

Assessment of Hungarian Pupils' Foreign Language Knowledge in the Primary School Context

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ABSTRACT

Amaro, de Bot & Rothman (2013) formulated from statistical estimations, “although fewer than 2 percent 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” (p.372). However, there was a positive tendency in foreign language learning in the past 20 years, learning foreign languages and speaking more than one language can still be counted as a peculiarity in Hungary (Eurobarometer, 2006).

The pilot study sought to examine students' foreign language proficiency in L2 and L3. The setting of the research was one school with normal teaching curriculum. Firstly, pupils were given a language history questionnaire (LHQ) to investigate the linguistic background of the subjects (Li et al, 2006). Secondly, 20 pupils were asked to fill in modified cloze test between January and March 2020 (Porter, 1976). The major objective of the modified cloze test was to investigate pupils' foreign language proficiency based on their known vocabulary. The first group included 10 pupils who visited German class as an L2 and also acquired English (L3). The second group consisted of 10 pupils who attended English as an L2 and acquired German (L3). Quantitative data were analysed using SPSS 22 software in order to compare the means of the two groups. Preliminary results showed that pupils achieved better results in German as an L3 (M=76.7) than in English (L3) (M=73.8).

Keywords: multilingual, language proficiency, primary school, modified cloze test