

Hungarian EFL Learners' Extramural Contact with English

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1. Introduction and rationale

In the past five years, a number of Europe-wide surveys of foreign language proficiency have yielded results that reflected badly on Hungarians and Hungarian foreign language education in particular. These have prompted government-funded investigations into the state of language education in Hungary, including a large-sample, nationwide survey (Öveges & Csizér, 2018)¹ of language learning and teaching in Hungary. Among a diverse array of topics, the report shows that teachers have perceived a lack of motivation on the learners' part ($M = 3.46$ on a five-point scale; $N = 1,118$). The views reported by teachers are thus, to some extent, at odds with the survey's findings about language learners' motivation, who, based on the results of 11th graders, reported significantly higher levels of motivation to learn English ($M = 3.84$; $N = 3,422$) by both intrinsic and extrinsic factors than their teachers' perceptions. The survey also collected data on Hungarian language learners' outside-of-school language use habits and found that a considerable percentage of learners engage in outside-of-school activities using English ($M = 3.71$ on a 5-point scale; $N = 3,422$), implying a markedly positive attitude towards the English language. However, learners are considerably more divided in terms their attitude towards what they are asked to do and the topics they have to deal with during English lessons. Thus, as the data in the cited report shows, a striking contradiction seems to exist between language learners' in-school learning attitudes and attitudes towards the language in general, and a second one between learners' and teachers' views of motivated behaviour. The present study attempts to explore these contradictions in language learning motivation with additional constructs, e.g. autonomy and beliefs about in-school/out-of-school learning being added to the equation.

2. Foreign language learning motivation

In the field of second language acquisition (SLA), language learning motivation has long become one of its most thoroughly investigated topics and is widely accepted as one of the

key individual difference predictors of language learning success (Csizér & Dörnyei, 2005a; Dörnyei, 2005; Dörnyei, Henry, & MacIntyre, 2014; Dörnyei & Skehan, 2003). However, where motivation stems from and how it translates to actual expended effort to learn a language is of a much more complex nature. In his L2 Motivational Self System, Dörnyei (2005) conceptualized language learning motivation with three distinct constructs: 'Ideal L2 Self', which reinterprets integrative motivation (Gardner, 1985; Gardner & Lambert, 1972) into a construct referring to a learner's hopes, ambitions or desires in connection with learning a foreign language; 'Ought-to L2 Self', referring to a learner's self-image in view of externally imposed motives (e.g. external pressure, incentives, avoidance of negative outcomes); and 'L2 Learning Experience', which is a function of the given learning situation, learning environment and language learning experience, all of which are generally influenced by learning in a formal context. All three constructs in this system have been found to have an impact on learners' motivated language learning behaviour (You, Dörnyei, & Csizér, 2016). However, it is important to note that while all three have a direct influence on motivated learning behaviour, 'Ideal L2 Self' and 'Ought-to L2 Self' also exert an indirect influence through 'L2 Learning Experience'.

As mentioned above, the factors underlying learners' efforts to learn the language (motivated learning behaviour) have been widely discussed. Self-confidence, learners' interest in the target language culture and the real or imagined target language community, and their intention to travel have all been shown - to varying degrees - to have a direct or indirect on language learning efforts (Clément, Dörnyei, & Noels, 1994; Csizér & Dörnyei, 2005a, 2005b; Dörnyei et al., 2014).

Linguistic self-confidence (Clément, 1980; Clément et al., 1994) is described as learner's self-perceived competence of being able to learn the target language, which has a direct influence on both their Ideal L2 selves and L2 learning attitudes, and is also closely related to the quantity and quality of social contact the learner has had in the given language.

Csizér and Dörnyei (2005a, 2005b) have also claimed that learners' *attitudes towards the target culture* bear an indirect influence on their motivated learning behaviour through their 'Ideal L2 Self', which subsumes integrative motives. Both studies also show a strong effect of positive target culture attitudes on L2 attitudes (subsumed by 'L2 Learning Experience'), which have been found to have the strongest influence on intended learning effort.

Also, the construct of *attitudes towards the target language community* has appeared in Gardner's (1985) socio-educational model and has also been used in various studies (Csizér & Dörnyei, 2005a, 2005b; Ryan, 2006; Yashima & Zenuk-Nishide, 2008) of L2 learning motivation as a predictor of positive L2 attitude and thus intended effort. The studies of Yashima and Zenuk-Nishide (2008) and Ryan (2006) have also introduced the term *imagined international community*, which refers to an accessible community envisioned by learners who do not have a direct link to an actual target language community. Positive attitudes to both real and imagined communities have been shown to enhance learners'

willingness to communicate and motivated learning behaviour. The latter construct is closely linked to the concept of *international posture* put forward by Yashima and her colleagues (Yashima, 2002; Yashima, Zenuk-Nishide, & Shimizu, 2004). International posture is regarded as a substitute for Gardner's (1985) 'integrativeness' in strongly unicultural contexts like Japan (or Hungarian for that matter). Yashima postulates that in cultures where there is a lack of opportunities to have social contact with native speakers of the target language, learners tend not to envision themselves as possible members of the target language community but that of an international community of native and non-native speakers of the target language (Yashima & Zenuk-Nishide, 2008).

All of the above constructs have been included in the present study as independent variables to account for possible sources of learners' *intended effort*, i.e. the amount of effort a learner claims to be willing to exert to learn a language (Csizér & Dörnyei, 2005b), which was used as the dependent variable to be explained by the independent variables. In an attempt to see whether there is a difference in Hungarian learners' in-class and out-of-school motivation, two different intended effort constructs were investigated: *in-class intended effort* and *out-of-school intended effort*.

2.1. Extramural English

As noted in the introductory words of the present paper, there is an apparent discrepancy between teachers' perceptions of learners' language learning motivation and learners' self-reported motivation. Bailly (2011) has also pointed out that the traditional model of language teaching in France has lately been presented with a challenge as learners are getting an ever-growing access to foreign language input by means of *new media* (media based on computer- and online technologies), while Thorne (2008) has also drawn attention to a "problematic school-world divide between the goals and processes of conventional institutionalized schooling on the one hand and learners' increasingly mediated personal, recreational, and professional lives on the other" (p. 3). Based on the above deliberations (and others, including Benson, 2013), it may be justifiably claimed that the emergence of new media has led to a change in the overall landscape of language learning, especially in out-of-school contexts.

Lately, the term *extramural English* (Sundqvist, 2009, 2011) has been applied as an umbrella term for 'out-of-class', 'out-of-school' or 'naturalistic' learning of English as a second or foreign language. Sundqvist (2011) emphasizes that Extramural English encompasses any out-of-school learning of English, be it intentional or unintentional, in contrast with Benson's (2011) *self-directed naturalistic learning* where learners intentionally seek opportunities of exposure to naturalistic or incidental language learning. In both definitions, the term 'naturalistic' is used to denote the fact that learners acquire language in a natural setting, outside the classroom, which Bialystok (1981) argued to be valuable in

promoting functional oral and written language use, which, in turn has positive effects on both formal and functional language proficiency.

The fact that extramural contact with the target language can impact learners' foreign language learning success has been a point of discussion since the 1980s. Pickard (1995), based on data from a multiple-case study, commented that language learning should not be conceived as a process exclusively happening in the language classroom. Furthermore, both Bialystok (1981) and Nunan (1991) have found positive evidence that functional use, i.e. extramural use of the target language leads to greater proficiency.

The last two decades of research into extramural learning has yielded a number of important results. Various studies (Laufer & Hustijn, 2001; Pegrum, Hartley, & Wechtler, 2005; Webb, 2007; Webb & Macalister, 2013) have shown that learners who are frequently engaged in activities that allow for extramural contact with the target language have a more developed vocabulary, parts of which they may have learned incidentally from films and TV series. Olsson (2011) has also attested that these benefits do not only translate to receptive vocabulary knowledge, but also productive knowledge as well. In her study, learners with more extramural contact with English used more varied vocabulary and longer, more complex sentences in their writing. Studies have not found any other strong relationship between extramural contact and gains in grammar or syntax (Sundqvist & Sylvén, 2016), which is intriguing, in light of the findings of Sundqvist's (2009, 2011) studies, which showed that learners with more extramural contact with English have superior oral proficiency that manifested in both accuracy and fluency of language use.

More importantly, however, Sundqvist (2011) has demonstrated that the amount of extramural English learners are engaged in is unaffected by most socio-economic background variables (e.g., number of books at home, cultural capital, travel opportunities, parents' education). The only exception was the rural/urban divide, which was found to be a decisive factor in the extent of learner's extramural use of English, with learners from urban backgrounds reporting significantly more extramural contact with English. Sundqvist's findings are therefore especially consequential as extramural English can prove to be a path for development for all learners, regardless of their socioeconomic background. It must also be noted that the Swedish context, which has also been suggested to be an ESL (English as a second language) context (Viberg, 2000, as cited in Sundqvist and Sylvén, 2014), is arguably distinct from the Hungarian EFL (English as a foreign language) setting as far as learning circumstances are concerned.

2.1.1. Extramural English and autonomy

Language learning circumstances are especially important as in monolingual (and therefore EFL) countries the linguistic circumstances and/or formal teaching do not afford implicit language learning, i.e. learners are not provided ample opportunities to use the target

language in their everyday lives. In such circumstances learners tend to look for opportunities to use and learn English beyond the classroom. This behaviour is justifiably considered to qualify as autonomous learning behaviour, i.e. learners taking control of their own learning (Holec, 1981).

In connection with autonomy, Sundqvist (2011) notes that extramural English is inherently a manifestation of autonomy as learners intentionally choose to be involved in free time activities using English. Benson (2013), however, questions the reigning concept of language autonomy, and calls for the reconceptualization of language learning autonomy in accordance with recent shifts towards learners being in contact with English in extramural settings. The shift is mainly due to the much wider availability of English-learning resources (including formal resources such as coursebooks and informal resources like foreign language books of fiction, TV series, films, etc.) for learning English in EFL contexts. As he explains, there has been a shift from learners being trained by their teachers to take control of their learning to learners initiating the autonomous learning process themselves (Benson, 2013).

This paper, in line with Benson's (2013) suggestions argues that while learners often engage in self-initiated activities involving the English language, it is inaccurate *per se* to claim they are purposefully doing these activities to learn the language autonomously. Thus an additional question investigated in the present paper is the strength of the relationship between learners' extramural contact with English and their autonomous decisions to use these English-language activities to their benefit. Kormos and Csizér's (2014) investigation found language learning motivation to be a precursor to the emergence of autonomous learning behavior; therefore, the question of whether learners' motivated learning behaviour (intended effort) translates into seeking opportunities to learn the language outside the classroom is also raised in the present study.

2.1.2. Extramural English and motivational dynamics

As mentioned in the introduction section, the study aims to provide explanations to the discrepancies shown in Öveges and Csizér (2018) between teachers' perceptions of their learners' motivated behaviour and learners' self-perceptions, namely that teachers viewed their learners to be less motivated to learn English than what the learners in question reported of themselves. It is hypothesized here that differences in the contexts of language learning (e.g. in-school and out-of-school extramural) can account for the some of the differences.

The study of Lamb (2012) showed extramural language learning experience emerged as at least as strong a predictor of motivated learning behaviour as in-school experience. Regarding the question of where learners encounter the English language outside of the school, the findings of Sundqvist and Sylvén (2014) and Lamb (2012) are highly relevant as

they both claimed that the geographical location and relative proximity of learners to urban environments have a substantial effect on their extramural contact with English. This may be partly explained by the different socio-economic background of the learners' families (cf. Lamb, 2012; but Sundqvist & Sylvén, 2014), and by the language use opportunities through personal contact with speakers of the target language afforded by the context as noted by Dörnyei and Csizér (2005)

A number of additional studies may explain the direct or indirect relationship between learners' motivated learning behaviour, extramural contact with English and language learning success. Studies by Csizér and Kormos (Csizér & Kormos, 2008; Kormos & Csizér, 2008) have also shown that learners' contact with English-language media and their interest in the target language culture are strong predictors of overall learning motivation. Similarly, results of Lamb (2002) have implied that the most successful learners in difficult learning situations are the most personally invested, motivated and autonomous learners, who also seek formal and informal learning opportunities. Gao (2009), investigating 'English corners' as settings for extramural language learning, has found that this extramural activity has prompted learners to form a more positive attitude to English, which, drawing on the L2 Self System theory (Dörnyei, 2005), might be assumed to have had a direct impact on their overall motivated learning behaviour.

Drawing on the findings of the nation-wide survey (Öveges & Csizér, 2018) and above-discussed studies (Lamb, 2012; Sundqvist & Sylvén, 2014), two hypotheses are proposed: firstly, that there are differences between the motivational dynamics of learners for in-school and extramural motivated learning behaviour; and secondly, that learners have stronger motivation to expend effort to learn English out of school than in school.

2.2. Learners' beliefs about in-school and extramural language learning

As has been established by Horwitz (1987), learner's experiences with learning the language and their personal or cultural values translate into preconceived beliefs about language learning. Numerous studies (for a summary, see Yang, 1999) have shown that learner beliefs about language learning have an effect on learners' approach to language learning and their choice of learning strategies, thus predisposing learners to commit to certain actions in the language learning process.

As far as learners' beliefs of the effectiveness of learning language in the school or through extramural contact, Ryan and Mercer (2011) argued that, in countries with a pervasive presence of English in everyday life, learners may be less likely to expend effort to learn the language as they attribute language learning success more to naturalistic, extramural learning than effort. In similar vein, Henry and Cliffordson (2017) also expressed such concerns, especially after their findings showed a significant negative correlation

between strong beliefs in the effectiveness of naturalistic, extramural learning and language learning motivation.

The present study hypothesizes that based on their previous English language learning experience, learners will hold different beliefs concerning the effectiveness of in-school and extramural learning. In turn, these beliefs will have a direct impact learners' learning autonomy and motivated learning behaviours.

3. Study

In order to find possible patterns in the motivational dynamics of Hungarian EFL learners, the present exploratory study was designed in the quantitative paradigm, using a sample of 144 respondents and a questionnaire as its instrument to ensure higher generalizability of the results.

3.1. Research questions

As outlined above, the present study seeks to find answers to four main questions:

1. Are there any differences in learners' beliefs about the effectiveness of in-school learning and extramural language learning?
2. Is there a difference in learners' motivated learning behaviour for in-school and extramural learning?
3. Are there any differences between the motivational dynamics of learners for in-school and extramural motivated learning behaviour?
4. What factors make learners more likely to autonomously seek language learning opportunities outside the class?

3.2. Participants

The questionnaire used for data collection in the present study involved 144 learners aged 12-16 from 10 different institutions from Hungary. In order to achieve a more representative sample of Hungarian learners of English as a foreign language, quota sampling was used to find suitable schools to represent different geographical regions and educational levels, with the capital city, provincial towns and villages, and also primary (*általános iskola*) and secondary schools (*gimnázium*) all equally represented in the sample (see Table 1 for a distributional breakdown of the sample).² In contrast to the 1.7 million inhabitants of Budapest, the provincial towns ranged from 10,000 to 70,000 inhabitants, while the villages' population was around 1,500 people.

The sample comprised 70 male and 74 female participants, with an average age of 14.2 ($SD = 2.1$). At the time of the administration of the questionnaire, the participants had

been learning English for an average of 6.3 years ($SD = 2.1$).³ The participants in the study had around 5 English lessons/week on average ($M = 5.19$, $SD .85$) in their schools, which is around .7 higher than the average reported in the nation-wide survey of Öveges and Csizér (2018).

Table 1. Location and school type for participants with the number of schools/location in parentheses (N = 144)

	Village	Town	Budapest (capital)
Primary school	42 (2)	25 (2)	24 (2)
Secondary school	-	26 (2)	27 (2)

3.3. Instrument

The instrument applied in the study was a three-part pen-and-paper questionnaire involving a short background data section, a section about the frequency of learners' extramural activities in English and Hungarian using a 5-point scale ranging from 'None at all' to 'Every day', and a 69-item questionnaire using a 5-point Likert-type scale, encompassing 11 different constructs (see *Appendix*) and a series of questions eliciting background data.

Several constructs and items were adopted when designing the questionnaire. The constructs of the L2 Motivational Self System were adopted from Dörnyei and Taguchi (2009) and Csizér and Dörnyei (2005b), e.g. 'Ideal L2 self', 'Ought-to L2 self', 'Cultural interest', 'Motivated learning behaviour', 'Language learning attitude', 'Self-confidence' and 'Travel orientation', while the 'Imagined international community' scale was adopted from Yashima and Zenuk-Nishide (2008). All additional constructs (in-school/extramural beliefs and motivation) were designed by the author and validated using a pilot study.

The instrument was first piloted with 47 participants, and subsequently a number of items were adjusted and reworded to avoid ambiguity and crossloadings, and to ensure a higher reliability of the constructs. In order to affirm the internal consistency of the scales designed for the questionnaire, Cronbach's alpha coefficients were calculated for all constructs. Each construct in the live study was kept for further analysis based on the Cr. alpha values. Following Pallant's (as cited in Lamb, 2012) recommendation about scales employing a low number of items, the mean inter-item correlation was also calculated for the scales (see *Table 2* for Cr. alpha and correlation values). Also, a principal component analysis was also applied to the scales to confirm that all items loaded onto the same latent

factor. Due to its low Cronbach alpha reliability ($\alpha = .602$), the 'Self-confidence' scale was unused in subsequent analyses.

Table 2. Reliability coefficients for the scales included in the analyses

Scale	Number of items	Cr. Alpha	Mean inter-item correlation
Ideal L2 self	4	.681	.36
Ought-to L2 self	5	.735	.358
Language learning experience	5	.65	.437
In-school learning beliefs	4	.767	.465
Extramural learning beliefs	4	.708	.384
In-school motivated learning behaviour	4	.776	.475
Extramural motivated learning behaviour	5	.773	.406
Imagined community	5	.786	.419
Self-confidence	3	.602	.274
Travel orientation	3	.694	.435
Cultural interest	5	.653	.292
Autonomy - Opportunity	6	.853	.51
Contact with English	8	.781	.35

3.4. Procedure

In line with considerations about research ethics, firstly the principals of the selected schools were contacted for consent and then all prospective participants were given a consent form to be signed by their parents or legal guardians. The final version questionnaire, which took 25-30 minutes to complete, was administered by the author in all the locations in March-May 2018. All of the data collection occasions were in the time slot of their English lessons with the participants' English teachers being present on each occasion. Before the administration, the purpose and overall topic of the study was outlined to the participants and they were informed that all the data collected would be kept confidential and

anonymous. The answers of the paper-based questionnaires were subsequently entered manually into SPSS Statistics 23 for data analysis.

3.5. Data analysis

After the entering of the data into SPSS and the initial reliability analysis of the scales, further statistical procedures were applied. As all scales with the exception of 'Imagined international community' were non-normally distributed, non-parametric tests were used. Mann-Whitney U-tests and Kruskal-Wallis H test were used for group-related differences, Wilcoxon Signed Rank test for differences between the values of in-school and extramural variables, Spearman's rank order correlation for the strength of relationship between variables and linear regression analysis to test for causal relationships.

4. Results and discussion

4.1. Differences in learners' beliefs about the effectiveness of in-school learning and extramural language learning

The first research question was focused on finding differences between learners' beliefs of the effectiveness of in-school and extramural English learning. The questionnaire items regarding beliefs about in-school learning included statements about the extent to which their efforts in the school context lead to language learning gains (e.g. "If I work more during English lessons, my English will improve." or "If we had more English lessons, my English would improve."), whereas items regarding extramural learning beliefs were concerned with linguistic gains from extramural activities (e.g. "If I encounter a lot of English in my free time, my English will improve."). The Wilcoxon Signed Rank test applied to the data showed a statistically significant difference between learner's beliefs about the effectiveness of learning English in-school and extramural contexts. ($Z = -10.229, p < .001$) (see Table 3).

In other words, students believed that the outside-the-school context was significantly more conducive to language learning than school itself, which is consequential in two ways. Firstly, it implies that learners are only moderately convinced of the effectiveness of learning in the formal context, which may be partly explained by negative language learning experience. A subsequent regression analysis has shown that the language learning experience variable is only a weak predictor ($R^2 = .076, b = .276, t = 3.34, p < .05$) of in-school beliefs. As an alternative explanation, we might consider the concerns of Thorne (2008) and Bailly (2011) about the increasing divide between the learning processes and requirements of the institutionalized, in-school context and the personalized, recreational extramural context. Secondly, as learning beliefs predispose learners to act in a certain way (Horwitz, 1987), it is highly possible that, similarly to the findings of Henry and Cliffordson

(2017), this difference between these two beliefs is manifested in learners' motivated behaviour as well.

Table 3. Means and standard deviations for the motivated learning behaviour and belief scales

Scale	N	Mean	St. Dev.
In-school MLB	139	3.59	.73
Extramural MLB	139	3.76	.68
In-school beliefs	140	3.1	.62
Extramural beliefs	140	4.5	.45

Interestingly, a significant difference was found across the three location categories in terms of in school beliefs ($H(2,140) = 2.118, p <.05$): learners in the capital city reported less positive beliefs about the effectiveness of in-school learning than students in both provincial towns ($p <.01$) and villages ($p <.05$). It might be possible to explain this phenomenon by looking at the differences regarding L2 learning experience and out of school contact with English across the three location variables, however, the statistical analyses have not found any significant differences in this regard. Thus, it must be surmised that location-related differences may only be explained through a more complex set of variables.

4.2. Differences in learners' motivated learning behaviour for in-school and extramural learning

The second research question was concerned with possible differences between learners' motivated learning behaviour (MLB) in in-school and extramural contexts. The items pertaining to in-school MLB were focused on the effort they are willing to exert in the formal context (e.g. "I am ready to do my best to perform better at English in school."), while the extramural items were, conversely, focused on effort in informal learning contexts (e.g. "I am ready to invest time into finding opportunities to learn English in my free time.") The Wilcoxon Signed Rank test yielded a statistically significant difference ($Z = -2.433, p <.05$) between the two values, suggesting that learners are more likely to expend effort to learn English outside-the-school, however, as shown in Table 3, there is only a slight difference in the values in favour of extramural learning. It must be pointed out that the data has shown that all learners in the sample are fairly motivated ($M_{in-school} = 3.59, M_{extramural} = 3.76$) to expend effort to learn English regardless of the learning context.

A subsequent Kruskal-Wallis H test on in-school and extramural motivation based on 'location' as a grouping factor revealed a statistically significant difference ($H(2, 140) = 6.38, p < .05$) across the three categories concerning in-school MLB, with a post-hoc Nemenyi test finding a significant difference between the 'village' and the 'capital city' categories ($p < .05$). These latter findings are somewhat similar to those of Lamb (2012), whose data also showed significant differences between urban and rural learners in terms of in- and out-of-school learning experience, a direct predictor of MLB. motivated learning behaviour. However, the analyses in the present study found a significant difference only in the case of in-school MLB, but not with extramural MLB.

The result of the analysis of the gender-related difference for motivated behaviour in both contexts showed female respondents reporting significantly higher levels of motivation in the in-school setting ($U(143) = 3,264, p < .05$), as well as the extramural setting ($U(143) = 3,040, p < .05$).

4.3. Differences between the motivational dynamics of learners for in-school and extramural motivated learning behaviour

The focus of this research question was exploring the motivational dynamics for in-school and extramural motivated learning behaviour, and possible differences between them. It was hypothesized that in addition to the three key constructs (Ideal L2 self, Ought-to L2 self, and Language learning experience) of the L2 Motivational Self System (Dörnyei, 2005), beliefs concerning the effectiveness of in- and out-of-school (i.e. extramural) language learning will be shown to be strong predictors of motivated learning behaviour.

Table 4. Regression model for extramural motivated learning behaviour

	<i>B</i>	<i>SE B</i>	Beta
L2 learning experience	.486	.58	.494
Imagined community	.372	.57	.375
Extramural beliefs	.242	.79	.162
<i>R</i> ²		.722	
<i>F</i>		109.4*	

Multiple linear regression was calculated to predict the effect of a number of variables (listed in Table 2) on learners' motivation for extramural (Table 4) and in-school (Table 5)

language learning. The results yielded by the data analysis show distinctly different models. As for extramural motivated learning behaviour, a model with a significant regression equation ($F = 109.4, p < .05$) was found with an R^2 of .722, with language learning experience, attitudes towards an imagined community and beliefs about the effectiveness of extramural beliefs being the significant predictors of extramural MLB. The results imply that learners' attitudes towards an imagined international community of English speakers may drive them to learn the language in their free time, possibly by means of seeking opportunities to meet foreign speakers of English. Also, although the weakest predictor in the model, beliefs about the effectiveness of extramural learning have been shown to have an impact on learners' efforts to learn the language in the extramural context.

Table 5. Regression model for in-school motivated learning behaviour

	<i>B</i>	<i>SE B</i>	Beta
In-school beliefs	.579	.82	.498
L2 learning experience	.335	.79	.329
Ideal L2 self	.159	.78	.15
<i>R</i> :		.48	
<i>F</i>		39.15*	

Regarding in-school motivated learning behaviour, a different model was found ($F = 39.15, p < .05$) with an R^2 of .48. In this case, beliefs about the effectiveness of in-school learning, L2 learning experience and Ideal L2 self were found to be significant predictors of the dependent variable. Interestingly, in this model beliefs about the effectiveness of in-school learning was found to have the strongest impact ($b = .498$) on the dependent variable, which is particularly consequential in light of the low ratings by the respondents (see Table 3). Thus, the learners in the present sample are not strongly convinced in the effectiveness of institutionalized English learning and are consequently less motivated to expend effort to perform well in the in-school context.

4.4. Factors influencing the emergence of learner autonomy to seek opportunities to use English

The fourth research question in the study was concerned with the factors influencing learners' autonomous decisions to seek opportunities that help them improve their English.

Firstly, correlational data shows that there is a significant, moderately strong relationship (Spearman's $r = .365, p < .05$), between learners' autonomous behaviour in seeking language learning opportunities and their extramural contact with English through interpersonal communication and (traditional and new) media. This might be viewed as being in line with Benson's (2013) comments that the ubiquity of English has rendered the traditional definition of language learning autonomy somewhat obsolete as learners today are in more frequent contact with the English language despite the fact that it might not be based on their autonomous, self-directed decision to do so.

Secondly, as shown in Table 6, a linear regression used with 'autonomy' as the dependent variable has yielded a regression model ($F = 95.62, p < .05$) with an R^2 of .59, where the two independent variables were students in- and out-of-school motivated learning behaviour (intended effort). These are in agreement with the findings of Kormos and Csizér (2014), who have shown that motivated learning behaviour manifests itself as autonomous behaviour in learning. Interestingly, neither cultural interest, nor positive attitudes towards an imagined international community was found to be a significant predictor of the 'autonomy' variable.

Table 6. Regression model for Autonomy (Seeking opportunities)

	<i>B</i>	<i>SE B</i>	Beta
Extramural MLB	.747	.74	.641
In-school MLB	.230	.69	.212
R^2		.59	
F		95.62*	

5. Conclusion

The investigation presented here aimed to explore possible differences between Hungarian learners' beliefs about and motivation regarding in-school and extramural learning, in an attempt to shed further light on discrepancies between teachers' less positive perception of their learners' motivation and the learners' self-perceived higher levels of motivation found in the report by Öveges and Csizér (2018).

The results pertaining to the first research question of the study implied that the underlying factor regarding the discrepancy between teachers' and learners' perceptions of motivation may be the fact that learners are less strongly motivated to do well in the in-

school language learning context, whereas they are willing to expend effort to learn the language in extramural settings.

Secondly, as regards the next two research questions, it had been hypothesized that learners' beliefs about the effectiveness of in-school and extramural learning would show differences, with the more positive beliefs attached to the extramural setting, possibly due to its personal, individualized and self-initiated nature and that these differences will impact learners' motivation to learn English. The results for the second research question revealed significant differences in learners' beliefs about the effectiveness of in-school and extramural learning, with learners reporting significantly stronger belief in learning from extramural (i.e. naturalistic, out-of-school) language learning activities than in formal in-school learning.

Although the construct of beliefs has not often been part of models concerning language learning motivation, the study investigated both types of beliefs as factors having an impact on motivated learning behavior. The results yielded by the analyses showed that beliefs in the effectiveness of in-school and extramural learning exert an influence on learners' motivation to learn English, and also fit into the framework of Dörnyei's L2 Motivational Self System (2005).

Also significant is the result presented for the fourth research question that was concerned with the relationship between contact with English and learners' autonomous decision to seek opportunities to learn English. The results revealed only a moderate correlation between students reported amount of contact with English outside the school and their autonomous, self-initiated decisions to seek such opportunities. Thus, the results seem to be in support of the claims made by Benson (2013), who commented that learners' pastime activities do not necessarily warrant autonomous extramural language learning for linguistic gains.

5.1. Limitations

One of the most obvious limitations of the research design is the relatively low number of participants. Although the overall sample size was respectable and adequate in terms of statistical power, a sample of at least 200 respondents (according to most recommendations) would be needed to use structural equation modelling on the data and to attempt to evaluate a new model with the beliefs constructs added to the equation. Furthermore, a subsample size of at least 30 should have been included for all combinations of school levels and locations.

A post-research evaluation of the research process has also showed that an important addition to the research design will be to use two separate constructs for in-school and extramural learning experience similarly to what were used in the study of Lamb (2012). The addition of such a construct will give more insight into the complex association of motivated learning behaviour, experience and beliefs; especially as 'language learning

experience', an element of Dörnyei's (2005) framework of motivation emerged as a core component in regression analyses.

5.2. Directions for future research

Based on the last point in the above Limitations section, one possible and highly consequential direction of research is to understand teachers' points of view, attitudes, and beliefs regarding in-school and extramural language learning and to compare it to those of the learners. A more broader overlap of teachers' and learners' needs, attitudes and understanding of the effectiveness of learning may lead to better mutual understanding, less teacher-learner conflict, and, by extension, more language-related gains in the in-school context.

Another thought-provoking angle would be to gain insight into the gender-related differences in terms of in-school motivation, which showed a significant difference; however, the analysis showed marked, but nonsignificant differences along the belief, contact and autonomy scales as well.

Most importantly, the results to the fourth research question showed a lack of a strong relationship between learners' autonomous decisions to seek opportunities of foreign language learning and their general frequency of extramural contact with the English language. Therefore, it is deemed highly important, in similar vein to Benson's (2013) call for a reconceptualization of language learning autonomy, to treat contact and autonomy more separately in future studies. The results imply that learners may not be consciously seeking language learning opportunities when engaging in English-mediated activities, but are only interested in them as a source of fun or as the same works and media products are not available to them in their native language.

5.3. Implications for pedagogy

Most definitely the fact that learners enjoy English outside the class and are willing to spend time to use it in their free time is welcome news. However, the results of the study have been shown to be a case in point of the divide between in-school and extramural learning contexts. Nevertheless, there may be multiple ways teachers can not only compensate for this divide but may also be able to harness the potential of students' extramural contact with English.

One potential solution would be to allow students to form the syllabus and thus to adjust the topics dealt with in school to their real-life needs and experiences as a way of countering students' beliefs that they will not be able to learn useful language in school. Also, besides making efforts to foster learner autonomy in learners, teachers should spend time not only to acknowledge students' autonomous decisions but also to encourage students to "bring the outside in the classroom". The possible positive outcome of such an approach is

twofold: learners can connect their real-life, individual activities to what happens in the school and with the teachers' help these extramural encounters with English may be analyzed in the classroom linguistically, thus forming new connections between implicitly and explicitly learned knowledge.

6. Acknowledgements

This present study and paper was supported by the ÚNKP-17-3 New National Excellence Program of the Hungarian Ministry of Human Capacities.



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7. Footnotes

¹It must be pointed out that this survey presented many of the results of learners learning English and German as their first foreign language in an aggregated format, with English learners making up 75% of the sample. Based on the investigations of Csizér and Lukács (2010), it is justifiably surmised that there are differences between English and German as regards motivational factors.

²Unfortunately, due to time constraints, vocational secondary schools (*szakgimnázium*), which make up a considerable proportion of Hungarian educational institutions, are not represented in the sample.

³It is important to note that the Hungarian educational system introduces foreign languages from the third grade in primary schools for all learners, with the learned language predominantly being English.

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9. Appendix

Scales and items used in the questionnaire using a 5-point Likert-type scale “Strongly disagree”, “Rather disagree”, “Neither agree, nor disagree”, “Rather agree”, “Strongly agree”):

Ideal L2

I can imagine myself as a person who speaks English well.

When I think about what I want to do, I imagine a job where speaking English is important.

I can imagine that in the future I will be studying at a university where all subjects are taught in English.

I can imagine that in the future I will be able to speak English fluently with foreigners.

Ought-to L2 self

Learning English is important because the people around me expect me to learn English.

I learn English because my close friends also think it's important to speak English.

Learning English is important to me because people will respect me more if I can speak English well.

My parents think that learning English is important to be an educated person.

Learning English is important to me because a learned person needs to be proficient in English.

Language learning experience

I like the atmosphere of English lessons.

I think learning English is very interesting.

I really enjoy being able to speak English.

I really enjoy learning English.

I wish we had more English lessons at school.

Travel orientation

Learning English is important to me because I want to travel around the world in the future.
Knowledge of English is important because without it I would not be able to travel much in the world.

I learn English because I can enjoy traveling more with English.

Cultural interest

I love music from English speaking countries (e.g. USA, UK).

I like movies from English speaking countries (e.g. USA, UK).

I like English language internet content (e.g. videos, websites).

I like English language newspapers, books, magazines.

I like TV series from English speaking countries (e.g. USA, UK).

Self-confidence

I am sure that if I study, I will learn to speak English.

I am sure I have the ability to learn English.

If you put more energy into English, I can definitely learn the language.

If I continue to learn English in the future, I will certainly understand the texts I have read and heard well.

Extramural learning beliefs

I think if I use a lot of English outside of school, I will be able to speak English better.

My English vocabulary will be better if I encounter the English language many times (videos, texts, movies, music) in my free time.

I think the more I encounter English outside of school, the better I will understand English texts.

I feel that if I use English more in my spare time, my language skills will improve.

In-school learning beliefs

I think if I pay close attention to English lessons, my language skills will be better.

My English vocabulary will be better if I always do the class assignments well.

I think the more English classes we have in school, the better my language skills would be.

I feel that if I work more on English classes, my language skills will improve.

In-school MLB

I focus more on learning English than on any other subject.

I am ready to invest energy in getting even better results from English in school.

I want to do my best to learn English really well at school.

I try to spend more time learning English.

Extramural MLB

Even if I didn't have English at school, I would still love to learn English.

I would like to do more leisure activities that require the use of English.

I would love to use more English in my spare time.

I would love to be in groups where I have to speak English to foreigners.

I would like to take every opportunity outside of school where I can use English.

Imagined community

It is important that I learn a world language.

I love situations where I have to speak English to others.

I enjoy traveling to countries where I have to communicate with locals in English.

I am happy to meet English speaking foreigners.

It is good to know English because many non-native speakers in the world also speak English.

Autonomy - Seeking language learning opportunities

In my free time, I always try to look for situations where I can hear English.

I try to do leisure activities where I can write / chat in English.

In my spare time, I try to look for situations where I can read in English.

I try to do leisure activities where I can practice speaking English.

In my spare time, I try to look for situations where I can use English.

I try to do leisure activities that allow me to expand my English vocabulary.

Contact with English – Marked on a 5-point scale (“Never”, “Rarlier than once a week”, “Once a week”, “More than once a week”, “Daily”)

How often do you encounter the English language when you are doing the following?

- Listening to music
- On Internet sites
- In computer games
- On Facebook
- On other social media sites (Instagram, Twitter)
- On video platforms (YouTube, Twitch)
- In English-language books, magazines, newspapers
- In English-language films or series
- When meeting friends