**Structure**

**Introduction**

Start with the … the new regualtion

Current state of higher education supported with numbers – already big differences. How many unis in Bp how many anywhere else. Polarized country. Why it’s important to diversify the unis in a country.

The new regulation that will take in place in the future giving an entry requirement that effecting the already disadvantaged young population in the country.

**Research question (or hypothesis)**

Would the new mandatory foreign language exam governmental proposal more significalty effect certain areas in Hungary’s then others?

**Literature review**

To measure the young population’s foreign language capabilities, I look at the the highschool final exam data.. what is that, blablabla

Nyelvtudas minek kell hogy mernok legyel …

Diversity of though importance

Diversity of socioeconomic background

Why bad to discriminate on type of population

Midlevel, higher-level, how it differs and what can we do the make it to the same scale.

Moran’s I and Location Quotient

**Methodology - 1500**

Highschool data

Foreign Language Proficiency Score calculation

Study area: Hungary LAU 1

Flowchart

**Results (including descriptive statistics and further analysis)**

Moran’s I Global - Local

Location Quotient

**Discussion (including specific recommendations)**

Referenced literature  
Not the extensions the of the Results!   
Why it’s important  
Is there other solution by other countries to this  
Provide a solution + other examples

Bring poverty in ( [104010-BRI-PUBLIC-ADD-SERIES-Poverty-in-Europe-DOI-10-1596-K8683.pdf](file:///C:\Users\botiv\Zotero\storage\EVCVH23T\104010-BRI-PUBLIC-ADD-SERIES-Poverty-in-Europe-DOI-10-1596-K8683.pdf))

**Conclusion**

**An Analysis of the Impact of the Foreign Language Exam Entry Requirements for Hungarian Universities**

**New Gov language requirement - WHY?**

**Improve second language capabilities – increase in fdi & employment prospects of country.**

**Mini intro 50**

The purpose of this essay is to discover the level of foreign language education on high school level across Hungary to understand the potential impact of the recently proposed governmental measure that would introduce a universal foreign language certificate precondition to enter higher education.

**Introduction – background**

Hungary is a Central European country, located in the Pannonian Basin. The Hungarian language, unlike its neighbours who all belong to various branches of the Indo-European language tree, originates from the Asian Uralic Region and is a member of the Finno-Ugric language tree (Honti, L., 1979.). An estimated 14-15 million people speak Hungarian world-wide, around 4 million of whom live outside of the country’s borders (Fenyvesi, A. ed., 2005.). As a predominantly mono-lingual country, the vast majority of Hungarians speak Hungarian as their first language (98%) (Medgyes, P. and Miklósy, K., 2000.). There are numerous features of the Hungarian language that distinguish it from prominent Indo-European languages (English, German, French, Polish, Swedish, etc.) such as the presence of vowel harmony which is common in many Asian languages, such as Korean, Mongolian and Samoyedic (Fenyvesi, A. ed., 2005.). As such, numerous linguists consider the Hungarian language to be one of the most difficult languages to learn (CITATION).

Due to its unique and difficult language, historically, governments have placed importance on investments in the public advancement of foreign languages. In the 19th century, the Austro-Hungarian empire (1867-1918) placed the German language as the major foreign langue to learn as it became to official language of the empire. Later during the communist era (1949 -1989), as part of the Soviet Union the Russian language became prominent and was mandatory to study in the Hungarian primary and secondary schools (Medgyes, P. and Miklósy, K., 2000.). The collapse of the centrally planned Socialist Regime in Eastern Europe (1989) led to an array of socio-economic developments, such as the privatisation of previously state-owned operations, opening borders with Western Europe (with the fall of the iron curtain in Germany) and an influx of foreign, ‘western’ media becoming increasingly popular in the region. (Dornyei, Csizer, & Nemeth, 2006). The influx of tourism to Hungary and expansion in economic relationships outside of the Eastern Block led to the growing demand for English and German language skills by employers, which was further accelerated by the country joining the European Union in 2004 (Dornyei, Csizer, & Nemeth, 2006). Today, Hungarian students are required to study minimum one foreign language as a part of their primary school (X-Y years) and secondary education, (X-Y years) with numerous students studying second or third foreign languages (Medgyes, P. & Nikolov, M. 2014).

Recently, the Hung government has proposed a new requirement XXXX in an attempt to motivate secondary students to pursue foreign language studies early on. This proposal aims to create an additional minimum entry requirement for Higher Educational Institutions, where final year secondary students would have to obtain a certificate evidencing proficiency in a foreign language prior to applying to university, regardless of the course they are applying to.

The motivation behind the new requirement is to further incentivise young students to advance their foreign language skills and overall increase the human capital of the population. However, this essay will find that the mandatory Language exam for entry to Higher Educational institutions would disadvantage students from rural secondary institutions leading to a decrease in the socioeconomic diversity of universities.

**Literature review**

Tarsadalmi (urban v rural)

*Current state of higher education supported with numbers*

*Already big differences. How many unis in Bp how many anywhere else. Centralised country.*

*Importance of available higher-level education for everyone*

*Diversity of Thoughts – why that a probable to not have equals student*

* <file:///C:/Users/botiv/Zotero/storage/WS9SL843/676150.html>
* [Wößmann - 2008 - Efficiency and equity of European education and tr.pdf](file:///C:\Users\botiv\Zotero\storage\3YBBWLLU\W%C3%B6%C3%9Fmann%20-%202008%20-%20Efficiency%20and%20equity%20of%20European%20education%20and%C2%A0tr.pdf)
* <https://www.sciencedirect.com/science/article/pii/S0272494405000575>

**Research question**

As per the above, this paper will analyse the foreign language proficiency levels based on Secondary Education Leaving exams to discover the inequality of FL capability among Hungarian Districts. Observe the potential pattern that the distribution of foreign level educational shows. And draw conclusion whether the new governmental proposal XX would disproportionally negatively impact students from certain Hungarian Districts, thus hindering students’ opportunities to pursue Higher Educational achievements.

*Need of indicator*

To observe the effect of the new regulation proposal, a foreign language proficiency level indicator is required to apply to an area. To calculate such indicator, the publicly available high school final exam data were used. In Hungary, every high school student required to take final exams from multiple subjects to finalise their studies (REFI). These subjects are the following:

1. Hungarian Language and Grammar
2. History
3. Mathematics
4. One chosen Foreign Language
5. Additional optional subject selectable from a large variety

All these exams above have two difficulty variations: a midlevel and an advanced level option. The result of these exams will be directly converted to university entry scores. Therefore, every high school student who wish to continue their studies on an advanced level required to take a foreign language test. This test gives a good measurement of the level of foreign language proficiency among young people finishing high school.

Moran’s I and Location Quotient to measure equality, disparity – GINI index??

**Methodology**

1. Highschool data

Information regarding high schools’ location, number of pupils, final exam results etc. are available on the website of the Hungarian Education Ministry (oktatas.hu). To collect the information for my analysis, a web scraper was written, and addresses were geocoded by Google’s geocoding API. The dataset was then cleaned to remove inconsistencies due to duplications, typos and unrealistic outliers. The final dataset includes every foreign language exam (X number) taken the spring of 2020 by (X number) students in (X number) educational institutions.

2. Foreign Language Proficiency Score calculation

To create a unified language proficiency score, the intermediate and advanced level tests scores need to be converted to the same scale. The conversion method used was based on the official higher education entry score system’s calculations. Every advanced level exam above 45% is awarded with 50 additional points*. For example:* *where a high school’s advanced English language average reached 30% no transformation will obtain, but if the average is 65% an additional 50 point will be added to the score, which gives 115* (note that the maximum points for the intermediate exam is 100) (<https://qips.ucas.com/qip/hungary-erettsegi-bizonyitvany>)

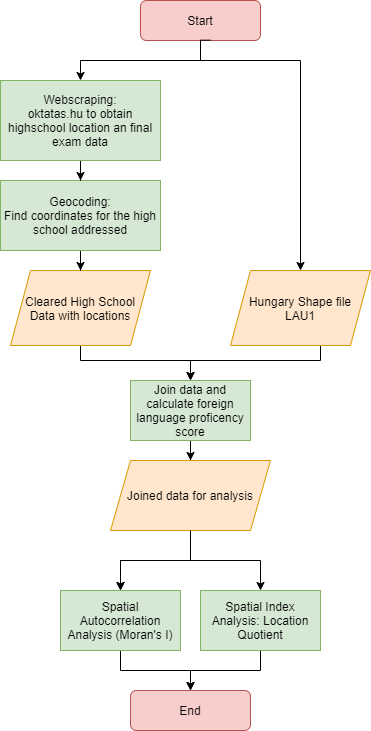
Therefore, the formula for creating a specific foreign language proficiency score of a spatial unit will be the following:

3. Study area: Hungary LAU 1

In the analysis, the lowest level of territorial and organisational units of the public administration defined by the Hungarian government decree 86/2019 (IV.23) (REFI) is used. There are 197 districts, 23 of which are districts of the capital, Budapest. The shape file was provided by GDAM. X number of districts don’t have currently operating high school. These spatial unites will be not used in the calculation as foreign language proficiently score cannot be assigned to them.

[Image]

4. Flowchart



[**https://www.ksh.hu/regionalatlas\_districts**](https://www.ksh.hu/regionalatlas_districts)

**Results (including descriptive statistics and further analysis)**

Following the appropriate data transformations and data merges, we can observe how the language proficiency scores distribute in the country. The range of the scores are 0 to 150, the hypothetical highest potential number meaning every student studying in the areas achieved 100% advance level foreign language final exam.

[Map of the scores and the top 3 language scores histograms]

Moran’s I Global - Local

By observing the map above, some level of clustering of high and low language scores can be noticed. To test whether spatial autocorrelation occurs, a Global Moran’s I test were conducted. According to the test below the Moran’s I Index is 0.2 and the small p-value indicates that closer, neighbouring spatial features tend to have similar language proficiency score in Hungary. There high level and low level subregions, region in the country. (ez azt jelenti hogy egyes regiok hatranyosabban erintettek az uj intezkedessel)

[Moran’s I table – or local moran’s I map ?]

Location Quotient

The following analysis aim to measure the relative concentration of the language proficiency score of an area compared to the national average. This way we got a better understanding where the underdeveloped areas are where the secondary school language education would need improvement to reach the average national level.

[LQ map]

**Discussion (including specific recommendations) – 400**

However, this essay will find that the mandatory Language exam for entry to Higher Educational institutions would disadvantage students from rural secondary institutions leading to a decrease in the socioeconomic diversity of universities.

Mapping Language Proficiency Score clearly describe the heterogenicity of the secondary school leaving student’s the languages capabilities and the level of language education of Hungarian Districts. Further, certain region of the country shows a correlation of high (North-West) and low (East) Districts. The newly propose regulation would mean unequally more significant barrier for every student from the lower scored areas, who would pursue to advance their studies in the Higher Level Education System.

Also inqual for the University. The rural less prestigious university wouldn’t be able to accept student. And also certain more technical/teachers/ medical courses would be also disadvantaged.

Kiterni arra hogy socioeconomic kolunbsegek is szerepet jatszanak hogy varosok es egyes regiok jobb scoret ertek el. De az allam feladata, hogy tamogatassokal igyekezennek ennek kiegyenlitesen, de az uj szabalyzat cask nagyobb egyenlotlenseghez vezet. Videk egytemeknek is hallgato hiannyal kuzdhetenk ennek kovetkezmenye kepp.

Referenced literature  
Not the extensions the of the Results!   
Why it’s important  
Is there other solution by other countries to this  
Provide a solution + other examples

Mindenkit leferdo policy nem mukodnek ennyrie inequal helyeken

Bring poverty in map to compare with LQ( [104010-BRI-PUBLIC-ADD-SERIES-Poverty-in-Europe-DOI-10-1596-K8683.pdf](file:///C:\Users\botiv\Zotero\storage\EVCVH23T\104010-BRI-PUBLIC-ADD-SERIES-Poverty-in-Europe-DOI-10-1596-K8683.pdf))

**Limitations (150-250)**

The Hungarian Secondary School Leaving exam data is publish in an aggregated format. The information provided on secondary school level, and not individual student level. Due to this compression the exam results losing some of its precision since we only able to use the average of reach scores by schools and weighting them by the number of students. Because the data points are schools it’s important to not directly reflect the finding to the young population, but the schools situated in the certain areas.

The analysis and calculation of the Language Score included every secondary school across the country without excluding exceptional institutions. These outliers for example schools where the teaching take place in a foreign language. Further, the assumption was made that every student who would procced to Higher Education reached and took the Highschool leaving exam.

As the population the secondary schools are unevenly spread across the country. This result that for certain areas only few (in some cases non) available datapoints this provide low sample to calculate the Language Score for those areas.

During the analysis, demographic or economic data were not introduced to compare the relationship of the language capabilities with other socio-economic factors.

**Conclusion (350-500)**

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