Motivation and Attitude of International Students toward Learning Hungarian

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Abstract

In second/foreign language learning, motivation, anxiety, and attitude play a role. Dörnyei (2001) pointed out that the classroom is such a complex place that a single motivational principle cannot explain what happens within because motivation is a complex, composite entity with distinct and state-like context-specific components. Additionally, anxiety and attitude are complex constructs, and despite the differences in research methods used and the conceptualization of various motivational configurations, the general view among these studies is to treat motivation, anxiety, and attitude as dependent constructs characterized by multiple guiding variables Current approaches have also called for integration between these constructs and language learning situations in the FL classroom. These multi-variable approaches help this research explores motivation, anxiety, and attitude in 280 international students in Hungary taking courses in L2 Hungarian with a 34-item questionnaire. As expected, motivation, anxiety, and attitude are strongly related, and the self-guides emerge as strong predictors of motivated behavior and attitudes and have a negative correlation with language anxiety. Anxiety integrates with self-confidence, and language proficiency has the highest correlation with attitude. Finally, the attitude toward the course correlates highly with the attitude toward the community. Learners who report high ideal selves are thus most likely linguistically self-confident and exhibit a motivated behavior that encourages them to be exposed to Hungarian outside their classrooms and to have a positive attitude toward the community, the Hungarian language, and their teachers.

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Introduction

Motivating students in the language classroom and developing positive attitudes toward language learning have been challenging for language teachers for decades. Furthermore, research in applied linguistics could only give partial and context-dependent answers. Due to the students' differences, it is a typical one-size that does not fit all situations. However, with the help of large samples, general tendencies, and patterns can be shown. Furthermore, motivation, anxiety, and attitude intervention in the learning process need to be addressed as they often occur in interaction with the teacher, the language course, and the community.

This research aims to study the international students' main influencing factors, following a cross-sectional approach to visualize the macro motivation, attitude, and anxiety levels. These elements are the basis of the study of international students taking Hungarian lessons in Hungarian universities. Through a questionnaire, the researchers aim to understand the correlation between motivation, language anxiety, and attitude (toward the community, the course, and the teacher) and how they affect each other.

Literature Review

Language learning motivation

The motivation to learn a language is one of the most intensively studied variables in SLA (Dörnyei, 2005; Dörnyei & Ushioda, 2009; Gardner, 2006; Ushioda, 2008). Motivation can be described as a complex, composite entity with more distinct components and state-like context-specific components (Dörnyei, 2006). Motivation is to explain why people choose to behave in a particular way and how intensely they are willing to engage in a task (Dörnyei & Skehan, 2003). According to Gardner (1985), the level of motivation in the target language is influenced and maintained by means and attitudes toward learning status and integration in the target language (TL) group). Studies have shown a strong correlation between the degree of integrativeness and SLA success and a weaker correlation between the degree of instrumentality and foreign language success (Dörnyei, 2001; Gardner, 2006). Dörnyei (2005) suggested focusing on aspect identification and learner self-concept rather than interactiveness. An individual envisions an 'ideal L2 self', an expression of all the desired traits in the L2, their 'ought-to L2 self', a belief of the required traits. Dörnyei (2006) then explained the learner's desire to bridge the gap between the actual L2 self and the ideal L2 self and introduced the 'L2 learning experience', which is a context-specific motivation during the learning experience. Shoaib and Dörnyei (2005) and Ushioda (2001 focused on motivational changes or 'emergent motives' over time. Ushioda (2001) stated that successful learners are likely to undergo a substantial motivational process, while less successful learners focus more on external incentives. Shoaib and Dörnyei (2005) noted a characteristic repetitive temporal pattern and several episodes that altered motivational tendencies.

Myriad variables that may influence language learning. Motivation, anxiety, and attitude are usually considered in language learning studies. The ideal research design would include all conceivable factors in a single model, but it is hardly practical. Most instruments

either focus on the cognitive or the affective definitions of these factors. Different operationalization has a significant impact on the measurement of these factors. Meanwhile, the AMTB distinguishes between integrative and instrumental orientations (Gardner, 1985), and the L2MSS redefined integrativeness and highlighted the learners' visualization of their possible selves (Dörnyei, 2005).

Study abroad and learner motivation

Studying abroad is still the most effective way to learn a language (Freed, 1995, 1998). It can motivate and authenticate learning. Ryan and Mercer (2011) noted that students who have not been abroad reported language use insecurity compared to those who have been abroad and acquired the language in the target language setting. Experiences with language use abroad can be a significant part of an individual's L2 self-concept and influence learner competence (Barron, 2006; Segalowitz & Freed, 2004).

Studying abroad (henceforth SA) has always been regarded as an efficient context for language learning. Several studies investigated the SA effect on language development and attitudes toward the language and community. Recent studies emphasize the changes in attitudes and language learning motivation after SA programs. Varela (2017) found that SA may lead to positive cognitive and affective gains, which is one of the main focuses of the study. Several studies have shown that SA increased interest in intercultural sensitivity (Anderson et al., 2006; Yashima & Zenuk-Nishide, 2008) and positively influenced attitudes towards the target language and community and linguistic gains (Paris et al., 2014; Streitwieser & Light, 2018; Watson & Wolfel, 2015; Zaykovskaya et al., 2017). Hanada (2019) and Nowlan (2020) also noted that environment and study programs play significant roles in intercultural competence. Several studies have also shown that the duration of stay abroad affects motivation and learners' intrinsic motivation. Consequently, learners' attitudes toward the teacher and their visualization of their self-efficacy may change (Amuzie & Winke, 2009; Martin, 2020; Sasaki, 2011).

During the SA program, language proficiency and study programs may influence motivational changes (Miura, 2010; Yang & Kim, 2011). Considering the length of stay, Martin (2020) and Nguyen et al. (2018) claimed that shorter study programs may have little effect on motivation. Dörnyei and Ushioda (2009) also noted that students' views of themselves may develop while studying abroad. Additionally, Dörnyei and Ushioda (2009) highlighted the causal relationship between the learning experience and motivation. In this regard, changes in self-image (Ideal L2 self and Ought-to L2 self) also affected willingness to community and attitudes toward the community. Based on the literature review, the researchers predicted some variables would be the most influential and proposed to investigate what characterizes the interrelationship of motivation, anxiety, and attitudes throughout learning Hungarian in the classroom.

According to the empirical studies, the researchers predict the ideal self would correlate with linguistic self-confidence (Ushioda, 2001), which are also influenced by language experience and attitudes (Dörnyei, 2005; Dörnyei & Chan, 2013; Dörnyei & Ushioda, 2009). Furthermore, MacIntyre and Serroul (2015) also predicted that language anxiety would negatively affect linguistic self-confidence and the ideal self. The ideal self-own emerges as a

strong predictor for motivated behavior in Papi et al. (2019), which is also the hypothesis in this research.

Methodology

Research design, site and participants

This research aimed at young adult learners enrolled in Hungarian language courses and programs at Hungarian universities. They form various L1 backgrounds and cultures, a range of ages from 18 to 30+ years old, different lengths of stay, and study majors. Most are reportedly multilingual and have studied English as their L2/L3. The classification of this sampling is based on student financial status, whether learners were self-supporting or scholarship holders. They take their Hungarian lessons at a beginner level twice a week, as their universities offer textbooks and a language teacher. They all studied the same textbook 'MagyarOK' for relatively the same number of weekly sessions during an academic year to achieve A1 proficiency. The participants share common characteristics, as they are all studying abroad and taking Hungarian courses.

Two-hundred and eighty (280) international university students (124 males and 156 females) enrolled in Hungarian courses at 21 Hungarian universities and from a wide variety of disciplines offered by their host institutes including, BA degree students (30.8%), MA degree students (23.8%), One tier student (7%), Ph.D. degree students (24.5%) and others (14%). Their age ranged from 18 to 57 (M= 25.56, SD= 6.65). The participants were from different nationalities, almost worldwide. Their student status ranges from Stipendium Hungaricum scholarship holders enrolled in an English program (SH) (76.2%), SH scholarship holders enrolled in a Hungarian program (3.5%), self-financed students (16.4%), and others (3.8%). Their duration of stay in Hungary goes from 2 months to 10 years. On a five-point scale ranging from beginner to upper-intermediate and over (see Table 12) based on the Common European Framework of Reference for Languages CEFR levels, most of the participants (63.3%) reported their Hungarian proficiency to be at the beginner level, (24.5%) reported post-beginner level, (10.5%) reported lower intermediate level, and equally (3.8%) for intermediate level and upper intermediate level.

Pilot study: The questionnaire

The questionnaire used in this research included a Likert scale based on the exploratory study, which preceded the pilot. Furthermore, it was connected to the combined grouped item pool of motivation (Dörnyei, 2010), the Attitude/Motivation Test Battery (AMTB) (Gardner, 1985), the 2X2 Model of L2 Self-Guides (Papi et al., 2019), and developed based on various reviews.

The questionnaire consists of six sections and includes items related to nine motivational factors (Own Ideal L2 Self, Other Ideal L2 Self, Own Ought-to L2 Self, Other Ought-to L2 Self, Linguistic self-confidence, Attitudes toward the L2 community, Language anxiety, Motivated behavior, Attitudes towards the learning situation; teacher and L2/FL course), with insistence on two types of L2 Self perspectives (own and other) (see Table 1).

The questionnaire's scale was based on the Likert scale, from 1 being 'Strongly disagree', to 6 being 'Strongly agree'. The third part of the questionnaire covers participants' background information, including their gender, age, nationality, University, Major, education level, student status, Hungarian ability/skill/proficiency, duration of stay, and frequency of contact with Hungarian. The fourth parts cover exposure to contexts in Hungary on a different scale.

Table 1. *Motivational scales of this research questionnaire (For the pilot)*

	Motivational scales		Explanations
L2MSS (L2 motivational self-system)	Ideal L2 self	Own	representing the L2 attributes that the learner (own standpoint) would ideally hope (promotion focus) to possess in the future.
		Other	representing the L2 attributes that the learner's significant others, such as his or her family (another standpoint), would ideally hope (promotion focus) the learner will possess in the future.
	Ought to L2 self	Own	representing the L2 attributes that the learner (own standpoint) believes he or she ought to possess (e.g., obligations, duties, and requirements) to avoid negative consequences (prevention focus).
		Other	representing the L2 attributes that the learner believes people (another standpoint) expect him or her to possess (e.g., obligations, duties, and requirements). The learner foresees negative consequences in failure to meet those expectations (prevention focus).
	Linguistic self-confidence		representing the belief of achieving a proficient level in the language if enough effort is made.
	Attitudes toward the L2 community		representing the attitudes toward Hungarians, their culture, and their language.
Anxiety	Language anxiety		representing the language anxiety associated with learning Hungarian in the classroom.
	Motivated behavior		representing the learner's level of time, effort, and cognitive investment in the L2 learning pursuit.
Attitudes toward the learning situation	Language teacher		representing the student-teacher attitude and their experience with the language teacher
	L2 course		representing students' experience with the Hungarian course and language

Pilot study: Reliability of the questionnaire

The pilot study took place in December 2021. It was preceded by an exploratory study in which students were asked about their motivations in an open-ended questionnaire. These

qualitative data made questionnaire item selection easier. The questionnaire was piloted in English with 50 international students using the Google Forms platform.

The questionnaire showed strong content validity and construct support (see Table 2). The internal consistency coefficient of the instrument was Cronbach's alpha which showed a high internal consistency for most factors. However, the ought to self L2 OWN/OTHER motivation factor had to be omitted because the questions do not correlate, and the reliability is low. Another question was deleted from the Linguistic self-confidence as it weakened the reliability of the construct (Note: for the number of items less than 10, Cronbach's alpha is moderately reliable at $\alpha > .5$).

Table 2. *Cronbach's alpha and inter-item correlation of the pilot study*

Factor	Cronbach's alpha	Number of items	Inter-item correlation	Cronbach's alpha if deleted
Ideal L2 self-OWN	$\alpha = .902$	3		
Ideal L2 self-OTHER	$\alpha = .564$	3		
Ideal L2 self-OWN/OTHER	$\alpha = .831$	6		
Ought to L2 self-OWN	$\alpha = .437$	3	.221	
Ought to L2 self-OTHER	$\alpha = -.207$	3	.006	
Ought to L2 self-OWN/OTHER	$\alpha = .188$	6		
Linguistic self-confidence	$\alpha = .693$	4	.361 Item 2 total correlation .244	If item 2 is deleted $\alpha = .764$
Attitudes toward the L2 community	$\alpha = .803$	5		
Anxiety	$\alpha = .810$	5		
Motivated behavior	$\alpha = .895$	5		
Attitude toward language teacher	$\alpha = .856$	5	.572	
Attitude to the L2 course	$\alpha = .860$	5		

The initial model included 41 observed variables (questionnaire items) that loaded on three latent variables (three items for each self-guide) and five latent variables for the rest of the factor grouping (five items for any other category). Six items that did not load properly on ought to L2 self-OWN/OTHER were deleted, along with an item from the linguistic self-confidence. The final model included 34 observed variables that strongly loaded onto the Ideal L2 OWN/OTHER self-guide and other factors.

Findings and Discussion

Reliability test and descriptive analysis

The reliability of the questionnaire was analyzed by piloting the instrument and modifying it based on the reliability analyses. Furthermore, a reliability analysis was also used with the data of the final questionnaire (see Table 3). Cronbach's alpha reliability coefficient was .907 for Ideal L2 self-OWN based on three items with an interitem correlation of .766, suggesting the internal consistency of the scales. The reliability coefficient for Ideal L2 self-OTHER was .694 based on three items, with an interitem correlation of .436, which suggested a weaker internal consistency than the Ideal L2 self-OWN. Cronbach's alpha reliability coefficient for Ideal L2 self-OWN and OTHER factor grouping was .877 with an acceptable interitem correlation at .541. For Linguistic self-confidence, Cronbach's alpha reliability coefficient suggests the internal consistency of the scales at .832 and .627 for interitem correlation based on three items. For Attitude toward L2 community, the reliability coefficient also suggests an internal consistency of the scales at .845 with an interitem correlation at .518 based on five items. Cronbach's alpha reliability coefficient was .793 for Anxiety based on five items with an interitem correlation of .436 and .920 for Motivated behavior based on five items with an interitem correlation of .699. For Attitude toward language teacher, the item grouping suggests internal consistency of the scales with Cronbach's alpha coefficient at .899, based on five items, with interitem correlation at .655. Cronbach's alpha reliability coefficient for Attitude toward the course was .867 based on five items with interitem correlation at .552.

Table 3. *Reliability and internal consistency of the questionnaire*

Factor Grouping	Sub-Categories	Number of Items	Cronbach's Alpha Coefficient	Interitem Correlation
	Ideal L2 self-OWN	3	.907	.766
Ideal L2 self OWN/OTHER	Ideal L2 self-OTHER	3	.694	.436
	OWN/OTHER combined	6	.877	.541
Linguistic self-confidence		3	.832	.627
Attitudes toward the L2 community		5	.845	.518
Anxiety		5	.793	.436
Motivated behavior		5	.920	.699
Attitudes toward the language teacher		5	.899	.655
Attitudes toward the course		5	.867	.552

The reliability coefficients, means M and standard deviations (SD) of the measured scales are presented in Table 4.

Table 4. *Cronbach's alpha values and descriptive statistics for the scales used (N=280)*

Variables	M (SD)	α
Ideal L2 self-OWN	3.35 (1.49)	.907
Ideal L2 self-OTHER	3.96 (1.25)	.694
Linguistic self-confidence	4.2 (1.28)	.832
Attitude toward the L2 community	3.97 (1.18)	.845
Language anxiety	3.07 (1.10)	.793
Motivated behavior	3.35 (1.31)	.920
Attitude toward language teacher	4.77 (1.13)	.899
Attitude toward course	3.46 (1.19)	.867

The average response from the 280 participants for each item was between 3 (slightly disagree) and 4 (slightly agree) based on the means (M) and standard deviation (SD). It is borderline a neutral opinion on average. However, the attitude toward the language teacher was the average near 5 (agree) (M= 4.77, SD = 1.13), which is notable based on the sample size.

Confirmatory factor analysis

Based on likelihood estimation with IBM SPSS AMOS 23.0, the researchers looked at the confirmatory factor analysis (CFA) to examine the presented motivation models in the questionnaire. Chi-square to degrees of freedom was X^2 (499, N = 280) = 1401.400, p <.001. For samples over 250, as in this case with 280 responses, other measures of goodness of fit were considered. The Amos output confirmed the questionnaire was an adequate fit with the Root Mean Square Error of Approximation (RMSEA) > .05, the Comparative Fit Index (CFI) near .9, and the Tucker-Lewis Index (TLI) near .9 as well, which are borderline fine. Table 5 shows that these values strongly confirm a good fit for the questionnaire.

Table 5. *Model fit summary*

	X^2/df (N = 280)	RMSEA	CFI	TLI
The questionnaire	1401.400/499***	.081	.871	.855

Note. *p, .05; **p, .01; ***p, .001

The groups represent the unobserved latent factors that explain the set of observed variables represented by the items. The models for the Structural Equation Modeling SEM with latent variables require observable variables to produce a structural model for the sample size covariance/correlation matrix of the manifest variables. The latent variables covariance/correlation matrix is presented in Table 6 in order from the most positively correlated to the negatively correlated.

Table 6. *Latent variables covariance*

Latent Variables 1	Latent Variables 2	Covariance/Correlation
Ideal self-OTHER	Linguistic self-confidence	.99
Ideal self-OWN	Ideal self-OTHER	.91
Ideal self-OWN	Linguistic self-confidence	.84
Attitude toward community	Attitude toward course	.83
Ideal self-OWN	Attitude toward course	.73
Ideal self-OTHER	Attitude toward course	.70
Linguistic self-confidence	Attitude toward course	.67
Ideal self-OTHER	Motivated behavior	.63
Motivated behavior	Attitude toward course	.62
Ideal self-OWN	Motivated behavior	.61
Ideal self-OTHER	Attitude toward the teacher	.60
Linguistic self-confidence	Attitude toward community	.55
Linguistic self-confidence	Attitude toward the teacher	.53
Linguistic self-confidence	Motivated behavior	.53
Motivated behavior	Attitude toward teacher	.41
Attitude toward community	Attitude toward teacher	.40
Attitude toward community	Language anxiety	.04
Ideal self-OTHER	Language anxiety	-.6
Ideal self-OWN	Language anxiety	-.8
Language anxiety	Attitude toward community	-.8
Linguistic self-confidence	Language anxiety	-.16

Based on Table 6, the following latent variables' relations are concluded:

- Ideal self-own and others positively correlate the best with linguistic self-confidence.
- Both Ideal self-guides are in a positively high covariance.
- The attitude toward community is closely related to the attitude toward the course more than the Ideal self-own and others.
- Ideal self-other is closely related to motivated behavior more than Ideal self-own.
- Ideal self-other is also closely related to the attitude toward a teacher.
- Language anxiety negatively correlates with Ideal self-own and others, linguistic self-confidence, and attitude toward the community.

Factors intercorrelations

The item grouping means were run through SPSS to check for intercorrelations between the self-guides and other factors and in-between self-guides, as presented in Table 7.

Table 7. *Intercorrelations*

	Ideal L2 self-own	Ideal L2 self-other	Linguistic self-confidence	Attitude toward L2 community	Language anxiety	Motivated behavior	Attitude toward the teacher	Attitude toward the course
Ideal L2 self-own	1							
Ideal L2 self-other	.700**	1						
Linguistic self-confidence	.718**	.701**	1					
Attitude toward L2 community	.641**	.558**	.587**	1				
Language anxiety	-.082	-.053	-.155**	.025	1			
Motivated behavior	.609**	.551**	.511**	.602**	.117	1		
Attitude toward the teacher	.313**	.543**	.507**	.416**	-.010	.423**	1	
Attitude toward the course	.696**	.568**	.616**	.746**	-.068	.640**	.423**	1

The findings from Table 7 show the following relationships: Participants' Ideal self-own perspective is in synchronization with their other self-guide, Ideal self-other, linguistic self-confidence, motivated behavior, and positive attitude toward the community, teacher, and course. A strong positive correlation is also determined for the listed variables. Moreover, participants who report language anxiety tend to report low linguistic self-confidence.

Exposure frequency to the environment and context

Based on the 280 responses, each participant rated their frequency of exposure to definite contexts as discussed in the methodology. The most common contexts are interacting with Hungarian teachers (M= 3.22, SD= 1.112) and shopping (M= 3.46, SD= 1.154), which falls in the rough estimation of 'sometimes'. Most of the participants rarely interact with their Hungarian friends (M= 2.49, SD= 1.145) and rarely read in Hungarian (M= 2.18, SD= 1.146) or watch any videos in Hungarian (M= 1.95, SD= 1.075).

Cronbach's alpha reliability coefficient for context exposure was (.728) for five items, which suggests a moderate internal consistency. As expected, the latent variables referred to in the confirmatory analysis have a positive moderate correlation with the exposure contexts at p < .001. Table 26 describes this correlation.

Table 8. *Latent variables correlation with frequency of context exposure to Hungarian*

	Interacting with friends	Interacting with Hungarian teachers	Watching movies/videos	Reading	Shopping
Language anxiety	.057	-.018	.104	-.008	.118*
Motivated behavior	.358**	.365**	.459**	.428**	.276**
Attitude toward teacher	.167**	.422**	.184**	.119*	.280**
Attitude toward community	.364**	.310**	.327**	.292**	.203**
Attitude toward course	.410**	.292**	.428**	.367**	.193**
Linguistic self-confidence	.316**	.372**	.348**	.315**	.299**
Ideal self-Own	.389**	.339**	.412**	.343**	.237**
Ideal self-Other	.319**	.408**	.341**	.262**	.223**

Note. *p < .01, **p <.001

Discussion

Research on motivation should encompass various motivation concepts and motives with different regulatory orientations. Following the previous theoretical developments, the researchers adapted some components of the self-guides to study the relation, covariance, and correlation. The use of self-guide measures is promoted as the best way to study motivated learning strategies even though, as common as it is, the constructs' content varies depending on individuals and contexts. In other words, the individual differences extend to self-guides' perception.

Higgins (1987) explained the contrast between the 'own' personal and the 'other' dimensions. In the L2MSS, the ideal L2 self has been attributed a personal dimension 'own', and the ought-to L2 self an 'other' dimension. These aspects of self-guides, which are others for the ideal L2 self and ought to self-own, are taken into consideration as suggested by Teimouri (2017) and Papi et al. (2019). Ideal L2 self and ought-to L2 self were divided into own and other perspectives. However, the operationalization ought to L2 self-include promotion and prevention items because the regulatory distinction was not considered. Ought to L2 self in this research was omitted because it did not load properly and had a lower internal

consistency coefficient. The ought to L2 self-guide must be developed with an exclusive prevention regulatory focus with sensitivity to negative outcomes.

The confirmatory factor analysis findings support the choices and strategies of the procedure. The model fit analysis determined that this questionnaire was a perfect fit for the sampling population. The findings support the adaptation of the 2x2 model from Papi et al. (2019), which included ideal L2 self-own/other and excludes the ought to L2 self. Ideal L2 self-own/other emerged as the guides with the strongest internal consistency coefficient and the most correlating manifested variables that share high covariance.

In this research, motivated behavior has the highest reliability coefficient and positively correlates with both self-guides. Along with predicting the variance in motivated learning behavior, the Ideal self-own correlates with the individual's constructs and self-refinement (Ushioda, 2001), such as their linguistic self-confidence, while the Ideal self-other is closely related to the attitude toward teachers given their influential role on the learning process. Dörnyei (2005), and Dörnyei and Ushioda (2009) define the Ideal L2 self as students' visualization of themselves in the target language and the learning experience including the attitudes toward the learning environment, which is consistent with the results. The Ideal self-guides (Ideal self-own and others) also share a positive and strong correlation with the attitude toward the community, the course, and the teacher.

To answer the research question, motivation, anxiety, and attitude correlate throughout the learning process. While the questionnaire items are either answered 'slightly disagree' or 'slightly agree' on average, the attitude toward the language teacher was roughly near 'agree' which is significant based on the sample size. While the desired self-guides emerged as a strong predictor of the motivated behavior and the attitude toward the teacher, the language proficiency/skill in Hungarian has the highest significant relationship with most of the questionnaire items including the attitudes. Participants report 24 other contexts where their Hungarian language skills and proficiency are essential, which justifies this emergence. It is based on Dörnyei and Chan (2013) that the Ideal self may also be influenced by exposure to language instructional material and experience. The attitude toward the course emerged as a stronger predictor of the attitude toward the community variance than the desired self-guides, presenting a strong latent variable covariance based on the confirmatory factor analysis.

Language anxiety seems to be associated with the desired self-guides (Ideal self-own and others), linguistic self-confidence, and attitude toward the community. Individuals who report language anxiety tend to report low linguistic self-confidence and low desired self in the target language, which affects their motivation (MacIntyre & Serroul, 2015) and perception of their abilities (Dewaele et al., 2008). It is in line with Schlenker and Leary's (1985) theory on inadequacy and contradiction in their self-expression. The negative correlation between language anxiety and the attitude toward the community is also like Gardner and MacIntyre (1993) that the effect of anxiety depends on the social environment and settings. Clément (1980) also noted that this complex structure combines anxiety, self-perception of ability, attitude, and motivation. However, there is no direct correlation between language anxiety and motivated behavior which is in contrast with Gardner's and MacIntyre's (1993) notion of a reciprocal pathway between these latent variables.

However, in contrast to the previous L2MSS studies where Papi et al. (2019) found that Ideal L2 self-own emerged as a strong predictor for motivated behavior, Ideal L2

self-other is closely more related to motivated behavior in this research. Based on the same research, both Ideal self-guides are in positively high covariance and correlation. Sato and Lara's (2019) results demonstrate that the ideal L2 self goes in harmony with the self-system, influenced by contextual factors. In this research, ought L2 self-own/other questions present low internal consistency coefficient and reliability, which is similar to previous empirical findings (e.g., Csizér & Kormos, 2009; Kormos & Csizér, 2008; Lamb, 2012; Moskovsky et al., 2016; Papi, 2010; Papi & Teimouri, 2012, 2014; Ryan, 2009; Taguchi et al., 2009; Teimouri, 2017). According to Higgins (1987, 1997), the ought self-guides emerged as primary motivators. Nonetheless, the present research does not suggest the ought L2 self-guide to be a dependable self-guide. It is due to the formulation of the ought to L2 self-guides questions, wherein the ought to L2 self-own questions were formulated with negative consequences (e.g., "If I don't work on my Hungarian, I will fail in university), which excluded learners' positive consequences. Whereas ought to L2 self-other emerged as weaker predictors which is supported by Deci and Ryan (1985) about self-determination theory that favors the most-internalized motives.

The results confirmed the possibility that the L2MSS could account for language learning motivation and the interplay of cognitive and affective variables. The present research also explored the study abroad SA experience of international students in Hungary under the framework of the L2 Motivational Self System. Allen and Herron (2003) claimed that students in the SA context would cope with language anxiety, which was not the case in the research as the participants reported anxiety and any significant difference between them. The findings also revealed that the SA experience helped Hungarian language learners consolidate the reliability of their learning motivation: The ideal L2 self (own and other), linguistic self-confidence, and attitude were the impetus for motivated behavior.

The findings of this research may contribute to the understanding of how language learning motivation works in a study-abroad context. Language learners abroad are motivated by motives that match their own regulatory focus and motivational strategy. A large variety of differences in regulatory orientations and strategies should be addressed in future research on self-regulation. This research joins the L2 motivation research to employ descriptive studies in motivational interventions to understand cognitive and learning processes, following Han and McDonough's (2018) suggestions to bring research on motivation and second language acquisition together.

Pedagogical and Scientific Implications

Learners' ideal selves should be integrated into language lessons. The quantitative results show a correlation between the ideal self and the other learning factors. For these reasons, a linguistic assessment may be completed with a self-assessment questionnaire to own a complete image of the learners' ideal and current selves. Teachers may consider the situations in which learners use Hungarian to develop the course based on learners' specific use. International students who are enrolled in Hungarian language courses may diversify their language use outside the classroom to use Hungarian more often and improve their proficiency levels. Consequently, teachers can also include situational communication in the classroom to familiarize their students with different contexts. Learning abroad is a great opportunity for language learners to practice their languages with native speakers. By placing

the learner in the heart of learning, it is necessary to understand the motivation and the influencing factors. In addition, learning does not only happen in the classroom, and the teacher may consider the learners' prior knowledge and representations as well as their attitudes towards the language taught, the teacher, and native speakers of this language.

Much of the research on motivation and foreign languages is about learning English in the context of second language learning. To have a better understanding of the different motivational processes that accompany foreign language learning, it is important to experiment with different languages other than English in different contexts.

Disclosure statement

No potential conflict of interest was reported by the authors.

Acknowledgments

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