TOTAL 1 - TOTAL 2	-.0682	.28582	.08618	-.2602	.1238	-.791	10	.447
Pair 14	TOTAL2 - TOTAL 3	.1136	.41378	.12476	-.1643	.3916	.911	10	.384
Pair 15	TOTAL 3 - TOTAL 4	.0606	.38022	.11464	-.1948	.3160	.529	10	.609
Pair 16	ENG1 - ANGOL4	-.0909	.83121	.25062	-.6493	.4675	-.363	10	.724
Pair 17	HiI1 - HI4	.3636	.80904	.24393	-.1799	.9072	1.491	10	.167
Pair 18	AT1 - MAT4	.0000	.89443	.26968	-.6009	.6009	.000	10	1.000
Pair 19	HUNG1 - HUNG4	.5000	1.29099	.64550	-1.5543	2.5543	.775	3	.495
Pair 20	TOTAL1 - TOTAL4	.1061	.79764	.24050	-.4298	.6419	.441	10	.669

Girls

		Paired Differences			95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	ENG 1 - ENG 2	-.2857	.48795	.18443	-.7370	.1656	-1.549	6	.172
Pair 2	ENG 2 - ENG 3	-.1429	.37796	.14286	-.4924	.2067	-1.000	6	.356
Pair 3	ENG 3 - ENG 4	1.0000	1.67332	.68313	-.7560	2.7560	1.464	5	.203
Pair 4	HIST 1 - HIST 2	-.2857	.48795	.18443	-.7370	.1656	-1.549	6	.172
Pair 5	HIST 2 - HIST 3	.0000	.57735	.21822	-.5340	.5340	.000	6	1.000
Pair 6	HIST 3 - HIST 4	.5000	1.22474	.50000	-.7853	1.7853	1.000	5	.363
Pair 7	MATH1 – MATH2	-.1429	.69007	.26082	-.7811	.4953	-.548	6	.604
Pair 8	MATH2 – MATH3	.7143	.75593	.28571	.0152	1.4134	2.500	6	.047
Pair 9	MATH3 – MATH4	1.0000	2.00000	.81650	-1.0989	3.0989	1.225	5	.275
Pair 10	HUNG1 - HUNG 2	-.2500	.50000	.25000	-1.0456	.5456	-1.000	3	.391
Pair 11	HUNG 2 - HUNG 3	.2500	1.25831	.62915	-1.7522	2.2522	.397	3	.718
Pair 12	HUNG 3 - HUNG 4	2.3333	2.08167	1.20185	-2.8378	7.5045	1.941	2	.192
Pair 13	TOTAL1 - TOTAL 2	-.2500	.26788	.10125	-.4977	-.0023	-2.469	6	.049
Pair 14	TOTAL2 - TOTAL 3	.1905	.31810	.12023	-.1037	.4847	1.584	6	.164
Pair 15	TOTAL 3 - TOTAL 4	.8889	1.66889	.68132	-.8625	2.6403	1.305	5	.249
Pair 16	ENG 1 - ENG 4	.6667	1.50555	.61464	-.9133	2.2466	1.085	5	.328
Pair 17	HIST1 - HIST 4	.1667	1.47196	.60093	-1.3781	1.7114	.277	5	.793
Pair 18	MATH1 - MATG4	1.5000	2.16795	.88506	-.7751	3.7751	1.695	5	.151
Pair 19	HUNG1 - HUNG 4	2.0000	1.73205	1.00000	-2.3027	6.3027	2.000	2	.184
Pair 20	TOTAL1 - TOTAL 4	.7778	1.69449	.69177	-1.0005	2.5560	1.124	5	.312

Appendix 16 The summary of items with significance values

	Question number	Sign.			Test 1. ave.	M	F	Test 2 ave.	M	F
		F	M	aver.						
English	11.	S-	0.013	0,008	5	5	5	4,52	4,33	4,85
	12.				5	5	5	5	5	5
	13.				5	5	5	5	5	5
	14.	S-	0.039	0,042	5	5	5	4,7	4,66	5
	15.				5	5	5	5	5	5
	16.				4,1	3,91	4,37	4,05	3,66	4,71
	17.				3	3,33	2,25	3,10	3,33	2,71
	18.				5	5	5	5	5	5
	19.	F+	0.094		3,25	3,5	2,87	3,4	3,41	4,14
	20.	F-	M-	S-	4	4	4	3,15	3,08	3,28
	Total	0.008	0.001	0,000	4,41	4,47	4,32	4,32	4,27	4,41
Foreign language	1.				4,2	4,18	4,5	4,07	4,2	4,33
	2.				3,1	3,27	4	3,61	3,5	4
	3.				3	3,0	3,25	3,07	3,1	3
	4.	S-	0,047		4	3,81	4,5	3,53	3,4	4
	5.				3,4	2,90	3,5	3,38	3,4	3,33
	6.	F+ 0.038	(M+) 0.022	S+ 0,002	2,06	1,90	2,5	3,07	2,8	4
	7.	F+ 0.057		S+ 0,069	2,46	2,45	2,75	3,3	3,1	4
	8.		0,037 (M+)	S+ 0,089	2,6	2,8	2,75	3,38	3,5	3
	9.				2,93	2,72	3,5	3,23	3	4
	10.		0.015 (M+)	S+ 0,003	2,26	2,36	2,25	2,92	2,9	3
	Total				3,02	2,67	3,32	3,37	3,29	3,66
Hungarian	11.				4,12	3,66	4,4	4,14	4	4,25
	12.				3,62	3,66	3,6	3,42	3,33	3,5
	13.				2,37	2	2,6	2,28	1,66	2,75
	14.				4,5	4,33	4,6	4,57	4	5
	15.				2,87	2,33	3,2	3,28	2,66	3,5
	16.	F- 0.058	0,078	S-	4,25	3,66	4,6	4,14	4	4,25
	17.				3,87	4	3,8	3,57	3,66	3,5
	18.				2,5	2	2,8	2,42	2	2,75
	19.				4,37	4	4,6	4,14	4	4,25
	20.	F+ 0.058		S+ 0,030	3,5	3,66	3,4	4,14	4	4,25
	Total				3,6	3,3	3,7	3,61	3,36	3,8
School	11.	F- 0.078		S- 0,055	4,45	3,91	4,62	4,21	3,91	4,42
	12.				3,95	3,58	4,5	4,05	3,66	4,71
	13.				3,35	3,16	3,62	3,42	3,33	3,85
	14.	F+ 0.018			3,4	3,75	3,37	3,78	3,41	4,42
	15.	F+ 0.066	M+ 0.002	S+ 0,000	2,65	2,83	2,37	3,68	4,5	3,57
	16.				4,25	4	4,62	4,15	3,91	4,57
	17.	F+	M+	S+	3,5	3,58	3,37	4,10	3,91	4,42
	18.		M+	S+	3,7	3,33	4,25	3,94	3,66	4,42
	19.	F+	M+	S+	3,1	3,16	3	3,31	3,66	3,57
	20.	F+	M+	S+	3,65	3,66	3,75	4,10	3,91	4,42
	Total				3,6	3,5	3,75	3,91	3,74	4,21
Total:					3,72	3,52	3,91	3,98	3,75	4,12

Appendix 17 Attitude questionnaire averages of the Hungarian and non-Hungarian pupils by questionnaire items

		H 1 aver.	M	F	H 2 aver.	M	F	NH 1 aver.	M	F	NH 2 aver.	M	F
English	1.	5	5	5	4,27	3,90	4,66	5	5	5	4,42	3,66	5
	2.	5	5	5	5	5	5	5	5	5	5	5	5
	3.	5	5	5	5	5	5	5	5	5	5	5	5
	4.	5	5	5	4,90	4,87	5	5	5	5	4,71	4,33	5
	5.	5	5	5	5	5	5	5	5	5	5	5	5
	6.	4,18	4,12	4,33	3,90	3,75	4,33	4,125	3,66	4,4	4,57	4	5
	7.	3,72	3,75	3,66	3,81	3,87	3,33	2,125	2,66	1,8	2,14	2,33	2
	8.	5	5	5	5	5	5	5	5	5	5	5	5
	9.	3,63	3,62	3,66	3,54	3,75	4	2,75	3,33	2,4	3,14	3	3,25
	10.	4	4	4	3,18	3,12	3,33	4	4	4	3,28	3,33	3,25
	To-tal												
Foreign lan-guage	1.	4,36	4,25	4,66	4,27	4,25	4,33	4	4	4		4	
	2.	3,63	3,37	3,66	3,72	3,62	4	3,33	3,5	3		3	
	3.	3,18	3,12	3,33	3,18	3,25	3	2,66	2,5	3		3	
	4.	4,09	4	4,66	3,63	3,5	4	4	4	4		4	
	5.	3,27	3,12	3,66	3,45	3,5	3,33	3	3	3		4	
	6.	2,09	4	2,33	3,18	2,87	4	2,5	2	3		4	
	7.	2,63	2,62	2,66	3,36	3,12	4	2,66	2,5	3		3	
	8.	3,1	3	3,33	3,45	3,62	3	1,66	2	1		3	
	9.	2,90	2,62	2,66	3,36	3,12	4	2,66	2,5	3		3	
	10.	2,27	2,25	2,33	2,90	2,87	3	2	2,5	1		5	
	To-tal												
Hungarian	1.							4,12	3,66	4,4	4,14	4	4,2
	2.							3,62	3,66	3,6	3,42	3,33	3,5
	3.							2,37	2	2,6	2,28	1,66	3,2
	4.							4,5	4,33	4,6	4,57	4	5
	5.							2,87	2,33	3,2	3,28	3	3,5
	6.							4,25	3,66	4,6	4,14	4	4,2

	7.							3,87	3,66	3,8	3,57	3,66	3,5
	8.							2,5	2	2,8	2,42	2	2,7
	9.							4,37	4	4,6	4,14	4	4,25
	10.							3,5	3,66	3,4	4,14	4	4,25
	To-tal												
School	1.	4,72	4,62	5	4,36	4,60	4,66	4,12	4	4,32	4,14	4	4,25
	2.	3,63	3,37	4,33	4	4,33	4,33	4,37	3,33	4,6	4,28	3,33	5
	3.	3,27	3,12	3,66	3,63	3,33	3,33	3,5	2,66	3,6	3,57	2,66	3,75
	4.	3,81	3,75	4	4	4,66	4,66	2,87	2,66	3	3,85	3,33	4,25
	5.	3,09	3	3,33	3,90	3,33	3,33	2,12	3,66	1,8	3,71	3,66	3,75
	6.	4,27	4,12	4,66	4,36	5	5	4,25	2,66	4,6	4	3,66	4,25
	7.	4,27	4,12	4,66	4,36	4,66	4,66	2,62	3	2,6	4	3,66	4,25
	8.	3,72	3,5	4,33	4,18	4,66	4,66	3,75	2,66	4,2	3,85	3,33	4,25
	9.	3,45	3,5	3	3,90	4	4	2,75	2,66	2,8	3,42	3,66	3,25
	10.	4,2	4,2	4,2	4,36	4,66	4,66	3,12		3,4	4	3,66	4,25
	To-tal												
Total:													

Appendix 18 Summary of self-report data

	Satisfaction.	Grades reflect knowledge	Effort	Role of E proficiency level	In native language	E. improvement.	Factors in assessment	Class help	Teachers' help
HM1	Av + E. Hi. Maths Fl/H Slikes* E Sdis*. hi	+	-	that's why he got good marks, more important than knowledge	does not matter	voc. +	subjective opinion of pupils, not assessing knowledge	+ language, good friends all of them	not encouraging enough
HF1	Av - E. Hi. Maths Fl/H Slikes* Sdis*.Maths	-	-	no problem	no diff..	+ voc.	-	no mentor	they don't force them to learn
HM2	Av - E. Hi - Maths Fl/Hu Slikes* geo Sdis* hi	+	-	important but not in maths e.g.	would be better	+ all skills esp. voc.	behaviour	good friends	normal
RM	Av + E. Hi Maths Fl/H Slikes* E Sdis* -	+	-	major role, impr. in E. so impr. in subjects, E in school and outside	would be easier, better	+	conflict with ts > worse marks	good friends outside class, too	showing satisfaction is important

CF3	Av + E. Hi Maths Fl/H Slikes* math - Sdis* history -	+ no impr. in understanding,. boring	-	diff. to understand	much better would be	+ all skills	test as surprise	friends Chinese/E	teacher let them relax but it is not good
TF	Av + E. Hi Maths Fl/H Slikes* hi Sdis* physics	+	+	no problem	would be the same	+ uses outside school to help family members	T's labelling	very good	very good
BM	Av - E. Hi Maths Fl/H Slikes* - Sdis* -	+	-	no problem	no problem, even in H would be better than in B.	+ voc. listening not speaking	conflicts with teachers > worse marks	with Hungarians	-
CF2	Av + E. Hi learnt more than the results Fl/H Slikes* math Sdis* history	knowledge but not IQ, hard work > more knowledge	-	strong infl. basic role	would be better	+ understanding	eg. history test unex. pected because of bad behaviour	girls Chinese, in Engl.	encouraging
HM3	Av good but -	+	-	good no problem	would be the same	+ all skills	behaviour	disturbing sometimes	helpful

	E. Hi Fl/H Slikes* - Sdis* -								
HM4	Av - E. Hi M ok. Fl/H Slikes* - Sdis* -	+	-	no problem	no difference	+	behaviour in class	not too much	should be clear about requirements
HM5	Av - E. Hi Maths - Fl/H Slikes* maths, E. Sdis* Hi	+	-	no problem	no diff. even forgetting H.	+ voc.	behaviour, tests as punishment	good friends	not personal care
HM6	Av + E. Hi Maths Fl/H Slikes* - Sdis*. -	+	-	no problem, perhaps Hi.	no diff. Hi would be easier	+ voc.	-	some good friends	helpful/just.
HF2	Av - E. Hi Maths Fl/H Slikes* -	-	+	no problem	would be the same	+ all aspects	carelessness on the part of the ts	some good friends	do not pay attention

	Sdis* -								
CM	Av - E. Hi M Fl/H Slikes* E. Hi. Maths Sdis* Physics	on the whole yes but physics doesn't reflect	-	in physics no understanding, math – no problem Hi – yes, severe	would be better	+ all skills esp. voc.	no careful consideration	happy to be here they are encouraging	Hi no feedback for a long time, encouraging, kind but strict
HM7	Av + E. Hi - Maths - Fl/H Slikes* Sdis* Hi/maths	-	- studying is not enough reading and experience. School does not prep. for life	no problem	no diff.	+ voc.	behaviour in class	groups in the class	are fair with exceptions e.g. hi
HM8	Av - E. - Hi - Maths - Fl/H -	+	-	no problem	no diff.	+ voc	-	ok	kind e.g. maths – if you like the subject

	Slikes* - Sdis* bio							
HF3	Av + E. Hi Maths - Fl/H Slikes* E lit, bio Sdis* geogr. chemistry	+	-	good, so easy	no diff.	+ voc.	t's overall impression, care t's mood but p's mood too t's monoton voice	classmates hate each other doesn't feel good	pos. attitude

Appendix 19 Summary of teachers' comments

Subject teachers		Form teacher +E	E lit	Hi	H/FL	Maths	0thers present
nationality of ts		Hungarian	American	Hungarian	Hungarian	Hungarian	Hungarian
HM1	effort	not too much	diligent	diligent	not too much	clever, does not learn too much	
	role of E.	-	-	no imp. (poor vo-cabulary)	-	poor vocabu-lary	
	impr. in E	grammar	improved in essay writing	improved speaking skills	-		
	pos. in class	good con-tacts but not star	one of the leaders	in the centre	not deci-sive role	helpful	
HF1	effort	less effort	less effort	doesn't learn	diligent	doesn't learn	lazy
	role of E.	-	-	could do more, good E	-	not because of E.	no problem
	impr. in E	good but doesn't im-prove	vocabulary the same but confident	no im-provement	-	no improve-ment in vo-cabulary	uses what she knows
	pos. in class	with girls	with girls	with H girls	with H girls	with H girls	with H girls
HM2	effort	put a lot of effort into work	a lot of work	not inter-ested	interested, diligent	not interested	tries hard
	role of E.	poor English	capable	not learning enough	-	doesn't do homework	difficulties because of E
	impr. in E	improved grammar not vocabulary	improvement	small voc. for reading not enough	-	difficulty in understanding vocabulary - no improve-ment	a little im-provemnet
	pos. in class	trying to make con-tacts	-	lonely	no opin-ion	with stars	tries to make friends
RM	effort	doesn't learn	doesn't do anything	doesn't learn	lost inter-est wants to drop	not working - borderline 1-2	perhaps prob-lems at home
	role of E.	poor E	-	insufficient. E to under-stand texts	-	E no role	refuses con-tacts
	impr. in E	improvement in grammar but poor vo-cabulary	no im-provement in performance	going down	-	understands but cannot speak	
	pos. in class	in the back-ground, not taking part	lonely	lonely	no opin-ion	lonely	no contact

TF	effort	lazy	likes and learns	likes but doesn't learn	good, interested but lazy (wants to drop)	doesn't learn enough	not interested in school subjects
	role of E.	-	no improvement, (American school, thinks ok.)	should learn words	-	E. no problem	
	impr. in E	no improvement		no improvement, uses Hungarian books	-	no improvement, uses Hungarian books	
	pos. in class	contacts with H. girls	giggling all the time	with girls	no problem	very friendly	parties with Hungarians
BM	effort	very diligent	a lot of effort	a lot of work	works a lot, interested	struggling for better marks	self-confident, self-determined
	role of E.	-	-	E is no problem	-	E. no problem	
	impr. in E	improved all 4 skills	steadily improving	consciously developing language within the centre	-	improving	
	pos. in class	authority in class	sincere behaviour		no opinion	good contact with everybody	
CF2	effort	diligent	diligent	lazy	very diligent, working hard	not interested in maths	nice, but because of E she has no contact with too many pupils
	role of E.	-	-	cannot follow explanation	-	E is not the problem	
	impr. in E	low level of E. learning words poor speaking skills	steadily improving	she is not understood when speaking	-	no improvement	
	pos. in class	with C and H. girls	nice with others	with C and H hopes E will improve	very nice personality	wants to know more	
IP	effort	very good	a lot of work	very diligent	learns easily	very clever	genius
	role of E.	-	-	good E – good marks in subjects	-	no role	
	impr. in E	consciously developing his E.	writing skills need improvement	improved vocabulary	-	improving all the time	
	pos. in class	star in class	reserved	helpful	nice	helpful	

HM4	effort	a bit lazy	learning	lazy	good, learning	has stopped learning	diligent
	role of E.	-	-	problem – does not read in E.	grammar O.K. but poor vocabulary	E – no role	uses H books
	impr. in E	doesn't work on it	speaking skills need improvement	no improvement	-	uses Hung. books	no improvement in E.
	pos. in class	good humour but not close to anybody	-	clown	-	tries to get into centre	undisciplined
HM5	effort	diligent	diligent	lazy	good, diligent	making a lot of effort	diligent
	role of E.	-	-	bad E – bad marks		E good enough to follow explanations	struggling for better marks
	impr. in E	his writing still needs improvement	does not speak enough	cannot speak		improving in speaking	uses E outside classes, too
	pos. in class	in the centre	with H. boys	-	nice and helpful	helpful, has ideas	
HM6	effort	the best	diligent	very good	very good	very clever	the best
	role of E.	-	writing skills need improvement	E good – communication skills, follows what is going on	wants to know the language	E has improved	-
	impr. in E	has improved all skills	needs more improvement.	-	-	can speak better in maths classes	
	pos. in class	helpful	O.K.	nice	-	-	very nice
CF3	effort	a lot of work	diligent	lazy	was very diligent – has stopped learning	very good	reserved
	role of E.	speaking problems	has improved a lot	E problematic		one of the best	
	impr. in E			vocabulary, understanding problems		E no problem	
	pos. in class	only with C girls	-	she cannot be understood			only with C girls
HF2	effort	a slight decline	good	very diligent	good interested	is not interested	learns what she likes

	role of E.	-	writing problems	improving E – improvement in subjects	-	not language problems	clever
	impr. in E	improving – speaking skills better	skills improved, better marks		-		no language problems
	pos. in class	nice to everybody with girls, friends	energetic	makes friends easily	nice, reliable	nice, friendly	contact with C girls
CM	effort	no effort	diligent	lazy	changeable effort	average	
	role of E.	has stuck	writings skills not improved	cannot speak, nobody understands him	-	language is no problem in maths	
	impr. in E		speaking skills		-		
	pos. in class	tries to make friends with boys	friendly	no contact	tries to make friends with H	lonely	trying to get into the boys' circle
HM7	effort	no effort	lazy	declines	getting better	clever but does not work	seems to have problems at home
	role of E.	good E but does not improve	sloppy E in writing	no work	interested	E is good enough	
	impr. in E	overconfident	good speaking skills	E is ok.			
	pos. in class	boys do not like him		impertinent	lonely	nobody likes him	
HM8	effort	lazy, could be better	quite a lot of work	lazy	does not learn	lack of parts in previous studies	cannot be judged, needs more time
	role of E.	-	improving	could have 5	knowing some E is enough – he says	E weak – uses Hung. book	
	impr. in E	thinks what he knows (E) is enough	no improvement, very weak	E is no problem, but learns form H. books		cannot express himself in E.	
	pos. in class	clown	nice	friendly	-	isolated	

HF2	effort	-	confused	failure	good, interested	does not learn	needs more time to be assessed
	role of E.		speaking is better	E is not a problem		dark spots in previous studies	
	impr. of E		writing problems	previous studies insufficient, not improving		E would be ok – no improvement	
	pos. in class		lonely	lonely	helpful	trying to find friends	
N	effort	not too much effort	very good	very good	the best interested	does not learn	could be the best
	role of E.	no problem	E has improved (Canada)	reads and writes in E.		not interested	
	impr. of E	E improving in all subjects (Canada)		learns easily		E no problem	
	pos. in class	friendly			friendly		
CF1	effort	very diligent	+	+	very diligent	the best	getting better
	role of E.	poor E	does not read enough	cannot be understood	good	E doesn't cause problems	
	impr. of E	slowly	does her best	no improvement	very good	E is O.K.	
	pos. in class	with girls, on the periphery	-	only with girls		good contacts with girls, helpful	
Sr	effort	declines, still good but lazy	good writing speaking results	interested	interested	best	confused
	role of E.	good	no problem	E no problem.	reserved	E no problem	
	impr. of E	lazy (problems)	has stuck	does not say a word	-		
	pos. in class	lonely	does not even try	-	reserved	lonely	few contacts

Appendix 20 Summary of personal data

		HM1	HF1	HM2	RM	TF	BM	CF1	CF2	HM3	Sr	HM4	HM5	HM6	CF3	HF2	CM	HM7	H/JM	HM8	HF3
1*	Date of arrival in Hungary				2000	1995	1998	2000	2000		2000				2000		2000				
2*	Duration of time planned to spend in Hungary				2-5	settle	more than 5	2-5	2-5		2-5				2-5		2-5				
3	Length of time spent in En. sp. countries	-	2 months in England	-	-	-	Ciprus	-	-	-	-	-	-	-	-	1 month in England	-	-	Japan	-	1 year in Canada
4	Length of time learning English.	4 y	2 y + prep	3 y	2 y	4 y	2 y	2 y	2 y	3 y	2 y	2 y + prep	2 y + prep	4 y	2 y	3 y	2 y	3 y	3 y	1y E. school	3 y
5**	2nd foreign language learnt at school	G+	F+	G+	G-	G+	F+	H	H	F+	G+	G+	F+	G -	H	F+	H	F+	G -	G -	F+
6	Does your mother/father speak English?	f	-	-	-	-	f	-	-	f	m f	f	-	m f	-	f	-	m f	f	-	f
7*	Does your mother/father speak Hungarian?					m f little	m f little												f		
8	Does your mother/father speak the 2nd foreign language you learn at school (Hungary)?	-	-	-	-	-	-	-	-	mF	-	-	-	mF	-	-	-	-	-	-	-
9	What language do you use at	H	H	H	R	T	B	C	C	H	Sr	H	H	H	C	H	C	H	H	H	H

#	Question																				
	home with your parents?																				
10	What language do you use in he breaks with your class-mates?	H+E	H+E	H+E	E	H+E	H+E	C+E	C+E	H+E	E	H+E	H+E	H+E	C+E	H+E	C+E	E	H+E	H+E	H+E
11*	Do you have classes in your native lan-guage?				-	-	-	-	-		-				-		-				
13*	Do you learn your native language?				-	-	-	-	-		-				-		-				

*only for non-Hungarians **second foreign language chosen: +, not chosen: - ***information from form teacher and parents

Appendix 21 Summary of grades of the main study group

Név	Nationality	Native lang.	Averages		English		History		Maths.		Hung.		E. test		FL		Subj. liked	Subj. Disl.
			I/1. II/1	I/2 II/2.	I/1. II/1	I/2 II/2.	I/1. II/1	I/2 II/2.	I/1. II/1	I/2 II/2.	I/1. II/1	I/2 II/2.	I.	II.	I/1. II/1	I/2 II/2	I/1. I/2 II/1 II/2	I/1 I/2 II/1 II/2
HM1	H	H	5 4.83	5 5	5 5	5 5	5 5	5 5	5 5	5 5			79	78	5 5	5 5	English	History
HF1	H	H	4 4.08	4.36 4.16	4 4	4 5	2 3	3 3	2 3	3 3			59	80	4 4	5 5	Geography 2 3 5 4	History
HM2	H	H	2,81 3.66	3,45 3.66	2 4	3 4	2 3	2 3	2 3	3 3			39	73	4 4	4 4	English	
RM	R	R	3,7 3.1	3,7 1.00	4 3	4 3	4 3	5 3	3 2	3 1	3 2	2 1	58	75	3 0	3 0	History	Physics 2 2
TF	T	T	3,8 3.2	3,8 2.9	3 3	3 3	2 2	2 2	3 2	3 2	5 5	5 5	46	54	4 0	5 0		
BM	B	B	4,0 4.09	3,8 4.18	4 4	4 4	4 4	3 3	4 3	3 4	5 5	5 5	54	72	4 4	3 4		
CF1	C	C	3,44 3.60	3,44 000	3 3	3 0	2 2	2 0	5 4	5 0	3 3	3 0	40	45				
CF2	C	C	3,33 3.70	3,44 000	2 3	3 0	2 2	2 0	3 3	3 0	3 4	3 0	40	48			Maths	History
HM3	H	H	5 4.93	5 5	5 5	5 5	5 5	5 5	5 5	5 5			73	89	5 5	5 5		
Sr	Yu	Sr	4,8 4.25	4,8 4.16	5 5	5 5	5 5	5 5	4 4	4 5	5 4	5 4	70	82	5 5	5 5		
HM4	H	H	3,9 3.66	3,9 3.58	4 4	4 4	4 3	3 3	3 3	4 3			58	75	4 4	4 5		
HM5	H	H	3,45 3.50	3,54 3.83	3 4	4 4	3 2	3 3	3 4	3 4			61	62	4 4	4 4		
HM6	H	H	5 5	5 5	5 5	5 5	5 5	5 5	5 5	5 5			68	80	5 5	5 5		
CF3	C	C	3,55	3,77	3	4	2	3	5	4	3	4	45	51				

			3.40	000	4		2		4		2								
HF2	H	H	4,09 4.08	4,18 4.41	4 4	4 4	4 4	4 5	3 2	3 3			61	69	4 4	4 5		
CM	C	C	3,44 3.30	3,55 3.30	3 3	3 3	3 3	3 3	3 3	3 3	3 3	4 4	48	42				
HM7	H	H	4,1 3.75	4,2 3.0	5 5	5 4	4 3	4 2	3 3	3 2			78	82	3 4	3 4		
H/JM	Hu/Jap	Hu/Jap	0 1	0 0	0 3	0 0	0 1	0 0	0 2	0 0				55	0 4	0 0		
HM8	H	H	0 3.5	0 3.75	0 4	0 3	0 4	0 4	0 3	0 3				48	0 2	0 3		
HF3	H	H	4.36 4.25	4.45 4.16	4 5	4 4	4 5	4 5	3 2	4 2			60	78	5 5	4 5		
RF	R	R	0 0	0 0	0 0	0 0	0 0	0 0	0 0	0 0				60	0 0	0 0		