

TUDOMÁNYOS DIÁKKÖRI DOLGOZAT

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**Socio-economic background and
motivation in bilingual education –
A case study**

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NYILATKOZAT

Kijelentem, hogy mesterséges intelligencia alkalmazást/programot (pl. képalkotó, szövegalkotó) nem használtam a dolgozat készítése során.

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Dátum: Budapest, 2025. január 14.

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Név (olvashatóan)

Abstract

Language learning has always been one of the central aims of education, although the way languages are taught is an ever-changing and developing process. In the twentieth century, to meet the expectations of the globalised world, bilingual education programs emerged, as well as approaches for implementing them, such as CLIL (Content and Language-integrated Learning), in which new disciplinary content is taught in a foreign language.

Since the 1980s, the number of bilingual schools in Hungary has been rapidly increasing. These schools can be found not only in the capital city of Budapest but also in various county seat and non-county seat towns throughout the country. Despite being a relatively small nation, Hungary shows significant regional differences, which are also reflected in language learning motivation.

The present study aims to identify the socio-economical and motivational backgrounds of bilingual education as well as to understand the influence of regional differences in Hungary. The research is a case study, with a bilingual secondary school situated in a non-county seat town in focus, and it is mixed-methods in its nature.

The study's main findings include that the Family Background Index, an influential socio-economic variable, is not significantly different for secondary bilingual education than for traditional grammar schools, as well as that, for both the students and the parents, English's role in today's globalised world and the future possibilities it opens are the main motivational factors behind choosing bilingual education.

List of abbreviations

C1 level: Effective Operational Proficiency level

CLIL: content and language integrated learning

CSHI: Családiháttér-index

EFL: English as a Foreign Language

EMI: English as the medium of instruction

FBGI: Family Background Index

FL: Foreign Language

L2: Second Language

NABC: National Assessment of Basic Competencies

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1. Introduction and Rationale

The role of the English language has drastically changed during the last 50 years due to various political and economic processes, making it the lingua franca of the world and the primary foreign language to learn.

Choosing the most appropriate method of education is crucial in foreign language learning. Among the different systems, in the 21st century, bilingual education has been gaining outstanding popularity worldwide, including in Hungary. Currently, around 180 primary and secondary schools offer bilingual programs in the country. These schools can be found not only in the capital city of Budapest but also in various county and non-county towns throughout the country.

Despite being a relatively small nation, Hungary shows significant regional differences, which are also reflected in language learning motivation. To date, however, few studies have aimed to connect motivation, bilingual education, and geographical variation, focusing on Hungary.

As someone who also attended the bilingual program of a small-town secondary school, I am especially interested in the thorough analysis of bilingual education with the main goal to understand which social groups in Hungary chose this education system and why.

2. Theoretical considerations

2.1. English as cultural capital

In the 21st century, knowledge of the English language is one of the most essential “capital and marketable” skills a citizen of the globalised world may acquire (Choi, 2024, p. 144). Park and Wee (2012) claimed that besides the fact that English is becoming the main means of global communication, it “facilitates the free cross-border flows of goods, finances, ideas, and people” (p.3). In their work, *Markets of English*, they also introduced a connection between the language and Pierre Bourdieu’s theory of the linguistic market, since Park and Wee suggested that English is a competence that can be converted into material value, claiming that

the global spread of English is deeply linked with the value of English in the economic sense, for a large part of the power of English in the new economy lies in its perceived economic value – the belief that competence in English can be converted into material gain in some form (p.25).

The central idea by Bourdieu, highlighted by Park and Wee (2012), is that social life is a market, where – among many others – language is located and evaluated. Consequently, “language varieties, linguistic utterances, accents, and their embodiments are all like commodities on a market” (p. 27), a market called a linguistic market, where capitals can be transformed into other capitals.

Bourdieu (1986, as cited in Park & Wee, 2012) also claimed that besides economic capital, symbolic capital exists as well, which is “linked with legitimacy, authority, and prestige” (p. 28). Symbolic capital can be further divided into social and cultural capital. According to Park and Wee, linguistic competence belongs to cultural capital, or, to emphasize the central role language plays, it can be called linguistic capital.

Therefore English, an entity that exists in the linguistic market, is a tool and a form of cultural capital in today’s capitalist and globalised world, believed to be the “key for domestic and global success” (Choi, 2024, p. 144), which, ultimately, strengthens the central position of English.

2.2. Neoliberal globalisation

English, besides being seen as cultural capital, gained an even greater importance due to the economic policy called neoliberalism. According to Venugopal (2015), neoliberalism, a

term that became popular in the 1990s, is considered to be “the dominant and pervasive economic policy agenda of our times” (p.165).

Neoliberalism, or neoliberal globalisation, has resulted in the foundation of multinational institutions (Larner, 2003) and has led to changes in the educational system as well. Choi (2024) claimed that education, especially higher education, to meet the expectations of the globalised world, now prioritizes competitiveness, development, and matching the “growing demand for internationalization [...] on the global stage” (p. 144). Therefore, teaching English, which is widely agreed to be the language of global communication, is one of the main goals of today’s educational systems, notably through utilizing English as the medium of instruction (EMI) courses, which became particularly significant in English as a Foreign Language (EFL) countries, such as China, Korea, or Hungary (Choi, 2024).

2.3. History of bilingual education in Europe

As a result of the previously mentioned changes connected to the role of English in the globalised world, language education system was necessarily reformed to meet the expectations of the 20th-21st century.

In Europe, the question of bilingual education has been discussed for decades but without any real consensus. While Canada introduced immersion programs in the 1970s, which served as a model for the whole world, the “European ‘bilingual education’ was struggling for a more cohesive and coordinated identity” (Coyle, 2008, p. 98). Coyle (2008) argued that various bilingual education systems were tested in the late 20th century, and the 1990s saw progress towards implementing the ‘Content and language integrated learning’ (CLIL), which, since then, has developed and now is the typical form of bilingual education in Europe (Hélot & Cavalli, 2017). Coyle (2008) defined CLIL in the following way:

CLIL is dual-focused encompassing both subject or thematic and language development although, depending on the context and variables within, there may be a predominance of one over the other but never to exclusion. However, it is the interpretation of the integration of content and language in CLIL which has major implications for and impact on the development of CLIL pedagogies (p. 99).

Coyle (1999) claimed that CLIL contains four major components that are in a complex interrelationship with each other. These elements, which she called the ‘four Cs’, are content,

cognition, communication, and cultural awareness. This framework aims to unite “learning theories, language learning theories and intercultural understanding” (Coyle, 2008, p. 103).

2.4. Bilingual education in Hungary

After the broader consideration of bilingual education in the previous section, let us turn towards Hungary, the focus of this research. During the 20th century, language education was constantly changing to follow the trends and expectations of the period. For example, after the Second World War in Hungary, as one of the countries of the Eastern Block, Russian became the compulsory foreign language (Fodor & Peluau, 2003; Vámos, 2016). The extremity of this situation is understandable through the data of a Hungarian census from 1960, which shows that the citizens who could speak one of the ‘western languages’ (English, German, French, Spanish, or Italian) reached only a few percentages of the population (Vágó, 2007, as cited in Vámos, 2016).

The events of 1989 did not only bring about political changes in Hungary, but, according to Vámos (2016), they induced a shift in language education policy as well, resulting in a rapid increase of foreign language (FL) speakers. However, even though, by 2012, Eurobarometer (2012) measured a significant rise in FL competence, 35 percent compared to the previously mentioned few percentages, Hungary was still struggling to reach the European average of 54 percent (Medgyes & Nikolov, 2014).

The 1980s saw progress in bilingual education too. In Hungary, the conceptual foundations of the bilingual education still in effect was established in 1984 (Vámos, 2016). The work that started that year “revived the development of foreign language education in Hungary” (p. 16). The system of 1984, that was inspired by the Bulgarian model (Vámos, 2016), included the introduction of a language preparatory year, enabling students to intensively learn the language in smaller groups, often with the help of a native teacher. This first year is followed by four secondary school years, when some of the subjects are taught in the FL “to complete language competence in various, but prestigious contents in education, and continuously ensure the required language input” (p. 144.)

After the proposal was approved by the ministry, the county and city councils were informed that secondary schools could be recommended to participate in the bilingual high school development (Vámos, 2016). Fourteen grammar schools in Hungary “launched the bilingual education experiment with state initiative and subsidy” (Vámos, 2009, p. 1), with not just Russian, but, among the other Western languages, English as the language of instruction. Vámos added that

The government had to act as a programme developer because it was highly necessary to educate from the typically monolingual Hungarian population a future social elite that can speak foreign languages. It was only allowed to learn Russian in the public education that functioned in a closed language policy framework during the Cold War. The lack of the other foreign languages was a real barrier in the European and international economic relations. (p. 1)

During the last three decades, from the original fourteen, the number of such schools has increased to 187 (Oktatási Hivatal, 2024).

As Medgyes and Nikolov (2014) pointed out, recent studies indicate that “in two thirds of these schools the target language is English, leaving less than one third for German and only small capacity for other FLs” (p. 526). This statistic suggests that the consequences of the previously mentioned aspects – English as cultural capital, neoliberal globalisation – have reached Hungary, leading English to become the primary choice of language learners when selecting a foreign language to learn, especially in the field of bilingual education.

2.5. Individual differences

After the key concepts of the history of bilingual education have been discussed, this section will contain two of the numerous individual difference variables that influence Second Language Learning. The selected variables are essential for understanding the results of the present research.

2.5.1. Motivation

The first variable is motivation since this is one of the central themes of this study. The investigations of motivation, as part of the Second Language Acquisition research, has been examined from various angles, and was found to be “one of the key factors that influence the rate and success of second/foreign language (L2) learning” (Dörnyei, 1998, p. 117). Motivation is a multifaceted construct, making it challenging to define, but it may be understood as the different reasons behind human behaviour (Dörnyei, 2005).

Throughout the years of motivational research, many theories have been created, including the ‘Model of Instrumental and Integrative Motivation’ (Gardner, 1985) or Weiner’s (1979) ‘Attribution Theory’. However, the hypothesis, that is of special importance in this research, is Dörnyei’s ‘L2 Motivational Self System’ (2005). His theory, “which is a broad

construct of L2 motivation” (p. 105), builds up from three parts: the *Ideal L2 Self*, the *Ought-to L2 Self*, and the *L2 Learning Experience*.

Ideal L2 Self is the wish to bridge the gap between our current self and our ideal language speaker self, making it a highly effective motivator. On the contrary, *Ought-to L2 Self* refers “to the attributes that one believes one ought to possess (i.e., various duties, obligations, or responsibilities) in order to avoid possible negative outcomes” (Dörnyei, 2005, pp. 105-106). These two dimensions of the system are teleological since they relate to future goals and perspectives (Ushioda, 2001), while the third, *L2 Learning Experience*, is the causal dimension is Ushioda’s theory since it “concerns situation-specific motives related to the immediate learning environment and experience” (p. 106).

2.5.2. Learner beliefs

A highly influential individual difference variable is learner- or self-efficacy beliefs, which are the students’ expectations about their own academic performance based on their previous experiences (Bandura, 1997). Pajares (1996) summarised Bandura’s theory in the following way:

Self-efficacy beliefs act as determinants of behavior by influencing the choices that individuals make, the effort they expend, the perseverance they exert in the face of difficulties, and the thought patterns and emotional reactions they experience. It is for these reasons that high self-efficacy is likely to promote stronger academic performances whereas low self-efficacy is likely to undermine them. (pp. 325-326)

Therefore, what students believe they are capable of matters and can alter their FL learning process as well. Bandura (1997) cited a research, conducted by Schunk and Rice in 1993, where they examined students with “major language deficiencies” (p. 224). They found that these students, because of their previous poor performance, doubted their learning capabilities and needed persuasive confirmation and feedback on the value of the learned cognitive strategies. Consequently, students’ beliefs were altered, and their self-efficacy improved, resulting in better language skills.

3. Objectives and questions of the Study

The present study aims to investigate how the above-mentioned aspects of bilingual education influence such programs in Hungary. The central focus of the research is the socio-economical and motivational background of bilingual education in smaller Hungarian towns since bilingual schools have appeared in towns outside Budapest and even in non-county seat towns, for example in Nagykanizsa, Tata, and Balassagyarmat (Fodor & Peluau, 2003; Oktatási Hivatal, 2024).

The geographical diversity of Hungary influencing foreign language learning has been researched various times, especially for motivational studies (Dörnyei & Csizér, 2002). Fodor and Peluau (2003) stated that “The teaching of modern languages in Hungary has significant geographical variation” (p. 91). The findings of Dörnyei and Csizér also support this theory. Their results suggest that, since the 1990s, the process of ‘Englishisation’ has been influencing the language choice of Hungarians but not at an equal rate in the different parts of the country: “in the west of Hungary, the traditional stronghold of German, English was gaining popularity in towns” (2002, p. 449). By 2004, the German language has lost to the English in villages as well (Dörnyei et al., 2006).

Regional differences, however, are not specific to Hungary. The discoveries of Lamb (2012) show a similar division in the case of Indonesian students:

There were very clear regional differences in the level of motivation, and also in the level of English proficiency so far achieved by these learners. On almost all measures, the metropolitan and provincial school pupils showed similar results, and these were higher than for the rural school pupils (p. 1015).

Besides motivation, Lamb also found noticeable differences in the international posture of the students, which is the measure of how open-minded they are towards people with cultures and languages different from their own.

Building on the findings of the relevant literature and the previous studies, this research’s purpose is to find answers to the following questions:

1. In what ways does the case secondary school’s Pedagogical Programme highlight the role and goals of bilingual education?

2. Are there significant differences between the Family Background Index of the investigated bilingual school and other secondary schools of the county of Komárom-Esztergom?
3. What are the motivational factors of students behind choosing an English-Hungarian bilingual school in a non-county seat town in Hungary?
4. What are the parental motivations and attitudes towards bilingual education?

4. Research design and Methodology

The present research is a case study, which means that it focuses on “the particularity and complexity of a single case” (Stake, 1995, p. xi). Stake (1995) stated that cases are individuals or institutions that are unique and common at the same time and are being examined without the intent to achieve generalizable results. The central aim of a case study is to interpret the pre-selected case. In this research, the case was a secondary school that offers an English-Hungarian bilingual program, situated in a medium-sized, non-county seat town of the county of Komárom-Esztergom, Hungary.

The present study is mixed-methods in its nature, consisting of both quantitative and qualitative research, including document analysis, following the approach of triangulation of data, which is “the combination of two or more data sources, investigators, methodologic approaches, theoretical perspectives” (Thurmond, 2001). In this case, the four data sources are the Pedagogical Programme of the case secondary school, data collected about the socio-economic background of students, a questionnaire, and interviews.

The first part of the research involves the document analysis of the Pedagogical Programme of the selected secondary school’s bilingual program to understand the theory, practices, and goals of the case in focus.

The second angle, from which I analyse bilingual education, is the socio-economic background of the students attending the case secondary school. The means to do that is by looking into the data collected for the Family Background Index (FBgI, in Hungarian, Családi Háttér Index), and comparing the results of the bilingual secondary school of the research with other schools’ data from the same county.

The third point of view in examining this style of language learning is motivation. The quantitative element consists of a questionnaire with items focusing on the students’ underlying reasons and motivation for choosing bilingual education, while the qualitative data collection method, the semi-structured interviews, aims at identifying parental motivation.

4.1. Methodology

4.1.1. Document analysis

The first section of the present study is a document analysis, which is often part of any qualitative research. According to Bowen (2009), this method involves a methodical approach to assessing or analysing documents and “requires that data be examined and interpreted in order to elicit meaning” (p. 27). Bowen added that the steps of analysing a document are skimming, reading, and interpretation.

As a part of this research, I analysed the Pedagogical Programme (2024) of the examined bilingual secondary school, a form of public record that is available on the website of the educational institution. This document aims to formulate “goals, tasks, and pedagogical principles that define” the school’s everyday operation (p. 9); hence, it is a useful tool to gain some background information about the school’s agenda, particularly focusing on the bilingual program.

The primary objective of the document analysis is to address the following questions:

1. According to the school, what is the goal of the bilingual program?
2. What is the purpose of the language preparatory year?
3. Which linguistic skills are developed over the next four years?

4.1.2. Data analysis

A section of this research focuses on analysing the FBgI of the case bilingual school and comparing it with other secondary school’s data to reveal whether significant differences exist within one county of Hungary. Four schools were selected following the non-random purposive sampling method, the relevant characteristics were the type of the town and the type of school.

In Hungary, data gathered during the National Assessment of Basic Competencies (NABC, in Hungarian Országos Kompetenciamérés), is an effective way to gain a deeper understanding of situation of the education system of the country. The NABC, which is a measure introduced in 2001 (Tóth, 2015), consists of a reading comprehension and a mathematical test, supplemented with a student questionnaire (Oktatási Hivatal, 2019). The questionnaire “creates an opportunity to examine the relationships between the most important family characteristics and students' ability to understand text and their ability to use mathematical tools” (Oktatási Hivatal, 2019, p. 34).

According to Vámos (2016), this background questionnaire has been a part of the NABC since 2006, and it contains questions focusing on different socio-economic variables, such as the number of books at home, parents' level of education, and whether the family has an internet connection. From the collected data, the Family Background Index is modelled, which is used to summarise the influence of the family characteristics of the students. The process of the calculation includes identifying the significant variables, thus ensuring maximum generalisability. From these variables, the FBgI is calculated and standardised. Then, using linear regression, the performance of the students of each educational site is evaluated based on how their results in the NABC compare to the national average. The outcome of this process is the Expected skill point, and any deviations from this are independent from the FBgI (Oktatási Hivatal, 2019).

The Hungarian Educational Authority (Oktatási Hivatal, 2019) analysed the collected data from the point of view of choosing the most suitable form of education. They found that the FBgI influences the selection process to a great degree, claiming that

In principle, the selection mechanism of schools works primarily on the basis of competence and not on family background, but at the same time, selection is far from being considered independent of family background since the child's choice of school is largely determined by the economic and social situation of their family (p. 33).

In her doctoral dissertation, Vámos (2016) investigated bilingual education from various angles, including the FBgI of students attending bilingual schools. She compared the FBgI, from 2014, of those who study in bilingual education and those who do not and found significant differences. For example, in grade 6, FBgI greater than zero is around 8% higher (57,5%) among children learning in bilingual education than those who do not, while the same data for grade 10 is positively skewed, both averages of the index are equally higher.

4.1.3. Quantitative research

One of the main goals of the present study is to explore how the case bilingual school's newly enrolled students perceive the English language and to unveil their motivations for preferring the bilingual program over other, more traditional language learning methods. To achieve this, I crafted a questionnaire.

The items of the questionnaire focused on the background internal and external motivation of the participants, including questions about parental and peer influence, future

prospects, and Ideal and Ought-to L2 Self, based on the theory of Dörnyei, (2005) and are inspired by some of the items of the ‘Motivational factors questionnaire’ of Islam et al. (2013).

The questionnaire was completed by 20 participants, who were selected with convenience sampling (Dörnyei, 2007) since the questionnaires were handed out, on paper, during the enrolment process of the new first-year students of the bilingual program, resulting in easily accessible participants.

To analyse the collected numerical data, I used descriptive statistics; means, standard deviations, and ratios were examined.

4.1.4. Qualitative research

The data collection method of the qualitative part of the research was interviews. During the same enrolment process, when the questionnaires were handed out to the soon-to-be first-year students at the bilingual school, I asked five parents to participate in a short interview with the goal of investigating parental motivation and involvement in choosing the case secondary school.

The single-session interviews were semi-structured, meaning that an interview schedule was prepared, but “the format is open-ended and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner” (Dörnyei, 2007, p. 136). The questions addressed topics such as the parent’s previous experiences with the English language, English as a Lingua Franca, their opinion about bilingual education, and their child’s future prospects.

The participants were selected following the principle of homogeneous sampling (Dörnyei, 2007). In this research, the important experience they shared was that their children were the new first-year students of the bilingual program.

The interviews, that took between 20 and 30 minutes, were conducted via Microsoft Teams and automatically transcribed to make the data analysis more straightforward.

To analyse the data collected during the five interviews, I followed the method of grounded theory, based on the methodology founded by Glaser and Strauss (1967). Dörnyei (2007) explained grounded theory as a data analysis method that uses a specific coding system resulting in some theory. Of the original three levels of coding the data presented in grounded theory – open coding, axial coding, and selective coding – I focused on the first- and second-level coding. I was helped by a co-coder, who checked my coding as well.

4.2. A summary of the Research design

Table 1 is a structured summary of the research design of the present study, including the research questions, data source, instruments, and data analysis.

Table 1 A summary of the Research design

Research question	Data source	Instrument	Data analysis
RQ1. In what ways does the investigated secondary school's Pedagogical Programme highlight the role and goals of bilingual education?	Pedagogical Programme of the bilingual school	A set of questions for the content analysis	Content analysis: Skimming, reading, and interpretation of the section about the bilingual program
RQ2. Are there significant differences between the Family Background Index of the case bilingual school and other secondary schools of the county of Komárom-Esztergom?	Data collected by the Hungarian Educational Authority for the FBgI of the schools of Hungary	Four schools, selected with non-random purposive sampling method	Data analysis: analysis of the FBgI of the case secondary school and comparison with other schools from the same county
RQ3. What are the motivational factors of students behind choosing an English-Hungarian bilingual school in a non-county seat town in Hungary?	20 newly enrolled students in the bilingual program, selected with convenience sampling	A paper-based questionnaire, with items focusing on motivation (5-point Likert-scales)	Descriptive statistical analysis: means, standard deviations, ratios
RQ4. What are the parental motivations and attitudes towards bilingual education?	5 parents of the students, selected with homogeneous sampling	Semi-structured, single-session interviews	Qualitative thematic analysis: grounded theory, first- and second-level coding

5. Results and Discussion

5.1. Contents of the Pedagogical Programme

This section aims at finding answers to Research Question no. 1:

In what ways does the case secondary school's Pedagogical Programme highlight the role and goals of bilingual education?

To achieve this, content analysis is performed on the document, guided by the following questions:

1. According to the school, what is the goal of the bilingual program?
2. What is the purpose of the language preparatory year?
3. Which linguistic skills are developed over the next four years?

The section of the Pedagogical Programme (2024) that contains the information needed to answer the questions above is titled “English target language – English bilingual program” (p. 250-281). This segment begins with stating the goals of bilingual education. These goals are the development of communicative competence and literacy both in the target and the native language, obtainment of language learning strategies, improvement of literacy, and usage of “educational and subject integration opportunities” (p. 250).

The following paragraphs explicate the undertakings of the bilingual program. At the centre of the educational process stands the high-level knowledge of the English language as well as the acquaintance with the culture of the English-speaking countries via an independent subject. The aim of this subject is the acquisition of “the main knowledge related to the geography, economy, social relations, literature, history and culture of the target language countries” (p. 250). This suggests that, in contrast to traditional foreign language education, bilingual programs do not only wish to teach the language but also to impart a deep understanding of the language as a cultural phenomenon.

Further in the document, the means of achieving the above-mentioned goals are found. An important aspect is the authentic approach toward heard and read texts, and communicational situations, which is accomplished with the help of a native teacher. The presence of a native teacher is one of the greatest features of bilingual education, whose primary task is “the development of communication skills but also has a decisive role in the development of cultural communication and intercultural competence” (p. 251).

The document also mentions the importance of interdisciplinary integration, which, in the context of bilingual education, means that several subjects are taught in the target language. According to the Programme, this is especially advantageous since it demonstrates the use of language for information acquisition and transfer, the importance of extramural language use, and that “the target language and subject knowledge are in close interaction with each other and can be applied in many areas” (p. 251).

The document also includes a section about the language preparatory year, which is an intensive language-learning period with 19 lessons a week. The goals of a preparatory year are to develop language learning strategies and methods and to reach a level of English knowledge that facilitates them to study subjects in the target language.

The preparatory year is followed by four secondary school years, during which the students “also deal with the terminology of the specialized subjects in the language classes” (p. 286), which further enhances their English language knowledge as well. By the 12th grade, students have to reach the Effective Operational Proficiency (C1) level, which, according to the Programme, enables them to independently maintain and further develop their language skills. The Programme also claimed that

Year 12 is the last academic year for students before continuing their studies or entering the world of work. Preparation for these and the development of the necessary skills should also be emphasized in language education. The language teacher can also help a lot in important decisions affecting the students' future, for example by choosing the right topics to be covered and tasks that reveal cause-and-effect relationships and requirements. (p. 274)

After the thorough reading and interpretation of the Pedagogical Programme of the case bilingual secondary school, it is evident that the school focuses not only to teaching the English language at a high standard but also on educating the students to be valuable members of today's globalised society.

Furthermore, the school, and the Hungarian bilingual education system in general, considers important to teach respect and openness toward cultures different than their own, often referred to as international posture. This undertake of the school, which is situated in an urbanised region of Hungary close to the Budapest, the capital city, stands in parallel with the discoveries of Lamb (2012), who found that “metropolitan and provincial learners had more

positive attitudes toward learning English outside of school, probably because they had greater opportunities and resources to do it” (p. 1009).

5.2. Family Background Index of the schools of Komárom-Esztergom county

The following part of the research consists of the examination and comparison of the FBgI of the case bilingual school and other schools of the same county to remark the second Research Question:

Are there significant differences between the Family Background Index of the investigated bilingual school and other secondary schools of the county of Komárom-Esztergom?

Figure 1 below shows the FBgI of the case secondary school. From the figure, it is clear that the index does not significantly differ from the national average, zero FBgI. Nevertheless, the Standardised skill point is notably higher than the results’ mean of the schools with similar FBgI. This implies that the case bilingual school’s students perform better than what is anticipated based on the school’s Family Background Index.

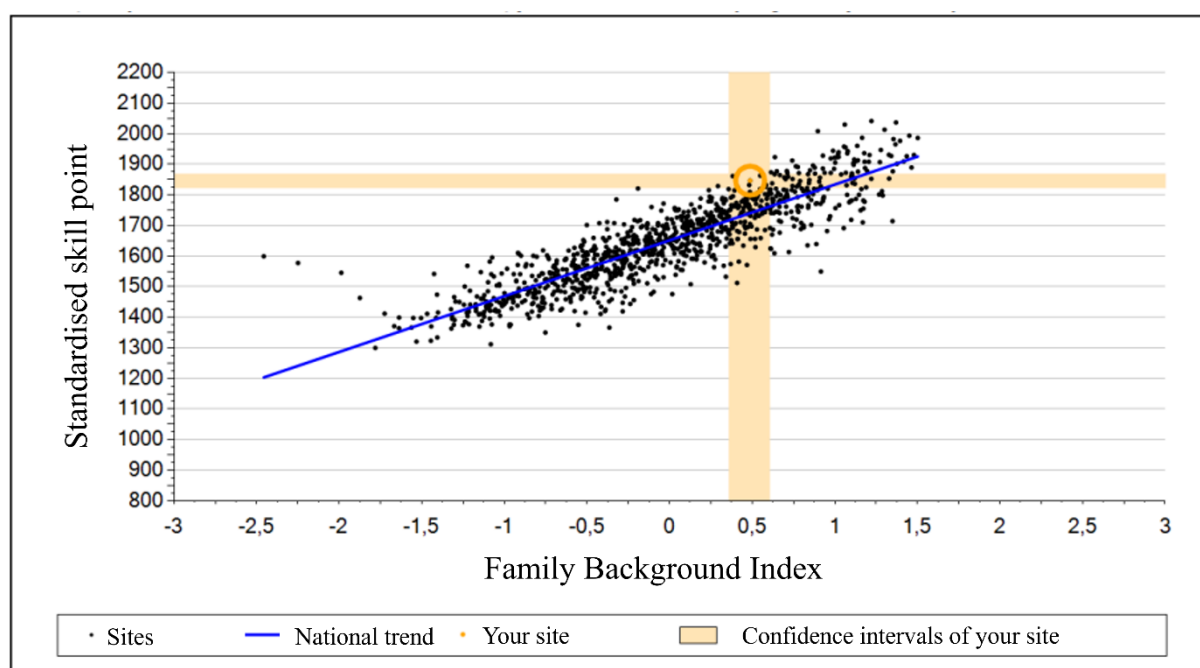


Figure 1 FBgI of case secondary school

Source: Educational Authority statistics

Table 2 on the following page summarizes the FBgI of various schools of Komárom-Esztergom county, together with the expected and the actual skill points. Neither of the four

selected schools offer bilingual programs. The data in this section is collected by the Hungarian Educational Authority in 2021.

Table 2 FBgI and skill point of selected schools

School	Type of town	Type of school	FBgI	Expected skill point	Actual skill point
Site no. 1 (case site)	Non-county seat town	Grammar school	0.487	1740	1847
Site no. 2	Non-county seat town	Grammar school	0.643	1769	1746
Site no. 3	County seat town	Grammar school	0.547	1751	1818
Site no. 4	Non-county seat town	Vocational high school	-0.087	1636	1532
Site no. 5	County seat town	Vocational high school	-0.129	1628	1565

Site no. 1 is the case bilingual school with FBgI of 0.487 and 1847 standardised skill points, which is significantly higher than the expected 1743 pts.

Sites no. 2 and no. 3 have almost identical FBgIs and, consequently, similar expected skill points. From this, it can be concluded that the students of the grammar schools of the region come from similar socio-economic background. Sites no. 4 and 5 are vocational schools with notably lower FBgIs and skill points. This finding coincides with the report of the Oktatási Hivatal (2019), which claims that “student performance increases as the family background index increases” (p. 33).

An interesting finding from the comparison is that the investigated bilingual school does not have a significantly higher FBgI score than other schools but is even lower than the traditional high school located in the same city. This result challenges the common belief that bilingual schools are elite institutions, as well as Vámos’s (2016) findings, claiming that

The students' Family Background Index in 2014 - in the examined grades of the NABC - is higher for those participating in the bilingual school program compared to those not participating in it, and the standard deviation is smaller” (p. 167).

However, it is also possible that bilingual education has experienced a change since 2014 and is losing its elite position.

5.3. Analysis of the data collected by the questionnaire

The ensuing section examines the questionnaire created to answer Research Question no. 3:

What are the motivational factors of students behind choosing an English-Hungarian bilingual school in a non-county seat town in Hungary?

The questionnaire, focusing on student motivation, was completed by 20 participants. To analyse the collected numerical data, I used descriptive statistical analysis; means, standard deviations, and ratios were examined.

The first five questions of the questionnaire were included to collect some background information about the participants, including, for example, their parents' English knowledge and their residence. The data shows that the majority of the respondents were female students, as well as that 80% of them had already started to learn the language, either in kindergarten or primary school, while only 4 of the participants claimed that they had never studied the language in an educational environment. Furthermore, around 50% of the parents have a 'poor' level of English knowledge. The data is summarised in Table 3.

Table 3 Items 1-5 of the questionnaire

Question	Answer	Number of Answers
Sex	Male	5
	Female	15
Residence	County seat	3
	Other town	11
	Village	6
Mother's level of English	Poor	10
	Good	5
	Very good	5
	Doesn't know	0
Father's level of English	Poor	7
	Good	4
	Very good	8
	Doesn't know	1
Previous English studies	Started learning English in kindergarten	3
	Started learning English in primary school	13
	I haven't studied English at school yet	4

Figure 2 on the following page contains the next three items that focused on the use of English in the family and among friends of the participants as well as international posture. While 80% of the participants answered yes to the statement no. 6 "We often watch series and movies in English at home", only half of them claimed that they own books written in English.

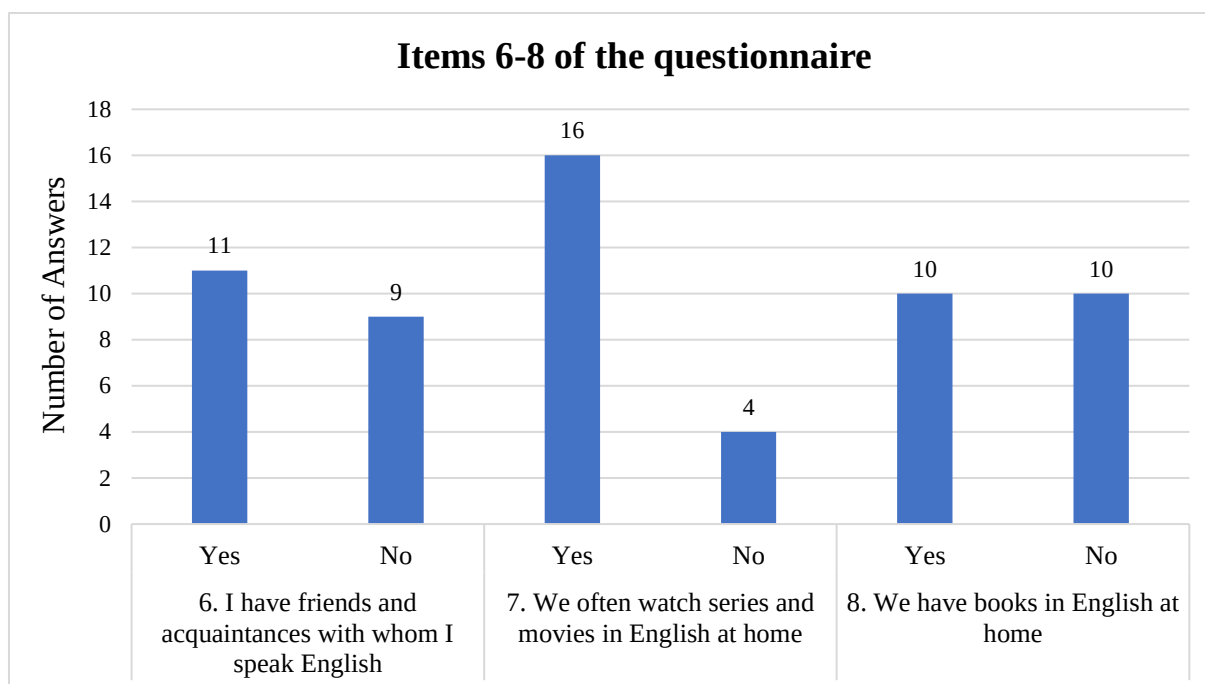


Figure 2 Item 6-8 of the questionnaire

The questionnaire hereafter aimed to uncover the motivation of the participants. Items 9 through 22 are the continuations of the same sentence, ‘I chose the English-Hungarian bilingual program of the secondary school because...’, using 5-point Likert-scales that range from “strongly disagree” to “strongly agree”. Items 10 and 11 relate to the *Ought-to L2 self*, while the items 18, 20, 21, and 22 are statements about the *Ideal L2 self*. The results of these items are represented in Figure 3 (page 20) and Figure 4 (page 21).

Notably high means and low standard deviations are visible in connection with the items ‘I want to learn the language at a high level’ ($M = 4.9$, $SD = 0.31$) and ‘the education at the school is of a high standard’ ($M = 4.9$, $SD = 0.31$), although these results might be explained by social desirability bias which is “the tendency to say things which place the speaker in a favourable light” (Nederhof, 1985, p. 264). Statement no. 13 also has a relatively high average, but here the standard deviation is above 1 ($M = 4.75$, $SD = 0.75$), which signals that parental influence is not equally affecting the participants. The item ‘most of my friends applied here’ ($M = 1.95$, $SD = 1.32$) has the lowest mean, which suggests that peer pressure is a negligible factor.

Items 16-22 focused on future prospects and language use. Most of the participants answered with “strongly agree” to the statements ‘English became the most important foreign language in the world’ ($M = 4.75$, $SD = 0.75$) as well as ‘when I think about my future, it includes knowing and using the English language at a high level’ ($M = 4.65$, $SD = 0.59$). This indicates that the newly enrolled students understand the role of the English language in today’s

world. In addition, although the means of the answers to the statements ‘in the future, I definitely want to work with the English language’ ($M = 3.9$, $SD = 1.02$) and ‘I want to choose a career where the English language plays a central role’ ($M = 2.8$, $SD = 1.11$) are relatively high, the standard deviations are also above 1, which may indicate that, at the age of 14 or 15, a part of these students does not know what career path they will choose after graduation.

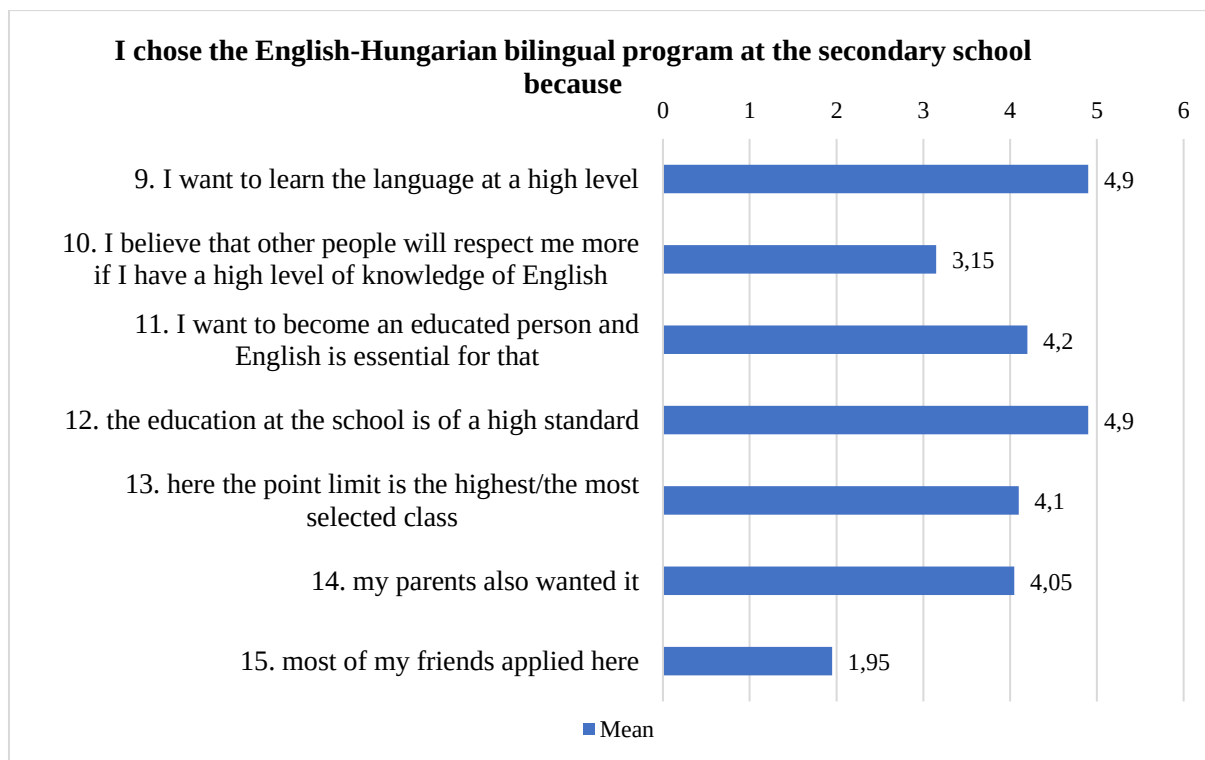


Figure 3 Items 9-15 of the questionnaire

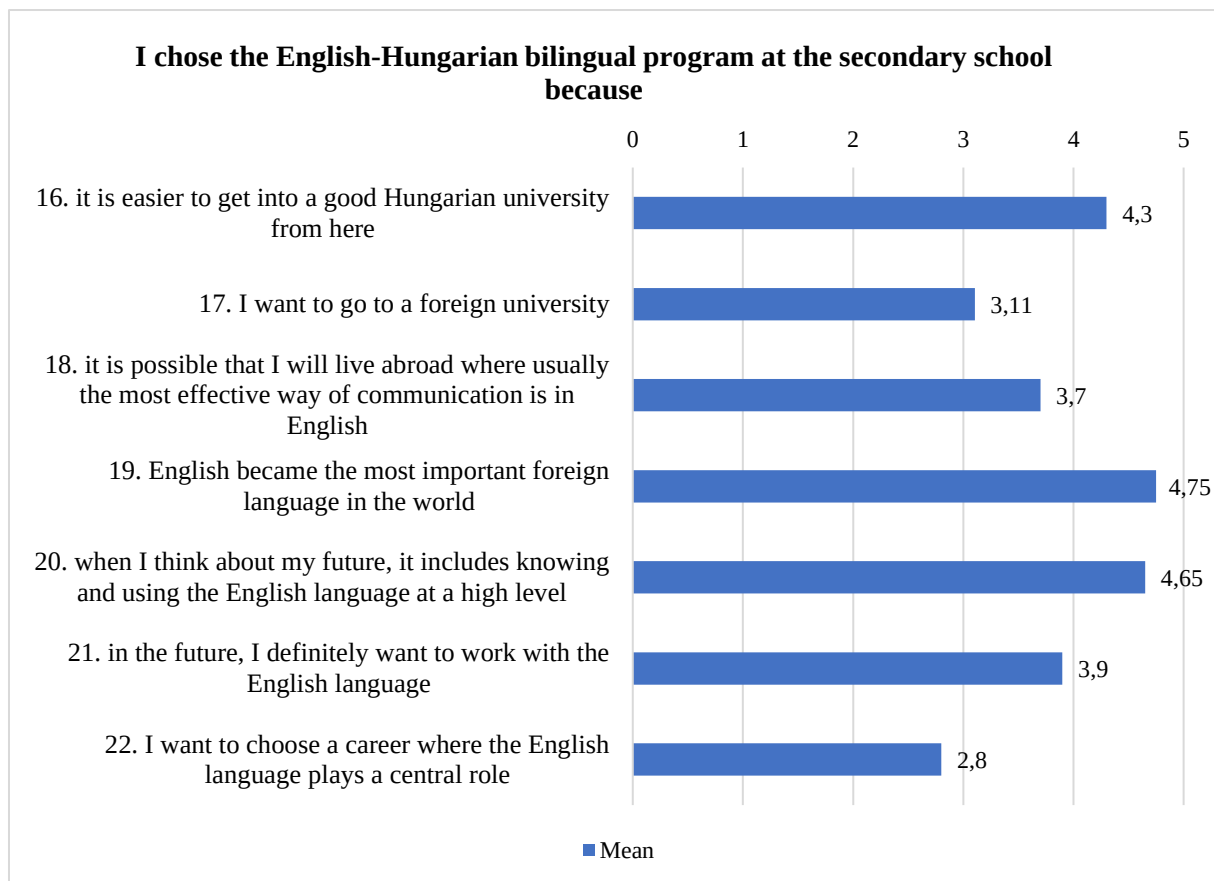


Figure 4 Items 16-22 of the questionnaire

The last item of the questionnaire listed some other possible motivational factors that might influence the participants. For this question, multiple answers were possible. As Figure 5 shows, the most frequently chosen answers were movies, series, books, and social media, while the least frequent answers, both with 6 per cent, were sports and English-speaking family or friends.

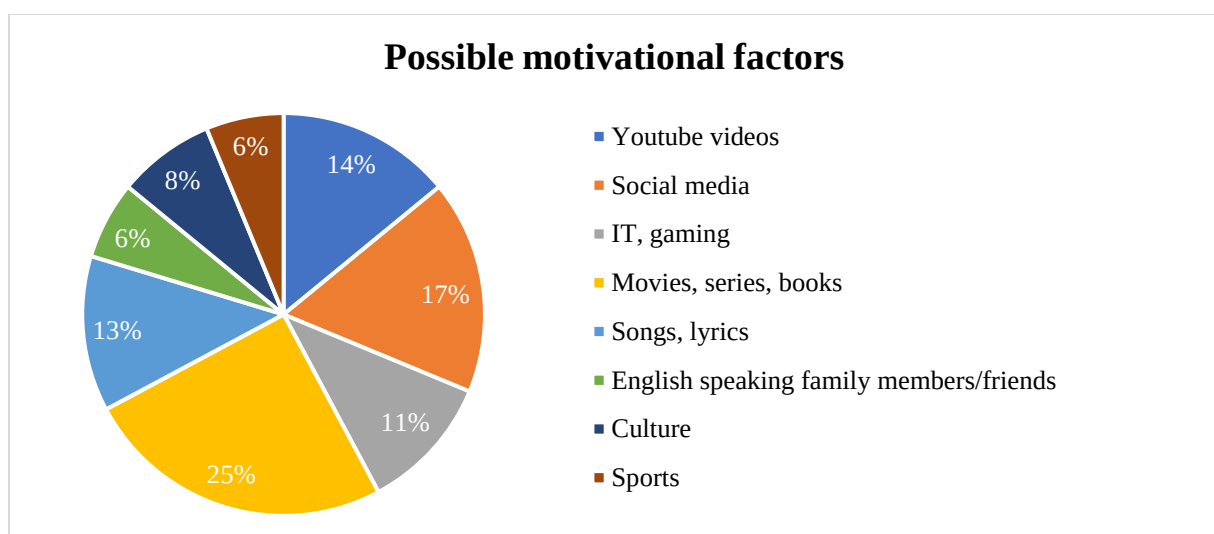


Figure 5 Item 23 of the questionnaire

One key point to note is that the findings of the present questionnaire parallel various studies aiming at identifying the most powerful motivators. One such research is Lamb's (2012), who discovered that

the highest mean values were obtained for the three scales which related to the reasons for learning English (i.e., Ideal L2 self, international posture, instrumentality), indicating that Indonesians as young as 13–14 years of age, including those living well away from major population centers, are well aware of the potential importance of English for themselves and of the possible benefits that could accrue to them by gaining proficiency. Family influence is also high, so it is likely that they absorb messages about the value of English in the home as well as through official educational discourses. Measures related to the experience of learning the language (in school, out of school, peer influence, and effort expended on learning) are noticeably lower. (pp. 1008-1009)

5.4. Content analysis of the interviews

As the last data source of the present study, the interviews aim at finding answers to the fourth Research Question:

What are the parental motivations and attitudes towards bilingual education?

To analyse the data collected during the five interviews, I followed the method of grounded theory. Of the original three levels of coding the data presented in grounded theory – open coding, axial coding, and selective coding – I focused on the first- and second-level coding. I was helped by a co-coder, who checked my coding as well. Figure 6 on the following page is a visual representation of the codes and categories that emerged from the data during thematic analysis to develop an initial understanding of the qualitative data.

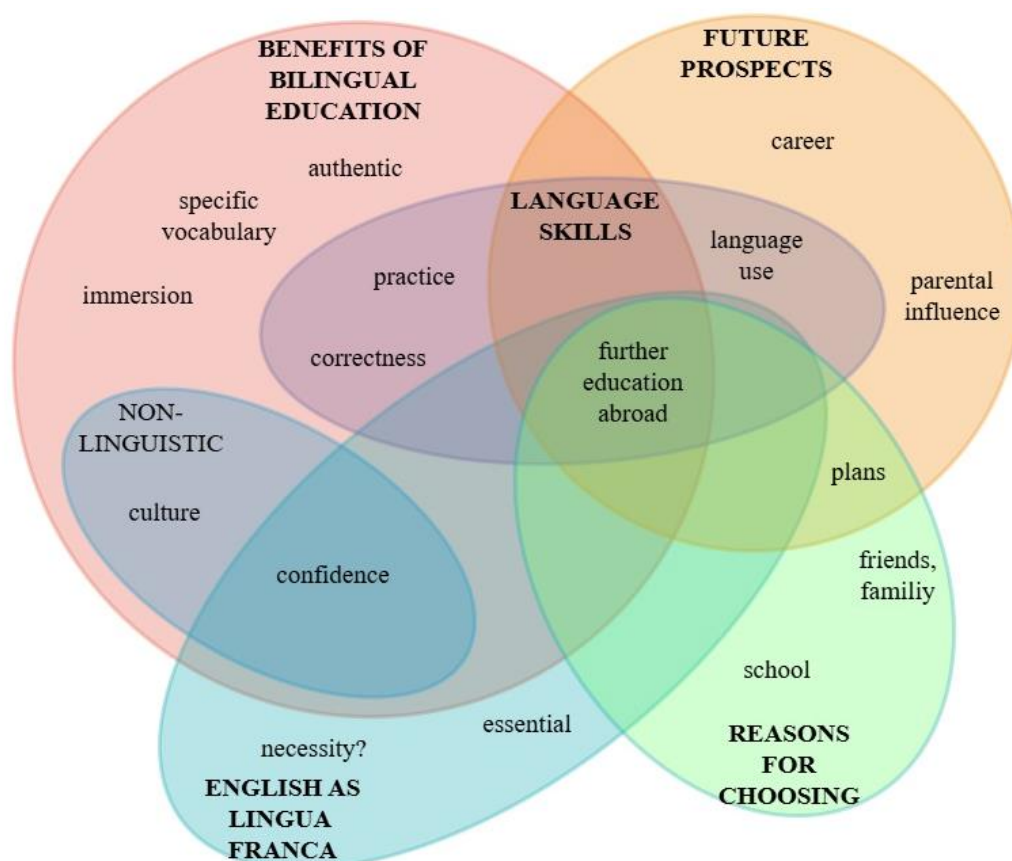


Figure 6 A Venn diagram-based initial representation of codes and overlaps of categories

One of the main topics of the interview was the possible benefits of bilingual education. One often-mentioned advantages were the level of language knowledge, specific vocabulary, and immersion while another emerging theme was the non-linguistic aspects of bilingual education, including culture and confidence.

“It is possible to learn a foreign language elsewhere, but when someone participates in a bilingual education and actively uses the language at such a level that they also study a subject in English and, [...] graduate in English, they become more confident sooner. And I think that there is a good chance that they use the language more precisely.” (Participant 3)

“To learn English and to think in English. [They] take part in English life, [not only] that [they] learn a tense and practice sentences for it. So this is almost a native language level.” (Participant 2)

“Here you already learn the specific language use and vocabulary of certain fields of expertise. [...] To a certain extent, [English] traditions may also be smuggled in [the

syllabus] and the various holidays are celebrated [...] and [this way it] becomes much more acceptable or tangible.” (Participant 1)

In connection with English being a lingua franca or international language, the majority of the participants agreed that knowing English has become an essential skill in the globalised world.

“Wherever you go in the world, you will find someone who can speak English, so this must be a basic thesis.” (Participant 1)

“There is no life without English. And in order to be able to follow your dreams anywhere, you need strong English in any part of the world [...] it gives you confidence” (Participant 2)

“I know that it would be absolutely essential for a person to already know English. [...] if it is a language, then English, that's for sure” (Participant 5)

“He [the child] also wants to prosper in this very, very international world” (Participant 3)

One of the questions focused on uncovering the reasons why they supported choosing the bilingual program of the case secondary school. Participants 3, 4 and 5 mentioned that the school was recommended to them by friends and families:

“Many [acquaintances] [attend] the English program, we know quite a few, so far without exception everyone has had a good opinion of it” (Participant 3)

“[In the school] he has a pretty good friend one above him and he goes [to the bilingual school] at his encouragement” (Participant 4)

“My daughter's godmother and her younger brother also went there [...] and they are like 26 and 30 years old, so they went there quite recently. They gave us the instructions that it was very good here, plus we were at a loss.” (Participant 5)

Toward the end of the interview, I asked the interviewees about their children's future prospects and how they thought this bilingual program might fit into it.

“He wanted to continue with English [...] and the pilot [profession] was pretty much ingrained in him. We travel a lot and I think [he] likes that part. [...] And right [for this]

we have to live with higher level English. [...] So high school was needed in order to be able to participate in pilot training in the future, but he also wanted to study English” (Participant 2)

“She wants to be a kindergarten teacher. She loves children very much. As for where it will go, I think these 5 years are a very long time. And here, too, you can find [a profession] that deals with children, but it can be very diverse. It can be speech therapy, a language teacher, whatever, so anything.” (Participant 5)

On the contrary, however, Participants 3 and 4 were unsure whether the program matches their children’s plans.

“At the moment, he doesn't really know what the direction is, but he really wants to know languages.” (Participant 3)

“I don't think [it matches]. Because he wants to continue with studying forestry, so if this is still the idea in 5 years, I don't think so, but it is still possible that he will change and take a different direction in 5 years.” (Participant 4)

Figure 6 A Venn diagram-based initial representation of codes and overlaps of categories A theme that also emerged, which is visible from the Venn diagram on page 23, is the prospect of their children studying or working abroad. This aspect was mentioned in connection with various questions, including future prospects, benefits of bilingual education and English being a lingua franca. This tendency might be connected to the process of ‘brain drain’, which “refers to the migration of people of a high education level” that has been a serious problem in Hungary and other Eastern European countries since the 1990s (Vizi, 1993, p. 102).

“I say it quietly, but she doesn't really plan anything in Hungary. Now it sounds strange, but if I say that she has already planned where she will go after high school, then there is no Hungarian line in it” (Participant 1)

“[English] is absolutely a world language, so if we don't want to get stuck here in the country, I think we need to take strong action in this regard.” (Participant 2)

“I can also imagine him [the child] saying that he wants to be a carpenter because [...] he doesn't want to sit in front of a computer for 8 hours, so I think he wants [to do] something more active [...] and this is precisely why we think that it is a good

opportunity for him to know languages, because it opens up all the possibilities either in Hungary or internationally.” (Participant 3)

“A few weeks ago, she said that a foreign school was possible, but I think that was just a stray thought.” (Participant 5)

The quotes above indicate that majority of the parents are aware of the primary goals and undertakes of the bilingual program, since aspects such as the special vocabulary, authentic language learning experience, confidence, and immersion appear in both the interviews and the Pedagogical Programme of the school.

The quotes selected from the interviews highlight the key ideas and opinions of the participants regarding bilingual education and the role of the English language. They also offer a more profound insight into the motivations and decision-making process behind choosing the bilingual program at the secondary school in question.

6. Conclusion

Today, bilingual education is one of the most advantageous and remunerative methods of foreign language learning. Therefore, the number of schools offering bilingual programs is ever-increasing worldwide, including Hungary. In Hungary, bilingual education is still relatively new, the system still in operation dates back to the 1980s, but its popularity has been on a constant rise since then.

The case secondary school, which has an English-Hungarian bilingual program, is a great example. From its Pedagogical Programme, it can be understood that the goals of bilingual education include teaching the target language at a high standard, introducing the culture of the target language-speaking countries, and educating young adults that are capable of coping with the globalised, 21st century world.

After the investigation of the Family Background Index of the case secondary school and its comparison of the FBgI of other schools from the same county of Hungary, we can conclude that the FBgIs' of the grammar schools of the region do not significantly differ from each other. Moreover, the index of the bilingual school does not support the belief that such education system is an elite one.

The results of the questionnaire about the motivational factors of the newly enrolled students of the examined secondary school indicate that the role of the English language, as well as both the Ideal- and the Ought-to L2 self are influential aspects when choosing this form of education. What can also be deduced from the results is that language learners at the age of 14 often lack clarity regarding their future career choices and the role that the English language will play in their lives.

To gain a deeper understanding of the background motivation for selecting a bilingual program, parents of the same students were interviewed. When answering the questions about the benefits of bilingual education, the majority of the participants mentioned specific vocabulary, immersion, and practice of the target language. An interesting theme that emerged from the data was the prospect of their children studying abroad, which appeared in connection with various items of the interview.

The present research is not free from limitations. Because of its case study nature, the findings have limited generalisability. During the analysis of the Family Background Index, I only included secondary schools that are run by the Hungarian state and, consequently, excluded primary schools and schools financed by religious or other organisations. The sample size of both the quantitative and the qualitative research methods is also not big enough to draw far-reaching conclusions about the motivation behind choosing a bilingual secondary school.

To conclude, bilingual education in Hungary is a highly interesting topic to research. This study examined one of the bilingual schools of Hungary in great detail; however, to be able to produce even more generalisable results, it might be worth conducting further research on bilingual education, for example by comparing and contrasting various bilingual schools.

7. Magyar nyelvű összefoglaló

A nyelvtanulás a 21. században egyre fontosabbá válik. Ez különösen igaz az angol nyelvre, hiszen ezen nyelv tudása az egyik leghasznosabb képesség, melyet a globalizált világ polgárai megszerezhetnek.

Ennek egyik oka, hogy mára az angol nyelv kulturális tőkévé vált. Az elméletet először Pierre Bourdieu (1986, idézi Park és Wee, 2012) fogalmazta meg, aki szerint a társadalmi élet egy piac, ahol – sok más mellett – helyet kapa a nyelv, így maga a nyelv is piaci árunak tekinthető. Bourdieu azt is állította, hogy a gazdasági tőke mellett létezik szimbolikus tőke is, amely tovább osztható társadalmi és kulturális tőkére. Park és Wee ezt az elméletet azzal egészítette ki, hogy szerintük a nyelvi kompetencia a kulturális tőkéhez tartozik. Ezért az angol, mint a nyelvi piacon létező entitás, a kulturális tőke egyik kiemelkedő formája a mai kapitalista világban. Emellett létezik egy másik fontos ok, mely miatt az angol ennyire meghatározóvá vált az elmúlt 50 évben. Ez az ok az úgy nevezett neoliberális globalizáció, amely a mai világ uralkodó gazdaságpolitikája (Venugopal, 2015). A neoliberális globalizáció nemcsak a nemzetközi cégek létrejöttéhez vezetett (Larner, 2003), hanem az oktatási rendszerben is változásokat indított el. Mivel az angol lett a globális kommunikáció nyelve, napjainkban az oktatás egyik fő célja e nyelv fejlesztése, gyakran angol nyelvű kurzusokon (English as a medium of instruction) keresztül (Choi, 2024).

Ezen változások hatására tehát a 20-21. században az angol nyelvoktatás elkerülhetetlen kérdéssé vált. Ennek egyik eredménye a két tanítási nyelvű oktatás bevezetése. Európában a 20. század végén különböző két tanítási nyelvű oktatási rendszereket is teszteltek, majd az 1990-es években jelent meg a tartalomalapú nyelvtanulás, a „content and language integrated learning” (CLIL), amely mára a legelterjedtebb két tanítási nyelvű oktatási módszer a kontinensen (Hélot & Cavalli, 2017). A CLIL módszertana a kettős megközelítésre összpontosít, amelynek célja a tárgyi tudás és a nyelvi készségek egyidejű fejlesztése. A brit kutató Coyle szerint a CLIL négy fő komponensből foglal magában, gyakran „4C-ként” összefoglalva, melyek a content, communication, cognition, culture, azaz tartalom, kommunikáció, megismerés és kultúra (Coyle, 1999, 2008).

Magyarországon az idegennyelv-oktatás a 20. században gyakori változásokon ment keresztül, követve a korszak különböző trendjeit és elvárásait. Például a második világháború után, a keleti blokk egyik országaként, az orosz lett a kötelező idegennyelv (Fodor és Peluau, 2003; Vámos, 2016), melynek eredményeképpen a „nyugati nyelvek” valamelyikét (angol, német, francia, spanyol vagy olasz) beszélő állampolgárok a lakosság csak néhány százalékát tették ki (Vágó, 2007, idézi Vámos, 2016). Magyarországon az 1980-as évek vége hozta el a

két tanítási nyelvű oktatás fejlődését, mivel a hidegháború lezárulásával a nemzetközi kapcsolatok felélénkültek és a magyar kormánynak szüksége volt idegen nyelvet beszélő polgárokra (Vámos, 2009). A máig kisebb változtatások mellett érvényben lévő módszertant 1984-ben alakították ki, melynek része egy nyelvi előkészítő év, ezt követi négy év, amikor néhány tantárgyat a célnyelven tanítanak (Vámos, 2016). Ezen két tanítási nyelvű iskolák kétharmadában az angol a célnyelv (Medgyes és Nikolov, 2014), mely azt sugallja, hogy a korábban említett szempontok – az angol, mint kulturális tőke és a neoliberais globalizáció – következményei Magyarországra is eljutottak, az angol nyelv lett a nyelvtanulók elsődleges választása, különösen a két tanítási nyelvű oktatás területén.

A jelen kitatás eredményeinek megértése érdekében a nyelvtanulást befolyásoló egyéni tényezők közül kettőt meg kell említenem. Az egyik ilyen fontos változó a motiváció, amely a kutatásom egyik központi témája. A nyelvtanulási motiváció már régóta kutatott terület, ez idő alatt számos elmélet született a témában. Ezek közül ebben a kutatásban Dörnyei (2005) másodiknyelvi motivációs énrendszer (L2 Motivational Self System) elmélete a legjelentősebb, mely három részből épül fel: 'ideális én' (Ideal L2 Self), 'szükséges én' (Ought-to L2 Self) és 'nyelvtanulási élmény' (L2 Learning Experience). Az 'ideális én' az a vágy, hogy áthidaljuk a szakadékot jelenlegi énünk és a nyelvet beszélő ideális énünk között, a 'szükséges én' „azokra a tulajdonságokra utal, amelyekkel az embernek rendelkeznie kell [...], hogy elkerülje a lehetséges negatív következményeket” (105-106. o.), míg az 'nyelvtanulási élmény' a tanuláshoz kapcsolódó helyzet-specifikus motivációt jelenti.

A másik fontos egyéni tényező a 'Learner beliefs', tehát a tanuló a saját képességeivel kapcsolatos elképzelése, vélekedése (Bandura, 1997), amely „befolyásolja az egyének döntéseit, az erőfeszítéseiket, a nehézségekkel szembeni kitartásukat, valamint az általuk tapasztalt gondolati mintákat és érzelmi reakciókat” (Pajares, 1997, 325-226. old.). A tanuló minél gyengébbnek értékeli a saját képességeit a korábbi tapasztalatai alapján, annál inkább aláássa a későbbi teljesítményét. Ez befolyásolni tudja az idegennyelv-tanulást is.

A jelen kutatás azt kívánja megvizsgálni, hogy a két tanítási nyelvű oktatás fent említett szempontjai hogyan hatnak az ilyen programokra Magyarországon. A kutatás középpontjában a kisebb magyar városok két tanítási nyelvű oktatásának társadalmi-gazdasági és motivációs háttere áll. Korábbi kutatások már bebizonyították, hogy Magyarországon jelentős földrajzi eltérések fedezhetőek fel, melyek befolyásolják az idegennyelv-tanulást, különösen a motivációt (Dörnyei és Csizér, 2002; Fodor és Pelau, 2003). Az angol nyelv elterjedése is mutatott földrajzi eltéréseket, például, bár a német nyelv az ország nyugati felében, különösen

a falvakban, sokáig népszerűbb volt, mint az angol, végül 2004-re ott is alulmaradt (Dörnyei és Csizér, 2002; Dörnyei és mtsi. 2006).

A vonatkozó szakirodalom és a korábbi tanulmányok eredményeire építve a kutatás célja az alábbi kérdések megválaszolása:

1. Mi a két tanítási nyelvű oktatás célja és szerepe az esetközépiskola Pedagógiai Programja alapján?
2. Felfedezhető-e szignifikáns különbség a vizsgált két tanítási nyelvű iskola és a többi Komárom-Esztergom vármegyei középiskola Családháttér-indexe között?
3. Milyen motivációs tényezők állnak a diákok azon döntése mögött, hogy egy nem vármegyeszékhelyű település angol-magyar két tanítási nyelvű iskoláját választják?
4. Mik a szülők motivációi és attitűdjei a kétnyelvű oktatással kapcsolatban?

A kutatás egy esettanulmány, mely során vizsgált eset egy angol-magyar két tanítási nyelvű képzést nyújtó középiskola, amely Komárom-Esztergom vármegye egy közepes méretű, nem vármegyeszékhelyű városában található. Továbbá kevert módszerű, mivel kvantitatív és kvalitatív kutatást is tartalmaz. A kutatás első része a kiválasztott középiskola Pedagógiai Programjának a két tanítási nyelvű tagozatot taglaló részének dokumentumelemzését foglalja magában. A második szempont, amelyből a két tanítási nyelvű oktatást elemzem, az az esetközépiskolába járó tanulók társadalmi-gazdasági háttere, majd az eredmények összehasonlítása ugyanazon vármegye más iskoláinak adataival. Ennek eszköze a családháttér-index vizsgálata. A harmadik szempont a motiváció vizsgálata. A kvantitatív adatgyűjtési módszer egy kérdőív, melynek elemei a tanulók a két tanítási nyelvű oktatás választásának okaira és motivációira fókuszálnak, míg a kvalitatív, a félig strukturált interjúk a szülői motiváció azonosítására törekkenek.

A kutatás részeként elemeztem az eset-középiskola Pedagógiai Programját (2024), amely az iskola mindennapi működését, céljai, pedagógiai elveit kívánja megfogalmazni. A dokumentumelemzés elsődleges célja a következő kérdések megválaszolása:

1. Az iskola szerint mi a célja a két tanítási nyelvű programnak?
2. Mi a célja a nyelvi előkészítő osztálynak?
3. Milyen nyelvi készségek fejlődnek a következő négy évben?

A szakasz, amely a fenti kérdések megválaszolásához szükséges információkat tartalmazza, az „Angol célnyelv – Angol két tanítási nyelvű tagozat” címet viseli, amely a program céljait és vállalásait foglalja magában, úgy, mint angol nyelv magas szintű oktatása, az angol nyelvű országok kultúrájának önálló tantárgyon keresztül történő megismertetése, valamint az autentikus nyelvtanulás, melyben anyanyelvi lektor is részt vesz. A dokumentum továbbá kitér

a tantárgyközi integráció fontosságára, a nyelvi előkészítő év szerepére és a további négy évben történő nyelvi és tantárgyi készségek fejlesztésre. A vizsgált két tanítási nyelvű középiskola Pedagógiai Programjának alapos átolvasása és elemzése után egyértelmű, hogy az iskola nemcsak az angol nyelv magas szintű oktatására fordít kiemelt figyelmet, hanem arra is, hogy a tanulók olyan nevelést kapjanak, melynek segítségével a mai globalizált világ hasznos tagjai lehetnek.

A kutatás következő része a két tanítási nyelvű iskola családháttér-indexének (CSHI) elemzésére, valamint annak feltárására irányul, hogy van-e szignifikáns társadalmi-gazdasági különbség a középiskola és más, Komárom-Esztergom vármegyei iskolák CSHI-ja között. A CSHI, melyet az Országos Kompetenciaméréssel egyidőben kitöltött tanulói kérdőív adataiból számolják, a tanulók családi jellemzőinek hatását összegzi. A jelen kutatásban azt állapítottam meg, hogy az eset-középiskola CSHI indexe nem tér el jelentősen az országos átlagtól, azonban a standardizált készségpont jelentősen magasabb, mint a hasonló CSHI-vel rendelkező iskolák átlaga. Ez azt jelenti, hogy ezen két tanítási nyelvű iskola tanulói jobban teljesítenek, mint amit az iskola családháttér-indexe alapján várnak. Az eset-középiskola eredményének és az ugyanabban a vármegyében található más középiskolák CSHI-jének összehasonlítása után megállapítható, hogy a régió gimnáziuminak CSHI-i nem különböznek szignifikánsan egymástól, az ezekbe az iskolákba járó tanulók családi háttere hasonló. Továbbá az is megfigyelhető, hogy a két tanítási nyelvű iskola CSHI-je alacsonyabb, mint a környező hagyományos gimnáziumok indexe, mely megkérdőjelezi azt a közhiedelmet, hogy a két tanítási nyelvű képzés elitképzés.

Jelen kutatás egyik fő célja annak feltárása, hogy az eset két tanítási nyelvű iskolájába újonnan beiratkozott tanulók hogyan vélekednek az angol nyelvről, és feltárni a motivációikat, melyek a tagozat választásához vezettek. Ennek érdekében készítettem egy kérdőívet, melyet a beiratkozás ideje alatt 20 újonnan felvett diák töltött ki. Az összegyűjtött számszerű adatok elemzéséhez leíró statisztikákat használtam. A kérdések, melyek a motivációra fókuszálnak, ugyanannak a mondatnak a folytatásai: „Azért választottam a középiskola angol-magyar két tanítási nyelvű képzésért, mert ...”, melyekre 5 fokozatú Likert-skálává tudtak a kitöltők válaszolni. Az eredmények azt mutatják, hogy az angol nyelv szerepe, valamint az saját nyelvtudásukkal kapcsolatos elképzeléseik meghatározó szempontok. Az eredményekből az is levonható, hogy a 14 éves nyelvtanulók gyakran nem biztosak jövőbeli pályaválasztásukkal és az angol nyelv életükben betöltött szerepével kapcsolatban.

A kutatás kvalitatív részében a korábban említett diákok szülei közül ötöt kértem fel egy-egy rövid interjúra, melynek célja a szülői motiváció feltárása volt. Az interjúk félig

strukturáltak, melyek során a kérdések segítségével olyan témákra tértünk ki, mint a szülők korábbi tapasztalatai az angol nyelvvel, a két tanítási nyelvű oktatásról alkotott véleményük, valamint gyermekük jövőbeli kilátásai. Az öt interjú során összegyűjtött adatok elemzéséhez az úgynevezett 'Grounded Theory' módszerét követtem, amely Glaser és Strauss (1967) módszertanára épül. Az eredeti három kódolási szint közül – nyílt kódolás, axiális kódolás és szelektív kódolás – az első és második szintű kódolásra koncentráltam. Segítségemre volt egy társ kódoló, aki ellenőrizte a kódolásomat. A két tanítási nyelvű oktatás előnyeivel kapcsolatban a résztvevők többek között megemlítették a szókincs fejlődését, a célnyelvi országok kultúrájának megismerését és az intenzív nyelvtanulást. A válaszadók többsége beszélt arról is, hogy az angol nyelv elengedhetetlen a mai világban, valamint több kérdés kapcsán felmerült is gyermekeik külföldön való tanulásának lehetősége.

Összefoglalva, a magyarországi két tanítási nyelvű oktatás rendkívül érdekes kutatási téma. Ez a tanulmány Magyarország egyik ilyen típusú iskoláját vizsgálta részletesen; azonban, hogy még általánosíthatóbb eredményeket tudjunk produkálni, érdemes lehet további kutatásokat végezni a kétnyelvű oktatással kapcsolatban, például különböző kétnyelvű iskolák összehasonlításával.

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