MTA-ELTE Foreign Language Teaching Research Group

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In our research program, we undertook to analyze problem-based language teaching in different institutions of public education in Hungary through the lens of individual differences in language learning. We started our work by establishing the theoretical framework of our research in order to ensure the construct validity of subsequent data collections. Our most important finding was that the development of a lingua franca sensitive language pedagogy is particularly important in Hungarian public education, since the number of native speakers is limited in our context. However, theoretical grounding is only one pillar of reliable and valid research, the second important foundation is the methodological grounding of subsequent data collections in such a way that reliable data can be collected. Therefore, we have addressed the issue of quality control in individual differences research, because we plan to collect qualitative data at several points in our research program. Over the past year, we have written several papers on individual differences in English language learning: in the case of teachers, we investigated their role in motivating learners and their approach to differentiation, while in the case of students, we examined their flow experiences, sense of agency, strategy use and self-evaluation processes related to language use. In addition to collecting questionnaire and interview data, we also focused on exploring language output, which can be used to investigate different aspects of language use and language learning. The study of the language learning process in Hungary cannot be complete without exploring issues related to teacher training, and so we have also carried out research in this area.

During the first year of our project, two of our PhD students defended their dissertation. One of them already published his results in an English monograph. Our publication efforts yielded several Q1 and Q2 articles that have been listed on the program's website.

September 30, 2022.