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Doctoral Dissertation Summary

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The Hungarian Language as a Mediator for International Students' Learning
Motivation:

A Mixed Method Study

Doctoral School of Education

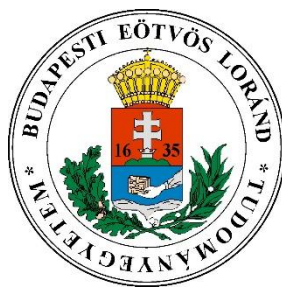
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1 List of Publications Directly Used in the Dissertation

The Dissertation includes work that has been published in the following articles:

Stamenkovska, T., Kálmán, C., & Győri, J. G. (2022a). The motivational disposition of international students learning foreign languages in Hungary: Testing the L2 motivation self-system in the Hungarian context. *Journal of Adult Learning, Knowledge and Innovation*, 5(2), 101-110.

Stamenkovska, T., Llerena, C. L. A., & Gordon Győri, J. (2022b). Exploring the motivation of international students to learn Hungarian: A qualitative study. *Hungarian Educational Research Journal*.

Stamenkovska, T., Llerena, C. L. A., & Gordon Győri, J. (2024 in press). International Students' Motivational Disposition for Learning Hungarian as a Foreign Language – A Quantitative Study. *Hungarian Educational Research Journal*.

2 Main Constructs Used in the Dissertation

In this dissertation, several key constructs were used to understand the motivational dynamics of international students learning Hungarian. Below are the main constructs used in the study, along with their definitions.

2.1 L2 Motivational Self System (L2MSS)

The L2 Motivational Self System (L2MSS), as conceptualized by Zoltán Dörnyei, is a theoretical framework used to explain the motivation for learning a second language (L2). This model combines different motivational dispositions into a model which highlights the importance of self-perception in the language learning process. The L2MSS includes three primary components: the Ideal L2 Self, the Ought-to L2 Self, and the L2 Learning Experience. These components explain how learners' self-concepts and personal aspirations develop their motivation to learn a second language (Dörnyei, 2009).

2.2 Self-Determination Theory (SDT)

Self-Determination Theory (SDT) is a psychological framework that studies human motivation, focusing on the extent to which behaviours are self-motivated and self-determined

(Deci & Ryan, 1985). It suggests that individuals have three basic psychological needs: autonomy, competence, and relatedness, which need to be satisfied for ideal psychological growth and well-being (Ryan & Deci, 2000). SDT separates intrinsic motivation, which is steered by personal interest and enjoyment, and extrinsic motivation by external rewards or pressures (Deci & Ryan, 2000). This theory suggests that environments which support autonomy and competence develop intrinsic motivation, leading to greater engagement and dedication (Ryan & Deci, 2002).

2.3 Motivational dispositions

Motivational dispositions for language learning include the different components that motivate individuals to start learning a new language. This construct includes a range of motivations, including intrinsic enjoyment, personal aspirations, cultural interests, societal pressures, and pragmatic goals such as career advancement. These dispositions influence how learners approach their language study, persist through challenges, and achieve proficiency. The model of motivational dispositions includes scales such as integrative motivation, instrumental motivation, and the L2 Motivational Self System (L2MSS) (Dörnyei, 2005; Dörnyei & Ushioda, 2011).

2.4 Languages Other Than English (LOTE)

The construct of Languages Other Than English (LOTE) relates to learning and using any language besides English. This includes various languages spoken across various cultures and regions globally. LOTE includes both commonly learned languages such as Spanish, French, and Chinese and less frequently learned languages like Hungarian, Swahili, and Icelandic (Dörnyei & Al-Hoorie, 2017; Boo, Dörnyei & Ryan, 2015). LOTE highlights the value of linguistic diversity and acknowledges the distinct cultural, cognitive, and social advantages of learning multiple languages. This construct showcases the importance of multilingualism in promoting cross-cultural understanding, developing cognitive flexibility, and expanding educational and career opportunities (Dörnyei, 2005; Dörnyei & Ushioda, 2011).

2.5 Multifaceted motivation

Multifaceted motivation in language learning implies the interplay of various motivational factors, such as integrative, instrumental, and intrinsic, that shape an individual's motivation and effort to learn a language (Boo, Dörnyei & Ryan, 2015; Csizér & Dörnyei, 2005). This construct recognizes that learners frequently have several overlapping motives for their language studies, including cultural integration, personal interest, career advancement, and

meeting external expectations. By including these motivational dimensions, multifaceted motivation provides a better understanding of the factors influencing language learning (Gardner, 1985; Deci & Ryan, 2000; Noels et al., 2001; Dörnyei, 2001; Dörnyei & Ushioda, 2011; Stamenkovska et al., 2022b).

2.6 Motivated Learning Behaviour

This component describes the actual effort and engagement that learners put into the language learning process. It indicates their commitment, perseverance, and active participation in Hungarian learning, which are essential for achieving language proficiency (Gardner, 1985; Dörnyei, 2001).

2.7 Ideal L2 Self

The Ideal L2 Self represents the desired image that learners have of themselves as proficient users of the Hungarian language in the future. It includes their personal goals and dreams, guiding their motivation to reach this desired level of language competence (Dörnyei, 2009).

2.8 Ought-to L2 Self

The Ought-to L2 Self represents the perceived obligations and responsibilities that learners feel they must fulfil to meet the expectations of others and avoid negative outcomes. It includes external pressures and social expectations that influence their motivation to learn a language (Dörnyei, 2009).

2.9 Family Influence

Family Influence represents the impact of parental and close family influence and support on the learners' motivation to learn a language. It stresses the role of family expectations, encouragement, and attitudes in shaping the learners' language learning behaviour (Gardner, 1985; Noels et al., 2001).

2.10 Instrumental Motivation

Instrumental motivation refers to the practical, goal-oriented type of motivation that motivates learners to study Hungarian for specific outcomes, such as career development, academic achievement, and financial gain. It includes the practical reasons and external rewards that steer language learning motivation (Dörnyei, 1990; Gardner, 1985).

2.11 Intrinsic Motivation

Intrinsic Motivation represents the internal pleasure, joy, and satisfaction that learners experience from the process of learning Hungarian. It is initiated by personal interest and enjoyment in the learning activity itself, rather than by external rewards or pressures (Ryan & Deci, 2000).

2.12 Attitudes Towards the Hungarian Community

Attitudes Towards the Hungarian Community represent the learners' interest in and openness towards the people and culture associated with the target language. Positive attitudes towards the Hungarian community can improve learners' motivation and willingness to engage with the language (Gardner, 1985; Yashima, 2002).

2.13 Cultural Interest

Cultural Interest represents the learners' curiosity and enthusiasm for engaging with the cultural products and practices of the Hungarian language community, such as TV shows, movies, music, and literature. It shows how cultural affinity can motivate the learners to learn Hungarian (Gardner, 1985; Dörnyei, 1990).

2.14 Integrativeness

Integrativeness describes the learners' desire to integrate and connect with the Hungarian language community, including its culture and native speakers. It give emphasis to the importance of cultural and social integration as a motivating factor in learning Hungarian (Gardner, 1985; Dörnyei, 2009).

3 General Introduction

This dissertation explores the motivational dynamics of international students learning Hungarian in Hungary, by utilizing an expanded version of Zoltán Dörnyei's L2 Motivational Self System (L2MSS) model which was developed by Taguchi et al. (2009). The expanded model includes additional motivational dimensions to provide a better understanding of the complex nature of motivation. For example, it includes integrative motivation, which arise from the desire to integrate with the L2 group's culture, instrumental motivation, which is fuelled by practical benefits, and intrinsic motivation, that is based on the passion and enjoyment for learning. These motivational dimensions align with educational philosophies which emphasize excitement, self-direction, and passion in learning (Al-Hoorie, 2018; Boo, Dörnyei & Ryan,

2015; Cisinski & Déglise, 2019; Csizér & Lukács, 2010; Papi & Teimouri, 2014; Stamenkovska et al., 2024).

The model also includes factors like Attitudes Toward the L2 Community, L2 Culture, and Family Influence, offering a broader view that incorporates cultural ties, local support, and familial influences, thereby improving the understanding of motivation in second language (L2) learning (Henry et al., 2015; Kim et al., 2015; Ushioda, 2011; Wang & Derakhshan, 2021; You, Dörnyei & Csizér, 2016). In this context, L2 refers to learning a language other than one's native tongue.

As global student mobility rises, understanding motivations for learning languages other than English (LOTE) becomes increasingly important (Duff, 2017; Lanvers & Hultgren, 2018; Ushioda & Dörnyei, 2017). While English remains globally dominant, examining motivations for learning Hungarian casts light on broader trends in language learning (Dörnyei & Csizér, 2002).

The primary goal of this research is to adapt and validate Dörnyei's L2MSS scales within the Hungarian context, offering a deeper understanding into the motivational dispositions of international students learning Hungarian as an L2. This includes evaluating the validity and reliability of the motivational scales under the L2MSS framework and identifying the complex motivational dispositions influencing language learning among international students in Hungary (Dörnyei, 2009). Additionally, the study aims to assess the L2MSS constructs within Hungarian cultural settings and explore the broader applicability of Dörnyei's model (Dörnyei & Ushioda, 2011).

The study's significance lies in its focus on Hungarian, a less commonly learned language. By investigating the motivations behind learning Hungarian, this research addresses a gap in the existing literature on second language acquisition, which has primarily focused on more universally studied languages like English (Csizér & Dörnyei, 2005).

A mixed-methods approach integrates quantitative data from questionnaires with qualitative insights from interviews to capture the multifaceted nature of language learning motivation. Quantitative methods make possible the measurement and analysis of motivational dispositions as scales, ensuring statistical reliability and validity (Dörnyei, 2007). In contrast, qualitative

methods offer deep insights into individual experiences, revealing subtle and subjective aspects of motivation that quantitative data alone may overlook.

Both pilot and main studies were done for the quantitative and qualitative phases. The quantitative pilot involved 34 international students completing preliminary questionnaires to refine the instruments, while the qualitative pilot included interviews with five students to improve the clarity and relevance of the questions. These pilot studies provided valuable feedback, refining the methodologies for the main studies (Henry, 2017).

The main quantitative study included 203 international students who completed structured questionnaires, allowing a wide-ranging analysis of the motivational scales and their characteristics, providing sufficient data to assess the reliability and applicability of the L2MSS scales in Hungary (Dörnyei & Ryan, 2015). The main qualitative study involved in-depth interviews with 17 international students, generating narrative data that explained the personal and contextual factors influencing international students' motivation to learn Hungarian (Ushioda & Dörnyei, 2017).

The dissertation is organized to guide the reader through foundational theories, empirical findings, and practical implications. It starts with an introduction outlining the study's significance, objectives, and rationale for focusing on Hungary and the Hungarian language. Following chapters cover the theoretical and empirical background, research design and methods, and detailed findings from both pilot and main studies. The conclusion summarizes the findings, discusses their implications for teaching practice, and offers recommendations for future research.

The theoretical and empirical background section explains in detail the motivational dispositions affecting L2 motivation and summarizes the key theories supporting the study. It provides an overview of the L2MSS and its extended version, discussing their applications across various cultural and educational contexts, offering a foundation for understanding the interaction of cognitive, affective, and contextual factors in language learning motivation (Dörnyei, 2009).

The research design and methods section justifies the mixed-methods approach and outlines the study's rationale, detailing research questions, participant selection, instrument design, data collection procedures, and ethical considerations. The quantitative phase employs structured

questionnaires to measure motivational dispositions, while the qualitative phase includes semi-structured interviews to explore the international students experiences more deeply. Combining quantitative and qualitative findings provides deeper understanding of the motivational dynamics among international students learning Hungarian (Dörnyei, 2007).

Findings from the quantitative studies are presented first, providing initial insights and validating the research instruments, followed by qualitative studies that offer a more detailed analysis of motivational dispositions. The qualitative pilot study helps to develop the interview guide and identify themes, while the main qualitative study supplements these findings with narrative data, highlighting personal and contextual factors influencing motivation. This synthesis aims to capture the multifaceted nature of language learning motivation (Csizér & Dörnyei, 2005).

4 Triangulation (Quantitative and Qualitative Studies): Research Projects

A triangulation approach was used for integrating quantitative and qualitative methodologies across the four studies. This approach ensures a more reliable and better understanding of the motivational dispositions among international students learning Hungarian.

4.1 Study I: Quantitative Pilot Study

The quantitative pilot study aimed to refine the research instruments by involving 34 international students who completed preliminary versions of the questionnaires. This phase was essential for ensuring the questionnaires' clarity, reliability, and relevance in the Hungarian context. Feedback from this pilot study provided initial insights into motivational factors influencing language learning, which helped to refine the design of the main quantitative study (Dörnyei & Ushioda, 2011).

The primary objective of the pilot study was to confirm the reliability of the adapted scales within the L2 Motivational Self System (L2MSS) framework. The reliability of these scales was further confirmed through favourable Cronbach's Alpha values, indicating a strong internal consistency. Additionally, the pilot study revealed significant trends in motivational dispositions. For instance, Attitudes Towards the L2 Community occurred as a significant variable influencing students' motivation. Furthermore, the intrinsic motivation which is characterized by personal enjoyment and interest in learning Hungarian, also played a vital

role. Instrumental motivation, which includes practical benefits like career advancement, was another significant motivator.

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, such as Cultural Interest, Family Influence, Ideal Self, Instrumentality, the Ought-to L2 Self, and Motivated Learning Behavior, but not in Intrinsic Motivation, Attitudes Toward the L2 Community, and Integrativeness. These findings were helpful in shaping the main study, providing a valid foundation for further exploration of motivational dynamics in the Hungarian context.

However, despite the small sample size, the diverse cultural backgrounds of the participants significantly enriched the findings. Students from various countries, including South Africa, Egypt, China, and Vietnam, provided a wide range of perspectives on their language learning motivations. This diversity lay emphasis on the importance of considering cultural factors in understanding motivational dispositions, although it also caused challenges in generalizing the results.

These findings laid the foundation for the main quantitative study, confirming that the research instrument was reliable enough to capture the complex and multifaceted nature of language learning motivation in the Hungarian educational context.

Keywords: Validity/Reliability Confirmation, Attitudes Towards the L2 Community, Gender Differences, Language Differences.

4.2 Study II: Quantitative Main Study

The main quantitative study involved 203 international students who completed the structured questionnaires, which focused only on learning the Hungarian language. This phase allowed for a deeper analysis of motivational scales and their characteristics. The quantitative part of the study provided statistical data to evaluate the reliability and applicability of the L2MSS scales in the Hungarian context, showing significant motivational dispositions such as Ideal L2 Self, Ought-to L2 Self, and Intrinsic Motivation (Dörnyei, 2005; Dörnyei & Csizér, 2002).

The detailed statistical analysis revealed complex correlations among the variables. For example, a strong relationship between Instrumental Motivation and the Ideal Self implied the role of pragmatic goals and future aspirations in motivating students. Similarly, the associations between Hungarian Language Culture and Intrinsic Motivation underlined the intrinsic rewards

of cultural engagement through language learning. Regression analyses further confirmed these relationships, showing that the most significant motivational dispositions were linked to self-oriented aspirations and future goals.

Moreover, 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., 2022a).

The study also highlighted varying educational practices among participants, such as the accent on rote learning in some Asian countries versus more interactive methods elsewhere. This diversity provided a broad perspective on motivational dynamics but also caused challenges for generalization. To tackle this, future research should subdivide participants into more homogeneous subgroups to better understand specific motivational trends within each cultural context. This approach could lead to more targeted and effective language learning strategies.

Introducing the obligatory Hungarian language and culture course for Stipendium Hungaricum Scholarship holders in the fall semester of 2020 added a unique dimension to the motivational factors. This requirement likely influenced the Ought-to Self and Instrumental Motivation of these students, making it a critical variable in understanding their language learning motivation.

Keywords: Reliability of Scales, Gender Differences, Intrinsic and Instrumental Motivations

4.3 Study III: Qualitative Pilot Study

The qualitative pilot study involved interviews with five international students, and aimed to refine the interview questions in order to ensure the collection of relevant and meaningful data. This phase was critical in shaping the qualitative investigation, as the feedback from these interviews provided important insights into the motivational dispositions of the participants. The pilot interviews highlighted key motivational themes, such as personal growth and cultural integration, presenting how students viewed learning Hungarian as a mean to improve their personal and cultural experiences.

Participants expressed a strong desire for cultural integration, indicating that they saw language learning as a powerful gateway to build deeper connections with the local community and improving their personal experiences in Hungary. This integrative motivation, motivated by their desire for cultural integration acknowledge the importance of cultural factors in their language learning journey, which aligning with Dörnyei's (2007) emphasis on the role of cultural and social factors in motivation.

In addition to cultural integration, the pilot study identified personal growth as a vital motivational theme. Students viewed learning Hungarian not just as a task, but as a challenge that could lead to personal development and a sense of accomplishment. This intrinsic motivation, driven by their determination to overcome linguistic barriers, reflected their desire to achieve a higher level of competence and autonomy, relating with the self-determination theory.

The feedback obtained during the pilot phase was essential in further developing the interview guide for the main qualitative study. It ensured that the questions were clear, relevant, and capable of capturing the complexity of students' motivational dispositions. This refinement helped to lay a solid foundation for the main qualitative phase, enabling a deeper exploration of the multifaceted nature of language learning motivation.

Keywords: Interview Guide Development, Personal Growth, Cultural Integration

4.4 Study IV: Qualitative Main Study

The qualitative main study involved semi-structured interviews with 17 international students, providing narrative data which highlighted the personal and contextual motivational disputations influencing their motivation to learn Hungarian. This research phase offered a better understanding of the students' motivations, further explaining the quantitative findings and pointing out the significance of cultural integration.

Participants expressed a strong desire to integrate themselves in Hungarian culture and build meaningful connections with Hungarians. This integrative motivation was a pushing force, as students aimed to understand and participate in the cultural life of Hungary, which they believed would improve their personal experiences and develop deeper community connections. The narrative data highlights the students' strong sense of belonging and the importance of social and cultural integration in motivating language learning.

Instrumental motivations were also prominent among the participants. Many students identified career advancement and professional opportunities as key motivators for learning Hungarian. They recognized the importance of Hungarian proficiency for professional development and employment prospects, especially within Hungary. This practical approach to language learning reflected the students' recognition of Hungarian as a valuable asset in a globalized job market, aligning their language skills with their career aspirations.

The study also revealed examples of multifaceted motivation, where students presented a blend of integrative and instrumental motivations. This complexity highlighted the dynamic nature of motivation, as students found both social and cultural integration and instrumental goals like employment. The findings suggested that international students' motivations to learn Hungarian were deeply interconnected with their personal and professional aspirations and their desire for cultural engagement and social connection.

Moreover, some participants 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 is aligned with self-determination theory, which suggests that individuals are motivated by the need to feel competent and autonomous in their actions.

Keywords: Cultural Integration, Instrumental Motivation, Multifaceted Motivation

5 General Discussion

The findings from the pilot and central studies provide valuable insights into the motivational dispositions of international students learning Hungarian. The pilot studies were crucial for refining the research instruments and ensuring their applicability in the Hungarian context. The main quantitative study involved 203 international students who completed structured questionnaires, revealing significant motivational factors such as Ideal L2 Self, Ought-to L2 Self, and Intrinsic Motivation. The main qualitative study included in-depth interviews with 17 international students, providing additional narrative data explaining the motivational dispositions influencing international students' motivation to learn Hungarian.

The study stresses the importance of attitudes towards the L2 community in promoting motivation. Positive attitudes towards the Hungarian community emerged as a primary factor, showed by the highest mean value. This finding aligns with previous research indicating the

essential role of learners' attitudes towards the language community encourages motivation for language learning (Dörnyei, 2009; Ellis, 2015; Hyland, 2019). Furthermore, the clustering of scales around Integrativeness, Intrinsic Motivation, and Instrumental Motivation revealed the multifaceted nature of language learning motivation, at the same time confirmed the previous done studies that stressed the interplay between intrinsic enjoyment and the pursuit of instrumental goals (Anjomshoa & Sadighi, 2015; Dörnyei & Csizér, 2002; Stolk et al., 2021).

Correlational analyses showed strong associations between Instrumental Motivation and the Ideal Self, suggesting that pragmatic benefits significantly influence learners' self-concept as language learners. This is complemented by the connection between Hungarian Language Culture and Intrinsic Motivation, emphasizing the intrinsic value learners place on cultural engagement through language (Bai & Wang, 2023; Csizér & Dörnyei, 2005; Oga-Baldwin, 2019). The predictive relationships uncovered through regression analyses further clarify the complexity of factors driving motivated learning behaviour, with the Ideal Self, Intrinsic Motivation, and Ought-to Self collectively accounting for a significant portion of the motivational variance. This complexity reflects how learners' personal aspirations, enjoyment of the language, and perceived external expectations come together to shape their overall motivation (Dörnyei, 2005; Gardner, 1985; Jin & Zhang, 2018).

6 Implications and Future Research

The findings from this study acknowledge the importance of recognizing the diverse sources of motivation in language education. By understanding the various factors that motivate international students, such as attitudes towards the L2 community, intrinsic enjoyment, and the pursuit of instrumental goals, teachers can design language courses that better align with the aspirations and cultural sensibilities of international students. This understanding can guide the development of tailored motivational strategies that address various dispositions, thereby adopting more effective language learning.

Additionally, the study recommends the need for further research to explore the reasons behind the differences in motivational dispositions between male and female learners, as well as between learners of English and Hungarian. Understanding these differences can guide the development of more specialized and effective teaching methods. Future research should also segment participants into more homogeneous subgroups to better understand specific motivational trends and learning behaviours within each cultural context.

7 Limitations

The quantitative pilot study faced limitations, particularly the small sample size of 34 participants, which influenced on the reliability of the findings. Regardless of the efforts to ensure the clarity and reliability of the questionnaires, the limited number of respondents restricted the ability to generalize the results to a broader population. Furthermore, the study's cross-sectional design provides only a snapshot in time, failing to capture the evolution of motivational dispositions over a more extended period.

Despite involving a larger sample of 203 international students, the primary quantitative study encountered limitations such as potential self-report bias and the cross-sectional design, which offers only a momentary view of motivational dispositions. While providing a broad perspective, the diverse participant group caused challenges in making generalized conclusions. The varied cultural backgrounds and learning habits of students from different countries influenced their Intrinsic and Instrumental motivations, complicating the analysis. Furthermore, the study's reliance on structured questionnaires may only partially capture motivation's accurate meaning and dynamic nature.

The pilot qualitative study also faces several limitations, primarily due to its small sample size of five participants, which limits the generalizability of the findings. Although the diversity of participants provided a broad perspective on motivational dynamics, it also caused challenges in making definitive conclusions. The reliance on self-reported data introduced potential biases, as participants might have portrayed their motivations in a socially desirable manner. Additionally, the absence of a control group studying other languages within the same context limited the ability to compare motivational dispositions across different language learners.

In the main qualitative study, while the in-depth interviews with 17 international students provided substantial narrative data, the study was limited by the geographical focus on students in Budapest. This may only partially represent the experiences of learners across Hungary. The absence of a control group studying different languages within the same context also limited comparative analysis.

These limitations highlight the need for future research to expand sample sizes, incorporate control groups for comparative analysis, and consider longitudinal designs to understand better how motivational dispositions evolve over time and across different educational and cultural contexts.

8 Conclusion

The conclusions from the four studies presented in this dissertation highlight the complex and multifaceted nature of motivation among international students learning Hungarian in Hungary.

The quantitative pilot study, with its reliable adapted scales, demonstrates the applicability of the research methodology in the Hungarian context. The findings, identified Attitudes Towards the L2 Community, Intrinsic Motivation, the Ideal L2 Self, and Instrumentality as significant dispositions influencing students' motivation. However, the small sample size of 34 participants limits the generalizability of these results.

The main quantitative study, involving a bigger sample of 203 students, emphasizes the importance of both Intrinsic and Instrumental motivations in advancing motivated learning behaviour. It also revealed significant correlations among motivational variables, highlighting the role of language as a tool for fulfilling future aspirations and cultural integration.

The qualitative pilot study provided in-depth insights into the personal and contextual factors influencing students' motivation to learn Hungarian. Integrative motivational dispositions, such as the desire for cultural integration and personal development, emerged as significant themes. However, the small sample size and reliance on self-reported data introduced potential biases and limited the ability to draw broad conclusions.

The main qualitative study expanded on these findings by interviewing 17 international students. This study highlighted the dynamic interplay between Integrative and Instrumental Motivations. Students were motivated by personal interests, professional needs, and a desire for meaningful cultural experiences. The narrative data emphasized the importance of cultural integration and the practical benefits of language proficiency for career development.

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