

INSTRUMENTAL ORIENTATION AND MOTIVATIONAL INTENSITY AMONG SECONDARY SCHOOL STUDENTS IN NORTH-EAST HUNGARY

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Abstract

One of the major factors influencing the rate and success of second or foreign language learning is motivation, which is well acknowledged by both teachers and researchers (Dörnyei, 1998). Consequently, the aim of this paper is to describe some of the motivating factors of secondary school learners studying English or German as a foreign language. The study was conducted in the autumn of 2018 at 16 secondary schools in north-east Hungary, where 453 students studying English or German as a foreign language filled in the questionnaire in Hungarian. The first part of the paper describes the theoretical background of the research. The second part shows the aim, method, and participants of the research. The results of the research are presented in the third part of the paper.

Keywords: motivation, foreign language learning, instrumental orientation, motivational intensity

1. Introduction

All forms of learning, including acquiring a language, heavily depend on motivation. High-achieving students put in a lot of effort to continue studying when things get difficult, and take pride in finishing a task successfully. The use of strategies has been associated with motivation, especially with a sense of self-efficacy that fosters expectations of effective learning (Zimmerman and Pons, 1986). Effective application of learning strategies is intimately related to the growth of a person's self-efficacy, or level of confidence in successfully completing a task (Zimmerman, 1990).

According to research, motivation has a direct impact on a student's use of L2 learning strategies, their interaction with native speakers, the amount of input they receive in the language they are learning (the target language). Motivation also influences how well students perform on achievement tests related to the curriculum, how high their general proficiency level rises, and how long they persevere and maintain L2 skills after language study is over. As a result, understanding our students' motives is critical because motivation is so important for L2 learning (Oxford, 1994).

In the fall of 2017, the implementation of the EFOP-3.2.14-17-2017-00005 project entitled Language Adventure MU – Language Learning for Prosperity began at the Institute of Modern Philology of the Faculty of Arts of the University of Miskolc. Questionnaire surveys played a key role during the project, which on the one hand gave the participants the opportunity to express their opinions, and on the other hand, provided continuous feedback to the organizers during the planning, supplementing and modifying parts of the individual project elements (Dobos, 2019). The purpose of this study is to describe the partial results of one of the questionnaire surveys, that is, the secondary school students' motivation for learning foreign languages.

2. The theoretical background of the research

Motivation undoubtedly plays a key role in language learning and a crucial part of the language learning process. As Jenő Bárdos states, motivation leads to using more learning strategies, the outcome of which results in success, which increases the learner's self-confidence, this strengthens motivation, and the cycle is repeated in the language learning process (Bárdos, 2000).

A tricomponent motivational model can describe foreign language learning in the language classroom environment. The first component is the integrative motive, which consists several orientations, such as instrumental orientation, knowledge orientation, sociocultural orientation, travel, and friendship. Research demonstrated that learning English up to an intermediate level was significantly influenced by instrumental orientation. However, the highest level of desired competency was shown by students whose motivation for learning English included sociocultural and non-professional reasons; in other words, they wanted to master the language rather than just gain a basic understanding of it. Furthermore, both instrumental and sociocultural orientations were linked to the desire to travel for an extended amount of time. The second component of the model is self-confidence, which directly and indirectly influences language learning. Students' language learning attitude is influenced directly, such as their attitude toward learning the foreign language, attitude toward the native speakers of that language, and their motivational intensity, i.e. the students' affective reaction toward learning the foreign language. The third component of the model corresponds to the classroom environment. Group cohesion creates a positive learning environment, thus decreasing anxiety and promoting self-confidence. On the other hand, students' level of self-confidence and anxiety are associated with extra-curricular language experiences, the quality and quantity of which would subsequently influence classroom behaviour, achievement and anxiety. As a result, being involved in class implies that students believe they can utilise the foreign language outside of the classroom (Clément et al., 1994).

Human actions are motivated by extrinsic and intrinsic rewards. When the anticipated benefits stem from sources other than the activity, motivation for the action is extrinsic. Obtaining praise or avoiding punishment, earning a degree, or living up to cultural norms are all examples of extrinsic motivation. However, when a person performs an action for its own sake without receiving any external rewards, the person is intrinsically motivated. Pursuing sports, games and artistic activities when performed for the experience itself are all examples of intrinsic motivation. Usually people are motivated by both extrinsic and intrinsic rewards at the same time. This general principle applies to learning, as well. The majority of classroom learning is extrinsically motivated. Only few young people would continue learning in school if there were no parental or social influences since learning is rarely valued for its own sake. Extrinsically motivated students can be described as having "performance goals", whereas intrinsically motivated students have "learning goals" (Csíkszentmihályi and Hermanson, 1995). In language learning instrumental or extrinsic motivation means that one learns a language for its necessity, it entails acting in a certain way in order to achieve a goal, such as getting good grades or staying out of trouble, or to avoid punishment (Dörnyei, 1998). The use of rewards as extrinsic motivators have been observed to boost intrinsic motivation, especially when awards are linked to performance quality rather than just participation. It is evident that extrinsic motivational factors are occasionally required, either to get students started in the first place, or to lead them down a path they may not be aware of. However, overemphasising the use of extrinsic motivation can suppress intrinsic motivation (Kong, 2009).

3. The aim, method and participants of the research

This part of the paper describes in detail the aim, method, and participants of the empirical study.

3.1. The aim and method of the research

The empirical study aimed to determine secondary school students' instrumental orientation and motivational intensity for learning English or German as a foreign language. The survey was carried out within the framework of the Nyelvkaland ME project. The goal of the project was the following: "To make language learning an adventurous experience for secondary school students in northern Hungary, so that they can improve their foreign language skills, achieve success in the world of work and their private lives, thereby contributing to their prosperity, equal opportunities and the development of the region" (<http://nyelvkaland-me.uni-miskolc.hu/>).

The empirical study uses a quantitative data collection method to gain insight into the students' foreign language learning experiences and views. The method of data collection was by questionnaire. The questionnaire in Hungarian contained closed- and open-ended questions, and Likert scales. Closed questions were used because they direct the respondents' thoughts, but at the same time they allow the researcher to compare the participants' answers, making it easy to process them. It is easier and quicker to answer closed questions. The disadvantages are the loss of spontaneity and expressiveness. On the other hand, open-ended questions give freedom to the respondents, let their thoughts roam freely, and free-response questions are expressed spontaneously. They are easy to ask, but difficult to answer and even more difficult to analyse (Oppenheim, 2005). The closed and open-ended questions were concerned with the participants' personal data; foreign language learning experiences, views and feelings. Likert scales were developed to measure people's attitudes. The questions should be presented to permit a judgement of values and not a judgement of facts (Likert, 1932). A four-point Likert scale question including 24 statements was adapted from previous research carried out by Richard Clément, Zoltán Dörnyei and Kimberly Noels (Clément et al., 1994). The scales were anchored at one end by disagreeing strongly and at the other end by agreeing strongly, and a high score indicated a strong endorsement of the item. The questionnaire contained the following six areas: instrumental orientation, knowledge orientation, sociocultural orientation, attitudes toward learning English, motivational intensity, and anxiety in class. The present study shows the results of instrumental orientation and motivational intensity. The self-completion questionnaire was used as a survey method, where the participants filled in the paper-based questionnaire. The respondents completed the questionnaire voluntarily and their anonymity was assured.

3.2. The participants of the research

In Hungary, since 2012, the percentage of disadvantaged and cumulatively disadvantaged students has been continuously decreasing. However, if we examine geographically the proportion of 1-8 grade disadvantaged pupils, we can see that while the proportion in the capital city of Hungary and in western Hungary was below 5 percent in 2020, Borsod-Abaúj-Zemplén county had the highest proportion in the country, it was 35 percent. An even greater difference can be observed in the proportion of cumulatively disadvantaged students between the different parts of the country, in the capital and the western part of the country it was 1 percent, while in Borsod-Abaúj-Zemplén county it was 25 percent, the highest in the country (Varga, 2022). A specific part of the schools participating in the project had to come from a disadvantaged region and had to educate disadvantaged students with a rate above the national average.

The study was conducted in the autumn of 2018 at 16 secondary schools in north-east Hungary, where 453 students studying English or German as a foreign language filled in the questionnaire in Hungarian.

Table 1 contains further information on the secondary school students in question.

Table 1. The participants of the research (n=453)

	number of students	percentage	
GENDER	Female: 213	47%	
	Male: 240	53%	
AGE	average age: 16.16 years	---	
	14 years old: 35	8%	
	15 years old: 117	26%	
	16 years old: 135	30%	
	17 years old: 89	20%	
	18 years old: 61	13%	
	19 years old: 16	3%	
GRADE	9 th : 141	31%	
	10 th : 157	35%	
	11 th : 72	16%	
	12 th : 83	18%	
STUDYING THE 1 st FOREIGN LANGUAGE	English: 257	57%	
	German: 196	43%	
LENGTH OF STUDYING THE 1 st FOREIGN LANGUAGE	English: average years: 7.58 years	---	
	1-3 years: 20	8%	
	4-6 years: 74	29%	
	7-9 years: 95	37%	
	10-12 years: 64	25%	
	more than 12 years: 4	1%	
	German: average years: 4.51 years	---	
	1-3 years: 94	48%	
	4-6 years: 41	21%	
	7-9 years: 43	22%	
	10-12 years: 18	9%	
	STUDYING A 2 nd FOREIGN LANGUAGE	English: 100	22%
		German: 61	13%
Russian: 10		2%	
French: 5		1%	
Italian: 4		0,9%	
Latin: 3		0,7%	
Japanese: 1		0,2%	
Spanish: 1		0,2%	

We can see that a little more than half of the respondents (53%) are male; and almost half of them are female (47%). The average age of the participants is 16.16 years, and only few of the students (8%)

belong to the youngest age category (i.e. 14 years old). A quarter of the respondents (26%) are 15 years old, nearly a third of them (30%) are 16 years old, a fifth of the participants (20%) are 17 years old, some of them (13%) are 18 years old, and only 16 students (3%) are 19 years old. The average deviation of the students' age is low (1.78), because the difference between the youngest (14 years old) and the oldest (19 years old) participant is small.

The Table also shows that almost a third of the participants (31%) attend 9th grade, another third of them (35%) are in 10th grade, some of them (16%) study at 11th grade, and nearly a fifth of them (18%) attend 12th grade. More than half of the respondents (57%) study English as the first foreign language; and almost half of them (43%) are German language learners, who took part in the study. As can be seen the participants have been studying English as the first foreign language for 7.58 years on average, few of them (8%) have been learning it for 1-3 years, nearly a third of them (29%) for 4-6 years, more than a third of them (37%) for 7-9 years, a quarter of them (25%) for 10-12 years, and only four students (1%) have been studying English for more than 12 years. The data also present that the respondents have been studying German for 4.51 years on average, nearly half of them (48%) have been learning it for 1-3 years, a fifth of them (21%) for 4-6 years, another fifth of them (22%) for 7-9 years, and few of them (9%) for 10-12 years. Besides studying one foreign language, nearly half of the participants (41%) also learn a second foreign language; however, more than half of them (59%) do not study it. As far as the studied second foreign language is concerned, English is the most popular one (100 students), which is followed by German (61 students), Russian (10 students), and French (5 students). Few respondents have chosen to study Italian (4 students) or Latin (3 students) as a second foreign language, and one student studies Japanese and another one Spanish.

The participating students attend different schools. Almost half of the institutions (7 schools, 44%) are situated in Miskolc, in the county's capital. The other schools (9 institutions, 56%) are located in seven different smaller cities within the county of Borsod-Abaúj-Zemplén in Edelény, Kazincbarcika, Putnok, Szikszó, Tiszaújváros, Tokaj, and Ózd. The institutions differ not only in their locations, but also in their specialisations and organisational structure. The secondary technical schools have six different types of specialisations, such as agriculture, commerce and tourism, information science, electrical engineering, mining engineering, and fine arts. More than a third of the institutions (6 schools, 37.5%) are only secondary technical schools.

A quarter of the institutions (5 schools, 31%) operate both as primary and secondary schools. There are three schools (19%) that function only as secondary grammar schools, and there are two (12.5%) such institutions that are both secondary grammar and secondary technical schools. More than a third of the schools (6 institutions, 37.5%) also function as dormitories. Furthermore, most of the institutions (12 schools, 75%) are state-funded and state-operated schools; however three of them (19%) are funded and run by the Catholic Church and one (6%) is by the Reformed Church.

4. Results and discussion

The following section presents the results of the research. The first part describes the students' instrumental motivation. The second part presents the participants' motivational intensity.

4.1. Instrumental motivation

Table 2 describes the respondents' instrumental motivation based on five statements. As can be seen the most motivating factor for the participants is the necessity of being able to use their acquired language knowledge at their future workplace or in their further studies, almost two-thirds of the students (62%)

strongly agree with the statement of the future need of language use, more than a quarter of them (28%) somewhat agree with the item, only few of the respondents (8%) somewhat disagree and only eleven of them (2%) strongly disagree with the statement. The second most motivating element is the desire to be able to pass one of the Hungarian accredited state language examination, and nearly half of the participants (40%) strongly agree with the statement, almost a third of them (30%) partly agree with it, only some of the students (14%) somewhat disagree, and some of them (16%) strongly disagree with the statement. The third most motivating factor is not receiving bad marks at school, which is considered to be of crucial importance only for a fifth of the respondents (19%), more than a third of them (38%) partly agree with the statement; however a little more than a fifth of them (21.5%) partly disagree, and another fifth of them (21.5%) strongly disagree with the statement. A less motivating component is the idea that without foreign language knowledge one cannot be successful, which is strongly supported by only some of the participants (14%), and more than third of them (37%) somewhat agree with this view, but more than a quarter of the students (28%) partly disagree with the statement, and a little more than a fifth of them (21.5%) strongly disagree. The least motivating factor is that the respondents are expected to learn foreign languages, only few of them (10%) strongly agree with this idea, and almost a third of them (29%) somewhat agree; however more than half of the participants (61%) disagree with this statement, almost a quarter of them (23%) partly, and more than a third of them (38%) strongly disagree.

Table 2. *The participants' instrumental motivation (n=453)*

Studying English/German is important to me ...	strongly disagree	somewhat disagree	somewhat agree	strongly agree	average
because I may need it later on for job/studies.	2%	8%	28%	62%	3.49
because I would like to take the State Language Exam in English/German.	16%	14%	30%	40%	2.93
because I don't want to get bad marks in it at school.	21.5%	21.5%	38%	19%	2.55
because without it one cannot be successful in any field.	21%	28%	37%	14%	2.45
because it is expected of me.	38%	23%	29%	10%	2.10

Table 3 shows the comparison of the instrumental motivation of the two groups of students (one of them is learning English, and the other German). We can see that concerning the first, second, and fourth statements the respondents' instrumental motivation was slightly higher among those who study English as a foreign language than among those who learn German as a foreign language. The majority of the English language learners (70%) strongly agree with the necessity of studying a foreign language for future work or study purposes, and almost a quarter of them (23%) partly agree, but only half of the German language learners (51%) strongly agree, and a third of them (34%) somewhat agree with the statement. The average rate of agreement is 3.61 for the students studying English, and 3.33 is in the case of the participants learning German. Furthermore, the respondents' views of passing the state language examination shows a similar distribution, because almost half of the English language learners (42%) strongly agree, and more than a third of them (34%) partly agree with the statement; however a little more than a third of the German language learners (37%) strongly agree, and a quarter of them (26%) somewhat agree with the statement. The average rate of agreement is 3.08 in the case of the students studying English, and 2.74 for the learners attending German language classes. Similarly to the

two previous statements, the participants' opinions present a similar view on the idea that one cannot be successful without foreign language acquisition.

Table 3. The comparison of the two groups of participants' instrumental motivation ($n=453$)

statements	strongly disagree	somewhat disagree	somewhat agree	strongly agree	average
Studying English is important to me because I may need it later on for job/studies.	2%	5%	23%	70%	3.61
Studying German is important to me because I may need it later on for job/studies.	4%	11%	34%	51%	3.33
Studying English is important to me because I would like to take the State Language Exam in English.	9%	15%	34%	42%	3.08
Studying German is important to me because I would like to take the State Language Exam in German.	24%	13%	26%	37%	2.74
Studying English is important to me because I don't want to get bad marks in it at school.	27%	20%	36%	17%	2.42
Studying German is important to me because I don't want to get bad marks in it at school.	14%	23%	41%	22%	2.71
Studying English is important to me because without it one cannot be successful in any field.	15%	28%	37%	20%	2.63
Studying German is important to me because without it one cannot be successful in any field.	27%	29%	38%	6%	2.22
Studying English is important to me because it is expected of me.	37%	23%	29%	11%	2.15
Studying German is important to me because it is expected of me.	40%	23%	29%	8%	2.05

A fifth of the English language learners (20%) strongly agree, and more than a third of them (37%) partly agree with the statement, but only few of the German language learners (6%) strongly agree, and more than a third of them (38%) somewhat agree with the statement. The average rate of agreement is 2.63 for the respondents attending English classes, and 2.22 is in the case of the participants studying German. However, the importance of not receiving bad marks in the foreign language class was valued higher by the German language learners than their English peers. More than a fifth of the respondents attending German language classes (22%) strongly agree, and almost half of them (41%) partly share this view, but less than a fifth of the English language learners (17%) strongly agree, and more than a third of them (36%) somewhat agree with this statement. The average rate of agreement is 2.71 for the students acquiring German, and 2.42 is for the English language learners. The importance of learning

foreign languages because it is an expectation is viewed similarly by the two groups of students. There are only few participants both from the English (11%) and German (8%) groups who strongly agree with the statement, and less than a third of them (29% for both groups) partly agree. The average rate of agreement is almost the same, because it is 2.15 for the English language learners, and 2.05 in the case of the respondents attending German language classes.

4.2. Motivational intensity

The students' motivational intensity is shown in Table 4. The data illustrate that altogether more than half of the respondents (60%) motivational strength is high, because they regularly think over what they have learnt during the foreign language classes, some of them (13%) strongly agree with the second statement and almost half of them (47%) partly agree; however altogether more than a third of the participants' (40%) motivational intensity is low, since a quarter of them (24%) somewhat disagree, and almost a fifth of them (16%) strongly disagree. This view is further strengthened by the willingness of volunteering to do extra assignments, because altogether only half of the students (54%) would apply to do such a task, as some of them (12%) strongly agree, and less than half of the respondents (42%) partly agree, but altogether almost half of the participants (45%) would not be willing to do any extra work, since almost a third of them (29%) somewhat disagree, and almost a fifth of them (16%) strongly disagree with the fourth statement. The two other negatively worded statements supports the previous rates of the respondents' motivational intensity.

Table 4. *The participants' motivational intensity (n=453)*

statements	strongly disagree	somewhat disagree	somewhat agree	strongly agree	average
Considering how much I study English; I can honestly say that I do very little work.	15%	27%	38%	20%	2.63
I frequently think over what we have learnt in English/German class.	16%	24%	47%	13%	2.57
To be honest, I often skimp on my English/German homework.	19%	27%	35%	19%	2.54
If my English/German teacher wanted someone to do an extra English/German assignment, I would certainly volunteer.	16%	29%	42%	12%	2.51

The Table shows that altogether more than half of the students (58%) admit not studying the foreign languages diligently, as a fifth of them (20%) strongly agree, and more than a third of them (38%) partly agree with the second statement, and only altogether less than half of the participants (42%) express that the second statement is not true in their case, because they are enthusiastic learners of the foreign languages in question, since more than a quarter of them (27%) somewhat disagree and some of them (15%) strongly disagree with the statement. Furthermore, altogether more than half of the respondents (54%) acknowledge not doing their English or German homework, as almost a fifth of the students (19%) strongly agree, and more than a third of them (35%) partly agree with the third statement, and altogether less than half of the participants (46%) claim doing the assigned tasks, since more than a

quarter of the respondents (27%) somewhat disagree, and almost a fifth of them (19%) strongly disagree with the statement.

Table 5 illustrates the comparison of the motivational intensity of the two groups of students (one of them is learning English, and the other German). Almost the same figures can be seen regarding the first and third statements, and quite similar results can be discovered comparing the second and the fourth statements. As far as the first negatively worded statement is concerned, almost a fifth of the English language learning participants (19%) and a little more than a fifth of the German language learners (21%) strongly agree with it, and more than a third of the respondents attending English (39%) classes or German (38%) classes partly agree with the statement. The average rate of agreement is 2.61 for English language learners, and 2.65 in the case of the students studying German.

Table 5. *The comparison of the two groups of participants' motivational intensity (n=453)*

statements	strongly disagree	somewhat disagree	somewhat agree	strongly agree	average
Considering how much I study English; I can honestly say that I do very little work.	15%	27%	39%	19%	2.61
Considering how much I study German; I can honestly say that I do very little work.	15%	26%	38%	21%	2.65
I frequently think over what we have learnt in English class.	15%	23%	47%	15%	2.62
I frequently think over what we have learnt in German class.	17%	26%	46%	11%	2.5
To be honest, I often skimp on my English homework.	19%	30%	32%	19%	2.51
To be honest, I often skimp on my German homework.	18%	24%	39%	19%	2.58
If my English teacher wanted someone to do an extra English assignment, I would certainly volunteer.	13%	29%	45%	13%	2.58
If my German teacher wanted someone to do an extra German assignment, I would certainly volunteer.	21%	29%	39%	11%	2.41

Similarly to the first statement, the third statement – which is also a negatively worded statement – is viewed quite the same way by the two groups of participants, because almost a fifth of the English language learners (19%), and almost a fifth of the German language learners (19%) strongly agree with it, and almost a third of the respondents studying English (32%), and more than a third of the participants attending German (39%) classes somewhat agree. The average rate of agreement is 2.51 in the case of the students learning English, and 2.58 for the German language learners. As regards the second statement, quite similar results can be seen concerning the two student groups, as some of the English (15%) and some of the German (11%) language learners strongly agree, and almost half of the respondents attending English (47%) classes and almost half of the students studying German (46%)

somewhat agree. The average rate of agreement is 2.62 for English language learners, and 2.5 in the case of the participants studying German. Furthermore, the fourth statement also shows quite similar results, since only some of the English (13%) and some of the German (11%) language learners strongly agree, and almost half of the students attending English (45%) language classes and more than a third of the German (39%) language learners somewhat agree. The average rate of agreement is 2.58 in the case of the students acquiring English, and 2.41 for German language learners.

If we compare the results of the above discussed nine statements, we can state that the participants' instrumental motivation is outstanding concerning foreign language learning for future goals (for work and study purposes) and obtaining a language certificate. Moreover, more than half of the respondents' motivational intensity is high, especially because they regularly think over what they have learnt during the foreign language classes, and they are willing to volunteer for doing extra assignments. However, less than half of the respondents have been proved to be enthusiastic learners of spending time and effort of studying the foreign languages and doing their homework regularly. Similarly, receiving bad marks and being successful by speaking foreign languages are not of crucial importance to the participants. Finally, the least motivating element (of instrumental motivation) is that the students are expected to learn foreign languages.

The study also showed that the respondents' instrumental motivation was higher among those who study English as a foreign language than among those who learn German as a foreign language. The reason for this is that English is not only spoken as a native or foreign language, but also used as a *lingua franca* (ELF), the significance of which is growing at a rapid pace in our globalized world. Furthermore, the popularity of English language in Hungary is also supported by the statistical data of the Educational Authority's Accreditation Centre for Foreign Language Examinations, which shows that on the one hand mainly secondary school students take foreign language exams, and on the other hand, English is chosen by the majority (<https://nyak.oh.gov.hu/doc/statisztika.asp>).

Students' motivation could be further increased by applying different kinds of exercises both as classroom and out-of-classroom activities, where students can make use of and also develop their problem-solving skills and creative thinking, including group work activities, competitions and project work. Besides the learning tasks that are used every day in the language classroom, rarely employed activities, such as solving puzzles, making objects, or drawing should be used, because they can really make learning an adventure and fun, and at the same time boost students' motivation.

Setting high expectations and employing rewards wisely are excellent ways to motivate students as they learn foreign languages. Extrinsically motivated students need to be refuelled by external stimuli, such as teachers' high expectations, praise, and some rewards. Research studies have demonstrated that teachers' expectations have an impact on student achievement, because higher expectations can result in better student performance. "I know that you can all solve these problems if you work at it. Now get started and I'll help you if you run into some problems." These remarks show the teacher's emotional support and confidence in the student's abilities, and as a result, the student who is especially introvert and shy to speak in class makes an effort to meet the expectations. Furthermore, during class, teachers can ask students to respond to questions more frequently, which are more complete and accurate, and allow more time and encouragement to answer and stir up their interest. Additionally, after exams, cooperative activities and home assignments, teachers can provide more thorough and positive feedback or evaluations to students regarding their performance. In the meanwhile, teachers should provide more meaningful and appropriate rewards, with an explanation of why the student deserves it; and teachers should avoid harsh criticism which will decrease student motivation. At the same time teachers should

also avoid giving rewards excessively, because students may rely on rewards as the reason for learning not for the knowledge itself (Kong, 2009).

5. Conclusion

The purpose of the current study was to find out the instrumental orientation and motivational intensity of secondary school students studying English or German as a foreign language in north-east Hungary. The study has demonstrated the significance of instrumental orientation, which has proved to be higher than motivational intensity. The outcomes have also shown that the respondents are mostly motivated language learners because they would like to reach their future work and study goals, and also to obtain a state accredited language certificate. The results have pointed out that only more than half of the participants' motivational intensity is high, and less than half of the respondents have been proved to be enthusiastic learners of studying the foreign languages. Therefore, the practice of foreign language education should be adjusted to the secondary school students' needs in a way to support their instrumental motivation requirements, and at the same time enhance their motivational intensity.

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