Secondary school English teachers' views on study abroad programs in Hungary

The aim of our study is to map secondary school English teachers' views about study abroad (SA) programs in Hungary and the ways they affect students use English outside the classroom and, consequently, their classroom learning processes (Albert et al., 2023). The need for the study arises from the fact that we know very little about English teachers' dispositions despite the fact that various SA schemes have been designed to cater for the secondary school population in Hungary (Öveges & Csizér, 2018). To fill this research niche, we have interviewed 32 English teachers working in secondary schools in Hungary. A piloted interview guide was used and thematic analysis employed to explore the most important emerging themes. Our findings revealed that teachers view linguistic and non-linguistic outcomes of SA programs markedly differently and the notion of success is mostly related to positive linguistic outcomes that are viewed as the product of long SA visits. Non-linguistic outcomes included changes in individual difference variables, such as motivation, self-confidence as well as willingness to communication. Participants mentioned possible transformative experiences for students coming from more rural areas in Hungary, where English is not seen outside the school or from lower socio-economic status in which students do not have devices or Internet access to the English language. Based on these results, we will discuss main pedagogical implications for both pre-service and in-service L2 teacher education and outline future research directions.

References

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