

DOCTORAL (PHD) DISSERTATION

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**The Hungarian Language as a Mediator for
International Students' Learning
Motivation:
A Mixed Method Study**



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I dedicate this dissertation to my parents, Mare and Bosko Stamenkovski, whose belief in me and unconditional support have been my foundation throughout my life and Ph.D. journey.

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Abstract

This dissertation explores the motivational dispositions influencing international students to learn Hungarian while studying in Hungary, by adapting an extended version of the L2 Motivational Self System (L2MSS) developed by Taguchi et al. (2009), based on Dörnyei's original framework. The research examines how these motivational dispositions become accustomed to the Hungarian context and their dynamic interactions affecting language learning.

By employing a mixed-methods approach, the study combines quantitative data from questionnaires with qualitative narratives from semi-structured interviews. This analysis confirmed the validity of the motivational scales for learning Hungarian, supporting the L2MSS framework's applicability across different cultures.

Findings indicate that attitudes toward the Hungarian community are the most significant motivational disposition affecting the motivated learning behaviour among international students. Additionally, there is significant variability in motivational contexts, including gender and language background differences. For example, males showed higher levels of "Ought-to L2 Self" and Instrumentality, suggesting gender-specific motivations, while English language learners demonstrated higher values across all motivational dimensions, reflecting English's global dominance.

The study found a combined interaction between Intrinsic and Instrumental Motivations, highlighting the multifaceted nature of the overall language learning motivation. It suggests that learners view language learning as a mean to connect with the target culture, pointing out the role of cultural integration. These insights have practical implications for language teachers and researchers, offering a deeper understanding of the varied motivational factors influencing language learning among international students in a culturally diverse environment.

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List of Abbreviations

- L2 Motivational Self System-L2MSS
- Learning Languages Other Than English -LOTE
- Quantitative search-QUAN
- Qualitative-QUAL
- Common European Framework of Reference for Languages-CEFR
- Structural Equation Modeling (SEM)
- Dynamic Systems Theories (DST)
- Self-Determination Theory (SDT)

1 Introduction

The motivation behind language learning is a multifaceted construct that integrates personal goals, cultural ties, psychological foundations, and societal influences (Dörnyei, 2005; 2009; Gardner, 1985; 2001; 2019). The dissertation explores the motivational dispositions of international students learning Hungarian in Hungary, analysed through Zoltán Dörnyei's L2MSS framework. L2 stands for "second language," in the context of the L2 Motivational Self System (L2MSS), this means it refers to learning a language other than the native language (Brinkmann, 2014; Braun & Clarke, 2006; Denzin & Lincoln, 2011).

With the rise in international student mobility and the increasing globalization and multilingualism of our world, there is a vital need better to understand the motivation behind learning languages other than English (LOTE) (Díaz, 2018; Ennew & Fujia, 2009; Institute of International Education, 2024). While English remains predominant due to its global significance, examining a less commonly learned language like Hungarian offers a unique perspective on the broader field of language learning motivation (British Council, 2024; Cenoz & Gorter, 2014; Dörnyei, 2009). This research aims to reveal the complex motivational dispositions influencing international students to learn Hungarian, specifically within Hungary's specific cultural and educational context.

The study is significant due to its focus on Hungarian, a language that is not globally dominant. By investigating the motivational dispositions behind learning Hungarian, the research fills a gap in the existing literature on second language learning motivation, which predominantly focuses on more commonly learned languages like English. The growing number of international students in Hungary, especially holders of Stipendium Hungaricum Scholarships, underlines the importance of understanding these motivational dynamics (Institute of International Education, 2024; Stipendium Hungaricum, 2023; 2024; Study in Hungary, 2024; Tempus Public Foundation, 2024b).

The study utilizes a mixed-methods approach to achieve the aim, combining quantitative data from questionnaires with qualitative insights from interviews. The double approach is fundamental for capturing the multi-dimensional nature of language learning motivation. Quantitative methods enable measuring and analysing the motivational scales, confirming the statistical reliability and validity. On the opposite, qualitative methods provide in-depth insights into individual experiences and perceptions, describing the subjective aspects of motivation that quantitative data alone might not discover.

The dissertation is structured to explore the research aims, guiding the reader through foundational theories, empirical findings, and practical implications. It begins with an introduction that sets the foundations by outlining the study's significance, objectives, and rationale for selecting Hungary and the Hungarian language as focal points. The subsequent chapters investigate the theoretical and empirical background, research design and methods, and detailed presentation of findings from both the pilot and main studies. The dissertation concludes with a blend of the findings, discussing their implications for language education policy and practice and offering recommendations for future research.

The theoretical and empirical background section explains about the motivational dispositions affecting L2 motivation and briefly summarizes the seminal theories that guided the study. It includes an overview of the L2MSS and its extended version, reviewing how these models have been applied in various cultural and educational contexts. The section sets the base for understanding the complex interplay of cognitive, affective, and contextual elements in language learning motivation.

The research design and methods section justify the choice of a mixed-methods approach and outlines the rationale behind the study. It details the research questions, participant selection, instrument design, data collection procedures, and ethical considerations. The quantitative phase uses structured questionnaires to measure motivational dispositions, while the qualitative phase includes semi-structured interviews to explore individual experiences in depth. Integrating quantitative and qualitative findings aims to provide a rounded understanding of the motivational dispositions among international students learning Hungarian.

The findings from the pilot studies are presented first, providing initial insights, and validating the research instruments. Afterward, a main quantitative questionnaire and qualitative interviews have followed, which offered a detailed analysis of the motivational scales and their relationships. The pilot and main qualitative studies complement these findings with narrative data emphasizing the motivational dispositions influencing motivation. The blend of these two data sources aims to capture the multifaceted and dynamic nature of language learning motivation.

The dissertation aims to contribute to the broader field of language education research by expanding the understanding of motivation in language learning and supporting the development of more motivational effective and culturally responsive language education programs.

By focusing on the unique context of Hungarian language learning, the study expands the applicability of Dörnyei's L2MSS. It highlights the importance of cultural and contextual factors in language education research. The findings point out that by developing tailored motivational strategies that address the true learners' needs and backgrounds, can lead to more effective and engaging language learning experiences.

2 Theoretical and Empirical Background

The phenomenon of motivation in language learning, mainly focusing on LOTE, is a complex puzzle combined with personal ambitions, cultural connections, psychological factors, and societal structures. This intricate interplay includes the individual, the target language, the learning environment, and the broader sociocultural context (Cheng & Dörnyei, 2007; Csizér & Dörnyei, 2005; Dörnyei, 1994; Noels et al., 2000; 2020; Ushioda (2009). The Hungarian language as being a non-global language, offers a unique viewpoint on the matter. Moreover, the increasing international mobility of students only highpoints the need better to understand the motivations behind learning LOTEs (Dörnyei & Csizér, 2002; Gardner, 1985; Csizér & Kormos, 2008; Lamb, 2004; Noels, 2001; Ushioda, 2011).

Researching motivational dispositions in various contexts of second language (L2) learning has become increasingly important due to global developments. Analysing data from diverse cultural backgrounds has revealed that motivational dispositions significantly explain language learners' efforts. Conceptualization of the motivational dispositions within a broader framework was established, which included the learner's self-concept identification process (Andrade et al., 2022; Dörnyei, 2005; 2013; Ushioda, 2009).

Various research has shown variances in the L2MSS based on different settings, such as urban environments and socio-economic backgrounds. The strong impact of these factors on the L2 self has been acknowledged. Additionally, the differentiation between L2 Selves and multilingual selves has emerged as an important area of study, especially in today's globalized world where multilingualism is increasingly widespread (Csizér & Kormos, 2009 a, b; Dörnyei & Ushioda, 2011; Norton, 2013; Taguchi et al., 2009).

Empirical studies utilizing the L2MSS have explained how these motivational dispositions operate in diverse linguistic and cultural settings, highlighting the system's versatility and adaptability. Research, such as that done by Taguchi et al. (2009), has demonstrated significant variations in how the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience

influence learners in different socio-economic and cultural contexts. For example, learners in urban settings, with greater exposure to diverse linguistic environments and more opportunities for language use, may develop a more vital Ideal L2 Self compared to those in monolingual or rural settings. The insight aligns with Dörnyei and Csizér's (2005) findings on how intercultural contact, including tourism, influences language attitudes and motivation, reflecting the L2MSS's reassurance of applicability across different contexts.

Furthermore, the global rise of multilingualism has brought the concept of multilingual selves into focus. In a world where individuals are increasingly likely to speak multiple languages, the interaction between different linguistic identities becomes an essential field of study. The L2MSS model, as Henry (2015) discussed, is fundamental in exploring how these identities coexist and influence each other, providing insights into the motivational dynamics of multilingual language learning. The exploration is further backed up by the comparative study of Taguchi et al. (2009), which provides a detailed examination of the L2MSS among learners from various linguistic backgrounds. Taguchi et al. (2009) identified specific motivational dispositions, such as the impact of the Ideal Self and Integrativeness on Language Learning Motivation. Moreover, several other studies found that learners with a strong Ideal L2 Self were more probably keen to display higher levels of motivated behaviour, highlighting the importance of personal and cultural significance in language learning (Dörnyei, 2005;2009; Feng & Papi, 2020). Additionally, the studied demonstrated significant variations in motivational dispositions across different cultural groups, highlighting the necessity of designing motivational strategies to individual learner contexts (Csizér & Kormos, 2009a; Lamb, 2012).

By investigating how the motivational dispositions influence language learning motivation this study analyses the motivational dispositions of learners who expressed multiple types of motivation and willingness for personal development. The findings reveal that these learners exhibit significantly higher motivation levels and more positive attitudes toward learning additional languages. The results highlight the subtle ways motivation can improve language learning motivation, offering valuable insights into the complex relationship between language learning and motivation. These findings are significant as they offer a deeper understanding of the role of motivation in language learning, triggering further interest and research in the field (Dörnyei, 2009; Csizér & Dörnyei, 2005; Csizér & Kálmán, 2019; Stamenkovska, Kálmán & Györi, 2022).

2.1 Contextual factors affecting L2 motivation

The study of motivational theories has evolved significantly over time, with various approaches placing differing levels of importance on the influence of social context. Behaviourist learning theories initially supported those external stimuli, such as rewards and punishments, influence motivation, giving rise to the simplistic 'carrot-and-stick' analogy for learning motivational tactics (Skinner, 1953; Deci & Ryan, 1985).

The psychological landscape experienced a dramatic change in the 1970s, similar to a cognitive revolution that focused attention on the complex inner workings of the human mind rather than on outside stimuli. The change was significantly influenced by the research of academics like Neisser (2014) and Bandura (1977), who stressed the importance of the human internal information processing and meaning-making processes. Their research helped in the better understanding on how these internal cognitive processes influence human behaviour on a deeper level. In this new approach, the significance of social and contextual factors was not dismissed but was instead seen through the lens of how individuals perceive and mentally process them. The view supports the intuitive notion that individuals are initiators of action, stating that individual motivation is the proximate cause of human behaviour.

Bandura's theory integrates individual motivation and emphasizes the intrinsic social nature of humans, recognizing the role of cognitive processes while acknowledging that human beings are inherently social beings. The dual importance ensures a more universal understanding of human behaviour (Bandura, 1977; Deci & Ryan, 2000). Human actions are invariably intertwined with many physical, cultural, and psychological interactions, greatly influencing an individual's cognitive processes, behaviours, and overall achievements (Ushioda, 2007).

When examining the dynamics between individuals and their social contexts, psychologists typically align with one of two predominant viewpoints: the individualistic or the societal perspective. The individualistic perspective, as explored in the works of Oyserman, Coon, and Kemmelmeier (2002), focus on the individual's cognitive processing of their social environment. The social viewpoints are about how cultural norms and more prominent societal factors impact individual behaviors (Oyserman et al., 2002; Haslam et al., 2011).

The individualistic approach suggests that the social environment's multifaceted nature is primarily relevant as it is manifested within the individual's mental landscape, including attitudes, beliefs, and values. This viewpoint interprets the social realm through the prism of the individual psyche. Theories such as social cognition, which examine how people mentally

represent and react to social beings, represent this individualistic perspective (Ames & Mason, 2015; Gawronski & Bodenhausen, 2017; Hadi & Block, 2019; Oyserman, 2017; Tamir & Hughes, 2018).

On the flip side, the sociological perspective strongly stresses the broader social influence, featuring elements such as the dynamics of interethnic relationships, group interactions, and the overarching influence of sociocultural norms. This approach focus on how these larger societal forces shape individual and collective behaviours (Fiske, 2018; Kleine et al., 2019; Walton & Cohen, 2011; Zaki, 2020). For example, this viewpoint goes into detail in the contemporary research by Jetten et al. (2015), who highlight the significant impact of these larger societal forces on individual behaviour (Jetten et al., 2015). The individuals are often depicted as passive, shaped by the more potent forces of society at large. The social identity theory stands as a cornerstone within the societal paradigm. The differences between these perspectives have sparked debate within social psychology, dividing scholars and their methodologies (Haslam et al., 2020; Jost & Kay, 2010; Reicher et al., 2010).

The current discourse in psychology has witnessed a renewed emphasis on the importance of context. The return is not a regression toward behaviourist principles but indicates an increased interest in the intricate interplay between individual and socio-contextual factors. While the focus on context appears contemporary, it is based on the classical models like Bronfenbrenner's (1977) ecological systems theory and the long-established systems thinking approach in psychology, stressing the multifaceted layers of environmental influence on human development and behaviour. In the domain of psychological theory, this shift is sometimes referred to as a "discursive turn" or a "second cognitive revolution (Glăveanu, 2015; Teo, 2015; Valsiner, 2014; Zittoun & Gillespie, 2015).

Contemporary scholars like Teo (2017) have explained on this concept, discussing how this shift has redefined the understanding of cognition within the broader framework of psychological studies (Teo, 2017). Cognition and motivation are no longer seen as phenomena restricted to the constraints of the individual mind but rather as constructs dynamically formed through discursive interactions among individuals within specific sociocultural frameworks (Bandura, 1986; Deci & Ryan, 1985; Lave & Wenger, 1991; Vygotsky, 1978).

The contemporary 'social turn' in motivation research acknowledges that various environmental dimensions, tangible and intangible, significantly influence a person's thought processes, actions, and successes. This perspective aligns with a holistic approach to research

across psychology and education (Järvelä, 2001; Anderman & Anderman, 2000). As a result, recent investigations into motivation and related psychological constructs such as identity, self-regard, and self-efficacy have increasingly shifted away from presuming that environmental factors equivalently affect all individuals. Instead, contemporary research inclines to include contextual variables such as the classroom environment and cultural disparities as primary factors in their research designs (McInerney, 2008; Salili et al., 2001).

Moving beyond the perception of social context as a mere backdrop that impacts individual motivation, many scholars now predict motivation-in-context as an interactive construct that inherently captures both the individual and the wider social environment. The expanding perspective encourages for an integrated, dynamic consideration of motivation and context (Hickey & Granade, 2004; McCaslin, 2009; Volet & Järvelä, 2001).

2.2 Preliminary Summary of the Seminal Theories that Guided the Study

Exploring the motivations for learning LOTE presents a compelling and complex subject, especially in today's increasingly globalized and multicultural world (Ushioda & Dörnyei, 2017; Stamenkovska, Llerena, & Györi, 2022). The growing movement of students across borders for educational opportunities, alongside with the continuous merging of diverse cultures, require the need for a deeper investigation into what motivates individuals to study less widely spoken languages, such as Hungarian (Al-Hoorie, 2018; Csizér & Dörnyei, 2005; Dörnyei & Chan, 2013; Gardner, 1985; Hafner, 2015; Papi & Khajavy, 2021). This interest is reinforced by research findings that suggest a range of motivational factors, from personal interest and cultural affinity to career prospects and educational requirements (Dörnyei, 2009; Ortega, 2014). With its distinctive linguistic attributes, Hungarian provides a specific case study in this area of research, significantly contributing to the varied motivations and experiences of language learners in a unique cultural context (Csizér & Magid, 2014).

At the forefront of contemporary studies on second language (L2) motivation stands the transformative work of Zoltán Dörnyei with his L2MSS. This theory, which gained popularity in the early 2000s, represents a significant retreat from the traditional models primarily focused on integrative and instrumental motivations. Dörnyei's model has revolutionized the subject, fundamentally altering academics' understanding of the dynamics that fuel language learning (Dörnyei, 2019a; 2013; Muir et al., 2021; Woodrow, 2017).

Another foundational aspect of L2 motivation research is the work of Robert Gardner and Wallace Lambert. Back in the 1950s, they introduced the idea of Integrative Motivation. Their

socio-educational model suggested that a learner's positive attitude towards the target language community and a desire to be part of it are fundamental for successful language learning (Gardner & Lambert, 1972). This paradigm established the foundation for a deeper understanding of the crucial roles that social and cultural variables play in second language learning.

Recent developments in the field have acknowledged the fluid nature of L2 motivation. Scholars like Dörnyei and Ushioda have advocated for a more contextualized, in-depth understanding of L2 motivation, recognizing that motivations can evolve and change in various learning settings (Dörnyei & Ushioda, 2009). This approach confirms the complexities and variabilities in motivational processes, including individual differences and external factors, as well as fostering an open-minded and evolving perspective.

Focusing on the Hungarian context can deepen our understanding of these theories. Hungary's unique linguistic and cultural traits present challenges and opportunities for L2 learners, particularly regarding cultural integration and motivational dispositions formation. Factors like the local community and the educational environment in Hungary play important roles in shaping learners' Ideal L2 Self and overall learning experience, making the Hungarian context a rich and valuable setting for this study (Pasquarella et al., 2022).

The individuality of less commonly learned languages, with unique linguistic features, makes it an intriguing subject for applying L2 motivational frameworks (Cook, 2016; Dörnyei & AL-HOORIE, 2017; Dörnyei et al., 2015). Insights obtained from applying Dörnyei's L2MSS to Hungarian language learners have revealed the importance of integrative aspects in the language learning process and how these aspects influence learners' Ideal L2 Self (Csizér & Dörnyei, 2005; Dörnyei, 2005; 2019a; Gardner, 2010; Ryan & Dörnyei, 2013).

Furthermore, the complex connections among learners' cultural backgrounds, gender, and personal preferences for language learning collectively shape learners' motivation and involvement in learning an L2 language (King & Bigelow, 2014; Norton, 2013; Ryan, 2016; Dörnyei & Ushioda, 2011). The exploration aligns with Gardner and Lambert's foundational work on integrative motivation and further demonstrates the Hungarian context as a valuable setting for examining how learners navigate their language learning motivation (Dörnyei & Csizér, 2002; Gardner & Lambert, 1972; Norton, 2000; Ushioda, 2009).

Dörnyei's views on motivational dispositions in language learning have greatly contributed to the application of these theories in the L2 learning context. His insights into how learners'

desires for social integration and recognition impact their language learning efforts provided a profounder understanding of how the Ideal L2 Self is formed and develops, particularly in the context of learning Hungarian (Dörnyei, 2009).

Moreover, as highlighted by Vygotsky and Lantolf, the sociocultural dimensions of language learning become particularly relevant in the motivational field. Their theories explain the importance of social interactions and collaborative learning environments in facilitating language development (Lantolf, 2000; Vygotsky, 1978). This perspective is important in order to understand how the educational environment in Hungary, with its specific cultural and linguistic differences, influences the effectiveness of language learning and shapes the learners' experiences.

2.3 The L2 Motivational Self System (L2MSS)

The L2MSS, as conceptualized by Dörnyei in 2005, presents a rethinking of motivation within the framework of second language learning (Dörnyei, 2005; Dörnyei, 2009). The model extends beyond simple communication skills, linking language to the individual's core. Built on the philosophical foundations that have been an integral part of second language motivation, it reflects a modern psychological understanding of the self while grounded on previous research within the field (Roshandel et al., 2018; Ushioda & Dörnyei, 2009).

The conceptualization of the L2MSS originated from the synthesis of two distinct theoretical developments. First, in L2 motivation, there was a shift away from the concept of integrativeness and integrative motivation. The traditional approach has come under criticism due to its lack of alignment with new cognitive and motivational concepts in psychology, as well as the limitation of the label 'integrative' (Dörnyei, 2005; 2009a; 2013; 2019a; 2019b; Dörnyei & Ushioda, 2009; Gardner, 1985; Ushioda & Dörnyei, 2012). Second, a synthesis of self-theory and motivation theory in mainstream psychology led to the creation of concepts like 'possible selves' and 'future selves', developing the understanding of motivation in L2 learning (Dörnyei, 2005; Dörnyei, 2009; Higgins, 1987; Markus & Nurius, 1986).

The system, as proposed, consists of three primary components. The first is the Ideal L2 Self, which includes the individual's desire to become someone who speaks the second language, motivated by the need to associate with an idealized self-image. It includes traditional integrative and internalized instrumental motives. On the other hand, the Ought-to L2 Self is associated with attributes one believes one must have to meet expectations or avoid negative outcomes. This finding corresponds more to Ought-to Self or less internalized instrumental

motives. The L2 Learning Experience focuses on the closer learning environment and experience, such as the impact of the teacher, curriculum, peer group, and success in learning. The finding offers an established view of motivation related to actual engagement with the learning process (Al-Hoorie & MacIntyre, 2020; Csizér & Magid, 2014; Dörnyei & Ryan, 2015; Henry et al., 2015; Ushioda, 2013).

There are connections between the L2MSS and other prominent theories, such as Gardner's socio-educational model, Noels' conceptions of intrinsic, extrinsic, and integrative reasons, and Ushioda's complex motivational constructs (Dörnyei, 2005; Gardner, 1985; Noels, 2001; Ushioda, 2009). These parallels indicate an orientation towards a common understanding of motivation in second language learning, with the L2MSS well within the broader model (Al-Hoorie, 2018; Boo, Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2011).

However, L2MSS does not include the concept of external motivation because the L2MSS framework primarily focuses on internal factors that influence language learning. This model focuses on the importance of the Ideal L2 Self and the Ought-to L2 Self, which relate to personal aspirations and perceived obligations. These constructs line up more with integrative and instrumental motivations involving personal and cultural integration goals rather than external rewards. Therefore, extrinsic motivation, caused by external factors like rewards or punishments, does not fit within the L2MSS framework (Dörnyei, 2005; 2009).

Empirical studies have further validated the proposed model across different cultures and contexts. Quantitative research involving participants from various countries found strong confirmation for the system. The Ideal L2 Self correlated highly with intention and effort, the fundamental components of motivation, and there was evidence that traditional Instrumental Motivation could be divided into two distinct types relating to the Ideal and Ought-to L2 Selves. Structural equation models also displayed a good fit with the data, confirming the reliability and validity of the self-motivated approach (Csizér & Lukács, 2010; Henry, 2015; Islam et al., 2013; Teimouri, 2017; You et al., 2016).

Csizér and Lukács (2010) found that Hungarian students' Ideal L2 Self significantly predicted motivated learning behaviour. Henry (2015) showed similar results among Swedish learners, highlighting the role of the Ideal L2 Self in sustaining long-term motivation. Islam et al., (2013) identified that the Ought-to L2 Self was essential in motivating Pakistani learners, especially in fulfilling familial and societal expectations. Teimouri (2017) stressed the dynamic interplay between the Ideal and Ought-to L2 Selves among Iranian learners, influencing their language

learning strategies. Additionally, You et al., 2016 analysed multiple cultural contexts, confirming that the Ideal and Ought-to L2 Selves significantly predict language learning motivation. These empirical results improve the clarity and understanding of the self-based approach in language learning motivation research.

The L2MSS presents a multifaceted approach in understanding the motivation behind second language learning. It extends beyond traditional paradigms, introducing a robust framework grounded in psychological theories of self. Focusing on the individual's self-concept and motivational dispositions, the system connects existing theories while offering practical implications for motivating language learners and opens new directions for research and application. Its development and validation across various contexts reveal an extensive motivation landscape, highlighting the complex interplay between cultural, personal, and environmental factors in second language learning. The approach not only reshapes the conceptual understanding of motivation but also holds significant capacity for increasing the effectiveness of language education (Al-Hoorie, 2018; Csizér & Magid, 2014; Dörnyei & Ryan, 2015; Henry et al., 2015; Ushioda, 2013).

2.4 The extended version of the L2 motivational self-system (L2MSS)

The extended version of the L2 motivational self-system (L2MSS) created by Taguchi et al., 2009, was influenced by Dörnyei et al., 2006 research, which involved a repeated stratified national survey that assessed the motivation of 13,391 middle school students in Hungary in their journey of learning five target languages: English, German, French, Italian, and Russian. Recognized as the most extensive L2 motivation study, the Hungarian research findings were disseminated through various publications, including a book and numerous articles around the world.

Taguchi et al. (2009) research applied Structural Equation Modelling (SEM) to various parts of language data. Through different phases of the questionnaire, the SEM enabled the discovery of consistent relationships between key variables, such as Integrative Motivation, originating from the desire to integrate with the Culture of the L2 group, which was complemented by Instrumental Motivation, focused on visible benefits, and Intrinsic Motivation, rooted in an internal passion and joy for learning. These elements align with the philosophy of education that give relevance to the role of excitement, self-guidance, and passion in learning (Al-Hoorie, 2018; Boo et al. (2015); Cisinski & Déglise, 2019; Csizér & Lukács, 2010; Papi & Teimouri, 2014).

Further dispositions, such as Attitudes Toward the L2 Community, Cultural Interest, and Family Influence, were included. These reflect a broader view that includes cultural connections, local support, and familial influence in motivation, offering a broader understanding of the factors that support the second language learning (Henry et al., 2015; Kim et al., 2015; Ushioda, 2011; Wang & Derakhshan, 2021; You et al., 2016).

An empirical study of the expanded model among Chinese, Japanese, and Iranian English students further explored the complex interplay between different motivational dispositions, such as the Ideal Self, the Ought-to Self, Integrative and Instrumental Motivations. The results showed significant differences between the two student groups, revealing that Japanese learners felt more obligated to meet others' expectations than their Chinese counterparts. This study also highlighted a more complex relationship between motivations and self-concepts, suggesting that societal pressures influenced Japanese learners' motivations. In contrast, Chinese learners showed a stronger connection between their Ideal Self and language learning efforts (Taguchi et al., 2009).

Moreover, one of the salient findings of Dörnyei et al. 2006 work specifically revealed that Integrativeness explained almost as much variance of the criterion measures as all other motivation components combined. This discovery was particularly remarkable, given that it was supported by Gardner's earlier work from 1985, which point out the importance of Integrativeness in language learning motivation. However, the role of Integrativeness in the Hungarian context is intriguing, given the lack of a substantial English-speaking community for learner engagement. This inconsistency raises questions about whether the results from the Hungarian study are unique to that setting or if they have broader implications for understanding language learning motivation in other L2 language contexts.

Another critical insight from the Hungarian study was the determination of Integrativeness by two preceding variables: Instrumentality and Attitudes Toward the L2 Community. These factors mediate the contribution of other components to the criterion measures. It was plausible that Integrativeness could be determined by Attitudes Toward L2 speakers and pragmatic incentives, especially if viewed as a facet of an individual's Ideal Self to be successful both personally and professionally (Csizér & Dörnyei, 2005; Dörnyei & Csizér, 2005; Dörnyei & Ushioda, 2009).

Dörnyei's proposal for the L2MSS highlighted the interpretation of Integrativeness as an L2-specific aspect of an L2 learner's Ideal Self. Therefore, the Ideal L2 Self-became a fundamental

component of L2 motivation within the L2MSS. However, there was no empirical evidence validating the equivalence between the Ideal L2 self and Integrativeness. The second objective was to determine whether a relationship existed between these variables (Csizér & Kormos, 2009a,b; Dörnyei, 2005; 2009; Taguchi et al.,2009).

Dörnyei's L2MSS also recognized two types of instrumentality, based on Higgins's distinction from 1998: promotional and preventional. The promotion is associated with the Ideal L2 Self, regulating positive outcomes such as goals and aspirations to succeed professionally and personally in the L2. On the other hand, prevention is linked to the Ought-to L2 Self, controlling negative outcomes tied to perceived duties and obligations. Despite this theoretical distinction, the Hungarian study did not separate instrumentality into these two categories (Csizér & Dörnyei, 2005; Dörnyei, 2009; Higgins, 1998; Taguchi et al.,2009).

Recognizing the possible importance of the Ought-to L2 Self in Asian learning environments due to cultural influences from family, in this research were analysed both types of instrumentality independently in Taguchi et al., (2009) study. The third objective was to examine whether two distinct types of instrumentality existed and to understand how they were interrelated with the Ideal and Ought-to L2 Selves (Taguchi et al.,2009).

The exploration of these motivational dimensions, as rooted in the theoretical contributions of Dörnyei (2009), offers critical insights into the diverse motivators behind language learning. It highlights the need to understand how instrumental promotion and instrumental prevention interact with the constructs of the Ideal and Ought-to L2 Selves, particularly in contexts influenced by strong cultural and familial expectations.

Taguchi et al. (2009) research also aimed to perform an extensive validity study of Dörnyei's tripartite model of the L2MSS in an Asian context. Using SEM again, the researchers tried to establish causal relationships among the various attitudinal and motivational factors that interreact within the model. A particular focus was put on the relationships between the Ideal L2 Self, Attitudes Toward Learning English, and the criterion measures (Dörnyei, 2009; Taguchi et al.,2009).

The researchers believed that if learners possessed an Ideal solid L2 Self, it would manifest in positive attitudes toward language learning, leading to increased efforts in this direction. By integrating questions about participants' attitudes toward learning English, the research aimed to explore the third dimension of the L2MSS, thereby generating empirical evidence to validate its essential role in the overall construct (Csizér & Dörnyei, 2005).

The extended version of the L2MSS created by Taguchi et al., 2009, has a complex framework that integrated various aspects of motivation in learning a second language. The extensive study in Hungary laid the foundation for a deeper understanding of L2 motivation, leading to further explorations in diverse contexts. The research identified Integrativeness as a fundamental component, revealed the interplay between factors such as Instrumentality and Attitudes, as well as validated the model in an Asian context. The study's insights and objectives provided a roadmap for understanding and measuring the motivation of L2 learners, encouraging a holistic approach to language learning across different cultural and linguistic landscapes (Taguchi et al., 2009).

2.5 Motivation for Learning L2 Languages

In an extensive review of second language (L2) motivation studies done between 2005 and 2014, Boo et al. (2015) discovered a remarkable increase in research publications in this domain. They found that the quantity of these studies has significantly increased, exceeding the research done in other areas of second language acquisition (SLA) and the traits of L2 learners. Most of these studies, over 70%, were centered on learning English as the target language, highlighting a prevalent bias towards English in L2 motivation research and theory (Boo et al., 2015).

In the current era of global English, most research on motivation in second language acquisition (SLA) is fundamental to concentrate on English language learning (Dörnyei, 2010). Fluency in the English language is now considered a highly desired skill, in line with other basic academic abilities like reading, writing, and maths (Graddol, 2010). English as the global lingua franca has remarkably influenced the conceptualization of L2 motivation, increasingly linking it to concepts of learning motivation (Dörnyei & Ushioda, 2011). The shift in focus represents a withdrawal from traditional theories that stressed attitudes toward specific ethnolinguistic groups or cultures. The change is partly guided by the unique role of English as a "disembodied language" transcending national, cultural, and community boundaries (Pinner, 2016).

Recent shifts in L2 motivation research have focused on self-guides as key variables influencing the motivated learning behaviour (Dörnyei & Ushioda, 2009). Dörnyei's L2MSS, introduced in 2005, is based on the idea that motivation is born from a person's desire to close the distance between who they are now and who they want to become. However, the interplay

and potential conflict or complementarity between different self-guides is an area ready for further exploration (Dörnyei & Ushioda, 2021).

The issue is specifically significant in Europe, where learning multiple L2 languages is often standard. In Hungary, for example, a study involving 237 secondary school students investigated how the Ideal Selves associated with learning a second and third language impact motivation (Csizér & Kormos, 2009a). This unique research revealed that students' self-images related to two different L2 languages influence their motivation, especially when these languages are learned concurrently.

Drawing on Arnett's (2002) psychological research, there is a growing global trend toward developing bicultural identities. Norton (2001) further explains that these identities are partially grounded in both local and global cultures. In this way, English has become to symbolize global culture rather than the language of a particular English-speaking nation (Crystal, 2003). These changes have consequences for understanding language learners' motivational dispositions in contexts where multilingualism is the norm and for standard L2 motivation research (Dörnyei & Ushioda, 2011; Jenkins, 2007).

Dörnyei (2005) has proposed a new approach in understanding L2 motivation that incorporates various theoretical constructs with findings of self-research in psychology. His theory of the L2MSS, combined with the Dynamic Systems Theories (DST), has been used to explain the motivational set-up in diverse learning contexts and for the study of the motivational basis of language globalization, including Global English (Dörnyei, 2009; Larsen-Freeman & Cameron, 2008).

In this context, motivational dispositions are stability-providing features in dynamically changing systems. They are particularly relevant when students' self-concepts concerning the learning of L2 languages may influence each other and the overall learning process (Dörnyei et al., 2015; Henry et al., 2015). Further, Dörnyei and Ushioda (2011) claim that integrating self-concepts with motivational strategies improves language learning efficacy, highlighting the dynamic interplay between learner integration and motivation. Moreover, the research done by Csizér and Kormos (2009b) demonstrates how motivational dispositions, when aligned with educational interventions, can significantly impact language achievement, pointing out the practical implications of understanding these motivational constructs in more inclusive educational settings (Dörnyei, 2009; Dörnyei & Ushioda, 2011; Csizér & Kormos, 2009b).

Integrative and Instrumental Motivations (Gardner & Lambert, 1959, 1972), as well as Intrinsic Motivation (Ryan & Deci, 1985) are fundamental dispositions. Integrative motivation involves learning a language due to a genuine interest in the culture and the people who speak it. Practical benefits, such as career advancement, simulates the Instrumental Motivation. Intrinsic motivation appears from internal enjoyment and satisfaction in the learning process itself. Extrinsic motivation is largely neglected, as it typically relates to external rewards and pressures, which may not align closely with the personal identity and self-concept aspects central to the L2MSS. Understanding these distinctions is necessary for interpreting the motivational dynamics among international Hungarian students, providing a more transparent framework for analysing their language learning experiences and outcomes (Dörnyei, 2005).

It is worth saying that the impact of motivation on language learning extends beyond language proficiency and learning (Csizér & Dörnyei, 2005; Dörnyei, 2009; Dörnyei & Ushioda, 2011). Motivated learners develop their communicative skills and cultural understanding of the host country (Isabelli-García et al., 2018; Hernandez, 2010). The learning experience fosters a connection to their Ideal L2 Self, further pushing them on their language learning journey (Dörnyei, 2019; Mitchell et al., 2019). It underlines the growing complexity of motivation as an essential construct in understanding the learning of L2 languages in a world where languages transcend geographical, cultural, and social boundaries (Csizér & Dörnyei, 2005; Dörnyei, 2009; Dörnyei & Ushioda, 2011).

2.6 Integrative and Instrumental Motivation in Language Learning

Integrative and instrumental motivations, introduced by Gardner and Lambert in the late 1950s and early 1970s, are fundamental in studying second language acquisition (SLA). These motivational constructs are not just theoretical concepts but crucial in understanding why individuals pursue language learning and how their goals shape the learning process. Integrative motivation is characterized by a learner's desire to integrate into the target language community. The form of motivation goes beyond simple language proficiency. Moreover, it involves an emotional and cultural connection to the people and the culture associated with the language. Gardner and Lambert (1959) first mention the Integrative Motivation as a fundamental factor in SLA, proposing that integratively motivated learners are more likely to succeed because their language learning is motivated by genuine interest and a desire to belong to the cultural group. The target language becomes a medium for artistic exploration and personal growth for these learners, nurturing a more profound engagement with the language and the community it represents.

The concept of integrative motivation is deeply rooted in the socio-educational model of SLA developed by Gardner (1985). According to this model, integrative motivation merges attitudes toward the learning situation and integrative motivation. Learners with a positive attitude towards the language community, who are interested in interacting with native speakers and understanding their culture, are considered integratively motivated. The intrinsic interest supports sustained engagement and a deeper commitment to language learning. Research has consistently shown that Integrative Motivation significantly predicts language learning success. For example, Masgoret and Gardner (2003) examined SLA studies and found a strong correlation between integrative motivation and language achievement. They concluded that learners with high levels of integrative motivation tend to exhibit more sustainable determination, better language skills, and positive attitudes toward language learning.

Integrative Motivation is especially relevant in multicultural and inclusive language learning environments. Learners who relocate to a country where the target language is spoken often develop Integrative Motivation to easier integrate into the new culture. Studies by Noels (2001) and Ushioda (2009) have stressed the importance of Integrative Motivation in such contexts, stating that learners' desire to connect with the local community and culture can significantly improve their language learning process. These learners often participate in cultural activities, form relationships with native speakers, and engage themselves in the societal context of the language, which further reinforces their learning and motivation.

In contrast to Integrative Motivation, Instrumental Motivation is steered by practical goals. Learners with Instrumental Motivation view language learning as a means to an end, such as career advancement, educational success, or other concrete rewards. Gardner and Lambert (1972) identified Instrumental Motivation as an essential element in language learning, particularly in contexts where the immediate benefits of language proficiency are evident. Instrumental motivation is often linked to external rewards and pressures. For example, learners may be motivated to learn a language to fulfil university entrance requirements, improve job prospects, or gain social prestige. This type of motivation can be highly effective in directing initial engagement with language learning, especially when the expected rewards are significant and within reach (Gardner & MacIntyre, 1991).

Research on Instrumental Motivation has demonstrated its effectiveness in various educational settings. For example, Dörnyei (1990) found that Hungarian students learning English were primarily Instrumentally Motivated, motivated by English proficiency's economic and

academic advantages. Similarly, Oxford and Shearin (1994) found that the dominance of Instrumental Motivation among learners aiming to increase their career opportunities through language skills. These studies suggest that learners are more likely to invest time and energy into learning the language when they see clear and fast benefits from their language learning efforts.

While Instrumental Motivation can improve the learning process, it may only sometimes lead to long-term language dedication and deep learning. Dörnyei and Csizér (2002) stated that Instrumental Motivation might result in surface-level learning if the primary focus is on achieving specific outcomes rather than internalizing the language. Therefore, maintaining motivation over time may require integrating more Intrinsic or Integrative elements. For example, learners who start with instrumental goals may develop a more intense interest in the language and culture as they progress, shifting toward more Integrative Motivation.

In Dörnyei's L2MSS, the Ideal L2 Self represents the learner's aspirations and desired proficiency in the target language, aligning closely with Integrative Motivation. Learners envision themselves as successful language users who can interact effortlessly within the cultural context of the language community. The idealized vision motivates them to engage deeply with the language and persist through various challenges (Dörnyei, 2009).

The Ought-to L2 Self, reflecting external pressures and obligations, can be related to Instrumental Motivation. It involves learners' duties and expectations, such as passing exams, meeting job requirements, or fulfilling societal expectations. The L2 Learning Experience component incorporates the immediate learning environment, including classroom dynamics, teaching methods, and interactions with peers and teachers. Integrative and Instrumental Motivations are integral part of the L2MSS, influencing learners' vision of their future selves and immediate learning experiences. Overall, this framework better explains how motivational dispositions interact between themselves and impact the language learning process (Dörnyei & Al-Hoorie, 2017; Dörnyei & Ushioda, 2011).

The Integrative and Instrumental Motivations are fundamental to understand the complexities of language learning. Integrative motivation supports a deep, personal connection to the language and culture, promoting long-term engagement and proficiency. On the other hand, Instrumental Motivation motivates learners to achieve specific practical goals, providing immediate encouragements for language study. By integrating these motivational constructs within the L2 Motivational Self System, teachers can create a more universal and motivating

language learning environment that addresses both learners' personal aspirations and practical needs (Dörnyei, 2005; 2009).

2.7 Intrinsic Motivation in Language Learning

Intrinsic motivation, a concept extensively studied in educational psychology, refers to the motivation to engage in an activity for its intrinsic satisfaction and enjoyment rather than for some external reward. In language learning, intrinsic motivation is fundamental in sustaining long-term engagement and promoting a deeper connection with the learned language. This type of motivation is characterized by learners' genuine interest and pleasure in learning, which can lead to more effective and meaningful learning outcomes (Ryan & Deci, 2000).

The foundational work of Ryan and Deci (1985) on self-determination theory (SDT) provides framework for better understanding of the intrinsic motivation. According to SDT, intrinsic motivation develops when learners' basic psychological needs for autonomy, competence, and relatedness are met. Autonomy refers to feeling in control of one's actions and decisions, while competence involves the sense of efficacy and mastery different type of tasks. The relatedness refers to the connection and sense of belonging with others. Learners are more likely to experience Intrinsic Motivation when these needs are satisfied, leading to more persistence, creativity, and overall well-being (Ryan & Deci, 2000).

In SLA, intrinsic motivation can significantly boost the learning experience. Intrinsically motivated learners often show higher levels of engagement, invest more effort, and demonstrate greater resilience to the challenges. The intrinsic interest in the language which is associated to culture can lead to deeper and more dedicated learning outcomes than extrinsic motivation, which is motivated by external rewards or pressures (Noels et al., 2000).

Research has shown that Intrinsic Motivation strongly predicts the success in language learning. For example, Noels et al. (2000) found that students who were intrinsically motivated to learn French demonstrated higher proficiency levels and persistence in their studies than those motivated by external factors. These findings point out the importance of promoting Intrinsic Motivation in language learners to assist effective and sustained learning.

One way to stimulate Intrinsic Motivation in language learning is through creating a supportive and engaging learning environment. Teachers can increase learners' Intrinsic Motivation by providing opportunities for meaningful communication, offering choices in learning activities, and encouraging a sense of community in the classroom. These strategies align with the

principles of SDT and can help satisfy learners' psychological needs, in that way promoting the Intrinsic Motivation (Busse & Walter, 2013; Dörnyei, 2001; Schmidt, 2014).

Furthermore, integrating cultural elements into language instruction can also boost Intrinsic Motivation. When learners are exposed to the cultural context of the language, they can develop a deeper appreciation and interest in the language itself. Cultural engagement improves the learning experience and helps learners see the language as a living, dynamic entity rather than a set of abstract rules (Csizér & Dörnyei, 2005).

Technological advancements in language learning also provide new possibilities for increasing Intrinsic Motivation. Digital platforms and language learning apps that offer interactive experiences can make learning more enjoyable and engaging (Godwin-Jones, 2011).

Intrinsic motivation is also closely linked to the concept of flow, a state of deep immersion and concentration in an activity, as described by Csikszentmihalyi (1990). Flow experiences can evolve in language learning when learners fully engage in meaningful and challenging tasks that match their skill levels. Achieving flow in language learning can lead to reinforced Intrinsic Motivation, as learners arise pleasure from the activity and experience a sense of accomplishment and mastery.

2.8 Multifaceted Motivation in Language Learning

The concept of multifaceted motivation in language learning recognizes that learners are motivated by a complex interplay of different motivational factors, each contributing to their overall motivation to learn a language. This approach goes beyond single-dimensional views of motivation, embracing a broader spectrum that includes Integrative, Instrumental, and Intrinsic Motivations, among others (Dörnyei, 2005; Gardner, 1985; Ryan & Deci, 2000). Understanding these diverse motivational influences is essential for developing effective language-learning strategies and creating supportive educational environments (Ushioda, 2009; Noels, 2001).

The multifaceted nature of motivation is further explained by the SDT, which points out the roles of autonomy, competence, and relatedness in developing motivation. Autonomy, competence, and relatedness are not just concepts but powerful tools that, when utilized, can significantly improve learners' motivation and engagement (Deci & Ryan, 2000).

Cultural and contextual factors significantly contribute to the complexity of motivation in language learning. The sociocultural environment, including societal attitudes towards the

language, educational policies, and community support, can either increase or decrease the motivational processes. This situation is a challenge for teachers and professional to create supportive and culturally responsive learning environments that can make a difference in learners' motivation (Dörnyei & Ushioda, 2009; Norton, 2000).

In the context of international students learning Hungarian, the interaction of these motivational dimensions is especially evident. Students might be Integratively motivated to connect with the Hungarian community and culture, Instrumentality motivates to succeed academically or professionally and Intrinsicity by a genuine interest in the language. Understanding multifaceted motivation is crucial for developing effective teaching strategies that address language learners' diverse needs and goals (Dörnyei, 2001; Ushioda, 2009; Csizér & Dörnyei, 2005).

2.9 Historical and Theoretical Perspectives on L2 Motivation

The origins of research into second language (L2) motivation can be traced to Canadian social psychologists Wallace Lambert and Robert Gardner (Gardner & Lambert, 1959; Lambert, 1972). They viewed second languages as bridges connecting different ethnolinguistic groups and the crucial role of motivation in promoting or hindering cross-cultural communication and understanding (Gardner, 1985). Their work explains the impact of individuals' Attitudes Toward the L2 Community and the broader cultural viewpoints on their language learning approach (Gardner & Lambert, 1972). The shift from individual-centric theories of motivation points out the importance of affective factors like motivation in language learning success beyond just cognitive aspects like skill or natural ability (Gardner, 1985). Their pioneering research laid the foundation for future studies on L2 motivation (Dörnyei, 2005; Dörnyei & Ushioda, 2011).

Gardner's later work introduced three key elements to explain L2 motivation, potentially transforming language education: the intensity of motivation or effort, the desire to learn the language, and attitudes toward the learning process (Gardner, 1985). He described motivation as a mental 'engine' driving effort, cognitive will, and task enjoyment (Gardner, 2010). Gardner linked motivation to goal orientation, which encourages and directs motivation toward specific objectives (Gardner, 2010). One of the most studied aspects of Gardner's theory is the integrative motive, which refers to the motivation to learn a language due to a cheerful disposition toward the language's native community (Gardner & Lambert, 1972).

On the other hand, research done in Hungary, a predominantly monolingual and monocultural environment, emphasized Integrativeness as a significant factor in language choice and students' commitment to learning (Dörnyei, 2005). However, the Integrative Motivation has faced criticism, particularly regarding its definition, terminology, and relevance in a global context dominated by English (Ushioda, 2009).

From an educational perspective, it is fundamental to recognize the implications of attributing demotivation to internal factors, which may unfairly burden students. For example, Lamb (2012) called for a critical examination of the education system based on research with motivated and demotivated language learners and promoted for classroom environments that empower students through participation and engagement.

Coleman (2011) connected the declining motivation for L2 language learning in the UK to societal attitudes and discourses, which discourage learning other languages, along with the global dominance of English. The trend is also observed in countries like Japan and the Scandinavian regions, where the focus on English for internationalization overshadows other languages (Henry, 2009; Yashima, 2009).

The accent on English in education and employment, coupled with the pressure of intensive English language tests, creates a conflict in students' motivation, pushing them toward exam-focused English learning rather than developing communication skills (McKay, 2002). Beyond the classroom, negative interactions in social or professional settings can also reduce motivation, an issue common among English learners in the multilingual contexts, and migrants (Norton, 2013).

2.10 Exploring Multi-Dimensional Motivations for Learning Hungarian: Opportunities and Challenges

The exploration of motivation for learning the Hungarian language includes a multi-dimensional analysis considering various aspects, such as the globalization of the English language (Crystal, 2003), opportunities offered by Hungarian institutions (Tempus Public Foundation, 2018), cultural connections (Dörnyei & Csizér, 2005), linguistic uniqueness (Navracsics et al., 2014), and the adaptation of international students in Hungary (Erturk & Luu, 2022).

In the context of globalization and the rising dominance of the English language, Dörnyei's longitudinal survey between 2005 and 2009 revealed an essential insight into L2 language

learning (Al-Hoorie, 2018; Dörnyei, 2009). It became evident that English maintained its position as a crucial object of motivational interest, decreasing students' motivation to LOTE (Csizér & Dörnyei, 2005). The decline in motivation to learn LOTE was attributed to the globalizing effect and the sustained interest in English, while other languages failed to keep up (Dörnyei & Csizér, 2002).

Contrary to this trend toward English, recent evaluations of the L2MSS in various contexts have shown a renewed interest in integrating with language communities. Scenarios involving direct contact with the language community indicated a desire for integration, standing in opposition to the English language, which has lost its integrative attraction due to its widespread global use (Stamenkovska et al., 2022a; Xueyan, 2020; Navracsics et al., 2014; Lamb, 2004).

Further motivating factors have appeared from the programs and opportunities offered by Hungarian universities. These academic initiatives have laid the groundwork for international students to develop interest in learning Hungarian and its culture (Tempus, 2024). Such motivation can arise from various personal, professional, or instrumental reasons. Research by Zhang (2018) revealed that Chinese students learning Hungarian held positive views towards both the language and culture. The enthusiasm for engaging with the language was particularly dominant among students majoring in Hungarian.

However, challenges also emerged, such as the local community's insufficient support for international students, influencing their psychological adaptation within the university and the broader community (Erturk & Luu, 2022; Zhang, 2018). The language becomes a barrier, separating local and international students and hindering opportunities like applied studies and internships in the future. The lack of interaction between Hungarian-educated local students and English-educated international students also obstructed sociocultural adaptation, creating difficulties for international students to integrate or acquire new skills in their new environment (Erturk & Luu, 2022).

To attract Chinese students, the Hungarian government has implemented strategies such as promoting the Stipendium Hungaricum Scholarship program, free language training programs, and academic mobility for Chinese students and academics willing to move to Hungary (Xueyan, 2020). Prospective students have been attracted to Hungary for high-quality education, cultural learning, affordable prices, and opportunities for international cooperation (European Commission, Educational, A. and C. E. A., & Eurydice, 2018).

Adding to the spectrum of motivations, the linguistic uniqueness of Hungarian, as underlined by Navracscics et al. (2014), has been a powerful attractor. While some learners were motivated by the language's uniqueness, others found its distinct phonological system both intriguing and challenging. The study concluded that developing phonological awareness is crucial for achieving higher proficiency in Hungarian, which, in turn, can increase learners' motivation to continue learning the language.

Linguistic curiosity and the challenge presented by Hungarian's distinctiveness further increase its attractiveness as a language to learn. Moreover, developing cultural awareness not only contributes to higher language proficiency but also serves as a motivational booster, encouraging learners to go deeper into mastering the Hungarian language (Al-Hoorie & Szabó, 2022; Hiver et al., 2024). The multifaceted motivation for learning the Hungarian language, as explored by the recent research work, highlights the significance of personal, cultural, and instrumental factors in the language learning process (Stamenkovska et al., 2022b).

The motivation for learning the Hungarian language appears from a multifaceted combination of academic opportunities (Tempus Public Foundation, 2024a), personal interest (Kaufmann, 2003; Khajavy & Aghaei, 2022), unique linguistic features (Navracscics et al., 2014), heritage connections (Kormos & Csizér, 2008), and cultural integration (Zhang, 2018). These factors are interconnected with challenges related to language proficiency (Csizér & Dörnyei, 2005), community support (Erturk & Luu, 2022), cultural distance (Lamb, 2004), and the broader impact of globalization (Crystal, 2003). By examining the collective insights from various studies, a better understanding of the motivation for learning Hungarian is achieved, which explains the complex educational landscape.

2.11 Integrating Linguistic Challenges and Motivational Dynamics in Dörnyei's L2

Motivational Self System

At the core of Dörnyei's L2MSS is the Ideal L2 Self, which is heavily influenced by the linguistic obstacle's learners face. These obstacles are more than just barriers, moreover they are transformative moments that shape the overall language learning experience. When learners learn complex grammatical rules, unfamiliar sounds, or culturally specific expressions, they are not only learning new skills, but moreover, they undergo deep personal growth, which reshapes their self-perception and future aspirations. Navigating these linguistic difficulties becomes a reflective journey, encouraging a stronger bond with both the language and its cultural context (Dörnyei, 2005; Ushioda, 2011).

The Ought-to L2 Self aspect of Dörnyei's model point out external influences, such as social pressures and cultural expectations, that affect learners. These external forces extend beyond academic achievements, linking on various areas of life where language skills open doors to professional and social opportunities. Balancing these societal pressures with personal aspirations creates a more meaningful motivational environment which that can either push learners forward or cause setbacks. Finding a balance between societal expectations (Ought-to L2 Self) and personal ambitions is essential for sustaining commitment to language learning (Dörnyei, 2009; Csizér & Dörnyei, 2005; Ng & Ng, 2015).

Within the context of L2 learning, the role of authentic language use and real-life interactions becomes increasingly significant. Dörnyei's framework highlights the value of applying language skills in real-world situations to improve both linguistic competence and motivation. When learners successfully use the language in meaningful contexts, they reinforce their skills and experience a sense of achievement and social belonging. These practical experiences blend theoretical knowledge with actual usage, encouraging a sense of competence and autonomy in language acquisition (Dörnyei, 2009).

The L2MSS framework also stresses the connection between linguistic challenges and the broader cultural and social aspects of language learning. Engaging with the cultural elements of the language enriches the learning experience, transforming it from a purely academic endeavour into a holistic process involving personal growth, cultural understanding, and social skill development. Overcoming language barriers facilitates cultural integration, serving as a key motivator that keeps learners engaged and committed (Norton, 2000; Dörnyei, 2005).

Learners' language experiences constantly shape their motivational landscape within the L2MSS framework. Each challenge overcome and every successful language interaction not only builds confidence but also reshapes their Ideal L2 Self, reinforcing their drive and refining their objectives. This dynamic motivation process reflects the evolving nature of language learning, where each success and challenge contribute to shaping both motivation and language competence (Dörnyei, 2009; Csizér & Dörnyei, 2005; Habók & Magyar, 2018; Zhang et al., 2020).

Teachers and the learning environment play an essential role in this journey. They are not only driving force of language knowledge but also guides who help students navigate both linguistic and cultural learning paths. Effective teaching strategies that combine cultural context, communication-focused methods, and learner-cantered approaches significantly improve the

language learning experience. Therefore, teachers act as both educators and mentors, assisting students in understanding the multifaceted nature of language learning (Dörnyei & Csizér, 2005; Ushioda, 2007).

Integrating both linguistic challenges and opportunities within Dörnyei's L2MSS offers a thorough perspective on language learning. It stresses how personal objectives, societal influences, and practical language usage interconnect to shape learner motivation. This perspective reveals the transformative effects of language learning, not just in learning practical skills but also in achieving social integration, cultural engagement, and personal development (Dörnyei, 2005; Ushioda, 2007; Norton, 2000; Csizér & Dörnyei, 2005; Dörnyei, 2009).

2.12 The Interaction of Language Learning and Learning Motivation Development in International Students

The development of motivation in international students learning a language is a complex process, shaped by a range of psychological, social, and cultural elements. Within Dörnyei's L2 Motivational Self System (L2MSS), the Ideal Self is closely bound to students' language learning experiences, influencing how they perceive themselves and interact within diverse cultural settings (Dörnyei, 2005, 2009; Gardner, 2010). The Ideal L2 Self represents an individual's desired level of language proficiency and future aspirations, motivating them to engage in learning activities that associate with these goals.

The psychological aspects of language learning motivation, such as self-efficacy and Intrinsic Motivation, play a fundamental role (Dörnyei, 2005; Ushioda, 2011). Self-efficacy, a concept introduced by Bandura (1997), is the belief in one's capability to succeed in specific tasks, which strongly influences persistence and resilience in language learning. Intrinsic Motivation, highlighted by Deci and Ryan (2000), appears from a genuine interest and enjoyment in learning the language, inspiring learners to pursue it for personal satisfaction and growth.

Social factors are equally important in shaping language learning motivation. Social environments, including interactions with peers, classroom dynamics, and teacher support, can either improve or weaken students' motivation. Positive social settings develop a sense of belonging and encouragement, essential for maintaining motivation (Ryan & Deci, 2000). Social identity theory by Tajfel and Turner (2004) also suggests that individuals gain part of their identity and self-worth from their membership in social groups, such as linguistic or cultural communities. For international students, being part of a language-learning group can reinforce their motivation to learn and integrate culturally and socially.

Cultural influences add another layer of complexity to language learning motivation. International students often encounter cultural norms and values that contrast significantly from their own. Successfully adapting to and integrating these new cultural contexts can improve their motivation to learn the host language. Kim (2001) suggests that effective cultural adaptation involves not only acquiring knowledge but also developing skills and adopting new cultural values, contributing to a bicultural or multicultural identity. Pavlenko (2006) further notes that first and second languages significantly shape personal identity, with bilingual and multilingual individuals often navigating multiple identities associated with different languages.

The academic setting also greatly affects how international students see themselves and their motivation to learn a new language. Universities offer a distinctive environment for identity formation and cross-cultural interactions. Engaging in campus activities, building relationships with peers, and achieving academic success shape students' social and intellectual identities, influencing their self-concept and future career goals (Marginson, 2014).

Moreover, teachers and the learning environment are essential to this process. Teachers guide language learning and assist learners in navigating the broader cultural learning journey. Strategies that combine cultural insights, communication-oriented approaches, and learner-focused methods can significantly improve the language learning experience. Therefore, teachers serve as both educators and guides, helping students manage the complexities of language learning (Dörnyei & Csizér, 2005; Ushioda, 2007).

By addressing both linguistic challenges and opportunities, Dörnyei's L2MSS provides a better understanding of language learning. It demonstrates the interdependence of personal goals, social influences, and practical language application in shaping motivation. This model highlights the transformative impact of language learning on social integration, cultural engagement, personal development, and the acquisition of practical language skills (Dörnyei, 2005; Ushioda, 2007).

Understanding the motivational dynamics among international students is vital for developing effective educational practices that support their language-learning journeys. This approach underlines the various motivational factors supporting second language learning and highlights the personal and social transformations that occur throughout the process, ultimately

contributing to a more fulfilling and effective language learning experience for international students (Ushioda, 2013; Botes et al., 2020).

2.13 Language Learning Motivation in Multilingual Contexts: Insights from Dörnyei's L2 Motivational Self System

Exploring language learning motivation in multilingual contexts reveals the diverse factors influencing language acquisition. Dörnyei's L2 Motivational Self System (L2MSS) provides a valuable framework for understanding these complexities, particularly in settings where multiple languages are spoken. Each of the three core components of the L2MSS plays an important role in shaping learner motivation (Dörnyei, 2009; Dörnyei & Al-Hoorie, 2017).

In multilingual environments, the Ideal L2 Self reflects learners' aspirations to achieve proficiency in multiple languages, determined by both personal and professional objectives. This component is influenced by the cultural and linguistic diversity of their surroundings, where learners may view themselves as global citizens capable of communicating in various languages. This vision motivates them to participate in language learning activities that align with their broader goals of cultural integration and career advancement (Dörnyei, 2009).

The Ought-to L2 Self represents the pressures and expectations from external sources, such as societal norms, job requirements, and educational obligations. In multilingual settings, these external pressures may provoke learners to learn certain languages. For example, in contexts where English is seen as essential for economic or academic reasons, learners may feel obliged to learn English alongside their native and other second languages. Balancing these external requirements with personal interests is a key aspect of the motivational dynamics in multilingual contexts (Dörnyei, 2009; Huang et al., 2015; Jiang & Dewaele, 2015).

The L2 Learning Experience incorporates the immediate educational context, including classroom atmosphere, teaching styles, and peer interactions. In multilingual settings, exposure to a variety of languages and cultures offers learners unique opportunities for authentic, meaningful communication. This exposure not only develops language skills but also increases cultural empathy and understanding. Language learning in these environments extends beyond the classroom, as learners interact with speakers of different languages, gaining insights into diverse cultural practices and viewpoints (Lantolf & Thorne, 2006; Swain & Lapkin, 1995).

Technological advancements play a significant role in shaping language learning motivation in multilingual settings. Digital tools and online platforms provide extensive access to language

learning resources and communities, which can boost motivation by offering engaging and interactive learning experiences. These tools also promote learner autonomy and allow for customized learning paths, making technology integration a critical element in supporting multilingual language education (Godwin-Jones, 2011).

The sociocultural environment greatly affects teaching strategies and learner motivation. Educators who integrate sociocultural components, such as culturally relevant materials and collaborative learning activities, can increase motivation by deepening learners' connection to the language and its culture. This approach aligns with sociocultural theories that view learning as a socially and culturally embedded process, emphasizing the importance of culturally responsive and socially engaging learning environments (Lantolf, 2000; Ellis, 2003).

Comparative research on L2 motivation using Dörnyei's L2MSS has shown how motivational constructs are applicable across different linguistic and cultural contexts, demonstrating the model's flexibility and applicability. For example, studies by Taguchi et al. (2009) reveal significant differences in how the Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience affect learners in varied socioeconomic and cultural settings. These findings stress the importance of adapting motivational strategies to the specific contexts and needs of learners in multilingual environments (Taguchi et al., 2009).

2.14 The Impact of Educational Environments on L2 Learning in Dörnyei's L2 Motivational Self System

Exploring the significant role of educational environments in second language (L2) learning within Dörnyei's L2MSS, it becomes evident how these settings influence language learning motivation and outcomes. Each model component uniquely interacts with the educational environment, dynamically shaping the learner's journey (Dörnyei, 2005; 2009).

The educational context deeply influences the Ideal L2 Self. Academic settings that provide inclusive language experiences and cultural exchange opportunities develop the learners' aspirations to learn a language. Such environments increase linguistic skills and foster cultural appreciation and global awareness, essential elements of the ideal L2 self (Ushioda, 2007; Taguchi et al., 2009).

On the other hand, the Ought-to L2 Self is shaped by external pressures such as academic requirements and societal expectations integral in educational systems. These pressures can either motivate learners or create anxiety, affecting their language engagement. The aspect is particularly relevant in contexts where language proficiency is linked to academic or

professional success (Dörnyei, 2009; Ryan, 2009; Lamb, 2012; Sahan & Şahan, 2024; Uccelli et al., 2015).

The current educational context, as well as the L2 learning experience, influences learners' attitudes and engagement with language learning. Classroom climate, teaching methodologies, and peer interactions significantly affect this experience. Educational environments that encourage collaborative learning, cultural sensitivity, and communicative language teaching typically support positive learning experiences, thereby developing the motivation for language learning. Additionally, the use of modern technology in language learning plays a vital role (Dörnyei & Csizér, 2005; Oxford, 2003).

Feedback and assessment within educational settings are also fundamental. Constructive feedback and fair assessments can develop learners' confidence and motivation, promoting more reflective engagement with the language learning process (Al-Hoorie, 2016). Outside the classroom, opportunities for linguistic practice, such as language clubs and cultural events, foster the educational process by offering real-world language usage scenarios. In this way, language competency and cross-cultural understanding are promoted (Peirce, 1995).

Educational settings significantly influence on the learning motivation in learners. Students often reexamine their motivations when they engage with a new language, aligning this with their classroom experiences. The motivational development is a transformative power of language learning, representing a vital aspect of language learning, influencing learning approaches (Norton, 2013; Darvin & Norton, 2015). The role of teachers is crucial in shaping the educational environment. Teachers who create a warm and stimulating learning atmosphere while being culturally sensitive influence students' motivation. Their ability to connect with students and address their individual needs significantly impacts learners' motivation and language learning success (Dörnyei, 2001; Mercer, 2011).

The impact of the educational environment on L2 learning within Dörnyei's L2MSS framework is extensive. It includes the instructional strategies, classroom environments, and the institution's extensive cultural and social background. By considering these elements, teachers can create environments that empower students, promote language proficiency, and support greater engagement with language learning. Here is visible the interplay between academic structures, personal aspirations, cultural exposure, and motivational development (Dörnyei, 2005; Ushioda, 2007; Csizér & Dörnyei, 2005; Ryan, 2009; Taguchi et al., 2009; Oxford, 2003;

Al-Hoorie, 2016; Peirce, 1995; Norton, 2013; Darwin & Norton, 2015; Dörnyei, 2001; Mercer, 2011).

2.15 Sociocultural Perspectives on Language Learning through Dörnyei's L2

Motivational Self System

When combined with Dörnyei's L2MSS, sociocultural perspectives on language learning offer a deeper understanding of how social and cultural contexts significantly shape language learning. The integrative approach reveals the deep roots of language learning within sociocultural milieus, affecting the motivational components outlined in Dörnyei's model (Dörnyei, 2005; 2009).

The Ideal L2 Self, an essential aspect of Dörnyei's framework, is highly sensitive to sociocultural influences. The motivation involves envisioning oneself as a successful language user, often formed by the cultural values and norms of the target language community. Sociocultural theories, particularly those by Vygotsky, highlight the influence of social interaction and cultural tools in shaping cognitive development, suggesting that learners develop their Ideal L2 Self through engagement with cultural and social practices (Lantolf & Thorne, 2006; Vygotsky, 1978).

Similarly, the Ought-to L2 Self is influenced and greatly shaped by sociocultural factors, including the duties and obligations felt by learners in the language learning process. These external pressures, drawing from societal norms or academic requirements, reflect societal beliefs about language learning and can greatly impact motivation. For illustration, in societies where multilingualism is appreciated, learners might experience a stronger motivation to learn additional languages (Ushioda, 2011; Dörnyei & Ushioda, 2011).

The L2 learning experience, another component of Dörnyei's model, is complexly linked with sociocultural contexts. The experience is shaped not just by formal education but also by informal learning by the social interactions. Sociocultural theory accentuates learning as a social process within culturally and historically situated activities. Authentic interactions in the target language are vital and the cornerstone, offering opportunities for contextual language development (Lave & Wenger, 1991; Swain & Lapkin, 1995).

Sociocultural perspectives also stress the significance of motivation in the language learning process. This way, navigating and negotiating one's motivation in the new language and culture get involved. The dynamic process of motivation formation, influenced by interactions within

the language community, associates with Dörnyei's concept of the Ideal L2 Self (Norton, 2000; 2013). Moreover, Norton's investment concept complements Dörnyei's model by linking learners' motivation to their identity and the perceived benefits of language learning. Learners are motivated when they see language learning as improving their social identity and cultural capital (Norton, 2013; Darvin & Norton, 2015).

Sociocultural contexts also shape language teaching strategies. Teachers integrating sociocultural elements, such as culturally relevant materials and collaborative learning, can significantly improve learners' motivation, deepening their connection to the language and its culture (Lantolf, 2000; Ellis, 2003). The fusion of sociocultural perspectives with Dörnyei's L2MSS provides a broader view of language learning, showing it as a social and cultural development process. Understanding the interplay between sociocultural factors and motivational dispositions is helpful for teachers and learners, highlighting the need for culturally sensitive and socially engaging learning environments (Dörnyei, 2005; 2009; Lantolf & Thorne, 2006; Vygotsky, 1978; Ushioda, 2011; Dörnyei & Ushioda, 2011; Lave & Wenger, 1991; Swain & Lapkin, 1995; Norton, 2000; 2013; Darvin & Norton, 2015; Lantolf, 2000; Ellis, 2003).

2.16 Comparative Studies in L2 Motivation: Insights from Dörnyei's L2 Motivational Self System

Comparative studies are essential for understanding the factors influencing language learning motivation in different cultural and linguistic contexts, particularly in second language (L2) learning. Zoltán Dörnyei's L2MSS provides a reliable framework for analysing and comparing these motivational factors, highlighting the complexities of language learning (Dörnyei, 2005; 2009).

Dörnyei's model demonstrates how distinct cultural and educational backgrounds shape each component. The Ideal L2 Self, for example, changes across cultures, reflecting learners' diverse aspirations and values in various contexts. Societal appreciation of multilingualism significantly influences on the formation of the Ideal L2 Self (Dörnyei, 2009; Henry, 2017; Henry & Thorsen, 2018; Ushioda, 2007).

The Ought-to L2 Self, which includes societal and familial expectations, is also shaped by cultural norms. In some cultures, external pressures are a major driving force for language learning motivation, while in others, Intrinsic Motivation and personal interest play a more significant role (Dörnyei, 2005; Csizér & Dörnyei, 2005).

The L2 learning experience component focuses on variations in educational settings and teaching methods across countries, affecting motivation. Interactive teaching methods standard in Western countries may foster a more positive L2 learning experience than traditional approaches in other regions (Dörnyei & Ushioda, 2011).

Comparative studies also examine how learners' cultural backgrounds, and first languages influence their motivation for L2 learning. Cultural values and prior linguistic experiences significantly affect engagement with language learning. For example, learners from collectivist cultures may exhibit more vital family-oriented motivational factors (Noels, 2001; Dörnyei & Csizér, 2002). The role of global English in L2 motivation is another critical area of study. In many non-English-speaking countries, the motivation to learn English is high due to its global value, potentially impacting the motivation to learn other languages (Goddard et al., 2013).

Technological advancements and globalization also impact L2 motivation. The availability of digital media and online platforms has transformed language learning, presenting new motivational dynamics (Dörnyei & Ryan, 2015). These studies also explore psychological elements such as self-efficacy and language anxiety, providing insights into the psychological aspects of L2 motivation in various cultural contexts (Bensalem, 2018; Dörnyei, 2009; Fallah, 2017; Ömer & AKÇAYOĞLU, 2021).

Several studies have used the L2MSS to investigate language learning motivation across different languages. For example:

Japan: Taguchi et al. (2009) examined the L2MSS among Japanese learners of English, highlighting the role of Ideal and Ought-to Selves in shaping motivation.

China: You and Dörnyei (2016) explored the L2MSS in the context of Chinese learners of English, providing insights into motivational dynamics in a Chinese cultural context.

Turkey: Öz et al. (2015) studied the L2MSS among Turkish learners of English, focusing on the impact of cultural and contextual factors.

Hungary: Khelifa and Batyi (2023) investigated the motivation and attitude of international students towards learning Hungarian, examining how self-guides and other motivational factors influence language learning in this context.

These studies reveal that while the L2MSS framework is widely applicable, specific motivational factors may vary depending on cultural and linguistic contexts (Dörnyei, 2005; 2009; Ushioda, 2007; Csizér & Dörnyei, 2005; Dörnyei & Ushioda, 2011; Noels, 2001; Dörnyei & Csizér, 2002; Dörnyei & Ryan, 2015).

2.17 Cultural Integration and Learning Motivation Transformation in Language

Learning within Dörnyei's L2MSS Framework

Language learning, especially within Dörnyei's L2MSS framework, goes beyond traditional classroom settings and involves cultural integration. Language becomes an essential tool for directing and integrating into new cultural environments, significantly influencing linguistic competence, cultural understanding, and motivational learning (Dörnyei, 2005; Ushioda, 2007).

At the heart of this process lies the Ideal L2 Self, a concept in Dörnyei's model that includes learners' aspirations and visions for language proficiency as part of their broader goal of cultural integration. For learners in multicultural settings, achieving fluency is synonymous with gaining cultural insights, understanding local customs, and forming meaningful relationships within the community. Cultural integration increases the language learning experience, making it more relevant and engaging (Dörnyei, 2009; Mitchell et al., 2019; Norton, 2000; Lomicka & Lord, 2016).

The Hungarian local community offers a primary example where the Ideal L2 Self is shaped by the country's unique cultural and linguistic attributes. Learners are motivated by the desire to communicate and the willingness to participate in the cultural narrative and understand the Hungarian way of life. The motivation extends beyond language learning skills to embrace a deeper cultural understanding (Dörnyei & Csizér, 2005; Ushioda, 2009).

However, the Ought-to L2 Self, another component of Dörnyei's model, stresses the external motivations and societal pressures that influence language learning. In the context of cultural integration, these pressures might include societal expectations, professional requirements, or academic goals. Such external factors can motivate learners to pursue language proficiency, raising the role of the language as a gateway to new opportunities and social acceptance (Dörnyei, 2009; Oxford & Richards, 2015; Ushioda, 2007).

The L2 learning experience within Dörnyei's framework gains a broader perspective in multicultural environments. The component focuses on the practical aspects of language learning, pointing out the importance of interactions with native speakers, cultural contact, and experiential learning. In such contexts, language learning is not limited to textbooks but is lived and experienced, thereby developing linguistic skills and cultural literacy (Busch, 2017; Dörnyei & Csizér, 2005; Song, 2016; Ushioda, 2011).

As learners learn a new language, they get on a learning transformation journey. The journey, influenced by their language experiences, involves a redefinition of self, where learners often develop their learning motivation, incorporating elements of both their old and new perspectives. Such evolution is crucial to the Ideal L2 Self, representing a broader aspiration to be part of the new culture (Norton, 2000; Dörnyei, 2005; Pavlenko, 2003).

The connection of language learning motivation and cultural integration presents both challenges and opportunities for learners. It requires them to navigate the complexities of maintaining their original cultural identities while adapting to new cultural norms and learning practices. The dynamic process develops the language learning experience, offering a complex understanding of the self and the new culture (Kim, 2001; Pavlenko, 2003).

Educational methodologies and strategies play a key role in this dynamic process. Language programs that effectively integrate cultural elements, promote real-world communication, and encourage active community engagement can significantly improve the language learning experience. Such culturally responsive teaching methods speed up language learning and develop cultural empathy, understanding, and a sense of belonging (Dörnyei, 2005; Norton, 2013).

Integrating language learning with cultural adaptation, as conceptualized in Dörnyei's L2MSS, features a more inclusive approach to language education. This approach demonstrates how language learning is complexly linked to cultural understanding, social integration, and learning motivation. It highlights the importance of the Ideal L2 Self, the Ought-to L2 Self, and the L2 learning experience in fostering a deep and meaningful engagement with new cultures through language (Dörnyei, 2005; Ushioda, 2007; Norton, 2000; Dörnyei & Csizér, 2005; Pavlenko, 2006; Kim, 2001; Saville-Troike & Barto, 2017).

2.18 The Role of the Hungarian Local Community in Shaping Language Learning

Motivation within Dörnyei's L2MSS Framework

The dynamic interaction between the Hungarian local community and Dörnyei's L2MSS framework provides valuable insights into the diverse challenges and opportunities faced by language learners in Hungary. Dörnyei's model is relevant in the Hungarian context, where the language's unique cultural and linguistic characteristics significantly shape the learning process (Dörnyei, 2005, 2009).

Within this framework, the Hungarian local community significantly impacts the formation of the Ideal L2 Self among learners. The component of the L2MSS reflects learners' aspirations and visions for language proficiency, often linked to a more thoughtful desire for cultural integration. Hungary's rich local cultural landscape offers an inspiring environment for learners to see themselves as proficient in the language and as integral community members. Achieving fluency in Hungarian thus becomes a gateway to cultural integration and understanding, extending beyond simple linguistic competence (Dörnyei, 2005; Csizér, 2019).

The concept of the Ought-to L2 Self gains particular relevance in Hungary. External factors such as academic requirements, career aspirations, or societal norms often influence this disposition. Learners, especially international students, may feel a societal or professional obligation to learn Hungarian, viewing language proficiency as crucial for their academic achievements, career advancement, or social integration within Hungarian society (Dörnyei, 2009; Floyd, 2015; Holloway-Friesen, 2018; Makarova & Birman, 2015).

The L2 learning experience in Hungary is distinctly shaped by the community's cultural uniqueness and interactions with native speakers. Dörnyei's model is significantly influenced by the quality of educational methods and the learners' engagement with the community and its culture. Effective language instruction, combined with opportunities for cultural participation and interaction, plays a central role in motivating learners and guiding their success in language learning (Anjomshoa & Sadighi, 2015; Dörnyei & Csizér, 2005; Moeller & Catalano, 2015; Loewen & Sato, 2018).

As learners engage in the Hungarian language, a significant interaction exists between their linguistic journey and learning motivation development. Engaging with the language often leads to an evolution in self-perception, social interactions, and cultural understanding, aligning with the Ideal L2 Self. The transformation signifies a broader integration into the Hungarian social and cultural milieu and understanding, enabling not only linguistic proficiency but also a deeper connection with the local societal values (Ushioda, 2007).

Therefore, the relationship between the Hungarian local community and Dörnyei's L2MSS highlights the sophisticated nature of language learning motivation. The community's distinct cultural and linguistic characteristics shape the learners' Ideal L2 Self, while external factors influence the Ought-to L2 Self, and practical dimensions are expressed in the L2 learning experience. The universal approach to language learning in Hungary features the

interconnectedness of linguistic skills, cultural integration, and the evolution of learning motivation (Dörnyei, 2005; Ushioda, 2007; Dörnyei & Csizér, 2005).

The interconnection between language, culture, and motivation in the context of the Hungarian local community shows the depth and complexity of the language learning journey. It reveals that learning a language involves more than memorizing grammatical rules and vocabulary. Moreover, it involves developing a new learning approach, transforming one's self-perception, and establishing a stronger bond with the community. Integrating these aspects provides a fulfilling learning experience, highlighting the transformative power of language education (Dörnyei, 2005, 2009; Kim, 2001; Norton, 2013; Pavlenko, 2003; Ushioda, 2007).

2.19 The Personal Growth of International Students through Language Learning

The personal growth of international students through language learning is a complex process influenced by various educational, cultural, and social factors (Al-Hoorie & MacIntyre, 2020; Bierwiazzonek & Waldzus, 2016). Language learning extends beyond simple linguistic competence, integrating significant personal development and transformation (Gu, Schweisfurth, & Day, 2010; Marginson, 2014). The process of personal growth is especially evident in the context of international students who navigate new cultural environments while learning a new language (Berry, 2005; Gu et al., 2010).

One of the critical aspects of personal growth for international students is the development of cultural competence. As they learn a new language, they also gain cultural knowledge and skills, enabling them to effectively navigate and integrate into their new cultural settings (Kim, 2001). The cultural adaptation process is about understanding cultural norms and values and developing a deeper appreciation and respect for cultural diversity. According to Gudykunst (2005), cultural sensitivity develops better intercultural communication, which is crucial for personal and professional interactions in a multicultural environment.

The academic setting provides a unique platform for international students to experience personal growth. Universities offer diverse opportunities for students to engage in academic and extracurricular activities that promote holistic development. These interactions also increase students' social skills and emotional intelligence, contributing to personal growth (Marginson, 2014).

Moreover, the process of learning a new language itself is fundamentally transformative. It challenges students to step out of their comfort zones, confront linguistic barriers, and persist

through challenges. Overcoming obstacles and achieving language proficiency builds resilience, self-confidence, and a sense of accomplishment. According to Dörnyei (2005), the motivational dynamics involved in language learning are closely tied to personal growth, as students set goals, strive to achieve them, and experience the intrinsic satisfaction of progress (Stamenkovska, Llerena & Györi,2024).

Integrating language learning with personal aspirations and career goals further develops personal growth. Many international students pursue language studies to improve their professional prospects and career opportunities. Proficiency in a new language can open doors to global career opportunities, expand professional networks, and increase employability. Byram and Wagner (2018) highlights the role of language skills in developing a cosmopolitan outlook and global citizenship, which are highly valued in today's interconnected world.

In addition to professional benefits, language learning also promotes cognitive development. Studies have shown that bilingualism and multilingualism increase cognitive flexibility, problem-solving skills, and creative thinking (Bialystok, 2017). These cognitive advantages contribute to the intellectual growth of international students, enabling them to approach academic and life challenges with a more versatile and innovative mindset.

Furthermore, the personal growth of international students is supported by the social networks they build during their studies. These networks provide emotional support, develop friendships, and create collaborative learning and cultural exchange opportunities. According to Bochner, McLeod, and Lin (1977), social interactions with peers, faculty, and the local community significantly improve students' learning experiences and personal development.

Effective language education policies and practices are essential in accelerating the personal growth of international students. Language programs that integrate cultural elements, promote interactive and participatory learning, and provide real-world communication opportunities can significantly improve the learning experience. Such programs improve language proficiency and cultivate cultural empathy, understanding, and a sense of belonging (Dörnyei & Csizér, 2005).

2.20 Educational Diversity of International Students

The educational diversity among international students is a complex aspect that deeply impacts their academic experiences and language learning processes. The diversity includes various factors such as varied educational backgrounds, different learning styles, and distinct cultural

perspectives. Addressing these elements is essential for creating an inclusive and effective educational environment that serves to the needs of international students (Deardorff, 2009; Montgomery, 2010; Biggs & Tang, 2003).

International students often come from diverse educational systems, each with its own set of strengths and challenges. These differences can significantly affect how students approach learning in a new context. For example, students from countries focusing on rote learning might need help with the critical thinking and independent learning styles prevailing in many Western education systems (Biggs, 2003). Rote learning, which stresses memorization and repetition, may not adequately prepare students for the analytical and problem-solving tasks expected in their new academic environments. On the other hand, students from educational systems that encourage active learning and participation may find it easier to adapt to interactive classroom environments (Marton & Dall'Alba, 1996).

Research by Biggs (1996) indicates that understanding these educational backgrounds is crucial for teachers to develop teaching strategies that adapt diverse learning needs. By accepting educational diversity, institutions can design curricula that bridge the gap between different educational traditions, assisting smoother transitions and better academic outcomes for international students.

Learning styles refer to individuals' approaches and preferences toward learning, which can influence cultural backgrounds, previous educational experiences, and personal preferences. For example, some students may prefer visual learning, relying on diagrams and charts, while others may excel in auditory learning through lectures and discussions (Felder & Silverman, 1988). Felder and Silverman suggest that teachers utilize various teaching methods for these diverse learning styles. The approach helps address international students' specific needs and enriches all students' learning environments. Integrating multimedia resources, hands-on activities, group work, and individual projects can create a more inclusive classroom that respects and utilizes educational diversity.

Cultural perspectives also play a significant role in shaping educational experiences. Students from collectivist cultures, for example, may prioritize group harmony and collective success, whereas those from individualist cultures might focus more on personal achievements and competitiveness (Hofstede, 2001). These cultural differences can influence classroom dynamics, participation patterns, and interactions with peers and instructors. Understanding

and respecting these cultural perspectives can help teachers create a more supportive and responsive learning environment.

The personal growth of international students through educational diversity is a broad process that includes cultural adaptation, academic engagement, cognitive development, and social integration. By overcoming linguistic challenges and accepting new cultural experiences, international students develop resilience, self-confidence, and a global perspective that enriches their personal and professional lives (Dörnyei & Csizér, 2005; Kim, 2001; Marginson, 2014; Bialystok, 2017).

2.21 Gender Differences in Language Learning

Research on gender differences in language learning has highlighted distinct patterns in motivation, strategy use, and overall achievement between male and female learners. Several studies suggest that gender can significantly affect various aspects of language learning, influencing how individuals' approach and engage with new languages (Henry, 2009; Henry & Thorsen, 2018). The findings indicate that male and female learners often display different levels of motivation and use diverse strategies, which can affect their language learning outcomes (Bai & Wang, 2023; Stamenkovska et al., 2022a).

Research has shown that females are often more motivated towards language learning than their male counterparts. The increased motivation among females is linked to greater use of language learning strategies, higher anxiety levels, and more positive attitudes towards the language being learned (Oxford & Nyikos, 1989; Dörnyei & Csizér, 2002). Females generally utilize a broader range of learning strategies, including metacognitive, cognitive, and social, contributing to their language learning success (Green & Oxford, 1995). These strategies help manage their learning process more effectively, leading to better outcomes in language proficiency tests.

In contrast, males often exhibit different motivational patterns. While they might show high levels of instrumental motivation, for example, learning a language for practical benefits such as career advancement or academic requirements, they tend to use fewer learning strategies. They may experience less language anxiety (Williams et al., 2002). The instrumental motivation among males aligns with their focus on the practical applications of language skills rather than the integrative aspects, such as cultural understanding and social integration, which females have more.

The gender differences in language learning are also reflected in classroom behaviours and attitudes. Females are generally more likely to participate in classroom activities, engage in discussions, and seek help when needed, whereas males might be more reserved or exhibit disruptive behaviours (Oxford, 1993). These behavioural differences can impact the classroom dynamics and the effectiveness of language instruction, making it necessary for teachers to adopt gender-sensitive teaching approaches.

Rote learning, often perceived as a less effective strategy, also shows gender-specific usage patterns. Females might engage in rote learning to a certain extent but often combine it with more interactive and reflective learning methods. On the contrary, males might rely more on rote memorization, primarily when language learning is driven by instrumental motives such as passing exams or meeting specific academic requirements (Norton & Pavlenko, 2019).

The sociocultural context also plays a significant role in shaping gender differences in language learning. In many cultures, societal expectations and gender roles influence how males and females perceive and approach language learning. For example, females might be encouraged to learn additional languages in some contexts to increase their communication skills and social integration. In contrast, males might be pushed towards language learning for career-related reasons (Ellis, 1994).

Moreover, the intersection of gender with other identity aspects, such as ethnicity, socioeconomic status, and educational background, can further complicate these differences. For example, minority females might face additional challenges and pressures that influence their language learning experiences differently from their male peers (Pavlenko & Norton, 2007).

2.22 Research Questions and Hypothesis

These are the research questions and hypothesis which led this study:

RQ1: To what extent are the scales used for measuring motivational disposition reliable when applied in the Hungarian context for international students learning Hungarian as a second language (L2)?

RQ2: What are the main characteristics of the motivational disposition of international students learning Hungarian as an L2 during their studies in Hungary?

Based on these research questions, the following hypotheses were developed:

H0: The scales used for measuring motivational disposition will demonstrate high reliability when applied in the Hungarian context, with Cronbach's alpha values close to the commonly accepted threshold of 0.70 (Csizér & Dörnyei, 2005).

H2: The main characteristics of the motivational disposition of international students learning Hungarian as an L2 will include a strong influence of integrative motivation, such as the desire for cultural integration, and instrumental motivation, such as career development (Gardner, 1985; Ushioda, 2011).

For the qualitative part, these were the research questions that led to that part of the research:

RQ1. Which aspects motivate international students to learn Hungarian?

RQ1(a). Which integrative aspects motivate international students to learn Hungarian?

RQ1(b). Which instrumental aspects motivate international students to learn Hungarian?

RQ1(c). What type of multifaceted motivation do international students have for learning Hungarian?

3 Research Design and Methods

Following Johnson and Onwuegbuzie's (2004) QUAN → qual taxonomy, this study utilizes an exploratory sequential mixed-methods design. The chosen design sequentially integrates quantitative and qualitative methods, exploring the motivational dispositions influencing international students learning the Hungarian language. The division into four segments (two pilot studies for the questionnaire and interviews, two main studies for the questionnaire and interviews) can be found after the research design and methods section.

3.1 Rationale for the Study

This study examines the role of the Hungarian language as a mediator of international students' learning motivation, highlighting how transformative learning can be within an L2 educational context. By utilizing a mixed-methods approach that integrates both qualitative and quantitative research, the study aims to explore into the motivations driving students to learn Hungarian as a second language (L2). This mix-method approach is essential for understanding the complex relationship between language learning and students' motivation (Norton, 2000; Dörnyei, 2005; Pavlenko, 2003).

The rationale for this research is grounded in the idea that language learning extends beyond the simple learning of communication skills. It is a complex journey in which students engage in the ongoing process and reconstruction of their learning strategies, strongly shaped by the cultural, social, and educational dynamics of the host country (Norton, 2000; Dörnyei, 2005). The qualitative aspect of this research reveals the integrative, instrumental, and multifaceted motivations that motivate students' efforts to learn a new language, including their aspirations for social integration, which emerge as key factors influencing their language learning motivation.

Language is recognized as both a tool for communication and a medium for cultural understanding. In the context of Hungarian language learning, it plays a crucial role in improving international students' motivation to learn (Pavlenko, 2003; Kim, 2001). As they learn a new language abroad, international students must adapt to the values, social norms, and cultural standards of their new environment. This adaptation significantly impacts their self-perception and learning motivation, making language learning a fundamental component of their overall educational experience (Berry, 2005; Csizér & Magid, 2014; Doucerain et al., 2017; Edwards, 2009).

The study aims to uncover the complex ways in which language learning intersects with the motivational processes of international students, focusing on how language learning helps them navigate their sense of self and belonging. It offers insights into how language learning influences students' motivational dispositions, particularly as they adapt to new cultural and educational contexts.

Additionally, the study seeks to raise awareness of the opportunities and challenges that international students face as they adjust to their new host country. Adapting to a new cultural environment through language learning presents both challenges and opportunities for personal growth (Marginson, 2014; Kinginger, 2004).

Finally, this dissertation aims to extend the understanding of how motivation serves as a key mediator in the learning process of international students. By integrating quantitative and qualitative findings, the research explores the complex relationship between language learning, motivational factors, and overall motivation. It examines the impact of international students' motivation to learn Hungarian on their academic experiences while studying in Hungary (Dörnyei, 2005; Norton, 2000; Ushioda, 2007).

3.2 Justification of the Research Design

This research design uses an exploratory sequential mixed-methods approach to investigate the motivational factors influencing international students learning the Hungarian language. The design is selected for its ability to offer an in-depth understanding of language learning motivation, addressing the study's multifaceted objectives.

The exploratory sequential design, as outlined by the QUAN-qual taxonomy, is particularly suitable for the complex nature of the research questions in the study due to its ability to handle both measurable aspects of phenomena and the underlying reasons or motivations behind them (Johnson & Onwuegbuzie, 2004). The initial quantitative phase serves as a foundation, focusing on calculating the reliability of measurement scales and characterizing motivational dispositions. Utilizing the L2MSS and statistical analyses, this phase provides quantitative insights into the diverse factors shaping language learning motivation. The following qualitative phase builds on these quantitative findings, aiming to uncover underlying motivations with a depth that statistical measures alone might not capture.

One fundamental justification for the mixed-methods design is its capacity to triangulate findings. By combining quantitative measurements with qualitative narratives, the study seeks a holistic understanding of motivational aspects. The sequential progression from quantitative to qualitative methods aligns with the study's exploratory nature, enabling an in-depth exploration theme and connecting them in a contextual meaning. The sequential approach enables examination of the "what" and "how much" aspects of motivation, followed by an exploration of the "why."

The reliability assessment of measurement scales in the Hungarian context is a critical starting point. Using statistical methods, such as descriptive statistics, significant correlations, and causal relationships, ensures appropriate evaluation of the tools used, providing validity of the findings. The qualitative phase, guided by specific research questions, arises as vital to unravel the motivational dispositions underlying the quantitative results.

Moreover, the mixed-methods approach facilitates methodological triangulation, balancing the drawbacks of relying solely on a single research method. The study improves its ability to understand the motivational dynamics among international students, utilizing the strengths of each method to provide a more inclusive analysis by integrating both quantitative and qualitative methodologies. The approach aligns with Dörnyei's (2007) claim that mixing methods develop research using both types of benefits.

3.3 Data Collection and Data Handling

The data collection and management methodology in this study integrated both quantitative and qualitative research approaches, allowing for an inclusive examination of factors influencing international students learning Hungarian. Quantitative data was collected through questionnaire, specially adopted to meet the study's specific objectives while following to the ethical research standards. These questionnaires were distributed via digital platforms, a decision made in response to pandemic-related restrictions, which also aimed to maximize the reach and efficiency of data collection with the help of technology (Gustafsson-Wright et al., 2022).

For the qualitative part, in-depth interviews were done, providing rich data that offered valuable insights into the students' unique experiences and perceptions (Creswell & Clark, 2017). The mixed-methods approach, which combined statistical analysis with thematic analysis, enabled a deeper understanding of the motivational dynamics.

The study's design was flexible, allowing for necessary adaptations to protect participant well-being and comply with public health guidelines during the COVID-19 pandemic. This adaptability was necessary, as it ensured the continuation of the study despite numerous challenges and the general uncertainty of the situation (Remler & Van Ryzin, 2011).

3.4 Ethical Considerations

The Ethical Committee of Eötvös Loránd University approved the ethical permission number 2019/314 for this study before the data collection started. Additionally, electronic consent was obtained from every participant before they engaged with the survey. This step was elementary and went beyond simple compliance but guaranteed that participants received clear information regarding the research objectives, the methodologies to be applied, and, most importantly, their rights as research participants. This methodology follows the rules of the American Psychological Association (APA), focusing on the need to obtain permission from the participants to take part and withdraw at any moment.

3.5 Language Proficiency Assessment

The study evaluated the participants' language skills by using a self-assessment for language proficiency that follows the guidelines of the Common European Framework of Reference for Languages (CEFR). Internationally recognized for categorizing language ability, the CEFR provides a standardized scale that ranges from A1, which corresponds to the beginning language users, to C2, which is language fluent.

The CEFR guidelines were adopted in this study for several reasons. The most important thing it offered was a consistent and dependable way to measure language proficiency, essential to maintaining the consistency and comparability of data amongst participants. This is especially crucial in research environments where language proficiency is the focus of analysis because it makes participant segmentation based on self-reported proficiency levels more accurate. Studies examining language learning motivation through the lens of proficiency levels have highlighted the importance of this segmentation for conducting detailed analyses that can show how motivational factors may vary across different stages of language learning (Council of Europe, 2001).

3.6 Demographic Background

The demographic structure of the participant group in this study included various dimensions such as gender, age, educational level, academic discipline, and duration of stay in Hungary. The range provided a better perspective on the motivations of international students learning the Hungarian language.

Educational levels among participants extend over from undergraduate to doctoral studies, including those in preparatory or specialization programs. The display of academic fields represented social sciences, humanities, and natural sciences, reflecting the attractiveness of language proficiency across various academic disciplines (Brooks & Waters, 2011). Participants' duration of residence in Hungary ranged from less than six months to over four years, offering insights into how the integration process affects language learning (Berry, 2005).

3.7 Participants

Below, is presented a detailed overview of the participants involved in the study. This section aims to better present the demographic and academic backgrounds of the international students who contributed to the research.

3.7.1 Participant Recruitment

International students were enrolled in various higher education institutions across Hungary during the data collection period. A convenience sampling technique was employed to ensure the accessibility of participants and facilitate the data collection process. This method was chosen to gather diverse participants from the international student population efficiently.

In order to accomplish a broad distribution of the survey link, the study used the extensive reach of social media platforms. In particular, Facebook and WhatsApp were used as the primary communication channels. Popularity and efficacy in reaching large audiences, as demonstrated by research like Kaplan and Haenlein's (2010) study on the role of social media in engagement and communication strategies, influenced the selection of this approach.

Additionally, university coordinators and language teachers were contacted as intermediaries in the participant recruitment process, expanding the survey's outreach. Their participation was essential because they used their current networks and connections with students to establish direct communication with possible respondents. As explained by Biernacki and Waldorf (1981), snowball sampling methodologies rely on current study participants or key community figures to help recruit additional participants, in accordance with the principles of snowball sampling.

The cooperative and diverse outreach approach increased the survey's distribution within the intended audience. Instead of just sending the survey link, the university coordinators and language teachers supported the study, giving it legitimacy and promoting higher participation rates. By avoiding potential biases associated with single-method sampling approaches, such a strategy, as highlighted by Salganik and Heckathorn (2004) in their analysis of respondent-driven sampling, is crucial in achieving a high level of inclusivity and representativeness in the participant pool.

3.7.2 Participants Questionnaire Pilot Study

The participants in this research were international students from all over Hungary who had active student status at the time of the data collection in April and March 2020. As for the default pilot sample size, at least 30 participants are recommended (Perneger et al., 2015). Thirty-four participants took part in our pilot study, out of whom 10 were males and 24 were females at the master's level of their studies. As reported by the participants, 19 were learning the Hungarian and 15 English.

Although the sample size of 34 participants meets Perneger et al. (2015) recommendation of having at least 30 participants for pilot studies, it is important to note that this number needs to be increased for a complete validity of the questionnaire's psychometric properties and usability. This limitation is explicitly acknowledged in the study.

In terms of the participants' self-reported proficiency, based on the Common European Framework of Reference for Languages (Council of Europe, 2001, p. 32), when it comes to the

Hungarian language, out of a total of 19 participants, 16 indicated that they were primary users, two participants identified themselves as intermediate users, and only one participant claimed to be a proficient user. Regarding the English language, out of the 15 participants, 13 were proficient users, and two participants were self-estimated as intermediate users.

Regarding the participant's age, out of the total of 34 participants, 18 stated that they fell within the age range of 25 to 30, nine participants were above 30 years old, and seven participants were 18 to 25. Based on the study programs for international students offered by Hungarian universities, the study fields were grouped into three main groups: 23 participants studied humanities and social science, seven studied natural sciences, and four studied formal sciences. The students' average length of stay in Hungary ranged from six months to four years.

3.7.3 Participants Interviews Pilot Study

For the interviews pilot study, five international students, (two) male and (three) female, studying at various universities in Hungary, were interviewed during the spring semester of 2020. These participants represented a range of linguistic backgrounds, including African, Arabic, and Filipino native speakers. Their ages ranged from 20 to 40 years, with an average residency in Hungary of about two years. The participants' self-perceived proficiency levels in Hungarian ranged from A1 to B1, based on the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001).

3.7.4 Participants Questionnaire Main Study

The study's participant group consisted of 203 international students, all actively enrolled in higher education institutions across Hungary during the data collection period in 2020, who were learning Hungarian. This diverse group of participants was chosen to provide a broad perspective on the motivations of international students in learning the Hungarian language.

In order to ensure a better understanding of the participants' language proficiency, their self-reported language skills were evaluated using the guidelines set by the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001, p. 32).

Participants have a gender split of 42.9% male (87 participants) and 57.1% female (116 participants). Age demographics were diverse, with (91) in the 18-25 range, (60) aged between 25-30, and (52) over 30 years old.

Also, the educational levels varied significantly, with undergraduates forming (63) of the group, while graduate (Master's) students had another (61). A smaller portion (10) were

enrolled in one-tier master's programs. Those pursuing doctoral degrees (Ph.D./DLA) constituted (65), indicating a solid representation of advanced academic pursuits. The remaining participants were in preparatory programs (one) or specialization programs (three).

Specifically, in this research, the first-year students were represented by (59) participants, the same as the second year (59) participants. The third year was represented by (37) participants, while in their fourth year were (25), and (23) in their fifth year.

In terms of academic fields, the majority (97) were from social sciences and humanities. Natural science and mathematics/computer science were represented by (37) and (29) participants. The remaining (40) were engaged in medicine-related studies, including dentistry, pharmacy, and physical therapy.

Regarding their duration of residence in Hungary, the study found that (40) participants had moved to Hungary less than six months before the survey. A group of (32) participants lived in the country for six months to a year. Following them, (51) participants had one to two years of residency. There were (47) participants who had lived in Hungary for two to four years, and (33) had resided there for more than four years.

The learning duration of the Hungarian language among participants was predominantly less than six months for the vast majority (183). A smaller group (18) had been learning for six months to a year, and an even smaller fraction (two) for one to two years.

Regarding language proficiency, most participants rated themselves as beginners (122), followed by those considered primary users (76). Only a small group (five) felt they had reached an independent user's lower level. Table 1 below shows a more detailed demographic distribution of the participants by their country of origin, native language, and gender.

Table 1.

Demographic Distribution of Participants by Country of Origin, Native Language, and Gender.

Country of Origin	Native Language	Gender		Number of Participants
		Male	Female	Total
South Africa	Swati/Sepedi/Afrikaans	10	2	12
Egypt	Arabic	1	7	8
Azerbaijan	Azerbaijani	4	1	5
Russia	Russian	1	3	4
Equator	Spanish	5	3	8
Morocco	Arabic	4	3	7
Iraq	Arabic	3	2	5
Ghana	Fante	1	1	2
Philippines	Filipino	8	10	18
Syria	Arabic	4	6	10
India	Hindi/Urdu	8	5	13
Vietnam	Vietnamese	6	8	14
Kenya	Swahili	2	1	3
China	Mandarin	7	15	22
Kazakhstan	Kazakh	3	8	11
Mongolia	Mongolian	1	5	6
Pakistan	Urdu	9	23	32
Nigeria	Hausa/Igbo	3	2	5
Iran	Farsi	7	11	18
Total		87	116	203

3.7.5 Participants Interviews Main Study

For the interviews of the main study, 17 international students (10 females and 7 males) participated, who hold the Stipendium Hungaricum Scholarship and active student status. All of them were studying at different universities in Budapest, Hungary. They attended Hungarian language courses at their universities or private language schools.

Regarding their native language, they identified themselves as: (four) African, (six) Arabic, (one) Azerbaijani, (three) Russian, (one) Spanish, (two) Filipino native speakers. The participants' ages ranged between 20 and 40 years, and their average time living in Hungary was 2.4 years. The participants' self-perceived proficiency level was between A1 and B1, based

on the Common European Framework of Reference for Languages (Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division, 2001, p. 32). Table 2 displays the relevant characteristics of the participants.

Table 2

Overview of the participants' biographical data

Participant number	Gender	Place of origin	Study level	Native language	Self-perceived proficiency level
Participant 1	M	South Africa	Master	Swati	A1
Participant 2	M	South Africa	Bachelor	Sepedi	A2
Participant 3	M	Western Asia	Ph.D.	Arabic	A1
Participant 4	M	Western Asia	Master	Azerbaijani	A1
Participant 5	F	Northern Asia	Bachelor	Russian	A2
Participant 6	F	South America	Ph.D.	Spanish	B1
Participant 7	F	North Africa	Ph.D.	Arabic	A1
Participant 8	M	Western Asia	Bachelor	Arabic	A2
Participant 9	F	Northern Asia	Ph.D.	Russian	A1
Participant 10	M	West Africa	Ph.D.	Fante	B1
Participant 11	F	North Africa	Ph.D.	Arabic	A1
Participant 12	F	North Africa	Bachelor	Arabic	B1
Participant 13	F	South Africa	Bachelor	Africans	A1
Participant 14	F	Northern Asia	Master	Russian	B1
Participant 15	M	Southeast Asia	Ph.D.	Filipino	A2
Participant 16	F	Southeast Asia	Ph.D.	Filipino	A1
Participant 17	M	Western Asia	Master	Arabic	A1

3.8 Instrument

Below are the instruments used in the pilot and primary studies, incorporating both qualitative and quantitative methods. These tools were essential for collecting the data to address the research questions effectively.

3.8.1 The Instrument for the Questionnaire Pilot study

The primary tool for data collection in this study was questionnaire based on the theoretical framework of the L2MSS, as conceptualized by Dörnyei (2005, 2009) and further operationalized by Taguchi et al. (2009) (Appendix A). The questionnaire included two parts, presented in English. The first 15 questions were related to the participants' age, gender, education, and language learning background. In the second part of the questionnaire, it was decided to adapt further the instrument validated by Taguchi et al. (2009), which had been initially developed by Dörnyei et al. (2006; 2009) in order to assess a broader view of L2

language learning motivation among the international students than the three major components proposed by Dörnyei (2005). The questionnaire, adapted for this study and presented to the international students, contained the following nine scales with 66 items (Appendix B).

Participants had to indicate on a Likert scale from 1 to 6 to what extent they agreed with the statements expressed in the items, with one meaning strongly disagree, two disagree, three slightly disagree, four slightly agree, five agree, and six strongly agree. This six-point motivational scale was adapted from the questionnaire of Taguchi et al. (2009).

1. **Motivated learning behaviour** (a criterion measure scale) (7 items): Measured the participants' actual effort in learning the language. Example: "I am working hard at learning this language."

2. **Ideal L2 self** (10 items): Measured the participants' Ideal Self of themselves and who they wished to become. Example: "I can imagine myself living in a country where this language is a main language and using it effectively for communicating with the locals."

3. **Ought-to L2 self** (8 items): Measured the effect of various duties, obligations, or responsibilities the participants believed they had towards their surroundings to avoid possible harmful outcomes. Example: "I learn this language because close friends of mine think it is important."

4. **Family influence** (11 items): Measured the importance of parental and close family attitudes and influences that the participants exhibited in learning the language. Example: "My parents encourage me to learn this language in my free time."

5. **Instrumentality** (13): Covered personal pragmatic goals, such as finding a job or earning money that the participants might wish to achieve by learning a language. Example: "Learning this language can be important to me because I think it will someday be useful in getting a good job."

6. **Intrinsic motivation** (6): Measured the motivational influence of joy the participants experienced while learning this language. Example: "Do you think time passes faster while learning this language?"

7. **Attitudes towards the L2 community** (4): Measured the participants' attitudes towards the L2 language community. Example: "Would you like to know more about the native speakers of this language?"

8. **Cultural interest** (4): Measured the expressed interest the participants had in this language culture, like TV, magazines, music, and movies. Example: "Do you like films in this language?"

9. **Integrativeness** (3): Measured the participants' attitudes towards the language, its culture, and the native speakers of that language. Example: "How important do you think learning this language is to learn more about the culture and art of its speakers?"

The "prevention" instrumental scale was the only scale that was excluded, as the pre-pilot study showed that it was irrelevant to the circumstances under which the students learned Hungarian at that period.

3.8.2 The Instrument for the Questionnaire Main Study

The adapted questionnaire for the central part of the study featured nine scales with a total of 63 items. Participants were asked to respond to each item on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree), to indicate their level of agreement with the statements (Appendix D). The scales included in the questionnaire were:

Motivated Learning Behavior (7 items): Measures the participants' actual effort in Hungarian language learning (Dörnyei, 2009). Example item: " I would like to concentrate on studying Hungarian more than any other topic."

Ideal Self (10 items): Represents the learner's vision of their future Self, expressing their language-related goals (Csizér & Kormos, 2009a; Dörnyei & Chan, 2013; Henry, 2010; Magid & Chan, 2012). Example item: " I can imagine myself living abroad and using Hungarian effectively for communicating with the locals."

Ought-to Self (8 items): Focuses on the expectations perceived as necessary to avoid negative outcomes (Dörnyei, 2009, p. 29). Example item: " I learn Hungarian because close friends of mine think it is important."

Family Influence (11 items): Captures the motivational role played by parents and close family members (Pawlak, 2012). Example item: " My parents encourage me to take every opportunity to use Hungarian (e.g., speaking and reading)."

Instrumental Motivation Promotion (11 items): Targets tangible benefits from language learning, like employment or scholarships (Dörnyei, 2009). Example item: " Learning Hungarian is important to me because Hungarian proficiency is necessary for promotion in the future."

Intrinsic Motivation (5 items): Emphasizes the joy of learning for its own sake (Vallerand, 1997). Example item: "Do you really enjoy learning Hungarian?"

Hungarian Cultural Language Interest (4 items): Reflects the learner's interest in the Hungarian language's culture through various media. Example item: "Do you like Hungarian music (e.g., pop music)?"

Attitudes toward the Hungarian Community (4 items): Measures perspectives toward the language group related to Integrative Motivation and local cultural support (Gardner, 1985, 2010; MacIntyre et al., 2009; Masgoret & Gardner, 1999). Example item: "Do you like meeting Hungarians? "

Integrativeness (3 items): This represents the aspiration to connect with the Hungarian language community (Gardner, 1985, 2010). Example item: "How important do you think learning Hungarian is in order to learn more about the culture and art of its speakers?"

This extended model explored the multifaceted nature of language learning motivation, integrating traditional and newly identified motivational factors.

3.8.3 The Instrument for the Interviews Pilot and Main Study

For both the pilot and main qualitative study, a semi-structured interview guides were developed, as detailed in Appendixes C and D. These guides were formulated following the administration of a questionnaire grounded in Dörnyei's L2MSS (2005; 2009) and Taguchi et al. (2009) scales to investigate participants' motivational dispositions (DeJonckheere & Vaughn, 2019). The interview instrument included several key sections, including demographic information, self-assessed Hungarian language proficiency, motivations for learning Hungarian, attitudes toward the Hungarian language community, and the impact of integrative and instrumental motivations on motivated learning behaviour.

The pilot study guide (Appendix C) and the leading study guide (Appendix D) share a standard structure designed to their specific purposes. Both guides begin with demographic questions, asking about the participant's gender, age, country of origin, scholarship status, and current

year of studies. They then explore the participants' bilingual or multilingual backgrounds, including the number of languages spoken and whether they study any language besides Hungarian.

The guides continue with questions on language proficiency, asking participants to rate their Hungarian proficiency. This is followed by exploration into the methods used for studying Hungarian and the perceived difficulty of the language, identifying specific challenges learners face.

A significant portion of both guides is dedicated to understanding the participants' motivation for learning Hungarian and their experiences. Questions such as "What is your motivation for learning Hungarian?" and "How would you describe your experience learning Hungarian?" are designed to extract detailed responses about personal motivations and learning journeys.

Attitudes towards the Hungarian language community are also explored, with questions about perceptions of Hungarian people, experiences with native speakers, friendships with Hungarians, and how learning Hungarian aids integration into the community. Participants are asked to reflect on how their language learning has influenced their understanding of Hungarian culture.

The guides further examine the influence of Intrinsic Motivation on learning behaviour, asking participants how they feel about their language learning methods. They also consider the role of Instrumental Motivation, with questions about the future benefits perceived from learning Hungarian.

Unique to these guides are the sections on the "Ought-to Self" and "Ideal Self." Participants are asked about how they perceive their duties and responsibilities related to learning Hungarian and the expectations of their social circles. They are also encouraged to describe their aspirations as Hungarian language learners and how they envision their future selves in this context.

Finally, both guides address the personal development aspects of learning Hungarian, asking participants to reflect on how this learning experience has influenced them personally.

The primary difference between the pilot and central interview guides lies in their refinement and focus. The pilot guide is slightly broader, aiming to identify key themes and adjust the approach as needed based on initial findings. On the other hand, the main study guide is more

focused and precise, reflecting adjustments and improvements based on insights gained from the pilot study.

3.9 Summary of the Research Design

The study's structure enables an inclusive examination of why international students are motivated to learn Hungarian, merging the detailed understanding gained from qualitative data with the general patterns identified through quantitative analysis. The research achieves a wider perspective by integrating these approaches. Below, Table 3 presents a summary of the crucial components of this research framework:

Table 3.

Summary of the Research Design: Research Questions, Participants, Data Collection Instruments and Time Period, and Methods of Data Analysis

Research Questions and hypothesis	Participants	Methods of Data Analysis and Data Collection Instruments (Time Period)	and Emerging Findings
<p>Reliability of Measurement Scales in the Hungarian Context: Q1: To what extent are the scales used for measuring motivational disposition reliable when applied in the Hungarian context for international students learning Hungarian as a second language (L2)? Q2: What are the main characteristics of the motivational disposition of international students learning Hungarian as an L2 during their academic studies in Hungary?</p>	<p>International students (N = 203) actively enrolled in higher education institutions across Hungary during 2020.</p>	<p>SPSS 27 Descriptive statistics, reliability analysis (Cronbach's alpha), correlation analysis, regression analysis.</p> <p>Enhanced version of the L2 Motivational Self System (L2MSS) questionnaire with 9 scales and 63 items (Online survey in Spring/Winter 2020)</p>	<p>Pilot Quantitative Study: *Reliability of Scales *Attitudes towards the L2 community with the highest mean *Intrinsic and instrumental motivations strongest predictors of motivated learning behavior *Gender and Language Differences</p> <p>Quantitative Main Study: *Reliability of Scales *Attitudes towards the L2 community with highest mean * Intrinsic Motivation and Ideal Self strongest</p>

<p>Based on these research questions, the following hypotheses were developed: H0: The scales used for measuring motivational disposition will demonstrate high reliability when applied in the Hungarian context, with Cronbach's alpha values close to the commonly accepted threshold of 0.70 (Csizér & Dörnyei, 2005). H2: The main characteristics of the motivational disposition of international students learning Hungarian as an L2 will include a strong influence of integrative motivation, such as the desire for cultural integration, and instrumental motivation, such as career development (Gardner, 1985; Ushioda, 2011).</p>			<p>predictors of motivated learning behavior *Gender Differences</p>
<p>For the qualitative part, these were the research questions that lead that part of the research: Q1. Which aspects motivate international students to learn Hungarian? Q1(a). Which integrative aspects motivate</p>	<p>International students (N = 17) with Stipendium Hungaricum Scholarship studying in Budapest, Hungary</p>	<p>Thematic analysis Semi-structured interview schedule (Spring/Winter 2020)</p>	<p>Pilot Qualitative Study: *Personal growth *Cultural integration Qualitative Main Study: *Integrative motivation, Instrumental motivation, Multifaced motivation</p>

international students to learn Hungarian? Q1(b). Which instrumental aspects motivate international students to learn Hungarian? Q1(c). What type of multifaceted motivation do international students have for learning Hungarian?			
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4 The Questionnaire Data: Pilot Study Findings

The primary objective of the pilot study was to assess the applicability and reliability of the Taguchi et al. (2009) scales for measuring motivational disposition within the Hungarian context. Only for the pilot study were included international students who were learning Hungarian and English in Hungary. This exploration was fundamental in understanding the broader implications of motivational disposition across different cultural and educational settings and between two languages. The study was organized around four primary research questions, each intended to analyse different but related aspects of the international student's motivation for learning English and Hungarian as L2 languages.

Learning a language as a second language (L2) refers to the process of learning a language that is not one's native or first language (L1). This involves developing listening, speaking, reading, and writing skills in a language used primarily in the community or country where the learner lives but is different from their mother tongue. In this study, international students were learning Hungarian and English as L2 languages, meaning they were acquiring these languages in addition to their native languages during their studies in Hungary. The focus on L2 learning includes the cognitive aspects of language learning and the socio-cultural dynamics of integrating into the L2 linguistic community.

The inclusion of both Hungarian and English languages served a strategic purpose. This dual-language approach was instrumental in testing the validity of the questionnaire across a broader linguistic range, ensuring its reliability and applicability for a diverse international student. This includes English, a globally dominant language, allowing for a comparative baseline from

which the specific challenges and opportunities of learning Hungarian could be more clearly identified. It provided an essential contrast, highlighting unique aspects of cultural integration facilitated through the Hungarian language, which may be less pronounced in the context of English. This methodological choice widens the pilot study's findings, offering preliminary insights into the distinct motivational dispositions of students learning Hungarian compared to those engaging with the more universally accessible English language.

4.1 Data collection and analysis procedures for the pilot study

In February 2020, informal focus group was conducted to evaluate the ten scales from the study by Taguchi et al. (2009). This focus group included ten international students, who were selected through convenience sampling from the local academic community. The session was not recorded, or any personal information were collected. The participants were provided with a paper version of the pre-pilot questionnaire, which they reviewed individually. Following this, a think-aloud protocol was used, where the participants discussed the instrument's structure and the clarity of each question.

During the discussion, it became evident that the instrumentality (prevention) scale was not applicable or relevant to the participants at the time of the focus group. As a result, it was decided to exclude this scale from the subsequent phases of the research.

4.2 Pilot Study: Results and Discussion

The results and discussion section are divided into four main parts. In the first part, Cronbach's reliability coefficients are presented, the second part covers the comparative analysis of the scales, the third part presents the relationships between the scales, and the final part checks what kind of significant differences existed between the participants based on their genders and the languages (English/Hungarian) learned. To answer RQ1 (Are the scales measuring motivational disposition reliable in the Hungarian context?) Cronbach's alpha internal consistency reliability coefficients were calculated. All the scales showed favorable Cronbach's Alpha values well over the recommended 0.70 value (Dörnyei, 2007) (Table 4), which confirmed that the scales worked on this sub-population of the Hungarian context as they proved reliable.

Table 4*Reliability Coefficients of the Scales*

Construct	<i>Cronbach's α</i>
Attitudes towards the community	.86
Cultural interest	.94
Family influence	.91
Ideal Self	.94
Intrinsic motivation	.90
Instrumentality (promotion)	.95
Ought-to	.88
Integrativeness	.76
Motivated learning behavior*	.89

4.3 Comparative analysis of the scales

The RQ2 (What characterizes the motivational disposition of international students learning English/Hungarian?) was answered with the help of descriptive statistics for the scales, their mean values, and standard deviation values (Table 5). Afterward, paired samples t-test procedures were done to determine whether the differences between the scales' mean values were significant.

Table 5.*Descriptive Statistics of the Motivational Scales and the Criterion Measure Scale**

Construct	Mean Value	Standard deviation
Attitudes towards the L2 community	4.77	1.01
Intrinsic motivation	4.30	1.20
Ideal L2 self	4.27	1.43
Instrumentality	4.14	1.37
Integrativeness	4.12	1.11
Cultural interest	3.93	1.68
Ought-to L2 self	2.62	1.16
Family influence	2.44	1.14
Motivated learning behavior*	3.81	1.16

Note. The lines indicate significant differences between the scales above and below the lines based on paired t-test procedures.

The dimension with the highest mean value turned out to be Attitudes Towards the L2 Community (4.77), which, according to Dörnyei (2019, p. 26), together with Instrumentality, represent “immediate antecedents of integrativeness.” Furthermore, Dörnyei (2019) considers this component closely connected with the Ideal L2 Self, because it is difficult for the learners to develop their Ideal L2 Self if they do not have positive attitudes towards the L2 Community. The strong connection between the positive attitudes toward L2 speakers, culture, and the Ideal Self was found in a few other studies around the world (e.g., Gao & Lv, 2018; Lv et al., 2017; McEown et al., 2014). For example, Sugita, Mceown, Sawaki, and Harada (2017), in their study among Japanese LOTE learners, found a moderate to solid prediction occurring from the integrative orientation for LOTE in the direction toward LOTEs’ Intrinsic Motivation and Ideal LOTE Self. Based on these findings, the authors argue that when people learn LOTE they develop positive feelings towards the LOTE community and experience intercultural contact. Moreover, they also experience other positive feelings like happiness, fun, and enjoyment in learning LOTE. At the same time, this helps them build a solid future LOTE image of themselves. Later, will be provided a more detailed analysis of the data regarding this result when the significant differences between the students learning the two languages are presented (see Tables 9 and 10).

The second most substantial group of constructs included intrinsic motivation (4.30), the Ideal L2 Self (4.27), and Instrumentality (4.14). The conclusion can be drawn here that these three variables equally motivated the international students independent of the L2 language learning, as the t-test procedures have shown no significant difference between these scales. Also, the standard variation coefficients of the three values are relatively close to each other (1.20, 1.43, and 1.37), which further confirms this statement. Intrinsic Motivation as a solid motivating factor was found in a few different studies that focused on students learning L2 languages (Busse & Walter, 2013; Schmidt, 2014). In comparison, Stolte (2015) found that enjoyment was the primary motivating factor for students who decided to continue learning German. Besides the intrinsic solid motivation, some of the students interviewed in this study showed certain levels of instrumental motivation, mostly connected to their careers, and saw the L2 language as a way to develop their ideal selves further.

Integrativeness (4.12) and Cultural Interest (3.93) ended up in the third band. This finding corresponds with Dörnyei and Csizér’s (2002) results, as they hypothesized that Integrativeness might not only refer to the actual intention of the learners to integrate into the L2 community but also to identify with the values the knowledge the L2 could bring them (Csizér, 2019). Keeping in mind that the attitudes towards the community yielded the highest value, and the

second most muscular construct was Intrinsic Motivation, can be assumed that the international students have positive attitudes towards the community, in which they happen to be learning the L2 language, and at the same time, they feel intrinsic enjoyment and interest in learning the language.

The last fourth group included the Ought-to L2 Self (2.62) and Family Influence (2.44). This suggests that the low scores on these scales result from the fact that international students were learning the Hungarian or English language voluntarily. Therefore, they did not feel pressured by their families or other obligations, responsibilities, or duties to learn the L2 language.

4.4 Relationships between the scales

In response to RQ3 (i.e., What kind of (correlations and regression) relationships are between the scales measuring learners' motivational dispositions?), correlational and regression analyses were conducted significant correlations between the motivational scales are presented in Table 6.

Table 6.

Significant Correlations between the Motivational Scales ($p < .01$)

	1	2	3	4	5	6	7	8
1.Ideal L2 self	-			.766	.634	.735		
2.L2 Ought-to self		-	.680	.570		.461		
3.Family influence			-			.508		
4.Instrumentality				-	.576	.758		.515
5.Insistic motivation					-	.668	.630	.729
6.Cultural interest						-	.487	.651
7.Attitudes towards the community							-	.684
8.Integrativeness								-

4.5 Correlational analysis

The strongest correlation can be observed between the Ideal L2 Self and Instrumentality. This means that students motivated by their Ideal L2 Selves are similarly motivated by Instrumentality. The interpretation of this finding may lie in the fact that Instrumental Motivation drives the learners' interest in learning the L2 language because of pragmatic and utilitarian benefits, like finding a job or earning a good salary (Dörnyei, 2019a), and it represents a tool in achieving their Ideal L2 Selves.

The second strongest correlation appeared between Instrumentality and Cultural Interest. Also, the learners try to use the L2 language as an instrument in their hands in order to connect themselves with the target language culture in which they happen to be learning the L2

language. In other words, they might believe that instrumental benefits may be achieved through identification with the cultural norms of the target language community.

The third highest correlation is between the Ideal L2 self and Cultural Interest. This result indicates that the students might visualize their Ideal Selves by identifying with the norms of the target language community, manifesting in their cultural Interests. Besides calculating correlations between the different motivational scales, how they correlated with the criterion measure scale of Motivated Learning Behavior was examined. The results can be seen in Table 7.

Table 7.

Significant Correlations between the Motivational Scales and the Criterion Measure Scale ($p < .01$)

	Motivated learning behaviour
1. Intrinsic motivation	.710
2. Instrumental motivation	.687
3. Ideal L2 self	.660

Motivated Learning Behaviour exhibited the strongest correlation with Intrinsic Motivation (.710), Instrumental Motivation (.687), and the Ideal L2 Self (.660) with very similar values. These findings suggest that if the participants' general L2 Motivation is high, their Intrinsic and Instrumental Motivations are equally high, and they are likely to be motivated by their Ideal L2 Selves to a very similar extent as well. It seems that the extent of Motivated Learning Behaviour goes hand in hand with Intrinsic, Instrumental, and Ideal L2 Self-Motivation in this context.

4.6 Linear regression analysis

With the help of linear regression analysis, we determined causality and analysed which of the nine scales exerted the strongest influence on the Motivated Learning Behaviour of the participants. The results are presented in Table 8.

Table 8.

Results of Regression Analysis of the Motivational Scales with Motivated Learning Behavior as the Criterion Variable ($p < .01$)

Variable	β	t	p
1. Intrinsic motivation	.471	3.47	<.001
2. Instrumental motivation	.415	3.06	<.001
R^2			.62

As can be observed in the data in Table 8, the variables of Intrinsic Motivation and Instrumental Motivation can explain 62% of the proportion of variance in Motivated Learning Behaviour. In this model, the beta value pertinent to Intrinsic Motivation (.471) is slightly higher than that of Instrumental Motivation (.415), which indicates that the joy learners derive from learning the L2 is slightly more determined in the general motivation towards learning the L2 than the practical benefits learning the L2 brings about.

4.7 Significant differences between the participants

Finally, in order to answer Q4 (*What kind of significant differences are there between the participants in what gender is concerned?*), independent samples t-tests were run, to find out if there were any significant differences between the answers of male and female participants, as well as between learners of the two L2 languages, English and Hungarian. The intention was to check for any significant differences between the two genders. These results can be more informative in personalizing motivating strategies for male or female-dominated university cohorts. Table 9 shows the significant differences between the male and female participants.

Table 9.

Significant Differences Between Male and Female Participants ($p < 0.05$)

<i>Scales</i>	<i>Males</i>		<i>Females</i>		<i>t and P</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Ought-to L2 self	3.41	1.11	2.30	1.04	2.82	0.008
Instrumentality	4.78	0.71	3.88	1.51	2.36	0.025

As seen in Table 9, the male learners exhibited a higher level of Ought-to L2 Self (M 3.41; SD 1.11) compared to the female learners (M 2.30; SD 1.04). This finding suggests that male participants are more motivated to meet expectations and avoid possible negative outcomes. Another dimension where there was a significant difference between males and females was the construct of Instrumentality. Male learners (M 4.78; SD .71) showed higher levels of instrumental motivation than female learners (M 3.88; SD 1.51). It seems that male participants are more motivated by the instrumental benefits that learning the L2 language brings, making them more pragmatic and utilitarian learners.

The study aimed to identify significant differences between international students learning English and those learning Hungarian. Among the nine scales analysed, notable differences were discovered in the responses of Hungarian and English language learners in the areas of Cultural Interest, Family Influence, Ideal Self, Instrumentality, the Ought-to L2 Self, and Motivated Learning Behaviour. These findings are explained in Table 10.

Table 10.

Significant Differences between the English and Hungarian Language Learners ($p < 0.05$)

<i>Scales</i>	<i>English</i>		<i>Hungarian</i>		<i>t and p</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Cultural interest	5.30	.76	2.85	1.40	6.05	<.001
Family influence	3.17	1.13	1.87	.790	3.95	<.001
Ideal L2 self	5.16	.955	3.57	1.37	3.80	<.001
Instrumentality	5.13	.633	3.36	1.30	4.83	<.001
Ought-to L2 self	3.19	.940	2.17	1.14	2.79	.009
Motivated learning behavior*	4.25	.991	3.46	1.19	2.06	.047

All the dimensions with significant differences based on the language learned showed higher values in the case of the English language. These results are not surprising if we consider the popularity of the English language around the globe (e.g., Al-Tamimi & Shuib, 2009; Muftah & Rafik-Galea, 2013; Shell & Lynch, 2018; Suryasa et al., 2017).

5 The Questionnaire Data: Main Study Findings

Presented below are the key findings from the main questionnaire study.

5.1 Main Quantitative Study: Results and Discussion

The first part of the results addresses Research Question 1, focusing on the reliability of the scales measuring motivational disposition within the Hungarian context. The Cronbach's alpha internal consistency reliability coefficients were calculated for all the scales to assess their reliability. The results are presented in Table 11.

Table 11.*The Internal Reliability of the Scales*

Scale	Cronbach's alpha coefficients
Motivated learning behavior	.83
Ideal Self	.95
Ought-to-self	.88
Family influence	.92
Instrumental motivation	.93
Intrinsic motivation	.88
Hungarian L. Culture	.91
Attitudes	.87
Integrativeness	.66

The Cronbach's alpha values indicated favourable reliability for most scales, significantly exceeding the commonly recommended threshold of 0.70 (Dörnyei, 2007). The only exception was the Integrativeness scale, which had a slightly lower coefficient of .66, approaching but not quite reaching the suggested benchmark. This suggests that while the scales are generally reliable for measuring motivational disposition among Hungarian language learners, the Integrativeness scale may require further refinement for optimal reliability.

5.2 Descriptive Statistics of the Scales

Descriptive statistics were used to explore the characteristics of the motivational disposition of international students learning Hungarian. This approach involved calculating each motivational scale's mean and standard deviation values. These statistical measures provide insights into the central trends and variability within the data, helping to gain a clearer picture of the motivational landscape among the international students. The results are summarized in Table 12.

Table 12.*Descriptive statistics of the scales*

Scale	Mean	Standard Deviation
Attitudes	4.05	.86
Integrativeness	3.84	.82
Intrinsic	3.47	.95
Motivated learning behavior	3.24	.90
Instrumental motivation	3.14	1.06
Ideal Self	3.13	1.16
Hungarian L. culture	3.06	1.18
Ought-to-Self	2.60	.98
Family influence	2.18	.94

Note. The line indicates significant differences between the scales above and below the line based on paired samples t-test procedures.

The results showed that the international students' Attitudes towards the Hungarian community is a significant influencing motivational dispositions in their motivated behaviour towards learning the Hungarian language, by having the highest mean value (M 4.05), which is significantly higher than the other scales. This underlines the strong impact of Hungarian community interaction on the students' motivation. Three motivational dispositions were found as most influential for learning the Hungarian language. The first group included Integrativeness (M 3.84), reflecting the significant willingness of students to integrate into the local community and the Intrinsic Motivation that resulted from the satisfaction of learning Hungarian.

The second group included the Motivated Learning Behavior and motivational dispositions like the Instrumental Motivation, Ideal Self, and Hungarian Language Culture, all falling within a similar range (M 3.06-3.24). The close values suggest an even influence among these factors. The third group, which was the least significant, contains the Ought-to-Self (M 2.60) and Family influence (M 2.18), indicating the minor impact on motivation related to formal requirements and family connection.

To answer the RQ2 research question, a correlational analysis was done. These analyses provide insights into how the different motivational scales relate to each other and Motivated Learning Behaviour, tables 13 and 14 below present significant correlations between the scales and Motivated Learning Behaviour, respectively.

Table 13.*Significant correlations ($p < .01$) among the scales*

		1	2	3	4	5	6	7	8
1	Ideal Self	-							
2	Ought to Self	.445	-						
3	Family	.440	.550	-					
4	Instrumental	.653	.532	.553	-				
5	Intrinsic	.608	.313	.304	.451	-			
6	Hungarian L. Culture	.618	.432	.425	.510	.619	-		
7	Attitudes	.377	.328	.209	.336	.512	.580	-	
8	Integrativeness	.545	.424	.324	.442	.597	.604	.594	-

Regarding the relationships between the variables, a significant correlation (.653) exists between Instrumental Motivation and the Ideal Self, suggesting the use of language as an instrument to create future visions. The correlation between Hungarian Language Culture and Intrinsic Motivation (.619) is the second highest, reflecting the desire to learn the Hungarian culture through language, an intrinsic reward for the students. The correlation between Hungarian Language Culture and the Ideal Self (.618) implies that students aspire to understand the new culture more deeply.

Table 14.*Significant correlations ($p < .01$) between the scales and the Motivated learning behavior as a criterion measure scale*

	Ideal Self	Ought to Self	Family	Instrumental	Intrinsic	Culture	Attitudes	Integrativeness
Motivated learning behavior	.594	.384	.328	.414	.570	.433	.383	.493

The Motivated Learning Behaviour as a criterion measure scale in Table 14 identifies significant correlations with all eight motivational scales. The Ideal Self (.594), Intrinsic Motivation (.570), and Integrativeness (.493) show relatively strong correlations. On the other hand, the correlations with Family (.328), Attitudes Towards the Hungarian Community (.383), and Ought to Self (.384) are lower. There are complex relationships between the various motivational scales, with the most complex correlations relating to self-oriented motivations and future aspirations and weaker links to family and community factors.

5.3 Types of Casual Relationships

The exploration of causal relationships among the dimensions measured in this study was handled through multiple regression analyses, employing a stepwise approach. The selection of the dependent variables was guided by the theoretical framework of the L2MSS, and the research questions aimed at understanding different types of language learning motivation.

Motivated Learning Behaviour was chosen as the first dependent variable to capture international students' overall engagement and effort in learning Hungarian. This variable is critical as it directly reflects the practical outcomes of motivational factors.

Intrinsic Motivation was used as the dependent variable in the second round because it represents the internal drive and interest in learning the language for its own sake. Understanding what influences Intrinsic Motivation helps identify factors that support a genuine interest in language learning.

The Ideal Self was selected as the dependent variable in the third round of regression analyses, as a central component of the L2MSS, it reflects the aspirational aspects of Motivation, where learners imagine themselves achieving proficiency in the language. This variable is essential for understanding how future-oriented goals and self-perceptions influence Motivation.

Finally, Ought-to Self was used as the dependent variable in the fourth round of regression analysis. The Ought-to-Self incorporates external expectations and obligations, such as societal or familial pressures to learn the language. Examining this variable provides insights into how external factors contribute to language learning motivation.

Table 15.

Results of the first-round regression analysis, with the motivated language learning behavior as the dependent variable ($p < .01$).

Variable	β	t	p
Ideal Self	.34	4.76	<.001
Intrinsic	.32	4.80	<.001
Ought-to Self	.13	2.22	<.001
R ²			.44

As seen in Table 15, the Ideal Self, Intrinsic Motivation, and Ought-to Self predict 44% of the Motivated Language Behaviour of the students. The β values show that while the effect of the Ideal Self and Intrinsic Motivation is almost the same (.34 vs. .32), the impact of the Ought-to Self is nearly three times weaker (.13).

Table 16.

Results of the second-round regression analysis, with the intrinsic motivation as the dependent variable

Variable	β	t	p	
Hun. L. Culture	.22	3.00	.003	
Ideal Self	.30	4.60	<.001	
Integrativeness	.22	3.11	.002	
Attitudes	.14	2.19	.029	
R ²				.521

Table 16 outlines the results of the second-round regression analysis, with Intrinsic Motivation as the dependent variable. In this analysis, Hungarian Language Culture positively impacts Intrinsic Motivation (0.22). The Ideal Self reveals a more significant positive influence on Intrinsic Motivation, as indicated by its value (0.30). Integrativeness also positively predicts Intrinsic Motivation (0.22). Lastly, while positively impacting Intrinsic Motivation, the scale Attitudes towards the Hungarian community present a relatively weaker effect correlation (0.14). These four variables predict 52% of intrinsic motivation, and especially, the Ideal Self displays the most decisive influence.

Table 17.

Results of the third-round regression analyses, with the Ideal Self as the dependent variable

Variable	β	t	p	
Instrumental	.41	7.46	<.001	
Intrinsic	.28	4.62	<.001	
Hun. L. Culture	.24	3.89	<.001	
R ²				.581

Table 17 summarizes the results of the third-round regression analysis, where the dependent variable is the Ideal Self. The findings indicate that Instrumental Motivation, Intrinsic Motivation, and Hungarian Language Culture predict 58% of the participants' Ideal L2 Self. The Instrumental Motivation variable shows a strong positive impact on the Ideal Self (0.41). Also, the Intrinsic Motivation variable demonstrates a significant favourable influence on the Ideal Self (0.28). Meanwhile, the Attitudes towards the Hungarian Community variable predicts the Ideal Self to a slightly weaker extent (0.24). All three variables have a statistically significant positive impact on the Ideal Self. However, Instrumental Motivation has the strongest influence.

Table 18.

Results of the fourth-round regression analysis, with the ought-to self as the dependent variable

Variable	β	t	p	
Family	.35	5.24	<.001	
Instrumental	.25	3.65	<.001	
Integrativeness	.20	3.29	<.001	
R^2				.41

Table 18 show up the outcomes of the fourth-round regression analysis, using the Ought-to Self as the dependent variable. The results predicted that 42% of the participants' Ought-to Self can be explained by these three variables: Family, Instrumental motivation, and Integrativeness. Family (0.35) displays the most substantial impact on the Ought-to Self. The Instrumental Motivation variable has a weaker positive effect (0.25) on the Ought-to Self (0.25). At the same time, the Integrativeness variable also correlates positively with the Ought-to Self, though this predictive power is weaker (0.20).

5.4 Significant Gender-Based Differences Between the Participants

The results from the main study are very similar to those of the pilot study. Independent samples t-tests were again performed to investigate significant gender-based differences among participants. The findings mirrored those of the pilot study, with male learners showing higher levels of Ought-to L2 Self and Instrumentality than female learners (Table 19).

Table 19

Significant Differences Between Male and Female Participants ($p < 0.05$)

<i>Scales</i>	<i>Males</i>		<i>Females</i>		<i>t and P</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Ought-to L2 self	3.05	1.05	2.95	1.03	2.01	0.045
Instrumentality	4.12	0.70	4.02	0.68	2.02	0.048

As seen in Table 19, same as in the pilot study the male learners exhibited a higher level of Ought-to L2 Self (M 3.05; SD 1.05) compared to the female learners (M 2.95; SD 1.03). This finding suggests that they are marginally more motivated to meet expectations and avoid possible negative outcomes. Another dimension where was found a significant difference was the motivational disposition of Instrumentality. Male learners (M 4.12; SD .70) showed higher levels of instrumental motivation than female learners (M 4.02; SD 0.68). This indicates that

male learners are marginally more motivated by the instrumental benefits that learning the L2 language brings, driving them to focus on actual outcomes and future opportunities.

6 The Interview: Pilot Study findings

Key findings from the pilot study interviews revealed that integrative motivations, such as the desire for cultural integration, were significant factors motivating international students to learn Hungarian. Participants expressed a strong wish to communicate with Hungarians and build new friendships, expressing the importance of these aspects in their motivation. The students were particularly interested in understanding and participating in the cultural life of Hungary, seeing it as a way to improve their personal experiences and develop deeper connections with the Hungarian community. This desire to immerse themselves in the Hungarian way of life shows the importance of cultural integration in their language-learning journey.

Instrumental motivations, such as future professional development and career opportunities, also were present. Students highlighted the necessity of Hungarian proficiency for professional development, reflecting pragmatic considerations in a globalized job market where language skills significantly impact employability and success. They understood that mastering Hungarian could open doors to job opportunities in Hungary and improve their competitiveness in the international job market. This practical approach to language learning shows up how students strategically align their language skills with their career aspirations, viewing Hungarian as a valuable asset for their future professional careers.

Additionally, the study identified examples of multifaceted motivation, where students demonstrated a blend of integrative and instrumental motivations. This complexity highlights the dynamic nature of motivation, as students pursued both social and cultural integration and instrumental goals like employment. The findings suggest that international students' motivations to learn Hungarian are multifaceted and deeply interconnected with their personal and professional aspirations and their desire for cultural engagement and social connection. This multifaceted motivation indicates that students do not view language learning in isolation but as an inclusive part of their overall life goals and experiences. They are driven by personal interests, professional needs, and a desire for meaningful cultural experiences, making their motivation complex and highly individualized.

Moreover, the pilot study interviews revealed that some students were motivated by personal challenges and the desire to overcome linguistic barriers. For these students, learning

Hungarian was a means to achieve instrumental goals and an intrinsic challenge that provided a sense of accomplishment and personal growth. This aspect of motivation aligns with self-determination theory, which suggests that individuals are motivated by the need to feel competent and independent in their actions.

7 The Interview Data: Main Study findings

The main qualitative part aimed to investigate more in details why international students decided to learn Hungarian while studying in Budapest, Hungary. Through a series of semi-structured interviews, the research focused on understanding the complexity of motivations behind the engagement of seventeen Stipendium Hungaricum Scholarship holders from diverse linguistic and cultural backgrounds. These individuals ages ranged from 20 to 40 and reported language proficiency levels from A1 to B1, offered information about the complex nature of motivation for language learning.

A semi-structured interview structure allowed for an in-depth exploration of participants' goals, beliefs, and feelings regarding their language learning experiences. This approach enabled a deeper understanding of integrative motivations, such as the desire for cultural and social integration, as well as forming meaningful connections within the Hungarian community. Additionally, the study examined instrumental motivations, emphasizing the benefits of learning Hungarian for daily life in Hungary and for career and academic opportunities.

Most importantly, the study also aimed to explain the complex motivations frequently underlying language learning activities. Understanding that learners' motivations are rarely from only one type, the study aimed to clarify how instrumental and integrative motivations interact, overlap, and contribute to a complex motivational landscape. A thematic analysis of the interview transcripts supported this detailed investigation by highlighting recurring themes, patterns, and the various motivational sequences the participants presented in the process to learn Hungarian.

7.1 Data collection and analysis procedures for the main qualitative study

The research call was shared by program coordinators in several universities in Hungary and posted on Facebook and WhatsApp groups. Data was collected in English during the autumn semester 2020 through semi-structured interviews with all 17 participants.

In this study, thematic analysis was applied to identify common themes. Braun and Clarke (2006) outline six phases for conducting thematic analysis: familiarizing yourself with the data,

generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (pp. 5-11). The interviews were transcribed word-for-word and coded to identify common patterns and uncover emerging themes (Clarke & Braun, 2013).

Phase 1: Familiarizing Yourself with the Data

Initially, were transcribed all interviews word-for-word and read the transcripts multiple times to become familiar with the content.

Phase 2: Generating Initial Codes

Afterwards, systematically were reviewed the transcripts during the coding process to generate initial codes. Continuous comparison of new codes with established ones helped identify codes with explicit meaning and those that required higher levels of abstraction (Mikusová, 2019; Terry et al., 2017). Examples of initial codes included:

- Socialization;
- Cultural integration;
- Job opportunities;
- Practical use of the language

Phase 3: Searching for Themes

After generating the initial codes, they were grouped into broader themes. For example, codes related to socialization and cultural integration were combined under "Integrative Motivation," while codes related to job opportunities and practical language use were grouped under "Instrumental Motivation."

Phase 4: Reviewing Themes

In this step, the themes were reviewed to ensure they accurately reflected the data and distinct from one another. This involved refining some themes and re-coding specific data segments to better fit the thematic framework.

Phase 5: Defining and Naming Themes

Each theme was defined and named to capture the data's essence. The main themes identified in this study were:

Integrative Motivation: Desire to integrate socially and culturally with the Hungarian community.

Instrumental Motivation: Practical reasons for learning Hungarian which included employment and daily interactions.

Multifaceted Motivation: Combination of both integrative and instrumental motivations.

Phase 6: Producing the Report

Finally, the report was produced, which provided a detailed explanation of the themes with supporting quotations from the interviews. To ensure trustworthiness, the coding procedures were sent to two external researchers for review. Additionally, as suggested by Lincoln and Guba (1985), participant numbers were included under each quotation to maintain confidentiality and provide context.

7.2 Interview Study: Findings and Discussion

Below are presented the results from the thematic analysis for each research question separately.

7.3 Motivation for learning Hungarian

The purpose of the first research question was to explore the aspects which motivate the international students to learn Hungarian, therefore, the first few research questions of the interview focused on finding the motivational dispositions that motivate international students to learn Hungarian. The main aspects were related to social integration with the Hungarian people, cultural understanding, and future vision.

7.4 Integrative motivation for learning Hungarian

The first sub-question focused on finding the integrative motives the learners have for learning Hungarian. The main motives were social integration with the Hungarian people (communicating with native speakers and meeting new friends) and cultural understanding (being part of the local community). These findings are explained below.

7.4.1 Social interaction with the Hungarian people

The majority of the participants expressed that communicating with native speakers is their main motivation for learning Hungarian, as participants 3 and 7 told us:

“For instance, if you go to the supermarket and you want to ask something, you need the language. Sometimes it is difficult to find someone who speaks English in different places. Therefore, learning the language is essential to living in this country and to have an easy life in this community.” (Participant 3)

“I am planning to live here during my studies for around 3 years, or probably more. Therefore, I will need to learn the language to be able to go to different places to communicate with Hungarian people.” (Participant 7)

The interview extracts also show that the majority of the participants are motivated to learn Hungarian because it provides many opportunities to meet local people and make new friends.

Participants 6 and 9 stated:

“Well, I decided to learn Hungarian because I wanted to make new friends from this country. As an international student, it is important to make local friends because they can help you fill in or sign governmental documents, find a job, or provide information about Hungarian culture.” (Participant 6)

“I’m good at organizing different cultural events. For example, I have experience in organizing Hungarian art exhibitions. For that reason, learning Hungarian is mandatory to meet interesting people and find new friends.” (Participant 9)

Besides, participants 15 and 4 also mentioned the importance of learning Hungarian to be part of the local community:

“For me, learning Hungarian is not only an obligation but is the best way to be part of the Hungarian society. Thus, when you learn the language, you can share your time not only with friends from your native country but from Hungary as well.” (Participant 15)

“I’m a Ph.D. candidate here in Hungary. As a teacher, I think it is fundamental to learn Hungarian because it helps you be part of the local community. Thus, you can, at least, partially understand their mentality.” (Participant 4).

7.4.2 Cultural understanding

Some of the participants indicated that besides wanting to learn the Hungarian language, they wish to get better familiar with the Hungarian culture. Participant 10 stated the following:

“Learning Hungarian is important not only to communicate with local people but to understand their culture, traditions, and beliefs. For me, being proficient in Hungarian

has provided me with exciting experiences such as understanding some stories that I found interesting to know. So, I get to know more and get closer to Hungarian people and to the country itself.” (Participant 10)

The contact with the host culture was a positive experience for participant 3. The participant acknowledged that learning the language contributed to understanding the culture, values, and habits of Hungarians:

“Basically, after mastering the language, I want to learn more about the customs and culture of this country. By communicating with local people, I could understand their culture. I could realize the values, principles, and views that they have towards society. It is something amazing!” (Participant 3)

7.5 Instrumental motivation for learning the Hungarian language

The second sub-question explored the instrumental aspects that motivate international students to learn Hungarian. The majority of students pointed out the future vision of their professional careers as one of the main instrumental motivation aspects for learning Hungarian.

7.5.1 Future Vision

Participants 13 and 11 stated that their motivation to learn Hungarian increased when they decided to find a job.

“I would love to work here in Hungary. I feel that it would be much easier, and I would be much more successful in my career if I can speak Hungarian.” (Participant 13)

“I plan to continue my studies and to get a job here. For that reason, I started to learn Hungarian. I have some colleagues who told me that if I want to have better job opportunities, learning Hungarian is mandatory.” (Participant 11)

Besides, participant 8 stated that he is motivated to learn the language because it is essential for professional development in Hungary.

“Here, in Budapest, there are many trainings and events related to my field. However, the majority are held in Hungarian. Due to this, learning Hungarian was one of my main goals during my studies. Nowadays, I attend these trainings with fewer language difficulties, but I am still learning Hungarian to achieve a better proficiency level” (Participant 8)

7.6 Cases of multifaceted motivation

The third sub-question explored if international students have multifaceted motivation to learn Hungarian. Findings from this study demonstrate that some students are both, integrative and instrumental motivated to learn Hungarian. For example, participant 7 stated that she is learning Hungarian because she wants to talk with her friends and colleagues at her job.

“As an international student, I found that some Hungarian people do not speak English. For that reason, I decided to start learning this language. After acquiring some knowledge, I could find a part-time job and be part of some Hungarian events. (Participant 7)

“First of all, I would like to communicate with the people who speak Hungarian. And I would like to start my job here if I had the opportunity. So, the language is very important, and it is needed. Especially in my field because I’m a civil engineer. And this type of work needs a language.” (Participant 8)

Some participants stated that their motivation to learn Hungarian was related to integrative and instrumental purposes such as finding a job, renting a flat, and attending Hungarian events. Related to this, participant 16 stated:

“I think that if people want to live in Hungary, they have to learn the language. When I moved in to live here, I have faced many difficulties when renting a flat or finding a job because of the lack of Hungarian knowledge. Besides, I could not be part of interesting Hungarian events. Those were the main important reasons to learn this language.” (Participant 16)

8 Overall Summary of the Findings of the Dissertation Study

This study provides in depth analysis of the motivational dispositions of international students learning Hungarian in Hungary. It offers thorough understanding of the various motivational dispositions influencing language learning in an environment characterized by diverse cultural interactions between the global student community. The research includes pilot studies, quantitative analysis, and qualitative investigation, confirms the complex dynamics of motivating dispositions among heterogeneous student populations. The basis of the study, as specified by Cronbach's alpha coefficients for the quantitative pilot and main studies confirms the relevance of these motivational scales among the international student population researched.

The findings of this study have significant practical implications for teachers and researchers in the field of language education. Descriptive statistics and comparative analysis identified the Attitudes toward the Hungarian Community as the most significant motivational disposition, with the highest mean value. This finding supports the existing research which stress the importance of positive attitudes toward the language community in developing a learner's Ideal L2 Self (Csizér & Dörnyei, 2005; Dörnyei, 2005; 2019a; Gardner, 2010; Ryan & Dörnyei, 2013). The correlational analysis indicates a significant connection between the Ideal L2 Self and Instrumental Motivation, point out the role of pragmatic and practical benefits in language learning motivation. Moreover, the connection between Instrumental Motivation and Cultural interest suggests learners see language learning as a means to connect with the target language culture, pointing to the instrumental benefits of cultural integration.

The linear regression analysis explains the predictive power of Intrinsic and Instrumental Motivations on Motivated Learning Behaviour. This finding confirms that these factors together explain substantial amount of the variance in motivation, with Intrinsic Motivation slightly more influential, highlighting the joy and satisfaction derived from language learning.

Significant gender differences were identified in the Ought-to L2 Self and Instrumentality levels, suggesting subtle motivational dynamics across male and female learners. Males showed higher Ought-to L2 Self and Instrumentality levels, indicating gender-specific motivational orientations.

Differences between English and Hungarian learners were also noteworthy, with higher values in all dimensions for English language learners, reflecting the global dominance and appeal of English as a lingua franca.

8.1 Summary and Limitations of the Pilot Study: Questionnaire Data

The pilot quantitative study answered four research questions regarding the motivational disposition of international students learning English and Hungarian in Hungary. The first research question confirmed that the adapted scales were reliable in the Hungarian context, as proven by favourable Cronbach's Alpha values. Descriptive statistics for the scales revealed that Attitudes Toward the L2 Community had the highest mean value, followed by Intrinsic Motivation, Ideal L2 Self, and Instrumentality.

Correlational and regression analysis showed that Intrinsic and Instrumental motivation are strong predictors of Motivated Learning Behaviour, with Intrinsic Motivation having a slightly

higher effect than Instrumental Motivation. This suggests that learners obtain more joy and excitement from learning the L2 than from its practical benefits.

The study also found significant differences between male and female learners. Males had higher Ought-to L2 Self and Instrumentality levels. Differences were also found between Hungarian and English language learners in several dimensions, but not in Intrinsic Motivation, Attitudes Toward the L2 Community, and Integrativeness.

Based on these findings, several practical conclusions can be made. Firstly, international students' attitudes towards the L2 community are fundamental in motivating them to learn the language. To increase L2 motivation, teachers should nurture positive attitudes toward the L2 community. Additionally, put emphasis on both the enjoyable aspects of learning and the practical benefits can sustain motivation, providing teachers with actionable strategies.

However, it's important to acknowledge the study's limitations, such as the small sample size, which reduces the generalizability of the findings. Future research should explore the reasons behind gender differences in motivation and further investigate differences between learners of different languages.

8.2 Summary and Limitations of the Main Study: Quantitative Analysis

The findings in the main quantitative study were similar to those in the pilot study, suggesting that the male learners again expressed marginally higher levels of Ought-to L2 self and Instrumentality than female learners. This indicates that they may feel a slightly stronger external pressure to succeed in language learning and are more motivated by the practical benefits and future opportunities that proficiency in the L2 language can provide. This slight difference in motivation could be attributed to varying societal or cultural expectations placed on males, or it might reflect a more pragmatic approach to language learning among male students (Stamenkovska et al., 2022b).

Additionally, the hypotheses for the main study were confirmed, indicating that the scales used were reliable and that Intrinsic and Instrumental Motivations are significant characteristics of the students' motivational disposition. The confirmation of these hypotheses suggests that the motivational constructs measured by the scales are strong and relevant across different learner populations. It also reinforces the belief that both intrinsic motivations appear from the personal interest and satisfaction in the learning process. The Instrumental Motivation is driven by the desire to achieve external rewards or fulfil obligations, which plays a significant role in shaping

students' engagement and persistence in language learning. This dual focus on Intrinsic and Instrumental Motivations provides a wide understanding of the factors that motivate language learning, underlying the need for educational curriculums that include both types of motivation to improve overall language proficiency and learner satisfaction.

The complex correlations among variables, such as the strong relationship between Instrumental motivation and the Ideal Self, suggest the role of the language as a tool for fulfilling future aspirations. Similarly, the associations between Hungarian Language Culture and Intrinsic Motivation explain the intrinsic rewards evolving from the desire to understand the Hungarian culture through language. The detailed regression analyses further unravelled the multifaceted connections between these motivational scales, indicating that the strongest motivational dispositions relate to self-oriented aspirations and future goals.

This study's limitations are similar to the ones for the pilot study, such as potential self-report bias, a cross-sectional design providing only a snapshot in time, and further refinement of the scales. Moreover, the participant group included various cultural backgrounds and learning habits, reflecting students' unique motivations and educational approaches from different countries such as South Africa, Egypt, China, and Vietnam. For example, students from collectivist cultures, such as those in Vietnam and the Philippines, may prioritize group harmony and social integration in their learning process, whereas those from individualist cultures, like South Africa, might focus more on personal achievement and career advancement. These cultural differences influence their Intrinsic and Instrumental Motivations, shaping their learning experiences.

Additionally, varying educational practices, such as the one who highlight the rote learning in some Asian countries against more interactive and communicative methods in others, contribute to the diverse learning habits observed among the participants. However, rote learning has a different epistemology and reality versions than Western concepts and practices (Marton & Dall'Alba, 1996). This diversity widens the study by offering a broad perspective on the motivational dynamics, yet it also challenges making generalized conclusions. Future research should segment participants into more homogeneous subgroups to better understand specific motivational trends and learning behaviours within each cultural context.

Since the fall semester of 2020, it has been obligatory for the Stipendium Hungaricum Scholarship holders to take a Hungarian language and culture course for an entire year. This requirement introduces a unique dimension to the motivational factors, especially for those

students who might have decided not to learn Hungarian otherwise. The obligation to study Hungarians under this scholarship can significantly influence their Ought-to Self and Instrumental Motivation, making it an essential variable in understanding their language learning motivation.

8.3 Summary and Limitations of the Pilot Study: Qualitative Studies

The pilot qualitative study provided valuable more detailed insights into the motivational dynamics of international students learning Hungarian. Key findings indicated that integrative motivations, such as the desire for cultural integration, were significant for students. Participants strongly wished to communicate with Hungarians and form new friendships, what put emphasis on these aspects as important to their motivation. They were particularly interested in understanding and participating in Hungarian cultural life, seeing it as a way to increase their personal experiences and develop deeper connections with the Hungarian community. This highpoint the importance of cultural integration in their language-learning journey.

Instrumental motivations, such as future professional growth and career opportunities, were also prominent. Students stressed the necessity of Hungarian proficiency for professional development, reflecting pragmatic considerations in a globalized job market where language skills significantly impact employability and success. They recognized that mastering Hungarian could open doors to job opportunities in Hungary and improve their competitiveness in the international job market. This practical approach to language learning shows how students strategically connect their language skills with their career aspirations, viewing Hungarian as a valuable asset for their future professional lives.

Moreover, the pilot study interviews revealed that some students were motivated by personal challenges and the desire to overcome linguistic barriers. For these students, learning Hungarian was a means to achieve instrumental goals and an intrinsic challenge that provided a sense of accomplishment and personal growth. This aspect of motivation aligns with self-determination theory, which suggests that individuals are motivated by the need to feel competent and autonomous in their actions.

Despite the insights gained, the pilot study had several limitations. The small sample size of five participants limits the generalizability of the findings. While the diversity of participants provided a broad perspective on motivational dynamics, it also limited the ability to draw definitive conclusions. Additionally, the reliance on self-reported data may introduce biases, as

participants might portray their motivations in a socially desirable manner. The absence of a control group studying other languages within the same context limits the ability to compare motivational dispositions across different language learners.

8.4 Summary and Limitations of the Main Study: Qualitative Analysis

The main qualitative study revealed that most participants were motivated by Integrative Motivation, such as a desire to engage with the Hungarian community and better to understand the local culture. These students desired to use Hungarian in daily interactions to build friendships, find partners, and improve their cultural insights, aligning with Dörnyei's (1990; 2003) observation that integratively motivated learners actively pursue intercultural contact.

A smaller group of participants demonstrated Instrumental Motivation, identifying Hungarian language learning as essential for professional development and job opportunities. Despite facing various challenges, these students believed that proficiency in Hungarian would improve their career prospects, supporting Dörnyei's (2009) findings that instrumental motivation can significantly influence language learning for career benefits.

Additionally, some participants simultaneously showed multifaced motivation, a blend of Integrative and Instrumental Motivations. This complexity highlights the dynamic nature of motivation, as students found both social and cultural integration and instrumental goals like employment to be needed. The findings suggest that international students' motivations to learn Hungarian are multifaceted and deeply interconnected with their personal and professional aspirations and their desire for cultural engagement and social connection.

They were initiated by their personal interests, professional needs, and a desire for meaningful cultural experiences, making their motivation complex and highly individualized. These students aimed to learn Hungarian to socialize with locals and improve their professional opportunities, such as securing jobs and accommodations. Their willingness to apply Hungarian in real-life, practical situations outside the classroom was evident.

The findings of this study align with those of Taguchi et al. (2009) for Japanese learners, You and Dörnyei (2016) for Chinese learners, and Öz et al. (2015) for Turkish learners. These studies collectively suggest that while the L2MSS framework is practical across various cultural contexts, specific motivational elements may vary. This suggests that while the motivational patterns observed among Hungarian language learners have similarities with those in other cultural settings, recognizing these differences is essential.

The study does have limitations, including the need for a control group of learners studying different languages within the same context. Future research could compare the motivational dispositions of Hungarian learners with those of students learning other languages to determine if these motivational factors are unique to Hungarian learners or have broader applicability. Moreover, the study's range was limited to participants studying and residing in Budapest, which may only partially represent learners' experiences across Hungary.

8.5 Conclusions and Pedagogical Implications

The overall conclusions from the four studies done in this dissertation confirms the multifaceted nature of language learning motivation among international students learning Hungarian in Hungary. Integrative motivations, such as cultural and social integrations, appeared as central themes, with students expressing a strong desire to communicate with Hungarians and participate in local cultural life. This integrative aspect highlights the importance of fostering environments where cultural exchange and community engagement are encouraged.

Instrumental motivations, including professional development and career opportunities, played a crucial role. Students recognized the necessity of Hungarian proficiency for professional development, reflecting the pragmatic considerations of a globalized job market. This highlights the need for language programs to align language skills with students' career aspirations, providing clear pathways for professional growth through language learning.

The studies also revealed the presence of multifaceted motivation, where students presented a blend of integrative and instrumental motivations. This complexity indicates that students do not view language learning in isolation but as an integral part of their personal and professional lives. Such findings suggest that language education programs adopt a holistic approach, addressing both the cultural and practical aspects of language learning to serve to the diverse motivations of students.

The qualitative insights from the interviews further point out motivation's dynamic and individualized nature. Students were driven by rewards, personal challenges, and the desire for self-improvement, aligning with self-determination theory. This indicates that adopting a sense of autonomy and competence in language learners can improve their Intrinsic Motivation, leading to more sustained and effective language learning.

Pedagogically, these findings suggest several pedagogical implications for language teachers and policymakers. Firstly, to increase motivation, language programs should include intercultural elements that develop positive attitudes towards the L2 community, therefore promoting integrative motivation. Creating enjoyable and engaging learning environments that focus on the intrinsic rewards and practical instrumental benefits can help maintain students' motivation over time. Additionally, tailored approaches that consider students' individual motivations and cultural backgrounds can further improve the effectiveness of language education.

Future research should address these limitations by expanding sample sizes, incorporating control groups, and employing longitudinal designs to capture the evolution of motivational dispositions over time. This would better explain how different motivational factors interact and influence language learning in various cultural and educational contexts.

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9 APENDIX'S

9.1 Appendix A

Pilot Study Questionnaire

Introduction

My name is Tatjana Stamenkovska, and I invite you to participate in my research if you are an international student over the age of 18 who is learning or has learned English or Hungarian in any formal (e.g., language course) or informal way (e.g., online language tutorials) during your studies in Hungary. The purpose of this research is to investigate international students' motivation for learning these languages during their studies.

Please read the instructions and answer the questionnaire below. Your participation is voluntary and confidential, and you can withdraw at any time. Your responses will only be used for research purposes, and you will not be identified in any presentation or publication of this research.

This questionnaire should take around 10 minutes to complete. If you have any questions, please contact me at stamenkovska86@gmail.com or the research leader Dr. habil. János Györi at gyori.janos@ppk.elte.hu.

Thank you for your help.

Tatjana Stamenkovska

I have read the information about this research and I agree to participate.

Yes

No

What is your gender?

Male

Female

What is your age?

18-25

25-30

over 30

Place of origin (where did you grow up)?

What is your native language?

What languages do you speak?

What is the level of your ongoing education?

Undergraduate (Bachelor)

Graduate (Master)

One-tier master

Ph.D./DLA

Preparatory program

Specialization program

What kind of scholarship do you have?

- Stipendium Hungaricum
- Erasmus +
- Other scholarship
- None (I'm self-financing)

What is your field of studies?

- Natural sciences
- Mathematics and computer science.
- Social sciences and humanities
- Medicine, Dentistry, Pharmacy and Physiotherapy

What is your study year?

- 1st
- 2nd
- 3rd
- 4th
- 5th+

How many month(s)/year(s) ago you moved to Hungary?

- Less than 6 months ago.
- 6 months to 1 year ago.
- 1 year to 2 years ago.
- 2 years to 4 years ago.
- More than 4 years ago.

Which language are you learning?

- English
- Hungarian

How long have you learning/have learned this language?

- Less than 6 months.
- 6 months to 1 year.
- 1 year to 2 years.
- 2 years to 4 years.
- More than 4 years.

Rate your current overall language proficiency?

- Upper-intermediate level and above
- Lower-intermediate level
- Elementary level
- Beginner level

Is it obligatory for you to learn this language?

- Yes
- No

How do you learn/have learned this language?

- One-to-one private lessons.
- Language course.
- On the internet.

By attending different events in Hungarian.

By myself, from books, films, podcasts, etc.

Other, namely: _____

Learning this language is?

1-very easy

2-easy

3-of medium difficulty

4-difficult

5- very difficult

Choose the statement from 1 to 6, with which you agree the most. Please do not leave out any of the items.

A

	1 strongly disagree	2 disagree	3 slightly disagree	4 slightly agree	5 agree	6 strongly agree.
If this language course was offered at university or somewhere else in the future, I would like to take it.						
I am working hard at learning this language.						
I am prepared to spend a lot of effort in learning this language.						
I think that I am doing my best to learn this language.						
I would like to spend lots of time learning this language.						
I would like to concentrate on learning this language more than any other topic.						
I would like to learn this language despite it is not compulsory.						

B

I can imagine myself...

	1 strongly disagree	2 disagree	3 slightly disagree	4 slightly agree	5 agree	6 strongly agree.
living at a place where this language is widely spoken and having a discussion in this language.						
living in country where it is a main language and using it effectively for communicating with the locals.						
in a situation where I am speaking this language with foreigners.						
speaking this language with international friends or colleagues.						
as someone who is able to speak this language.						
speaking this language as if I were a native speaker.						
whenever I think of my future career, using this language.						
the things I want to do in the future require me to use this language.						
studying in a university where all my courses are taught in this language.						
writing e-mails fluently in this language.						

C

I learn Hungarian...

	1 strongly disagree	2 disagree	3 slightly disagree	4 slightly agree	5 agree	6 strongly agree.
because close friends of mine think it is important.						
people surrounding me expect me to do so.						
the people I respect think that I should do it.						
in order to gain the approval of my peers/teachers/family/boss.						
because it will have a negative impact on my life if I don't learn it.						
because an educated person is supposed to be able to speak this language.						
because other people will respect me more if I have a knowledge of this language.						
because if I fail to learn this language, I'll be letting other people down.						

D

What is the correct statement according to you?

	1 strongly disagree	disagree	3 slightly disagree	4 slightly agree	5 agree	6 strongly agree.
My parents encourage me to learn this language.						
My parents encourage me to take every opportunity to use this language (e.g. speaking and reading).						
My parents encourage me to learn this language in my free time.						
My parents encourage me to attend this language course after classes.						
My parents encourage me to practice this language as much as possible.						
My parents/family believe that I must learn this language to be an educated person.						
Learning this language is important to me in order to bring honors to my family.						
I must learn this language to avoid being punished by my parents/relatives.						
Being successful in this language is important to me so that I can please my parents/relatives.						

My family put a lot of pressure on me to learn this language.						
I have to learn this language, because, if I don't do it, my parents will be disappointed with me.						

E

Fill in the following statements, in the same manner as the previous one.

	1 strongly disagree	2 disagree	3 slightly disagree	4 slightly agree	5 agree	6 strongly agree.
Learning this language can be important to me because I think it will someday be useful in getting a good job.						
Learning this language is important because with a high level of proficiency I will be able to make a lot of money.						
Learning this language is important to me because this language proficiency is necessary for promotion in the future.						
Learning this language is important to me because I would like to spend a longer period living in country where this language is used (e.g. working).						
Learning this language is important to me because I want to study in a country where this language is used.						
Learning this language can be important for me because I think I'll need it for further studies on my major.						

Learning this language can be important to me because I think I'll need it for further studies.						
Learning this language is important to me because with this language I can work in Hungary.						
The things I want to do in the future require me to use this language.						
Learning this language is important to me because it offers a new challenge in my life.						
Learning this language is important to me in order to achieve a special goal (e.g. to get a degree or scholarship).						
Learning this language is important to me in order to attain a higher social respect.						
I learn this language in order to keep updated and informed of recent news in Hungary.						

F

These are new questions, please answer them with 1 (Not at all) 2 (Not so much) 3 (So-so) 4 (A little) 5 (Quite a lot) 6 (Very much).

	1 Not at all	2 Not so much	3 So-so	4 slightly	5 A little	6 Very much
Do you like the way how you have learnt/are learning this language?						
Do you find learning this language really interesting?						
Do you always look forward to learn this language?						
Do you really enjoy learning this language?						
Would you like to have lessons in this language at school?						
Do you think time passes faster while learning this language?						

G

Do you like?

	1 Not at all	2 Not so much	3 So-so	4 slightly	5 A little	6 Very much
Music in this language (e.g. pop music)?						
Films in this language?						
Magazines, newspapers, or books in this language?						
TV programmes in this language?						

H

Please answer the following questions.

	1 Not at all	2 Not so much	3 So-so	4 slightly	5 A little	6 Very much
Do you like to travel at places where this language is widely spoken?						
Do you like this language native speakers?						
Do you like meeting with native speakers of this language?						
Would you like to know more about this language native speakers?						

I

In the same way answer the following questions.

	1 Not at all	2 Not so much	3 So-so	4 slightly	5 A little	6 Very much
How important do you think learning this language is in order to know more about the culture of its speakers?						
How much would you like to become similar to the native speakers of this language?						
How much do you like this language?						

9.2 Appendix B

L2 Motivational Self System Model-MAIN STUDY QUESTIONNAIRE

My name is Tatjana Stamenkovska, and I would like to invite you to participate in my research if you are an international student, above the age of 18, who is learning or has learned Hungarian as a L2 language, in any formal (e.g., language course) or informal way (e.g., online language tutorials), during your studies in Hungary. The main purpose of my research is to

investigate international students' motivation for learning Hungarian during their studies in Hungary.

Please read the instructions and give your answers in the questionnaire below. The results will be used only for research purposes, so I am asking you to give your answers sincerely.

Participation in this study is completely voluntary and confidential, and you can withdraw at any time. You will never be identified in this research project or any other presentation or publication.

The results of the research will be submitted for publication in scientific journals or presented at scientific conferences. Information will be provided about the findings at your request.

This questionnaire should take around 10 minutes to complete.

If you have any questions, feel free to contact me via e-mail: stamenkovska86@gmail.com or the research leader Dr. habil. János Győri gyori.janos@ppk.elte.hu.

Thank you very much for your help.

I have read the information about this research, and I agree to participate.

Yes

No

What is your gender?

Male

Female

What is your age?

18-25

25-30

over 30

Place of origin (where did you grow up)?

What is your native language?

What languages do you speak?

What is the level of your ongoing education?

- Undergraduate (Bachelor)
- Graduate (Master)
- One-tier master
- Ph.D./DLA
- Preparatory program
- Specialization program

What kind of scholarship do you have?

- Stipendium Hungaricum
- Erasmus +
- Other scholarship
- None (I'm self-financing)

What is your field of studies?

- Natural sciences
- Mathematics and computer science.
- Social sciences and humanities
- Medicine, Dentistry, Pharmacy and Physiotherapy

What is your study year?

- 1st
- 2nd
- 3rd
- 4th

5th+

How many month(s)/year(s) ago you moved to Hungary?

Less than 6 months ago.

6 months to 1 year ago.

1 year to 2 years ago.

2 years to 4 years ago.

More than 4 years ago.

How long have you learning/have learned Hungarian?

Less than 6 months.

6 months to 1 year.

1 year to 2 years.

2 years to 4 years.

More than 4 years.

Rate your current overall language proficiency?

- Upper-intermediate level and above
- Lower-intermediate level
- Elementary level
- Beginner level

Is it obligatory for you to learn Hungarian?

- Yes
- No

How do you learn/have learned Hungarian?

- One-to-one private lessons.
- Language course.
- On the internet.
- By attending different events in Hungarian.
- By myself, from books, films, podcasts, etc.
- Other, namely: _____

Learning Hungarian is?

- 1-very easy
- 2-easy
- 3-of medium difficulty
- 4-difficult
- 5- very difficult

How much do you agree or disagree with the following statements? (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree; Please fill in the following 5 parts (from A to E).

A

	1 (Strongly disagree)	2 Disagree	3 Slightly agree	4 Agree	5 (Strongly agree)
If course in Hungarian language was offered at university or somewhere else in the future, I would like to take it.					
I am working hard at learning Hungarian language.					
I am prepared to put a lot of effort in learning Hungarian.					
I think that I am doing my best to learn Hungarian.					
I would like to spend lots of time studying Hungarian.					
I would like to concentrate on studying Hungarian more than any other topic.					
I would like to study Hungarian even if I were not required.					

B

	1 (Strongly disagree)	2 Disagree	3 Slightly agree	4 Agree	5 (Strongly agree)
I can imagine myself living abroad and having a discussion in Hungarian					
I can imagine myself living abroad and using Hungarian effectively for communicating with the locals.					
I can imagine a situation where I am speaking Hungarian with foreigners.					
I can imagine myself speaking Hungarian with international friends or colleagues.					
I imagine myself as someone who is able to speak Hungarian.					
I can imagine myself speaking Hungarian as if I were a native speaker.					
Whenever I think of my future career, I imagine myself using Hungarian.					
The things I want to do in the future require me to use Hungarian.					
I can imagine myself studying in a university where all my courses are taught in Hungarian.					
I can imagine myself writing in Hungarian e-mails fluently.					

C

	1 (Strongly disagree)	2 Disagree	3 Slightly agree	4 Agree	5 (Strongly agree)
I learn Hungarian because close friends of mine think it is important.					
Learning Hungarian is necessary because people surrounding me expect me to do so.					
I consider learning Hungarian important because the people I respect think that I should do it.					
Learning Hungarian is important to me in order to gain the approval of my peers/teachers/family/boss.					
It will have a negative impact on my life if I don't learn Hungarian.					
Learning Hungarian is important to me because an educated person is supposed to be able to speak it.					
Learning Hungarian is important to me because other people will respect me more if I speak Hungarian.					
If I fail to learn Hungarian, I'll be letting other people down.					

D

	1 (Strongly disagree)	2 Disagree	3 Slightly agree	4 Agree	5 (Strongly agree)
My parents encourage me to learn Hungarian.					
My parents encourage me to take every opportunity to use Hungarian (e.g. speaking and reading).					
My parents encourage me to learn Hungarian in my free time.					
My parents encourage me to attend extra classes in Hungarian (e.g. at language schools).					
My parents encourage me to practice Hungarian as much as possible.					
My parents/family believe that I must learn Hungarian to be an educated person.					
Learning Hungarian is important to me in order to bring honors to my family.					
I must learn Hungarian to avoid being punished by my parents/relatives.					
Being successful in Hungarian is important to me so that I can please my parents/relatives.					
My family put a lot of pressure on me to learn Hungarian.					
I have to learn Hungarian, because, if I don't do it, my parents will be disappointed with me.					

E

	1 (Strongly disagree)	2 Disagree	3 Slightly agree	4 Agree	5 (Strongly agree)
Learning Hungarian can be important to me because I think it will someday be useful in getting a good job.					
Learning Hungarian is important because with a high level of Hungarian I will be able to make a lot of money.					
Learning Hungarian is important to me because Hungarian proficiency is necessary for promotion in the future.					
Learning Hungarian is important to me because I would like to spend a longer period living abroad (e.g. studying and working).					
Learning Hungarian can be important for me because I think I'll need it for further studies on my major.					
Learning Hungarian is important to me because with Hungarian I can work globally.					
The things I want to do in the future require me to use Hungarian.					
Learning Hungarian is important to me because it offers a new challenge in my life.					
Learning Hungarian is important to me in order to attain a higher social respect.					

I learn Hungarian in order to keep updated and informed of recent news of the world.					
--	--	--	--	--	--

How strong do you disagree/agree with the below questions?

(1) Not at all; (2) Only a little; (3) To some extent; (4) Rather much; (5) Very much;

Please fill in all the 4 parts (from F to I).

F

	1 (Not at all)	2 Disagree	3 Slightly agree	4 Agree	5 (Very much)
Do you like the ways how you learn/were learning Hungarian?					
Do you find learning Hungarian really interesting?					
Do you always look forward to learning Hungarian?					
Do you really enjoy learning Hungarian?					
Do you think time passes faster while learning Hungarian?					

G

	1 (Not at all)	2 Disagree	3 Slightly agree	4 Agree	5 (Very much)
Do you like Hungarian music (e.g. pop music)?					
Do you like Hungarian films?					
Do you like Hungarian magazines, newspapers, or books?					
Do you like Hungarian TV programs?					

H

	1 (Not at all)	2 Disagree	3 Slightly agree	4 Agree	5 (Very much)
Do you like traveling around Hungary?					
Do you like Hungarians?					
Do you like meeting Hungarians?					
Do you like to know more about Hungarians?					

I

	1 (Not at all)	2 Disagree	3 Slightly agree	4 Agree	5 (Very much)
How important do you think learning Hungarian is in order to learn more about the culture and art of its speakers?					
How much would you like to become similar to the Hungarian native speakers?					
How much do you like the Hungarian language?					

9.3 Appendix C

Pilot Study Questions

Interview Guide

Dear (name of the interviewee),

Thank you very much for participating in this interview and helping me in my dissertation study. I am Tatjana Stamenkovska, studying at Eötvös Loránd University as part of the EDITE teachers' education program. I would like to collect information about what motivates you to learn Hungarian while studying in Hungary and your learning experience. The interview will be used for research purposes only, and I will analyse the data and present it anonymously. You

are participating in the study completely voluntarily, and I will not disclose any personal information about you. During the interview, I am interested in your opinion, so there are no “right” or “wrong” answers. The interview will last about 30 minutes, and if you give your consent to record the conversation, we can get started.

A. Demographic Information

What is your gender?

How old are you?

From what country do you come from?

Are you a scholarship holder, and if so, what kind?

In which year of your studies are you currently?

B. Bilingual/Multilingual Background

How many languages do you speak?

Do you study another language besides Hungarian?

C. Language Proficiency

How would you rate your Hungarian proficiency?

D. Ways of Studying the Language

Tell me more about how you have been studying the Hungarian language.

E. Language Difficulty

How difficult/easy are you finding Hungarian language learning?

What do you find most challenging about this language?

F. Motivation for L2 Language Learning

What is your motivation for learning the Hungarian language?

How would you describe your experience learning Hungarian?

G. Attitudes Towards the Language Community

How do you perceive the Hungarian people?

What is your experience with Hungarian native speakers?

Do you have Hungarian friends?

How does learning Hungarian help you integrate into the Hungarian community?

How did learning Hungarian help you understand the Hungarian culture?

H. The Influence of Intrinsic Motivation on Learning Behavior

How do you feel when you learn this language?

What parts of learning Hungarian do you find most enjoyable or satisfying?

I. Instrumental Motivation Influence on Motivated Learning Behavior

What kind of future benefits do you see from learning Hungarian?

How do you think learning Hungarian will influence your professional opportunities?

J. Ought-to Self

What duties, obligations, or responsibilities do you have for learning Hungarian?

How do expectations from your family, friends, or community influence your decision to learn Hungarian?

K. Ideal Self

As a Hungarian language learner, what is your future vision about yourself?

How do you imagine yourself using Hungarian in your future?

L. Personal Development

How has learning Hungarian influenced you?

In what ways has learning Hungarian contributed to your personal success?

9.4 Appendix D

Interview Guide

Dear (name of the interviewee). Thank you very much for participating in this interview and helping me in my dissertation study. I am Tatjana Stamenkovska, I am studying at Eötvös Loránd University as part of the EDITE teachers' education program. Now I would like to collect information about what motivates you to learn Hungarian while studying in Hungary and your learning experience. The interview will be used for research purposes only, and I will analyse the data and present it in anonymous way. You are participating in the study completely voluntary, and I will not disclose any personal information about you. During the interview, I am interested in your opinion, so there are no "right" or "wrong" answers. The interview will last about 30 minutes, and if you give your consent to record the conversation, we can get started.

A. Demographic information

"What is your gender?"

"How old are you?"

"From what country do you come from?"

"Are you a scholarship holder, and if so, what kind?"

"In which year of your studies are you in now?"

B. Bilingual/Multilingual Background:

"How many languages do you speak?"

"Do you study another language besides Hungarian?"

C. Language Proficiency:

"How would you rate your Hungarian proficiency?"

D. Ways of Studying the Language:

"Tell me more about how you study the Hungarian language?"

E. Language Difficulty:

"How difficult/easy are you finding Hungarian language learning?"

F. Motivation for Hungarian Language Learning:

"What is your motivation for learning the Hungarian language?"

How would you describe your experience learning Hungarian?

G. Attitudes Towards the Language Community:

"How do you perceive the Hungarian people?"

"What is your experience with the Hungarian native speakers?"

"Do you have Hungarian friends?"

How does learning Hungarian help you integrate into the Hungarian community?

How did learning Hungarian help you understand the Hungarian culture?

H. The Influence of Intrinsic Motivation on Learning Behavior:

"How do you feel when you learn the language?"

Instrumental Motivation Influence on Motivated Learning Behavior:

"What kind of future benefits do you see from learning Hungarian?"

I. Ought-to Self:

"What kind of duties, obligations, or responsibilities do you have for learning Hungarian?"

J. Ideal Self:

"As a Hungarian language learner, what is your future vision about yourself?"

K. Personal Development:

"How does learning Hungarian affect you?"

9.5 Appendix E

Table 20

Significant Differences between the Scales

Pairs	Scale	M	SD	t	p
Pair 1	Attitudes towards the Hungarian community	4.05	.86	3.88	<.001
	Integrativeness	3.84	.82		
Pair 2	Hungarian Language Culture	3.06	1.18	5.63	<.001
	Ought-to-Self	2.60	.98		
Pair 3	Ought-to-Self	2.60	.98	6.58	<.001
	Family influence	2.18	.94		