

English and German teachers' language awareness in the Hungarian school context

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The study aims to investigate the language use of English and German teachers in the school context. The teachers' questionnaire has been conducted at minority primary schools and normal primary schools between 2019 and 2020. Quantitative data given by 28 teachers were analysed. German teachers working at minority schools used the target language more than teachers working at regular schools. English participants employed their mother tongue more than German respondents. German teachers used more translation than their English peers. Teachers working at minority schools used less translation than teachers working at normal schools. Most of the foreign language teachers made connections between the languages but only a few teachers exploited frequently the opportunity of prior language knowledge.

Keywords: English, German, foreign language teachers, mother tongue, questionnaire, primary school

1. Introduction

The majority of the world's population speaks more than one language in our globalised world. Rothman et al. (2013, 372) formulated due to the statistical estimations: „Although fewer than 2% of the nations of the world have two or more official languages, the number of multilinguals in the world far outweighs the number of monolinguals”. Knowing and learning other languages become essential to communicate and connect with others as the world becomes increasingly globalized and multilingual. Yet, the Eurobarometer 64 survey indicated that Hungary has not gained a prominent place related to the knowledge of foreign languages compared to other European countries.³ Therefore, Herdina and Jessner

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(2002, 1) suggest in their work that current research on linguistics should be focused on the multilingual speaker and not on the monolingual individual.

In language classrooms, the teacher should facilitate students' language properly to support their needs in learning. Teachers should plan and manage the learning for students with multilingual pedagogical approaches at suitable times and in effective ways.

The use of mother tongue in foreign language classrooms is one of the effective approaches although it has been a progressively debated subject. Numerous pieces of research had been carried out about its positive and negative transfers. Neither making use of the native language is perceived as false nor is it a must-have in the learning process. Both the educators who think L2 should be the only medium in the class sessions and the ones who advocate the beneficial usage of L1 in foreign language learning have their reasons. According to Nation (2003, 5), "The L1 needs to be seen as a useful tool that like other tools should be used where needed but should not be over-used".

There are four main occasions where it is commonly seen the teachers benefit from the mother tongue of the learner: giving instructions, explaining meanings of words, explaining complex ideas, and explaining complex grammar points. These classroom activities mainly focus on learners who frequently have difficulties in understanding a directed foreign language.

Several studies have demonstrated the benefits of using L1 to learn a TL. Cook (2001), Tang (2002), and Wells (1999) have also advocated that the occasional use of L1 by both students and teachers increases both comprehension and learning of L2. The instructor is the one who is responsible for determining whether it is necessary to use the native language on an appropriate occasion and if its judicious use will bring advantage rather than harm. In the study of Failasofah (2021), there were situations when their FL classrooms usually become completely quiet and boring if the students' L1 and L2 are banned.

Therefore, in bilingual classrooms, teachers should be prepared and trained to implement the particular multilingual curriculum into practice. Yet, teachers' knowledge and beliefs will influence their professional practice (Ellis, 2004, 90). Their attitudes affect students' acquisition and performance during the learning process. Consequently, it is essential to explore teachers' beliefs about multilingual pedagogy in teaching foreign language practices. A handful of studies have recently investigated language teachers' beliefs about multilingualism and multilingual pedagogy (De Angelis 2011; Heyder and Schädlich 2014; Jakisch 2014; Otwinowska 2014 in Haukas 2016). A multilingual pedagogy consists of an attitude which is based on a learner-centred approach. Its aim is to develop students' language

awareness and language learning awareness across the languages that students know (Neuner 2004).

Although some research has been carried out on the issue of foreign language teachers' beliefs in the Hungarian context (Bacsa 2012; Nagy 2009; Kecskés and Papp 2007), there have been few empirical investigations into teachers' language use in English as foreign language (EFL) in the Hungarian context.

Therefore, this study aims to explore Hungarian teachers' beliefs about the language use in the foreign language (FL) classroom. In line with the purposes mentioned above, this project endeavours to address the following questions:

- 1) Are there any differences between the social variables (age, gender, qualification, and teaching experience) among Hungarian primary school teachers?
- 2) Do teachers of German use the target language (TL) more at schools with minority curricula than instructors working at a school with a normal curriculum?
- 3) Do German teachers use the MT of the pupils more than English instructors?
- 4A) Do German teachers translate more than their English peers in both school types?
- 4B) Do minority schoolteachers translate less than their peers working at normal primary schools?
- 5A) Do foreign language (FL) teachers make a connection between language (s) in the teaching process of L2 and L3?
- 5B) How frequently do they reflect on prior language knowledge in the classroom?

2. Literature review

2.1. International context

Multilingualism has challenged educational systems to adapt to these complex language facts and to provide quality education. It should consider learners' needs and make them balance with social, cultural, and political demands (UNESCO 2011). In language teaching, the language of instruction or language used in school is the medium of communication for the transmission of knowledge. It should be different from language as a subject where the grammar, vocabulary, and written and oral forms of a language constitute a specific curriculum of a second language other than the mother tongue (Ziegler 2013).

2.1.1. Mother tongue/L1

We need to define 'mother tongue' and 'first language' (L1). The definition of mother tongue and first language (L1) needs to be clarified as literature offers contradictory findings about one's mother tongue that can be identical to their 'native', 'home' or primary language. According to Stavans and Hoffman (2015, 41), the notion of mother tongue refers to the first language acquired, possibly the one that one knows best and quite likely the language that defines the group identity. The term 'mother tongue' is often coincided with the notion of the first language acquired. In terms of bilingualism, the notions of first and second languages play an integrative role in the language acquisition of the individual. A lot of children were brought up as bilinguals in Hungary because a lot of families belonged to minority groups in 1999/2000 (Kenesei 2009, 69).

The majority of Hungarian pupils are monolingual at the observed schools and they become bi- and multilingual when they enter primary school. In the Hungarian context, an example of the first language and mother tongue is Hungarian. German, English, French, Spanish and Russian that are actively used in the school context are considered as second or third languages. (Petneki 2009)

2.1.2. L2 and L3

Second language (=L2) refers to any language at an individual's disposal other than his/her mother tongue. One can acquire more languages after the second language, which can be named additional languages (Cenoz 2008). Grosjean (2001) points out that bilinguals are those who use two or more languages in their everyday life so the focus is on regular use and not on fluency (In: Cenoz, 2013). Second language acquisition (SLA) scholars believe that the development and processing of an L2 include the same mechanisms that one needs in order to acquire a third language. As distinct from this, a growing number of researchers believes that SLA is different from Third language acquisition (TLA) in many aspects (see: Cenoz and Jessner 2000; Cenoz et al. 2001 and 2003).

The main difference can be the point that the effect of the first language (L1) in learning or using a second language (L2) qualitatively differs from the influence of the L1 and L2 on acquiring an L3. Jessner (2003,45) argues that cross linguistic aspects play a major role in the research of trilingualism and TLA, so one should investigate two more relationships related to TLA: "L1 on L2, L1 on L3, L2 on L1, L2 on L3 and L3 on L1". For Cenoz (2013, 71), TLA refers to "the acquisition of a language that is different from the first and second and is acquired after them". In Hungary, students predominantly use the second or third language in the primary school context. L2 and L3 will be used interchangeably with foreign language in the finding section as it was used in the study carried out by Szabó & Failasofah (2021).

2.1.3. Teachers' attitude in the classroom

Teachers' knowledge and beliefs exert a clear-cut influence on their professional action. Practically, language teachers are responsible for translating and implementing language curriculum, which will influence their teaching practices (Dooly 2005). The teacher is the key facilitator of the foreign language classroom, so the knowledge of teachers' belief is central to understanding the decision making in the classroom (Haukas 2016). A lot of researchers deal with the topic of teachers' belief or teachers' language use in the classroom (Bacsa 2012; Nagy 2009; Dégi 2018). However, multilingual pedagogy seems to be a neglected area in the Hungarian context, a few Hungarian researchers have dealt with the issue of the interconnection between the languages in the FL classroom with special attention to the German language, as well (T. Balla 2012; Bóocz-Barna 2007; Szabó 2018).

During the learning process, their attitudes also affect students' attitude formation, change, and maintenance. Educational researchers have proven that teachers' attitudes and beliefs can have a succeeding effect on their perceptions. In other words, teachers' beliefs, practices, and attitudes are essential for understanding and improving the educational practices (Haukas, 2016, 4). Environmental factors can affect the use of mother tongue in foreign language learning. This is because the language used by students is the mother tongue, the language naturally acquired because it comes from parents, and friends at home and in the school environment. Consequently, the use of the language used by students tends to use the mother tongue during the learning process (Johnson 2001).

2.1.4. Multilingual education

A good bilingual or multilingual school should have a good quality of curricula with some criteria. First, the curriculum should be bilingual or multilingual, the native language is used for an extended number of years to develop literacy and for teaching academic content. The second language (L2) should be fully developed. It means that languages are used to maximize instruction, and the language of choice and student assignments should be consistent. Second, the curriculum should be cross-cultural and native culture is included. Students' personal experiences should be tapped, local culture is explicitly taught, and cultural conflicts are analysed. Next, all bilingual students should participate in a comprehensive and qualified curriculum where content, language, and culture are integrated. Thinking and study skills are explicitly taught. Materials should be varied, of high quality, interesting, and in the native languages as well as L2 or L3. The last, content and language assessment should be ongoing, authentic, and fair (Brisk 2008).

The benefits of multilingual proficiency can be exploited to the full if one can focus on the advantages of multilingualism. A reorientation is needed towards the dynamics of multilingualism instead of remaining by the conventional monolingual norm (Jessner 2008, 11). One can take multilingualism for granted with the help of the application of the multicompetence view related to language proficiency of the learner. The multicompetence approach can help to face with the multifaceted challenges of multilingual education (Jessner 2008; Jessner 2016). Multilingual advantage involves emergent skills on the level of higher creativity and mental organization (flexibility in thinking). Multilingual awareness can influence learners, it might connect teachers and learners and it should be part of the common curriculum in the educational context. One can develop meta-competences in multilinguals which should be trained in the classroom context, as well. The multicompetence approach provides a helping hand to language development in the classroom. Teachers should be aware of minority languages in the classroom because they can understand their students better with the help of using multilingual methodology in the classroom. Teachers should promote multilingual awareness in students. Furthermore, teachers need to take part in multilingual training programs in order to develop multilingual materials for their students. Jessner (2016, 159) mentions that students profit more from multilingual classroom approaches than from traditional monolingual approaches for their linguistic and metalinguistic knowledge.

2.2. Hungarian context

Hungary is positioned in central Europe, in the Carpathian Basin. The country is surrounded by Slovakia, Ukraine, Austria, Slovenia, Romania, Serbia and Croatia. Medgyes and Nikolov (2014, 504) stated that every country is multilingual to a certain extent. The Hungarian language appertains to the Finno-Ugric language family and 99% of the Hungarian population speaks Hungarian as their native language. However, Hungary is not recognized as a monolingual country because more than 13 official minorities were recognized due to the population census (2002/3).

2.2.1. Language policy in Hungary

The aim of the Language policy profile (2002/3) is “to respond to the offer of the Council of Europe’s Language Policy Division and to assist with a self-evaluation of national language education policy.” The government has signed and ratified with the European Union the Framework Convention for the Protection of National Minorities and the European Charter for Regional or Minority Languages. The

motivation of learning foreign languages became more intensive when Hungary's accession to the EU was achieved in 2004.

A national document was compiled in 2008 which dealt with Hungarian education. This document is a national educational survey that gives a brief overview of the past, present and future directions of the Hungarian educational system. It is claimed that significant progress has been accomplished in foreign language teaching and the quality of language teaching has also improved. Two Eurobarometer (2006, 2012) studies have been carried out which show great results in terms of Hungarian foreign language learning. In 2006, 26% of the students admitted having a talk to someone in a foreign language, whilst an increased number of the students (35%) claimed to speak fluently in one foreign language. Nevertheless, Hungary lagged behind the European countries in terms of foreign language knowledge in the survey implemented in 2012.

2.2.2. Regulations of foreign language learning

German was taught as foreign language in school until 1949 which was followed by Russian for political reasons. German gained its prominence again which went hand in hand with the regime change in 1989/1990. Nowadays, most Hungarian primary schools offer both German and English as a first or second foreign language: "The National Curriculum promotes the teaching of a wide range of languages (....) Clear evidence of this phenomenon is the concentration on teaching English and German" (NCC 2012). Children usually start primary school at the age of six. It is stated in the National Core Curriculum (2009 and later 2012) that pupils should start learning one foreign language at the latest in the fourth year of the lower primary section. Additionally, the NCC highlights the opportunity of learning this first foreign language even earlier if the financial background makes it possible (Nagy 2009). Learning additional language(s) (second foreign language) is introduced in the sixth or seventh year in the upper primary section. Let us now turn to the regulation of foreign language classes in the lower, - and upper primary sections. 25 lessons per week are distributed in the first three grades in the lower primary section while they have a maximum of 27 lessons per week in the fourth grade according to the National Core Curriculum. It is important to mention that there are 2 extra lessons at every level so pupils actually can start learning foreign languages even earlier not only from the 4th grade. It depends on the local curriculum of the school whether makes it possible to integrate those 2 extra lessons as foreign language lessons. Furthermore, the curriculum maintains the tradition of the two extra lessons at the upper primary level. Learners have got 28 lessons in the 5th and 6th grades, meanwhile they are more overloaded with 31 compulsory lessons in the 7th and 8th grades. Learning a second foreign language is

not compulsory at primary level, therefore, a lot of students only start to acquire the second language in the secondary school (Csizér and Öveges 2018). The current research includes normal primary schools where pupils learn the first foreign language (Eng/Ger) 4 times a week and where they additionally can learn a second foreign language (Ger/Eng) as it stands out in the literature.

2.2.3. Minority issues in Hungarian context

Paulik (2004, 1) states that the linguistic rights of the 13 recognised minorities are regulated by the Act on the rights of national and ethnic minorities. The Hungarian legislation accepts the following languages as indigenous minority languages: Armenian, Boyash, Bulgarian, Croatian, German, Greek, Polish, Romani, Romanian, Ruthenian, Serbian, Slovak, Slovene, Ukrainian, and Hungarian Sign Language (HSL) (Kenesei 2009).

As far as the education is concerned, there are some tendencies related to the minority issues in the Hungarian context. To pass on to the next generation is a determining factor in the case of language maintenance. It is a heated debate nowadays that minority groups have fewer options to learn their languages in the educational context than outside of the borders. As statistical data indicates, German minority primary schools occupied the first place which was the 2/3 of the whole panorama (Kenesei 2009). There are German minority primary schools throughout the country although most schools can be found in Pest and Baranya. Despite of this, Vas and Veszprem counties took part in the current research. (between 2019 and 2020). Kenesei (2009, 66) formulated in his paper that the law guarantees “minority school” status wherever at least 25% of pupils of the educational institution (from and including kindergartens) are members of a minority. German minority schools could operate based on the rule until nowadays. In the article of Paulik (2004, 6), three forms of minority education were mentioned. The first also widely known form refers to the school type what will be mentioned as minority school in the current study. Children learn the language in four lessons per week which has been changed to five German classes plus 1 extra lesson with special regard to folk art. All the other subjects are taught in the Hungarian language. This research contains minority and regular primary schools where German is taught as a minority language to the pupils.

3. Methodology

3.1. Rationale of the teachers’ questionnaire

This current study is a quantitative piece of research with the survey design. Teachers’ questionnaire was used to investigate Hungarian teachers’ beliefs and

their language use in the EFL and GFL classroom. Teachers (N=28) were originally asked to fill in a questionnaire in the form of Google Forms. This method was applied in correspondence with what Dörnyei (2007) highlights about the beneficial effect of online questionnaires as they received positive feedback. They spare a lot of time, energy and online questionnaires provide total anonymity to the participants. The structured interview also played an integrative part in this study but the analysis and results of the interviews are out of consideration with regard to the current paper. Teachers' questionnaire was adapted and developed further based on the dissertation of Dégi (2018). Dégi investigates three languages in the classroom: Hungarian, Romanian and English. She observed teachers' attitudes using Hungarian vs. Romanian in an EFL classroom.

The questionnaire includes 23 questions. The first set of questions (Qu.1-10) refers to the social background of the subjects like gender, age, nationality, qualification, workplace, learnt languages. The second group of questions (Qu.11-12) deals with teachers' language use and students' mother tongue. The third set of questions (Qu.13-20) is concerned with teachers' language use in different pedagogical situations like greeting, giving explanations, instructions, telling off, talking during the break.

Each question is provided with pre-coded answers using a five-point Likert scale (1-5). The rating scale ranges from *never* (1) to *always* (5). The last part of the questionnaire (Qu.21-23) reflects on translation and using prior language knowledge in the classroom. Qu.21 is a two-scale yes/no question and Qu. 22 follows a similar five-point Likert scale question for translation habits in the classroom. In Qu.23, respondents needed to choose from a three-point Likert scale (1-3). The coding system is similar to the third set. One means never, two refers to rarely while three means mostly.

3.2. Participants, time, and context of the research

Two types of school have been involved in the research: primary schools with regular curriculum and primary schools with minority curriculum. Minority curriculum means that pupils receive 5 German as L2 classes per week, meanwhile normal curriculum offers L2 classes four times per week (German/English). In minority school, German can be learnt as L2 and English as an L3, meanwhile the two foreign languages (English/German) are taught as L2/L3 at normal school.

Data collection lasted between December 2019 and May 2020. The criteria for selecting the subjects were as follows: they need to be primary school teachers and their taught languages should be English (L2/L3) or German (L2/L3). They should fulfil their job either as minority schoolteachers or teaching at a primary

school with normal curriculum. Two groups of participants were investigated. The second group incorporates 14 foreign language teachers working at a normal primary school. The first subgroup contains German teachers (N=7), meanwhile the second subgroup consists of English teachers (N=7). The first main group (N) includes 14 teachers who work at primary school with a minority language curriculum. The second group contains 14 instructors who work at normal primary school. Small sample size was chosen in order to guarantee the homogeneity of each and every subgroup (N=7).

3.2.1. L2 and L3

The status of the taught language is also important therefore data was analysed based on teaching English as an L2 or L3 in the primary school context. English is taught as L2 only at normal primary school while English is taught as an L3 both at minority and normal primary school. 10 participants out of the 14 teach English as an L3 meanwhile 4 out of the 14 participants admitted to instruct English as an L2. After considering the situation of the English language, we take a look at the status of German. German is required to learn at nationality primary schools. Primary schools usually recommend German as an L2 in the Vas County. 9 out of 14 teachers instruct German as an L2. Consequently, it is not surprising that only 5 out of the 14 subjects teach German as an L3.

3.3. Data collection and analysis

28 teachers (N=28) were included in this current study however more teachers filled in the questionnaire. The teachers received the online link, and they simply filled in the questions. They can devote as much time as they needed so no time limit was given in the survey. The beginning of the questionnaire asked for personal information while the second and third group of questions mainly focused on their language use. Questions could easily be answered as they only required ticking the frequency of using the mother tongue (MT) or the taught language (English/German) between Qu. 13-20. The questionnaires were sent back using the function of the online SEND button. Data management and data analysis were performed using SPSS 22. The data were dealt with descriptively and analytically.

3.4. Ethical considerations

The study was carried out with the help of 28 primary school teachers. It needs to be highlighted that those subjects had the right to cancel their approval at each stage of the study, but they are willing to participate. The data were kept

confidential and they are exclusively used for research purposes. Subjects preserved their anonymity because neither their name nor their school was mentioned in the paper. As schools' names were also eliminated from the research, their pedagogical programmes could not be shared in the 'References' section.

4. Findings

The fourth section presents the findings of the research, focusing on the five research questions in the first section. A quantitative research design was adopted to provide answers of the research questions.

4.1. Social background of the teachers

The first question seeks to answer whether there is a difference between the social background of German and English teachers. The variables contain gender, age, and qualification and teaching experiences. Descriptive statistics were used to measure the differences between teachers.

4.1.1. Gender

Comparing English teachers with German participants was analysed using descriptive statistics. The first variable was gender although findings present a nearly homogeneous overview. 100% of the German teachers are female participants (Figure 1A) meanwhile only 1 out of the 14 English teachers is male. (Figure 1B.)



Figure 1A. Gender, German teachers

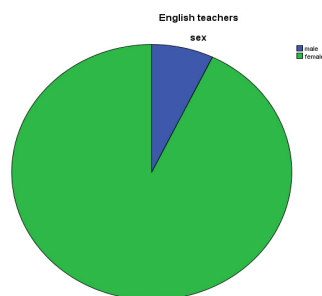


Figure 1B. Gender, English teachers

4.1.2. Age

Figures 2A and 2B show the comparison of age between English and German teachers. Half of the English teachers (N=7) were aged between 40-49 years old, while 6 out of the 14 German instructors were aged between 40 and 49. The age group of the English teachers is younger than their German peers as 6 out of 14 EFL teachers were aged between 30 and 39 years. 1 out of 14 participants was aged between 50-65 years. On the contrary, nearly half of the German teachers (N=6) were between the age of 50 and 65, while 6 subjects were aged between 40-49 years. Age is considered to be an important variable because it could have an impact on the language use.

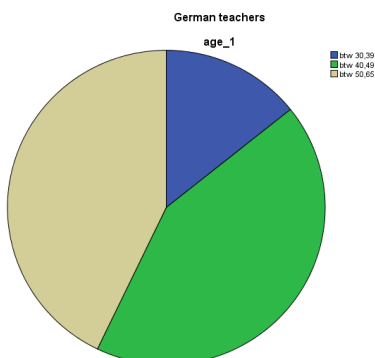


Figure 2A. Age, German teachers

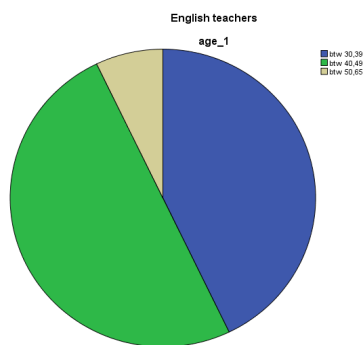


Figure 2B. Age, English teachers

4.1.3. Qualification

Figures 3A and 3B stand for the qualification of the whole sample. The question refers to the highest degree obtained by the subjects. As far as German teachers are concerned, 9 out of 14 participants achieved university (N=6) or MA degree (N=3). The rest of the teachers (N=5) have a college degree (Figure 3A). The dispersion of EFL teachers shows a greater diversity (Figure 3B). 6 out of 14 participants gained a college degree similarly to the German subjects. Half of the respondents (N=7) graduated at the university: they obtained a university or master's degree. One participant has a BA degree, but he works as a foreign language lecturer at the normal primary school.

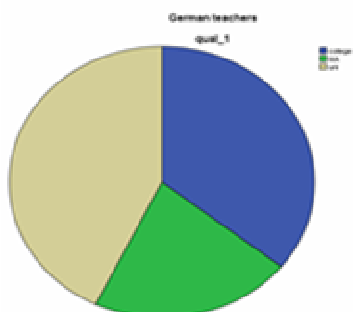


Figure 3A. Qual. German teachers

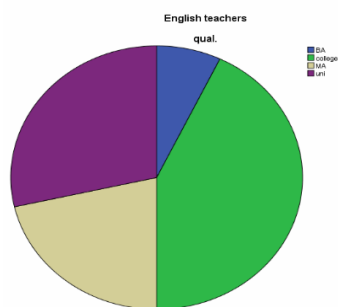


Figure 3B. Qual. English teachers

4.1.4. Teaching experience

Figures 4A and 4B illustrate the number of years that instructors spent with teaching pupils. The number of years in teaching German has fallen between 14 and 30 years. The most frequent teaching experience is 27 years as 3 out of 14 participants admitted teaching German for 27 years. The data showed that 2 out of 14 replied having 25 years of teaching and the same rate of replies (2-2 participants) was relevant to 26 and 29 years. (Figure 4A) EFL teachers also tend to have a diversified diagram. The pie chart presents that their teaching experience is extended from 4 to 25. 2 out of the 14 subjects dispose of 10 years, meanwhile 2 out of the 14 subjects have 16 years of expertise in teaching English. 2 out of the 14 participants admitted having 19 years of experience. (Figure 4B)

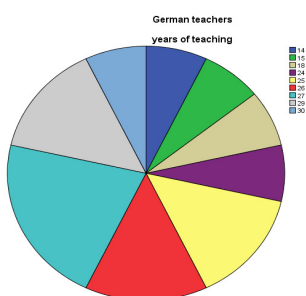


Figure 4A. Teaching experience, GFL.

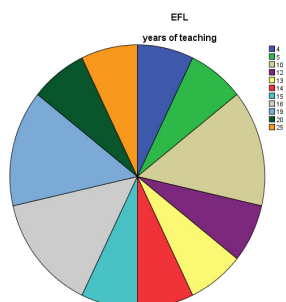


Figure 4B. Teaching experience, EFL

4.2. German teachers' target language use

The second question was whether German teachers working at minority schools exploit more the TL than their peers instructing at a primary school with normal

curriculum. Independent samples T-test were used to analyse the difference between German teachers who instruct at two different school types. The figure indicates that group 1 is the minority one and group 2 refers to the regular curriculum. It is apparent from the table that the first group uses more the target language (TL) than the second in most pedagogical situations like greeting (M=4,57), giving instructions (M=4,57) or talking about administrative issues (M=2,71). The most striking result to emerge from the data is that the second group uses the German language more than the first group for telling off the students (M=2,71) in the FL classroom. Despite of this, the minority group talks about informal issues (M=3,14) using *sometimes* the German language, while the normal group only applies the TL *rarely* (M=2,86). Teachers working at minority school exploit the TL rarely during the breaks (M=2,14), but instructors working at regular primary school hardly use the German language. In the current study, comparing group 1 with group 2 showed that a greater degree of the language use is found in case of the minority teachers. (Figure 5)

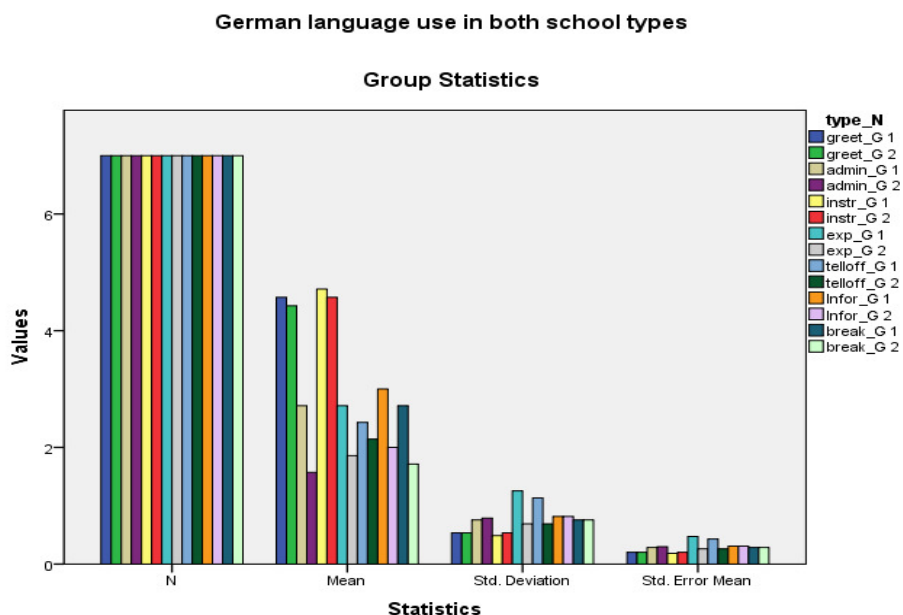


Figure 5. TL use in both school types

4.3. Mother tongue in the foreign language classroom

The third question seeks to discover whether English or German teachers use more MT in their classrooms. Independent samples T-tests were used to identify the differences. (Chart 1 and 2) One unanticipated finding was that English teachers use the Hungarian language 'mostly' for administration (N=4,14), while German teachers use mother tongue 'sometimes' in the classroom (N=3,57). English teachers tell off their students mostly (M=4,21) in their mother tongue, while German teachers use only (M=3,36) Hungarian 'sometimes' for telling off. Furthermore, English teachers also exploit the mother tongue in pedagogical situations like talking about informal issues (M=4,00), while German teachers employ MT sometimes (M=3,21). English teachers mostly support MT during the breaks (N=4,43), although German participants utilize the Hungarian language not so often (N=4,07) between the lessons.

	N	Mean	Std. Deviation	Std. Error Mean
Name_1	14	7,50	4,183	1,118
greet_H	14	1,50	,519	,139
admin_H	14	3,57	1,016	,272
instr_H	14	1,64	,842	,225
exp_H	14	3,36	1,008	,269
telloff_H	14	3,79	,893	,239
infor_H	14	3,21	,893	,239
break_H	14	4,07	1,141	,305

Chart 1. MT use of GFL teachers

	N	Mean	Std. Deviation	Std. Error Mean
Name	14	7,50	4,183	1,118
greeting_H	14	1,43	,514	,137
admin_H	14	4,14	,663	,177
instr_H	14	1,93	,730	,195
expl_H	14	4,00	,877	,234
telloff_H	14	4,21	1,081	,281
infor_H	14	4,00	,877	,234
break_H	14	4,43	,881	,228

Chart 2. MT use of EFL teachers

4.4. Translation in the EFL and GFL classroom

The fourth question is also split into two sub-questions, but the responses are presented in Figures 16 and 17. Sub-question 4A is whether German teachers translate more frequently than the English participants. Independent samples t-Tests were produced in order to illustrate the difference between the two groups (Fig 16 and 17.) All of the teachers admitted both using paraphrase and translation in the FL classroom. As far as German and English teachers are concerned, German teachers working at normal primary school translate and paraphrase more (M=3,43) than English teachers working at normal primary school (M=3,13) (Fig.6B). The second part of question 4 (4B) refers to whether there are any differences between the school types. Independent samples T-tests were also used

to compare minority school with normal school. We assume that teachers translate less at the minority schools than at normal primary schools. Minority schoolteachers use less translation. English teachers ($M=2,86$) use more paraphrasing and translation than their German peers ($M=2,71$) in the minority context (Fig.6A). A probable explanation is that minority teachers instruct groups who receive extremely high language input on a weekly basis.

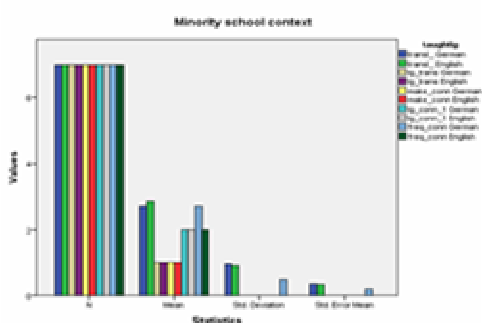


Figure 6A. Minority school

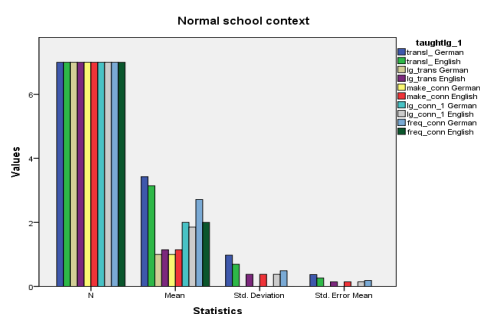


Figure 6B. Normal school

4.5. Making connection between languages

2 sub-questions are wrapped up in the last question (5). Descriptive statistics were used to analyse 5A and 5B. The first one (5A) detects whether teachers make connection between languages in the FL classroom. 1 out of the 14 participants is not able to make connection between languages as he is an English lector at normal school. 100% of the participants ($N=14$) could make connections between languages in the minority primary school context. Teachers working at normal primary school make connection between languages except of 1 teacher (Figure 7A). We can explain it as he is the foreign language lector so he cannot excessively use the Hungarian language. Moreover, he only knows English, that's why he cannot make connections in the FL classroom. The teachers working at normal school teach L2 in the majority of the cases, that's why they could operate with students' MT in the majority of the cases ($M=11$). 3 out of the 14 participants instruct L3 as they can activate former languages (MT+FL) in the classroom. (Fig.7A and 7B) The status of the taught language can be correlated with the prior language activation as teachers can rely on pupils' L1 and L2 in an L3 classroom.

Only the English teachers ($N=7$) can rely on both pupils' first foreign language and their mother tongue, while the German teachers ($N=7$) can only draw parallel to children's MT and TL in the minority schools (Figure7B).

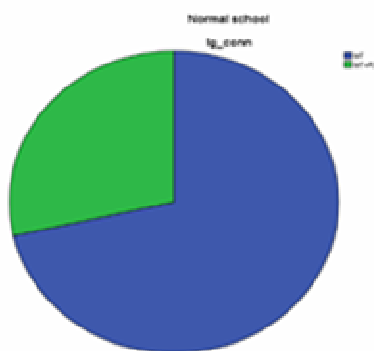


Figure 7A. Regular school. Lg. conn.

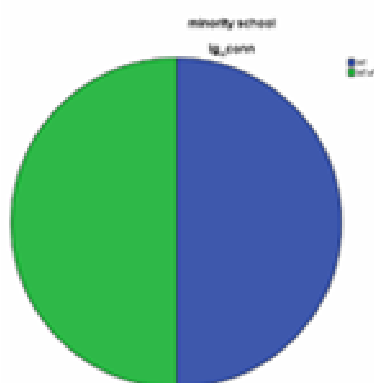


Figure 7B. Minority school. Lg. conn

In sub-question 5B, we investigate how frequently teachers reflect on the prior language knowledge of their pupils. The pie chart below provides the comparison between regular and minority schools. This finding was unexpected and suggests that the same number of teachers (N=5) use mostly (3) the former languages of pupils, meanwhile 9 teachers rarely (2) appeal to the prior language knowledge of their students both at normal and minority schools (Figures 8A and 8B).

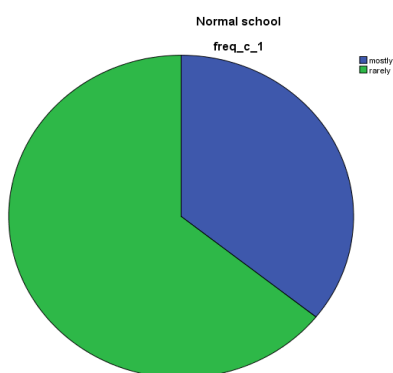


Figure 8A. Frequ. of conn. Regular.

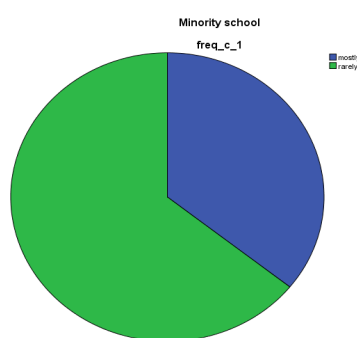


Figure 8B. Frequ. of conn. Minority

The next chapter describes synthesis and evaluation of literature and it makes connection between new results and previous knowledge.

5. Discussion

Interdependence could be found in terms of the research findings. The first question aims to investigate whether there are differences among the observed language teachers. English and German teachers were compared based on age, gender, qualification and teaching years. A varied picture could be presented in terms of social variables of German and English subjects. This result contradicts Dégi (2018) as no differences could be detected regarding the age, teaching experience or the locality of the teachers. Unfortunately, gender cannot be observed as only 1 male participant took part in the current study.

One of the most interesting findings is that a relationship could be detected between age and target language use. The assumption of the researcher was that the younger the teacher the more the target language is used. Although the average age was higher in the German group, they tend to use the target language most frequently. OECD (2015) mentions in the report that around 30% of teachers in Hungary are below the age of 40 in primary and lower secondary education. This rather contradictory result may be due to the fact that the report was carried out in 2015.

The next variable was the qualification of German and English teachers. 9 out of the 14 German teachers obtained university or MA degree, meanwhile 7 out of English participants gained university or master's degree. Findings show that qualification seems to correlate with teachers' language use. German teachers use less MT in the FL classroom. The last variable was teaching experience of the participants. The years of teaching can be correlated with language use: the more experience teachers have, the more they use the target language. German teachers used the TL more in the GFL classroom.

The findings for Question 2 show that the minority group use TL more than the second group. They use TL for greeting, giving instructions or talking about administrative issues. However, the first group still uses German when talking about informal issues. One possible explanation might be that minority school teachers could exploit the TL as their students receive a great number of German classes from the very beginning.⁴ The second group might have their reason in choosing MT as language of instruction. In a study, Khairunnisa and Lukmana (2020) found that 94% teachers feel that the use of L1 decreases learners' anxiety. Although only in forms of greetings, the classroom ambience is less intimidating.

Question 3 examines the MT use among German and English teachers. Independent sample t-Test showed that EFL teachers use Hungarian language more

⁴ https://www.oktatas.hu/koznevelés/kerettantervek/2020_nat/nemzetiségi_nevelés_oktatas_kerettantervei/nemet

than German teachers. They use Hungarian for talking about administrative issues, about informal issues and chatting with students during breaks. The evidence found in the literature agrees on using MT as teachers of English in Hungary still use the first language extensively in classroom (Nagy, 2009). In the dissertation of Dégi (2018), 5 out of 16 teachers stated that they use only English for talking about administration issues or informal things. The current findings support this idea as the majority of English teachers use mother tongue for talking about administrative issues (M=4,00) or they use pupils' mother tongue in the break (M=4,00).

The first part of question 4 seeks to determine whether German or English teachers translate more in the FL classroom. German teachers use more translation than their English peers at the normal primary schools. Dégi (2016,15) found the reason of translation in the EFL classroom as teachers admitted using translation as a tool for understanding the target language in case of reading tasks.

The second part of Question 4 explores whether minority school teachers use less translation than teachers working in normal school. The findings suggest that teachers use less translation in the minority context.

Question 5 tests the idea of using the whole language repertoire in the classroom as the majority of teachers admitted employing all of the languages of the pupils both in an L2 and in an L3 classroom. Our findings are in line with the dissertation findings of T. Balla (2012, 149) who found out that using the English language (L2) when teaching German (L3) would be beneficial for pupils. She highlighted that language teachers should raise the linguistic awareness of the students. Jessner (2016, 175) goes further: "A re-orientation from monolingual norms to multicompetence thus requires that we accredit a less prominent role to the linguistic deficits of second language learners and users and focus instead on the cognitive benefits offered by multilingualism.". The study of Szabó (2018, 135) also makes a bridge between this current research and her study. One should pay more attention to the topic of multilingualism in the school context for two reasons. English has become an international language and our society is constantly modifying due to globalization and mobility. Despite of this, German language has still got its privilege due to the Austrian border. Hungarian teachers need to be aware of cross linguistic comparisons and the challenging task of multiple language acquisition. It would be reasonable to evaluate the whole linguistic repertoire of the younger generations in the Hungarian context. Interconnection can be seen among the results based on the five research questions. The last chapter deals with the conclusion which gives a brief summary and critique of the findings.

6. Conclusion and future implications

The main goal of the current study was to assess the language use by 14 English and 14 German as foreign language teachers in the primary school context. The study was carried out in Vas and Veszprem counties and the site of the research was placed in two types of primary schools: schools with minority education and schools with regular curriculum. The taught foreign languages were English or German and the acquisition order plays an integrative role.

Descriptive statistics revealed that differences could be found between German and English participants regarding their social variables. In the current study, comparing German minority teachers with regular teachers showed that the average degree of TL use was higher in the case of minority teachers. The most surprising result was that the English teachers use more MT than the German teachers in- and outside of the classroom for administration, talking about informal issues or chatting between lessons. It was also shown that foreign language teachers exploited translation and paraphrasing in the FL classroom. One of the more significant findings to emerge from this study was that most of teachers made connections between the languages in the FL classroom. However, only a few teachers relied on the students' prior language knowledge 'mostly' in both groups. L2 teachers and L3 teachers could not be compared due to the heterogeneous number of the participants.

Finally, a number of important limitations need to be considered. First, the results obtained from the data cannot be generalized due to the low sample size in the four subcategories (N=7). Secondly, a potential problem is the distribution of gender as the current study did not present a diverse view of sex differences. The major limitation of the study could be the self-assessment of the foreign language teachers as the researcher has not done classroom observations so far. This research generated any questions in need of further investigation. More participants need to be involved in the future research in order to gain a more diverse view of teachers' language use in the FL classroom. It would be interesting to assess the effects of gender difference on language use in the GFL and EFL classroom. In future investigations, it might be possible to use a different tool as teachers' interviews were carried out in the past. Mixed method findings could bring a more nuanced approach for understanding the results but the focus would be on regular teachers' language use in the foreign language classroom.

Disclosure statement

There is no conflict of interest reported by the authors.

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Appendix

List of Abbreviations

A great number of abbreviations is used in the current study so the most important concepts will be explained here. L1 stands for pupils' mother tongue, while L2 is the equivalent of first foreign languages (English or German). L3 identifies as pupils' second foreign language (English or German). The notion mother tongue (MT) is interchangeably used with L1. The notions L2 and L3 will be interchangeably used with target language as it refers to both English and German in certain situations. The concept of minority teachers refers to the instructors working at a primary school using minority curriculum. The concept of regular school is introduced by the researcher as it includes the school teaching with a normal curriculum. English as a foreign language means EFL and German as a foreign language means GFL. The notion 'foreign language' will be used as FL.