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Korean and Hungarian university students' EFL Learning motivation and EFL anxiety in Hungarian tertiary education: A small-scale comparative analysis

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Teaching EFL to mixed nationality student groups in a motivating way can be a challenging task: learners not only have different cultural backgrounds but their L2 learning motivations may also differ. By presenting a case study, this paper examines the predictors of EFL learning motivation of mixed groups composed of Korean (n=83) and Hungarian (n=77) students studying at a higher educational institution in Hungary in the 2022/2023 academic year. For the research, primarily Dörnyei's (2005) L2 Motivational Self System was used as an underlying theoretical background. Through the quantitative research paradigm and with the help of a questionnaire, both Korean and Hungarian EFL students' EFL learning motivation was modelled by structural equation modelling (SEM). Based on the research data, predictors of EFL learning motivation were identified for the two student groups. The results show that Korean EFL learners' motivated learning behaviour is predicted by the ideal L2 self and their language learning experience, whereas Hungarian EFL learners' motivated learning behaviour is predicted by the ought-to L2 self in addition to the previously mentioned two factors affecting Korean EFL learners. The identified differences necessitate slightly different pedagogical approaches to in-class teaching in the case of the two student groups.

Keywords: EFL anxiety, EFL learning motivation, Hungarian EFL students, individual learner differences, Korean EFL students

Introduction

Internationalisation in higher education is an ongoing and probably an intensifying process. Successfully educating and motivating mixed groups of higher education students composed of different nationalities and coming from diverse cultural and educational backgrounds pose a challenging task. This research seeks to examine and compare the predictors of EFL learning motivation of mixed groups of Korean and Hungarian students studying at a Hungarian university. The purpose of the research was to draw up a motivation profile of the examined nationality subgroups with a view to helping educators select those motivational strategies that could potentially be employed in such mixed groups. Based on theories of L2 learning motivation, L2 anxiety, intercultural orientation in language teaching and the importance of English as a lingua franca, this quantitative research investigated Korean and Hungarian EFL students' EFL learning motivation and developed a model of both student groups' EFL learning motivation through structural equation modelling. After presenting the above theoretical backgrounds and the research methods, the profiles of Korean and Hungarian students' EFL learning motivation are presented, compared and discussed.

Background to the study

Hungarian and Korean learners of English as a Foreign Language (EFL) experience dissimilar learning contexts; therefore, they have different expectations, foci and problems when it comes to learning EFL whether in class or through extra-mural activities. For a start, the consistent

preference of the communicative approach in Hungary at all levels of education since the early 1990s has foregrounded oral skills as compared to the language teaching methods previously applied in the country. This has resulted in an increase in Hungarian learners' oral fluency (Einhorn, 2015; Kormos–Csizér, 2008; Szenes, 2006) whereas the exam-centred English education in Korea has overlooked the importance of oral skills, which is, to a great extent, responsible for Korean learners' L2 speaking anxiety (Duvernay, 2009; Kim, 2018; Choi–Kim, 2023).

There are also differences as to how the two national groups of learners relate to learning EFL and how they perceive the importance of the English language. In Korea, due to the so-called English fever, EFL classes enjoy a high prestige, and so do hagwons¹ and other extramural forms of language learning activities. These latter aim at improving Korean students' English so that they can successfully pass a TOEIC, TOEFL or IELTS exam in order to be able to enter a good university in Korea or abroad, and to be successful at the labour market (Kim, 2002; Park, 2009; Choi, 2021). In Hungary, even though EFL is seen as an important tool of mediation, a lingua franca, a potential working language in international jobs and the most popular foreign language (Csizér–Lukács, 2010), English does not match up to the high regard in which it is held in Korea. Most Hungarian learners think of language as a means and not as an end: Einhorn (2015) stresses the pragmatic approach of Hungarians to language learning adding that it is rare that a student would choose the joy of learning as a primary motivation.

As described above, in part due to cultural differences, Korean and Hungarian students exhibit differing learning motivations and learning anxieties, have experienced a differing degree of intercultural orientation in their attitude to learning EFL, just as their perceived importance of English is also likely to differ. Therefore, given the increasing internationalisation efforts of universities worldwide, it is worth looking into the issue of how it is possible to effectively motivate culturally mixed groups of EFL learners: in this particular case, Koreans and Hungarians studying in Hungarian tertiary education.

Theoretical background

This theoretical section extends to the discussion of theories used in the scope of the present research: namely, theories of L2 motivation, L2 anxiety and the importance of English as a lingua franca.

L2 learning motivation

One of the currently most widely-accepted theories of foreign language learning motivation, Dörnyei's (2005) L2 Motivational Self System (L2MSS) theory incorporates the Gardnerian (1985) integrative and instrumental L2 learning motivation. According to Gardner's theory, certain learners exhibit integrative motivation, i.e., they want to belong to the L2 community and be a part of it, whereas other learners are propelled by instrumental motivation, which focuses on benefits associated with the L2 learning process. When English had become an extensively used L2, these so-far accepted two sources of motivation were questioned as English could not be associated with a single culture into which learners could integrate.

This recognition gave rise to Dörnyei's (2005) L2MSS theory, which works with three components of motivation: the ideal L2 self, the ought-to L2 self and language learning experience. The first two components are internal factors at the level of the self, i.e., at the level

¹A hagwon is a private school offering classes in the afternoons, evenings and weekends in order to better prepare high school students for the Korean College Scholastic Ability Test, the eight-hour-long *suneung* to guarantee a placement in one of South Korea's top universities (Lee, 2023).

of the learner, while the last component of the theory relates to the learner's learning environment. The ideal L2 self describes to what extent the learner can regard themselves a competent speaker able to use the given L2 proficiently in the future. The ideal L2 self becomes active when the learner recognizes the discrepancy between their current level of L2 proficiency and that of a competent speaker, and this prompts the learner to take action in order to level out this difference. On the other hand, the ought-to L2 self is concerned with satisfying L2-related expectations of persons in the learner's immediate environment including for example those of teachers, classmates, friends, etc. Typically, the ought-to L2 self focuses on avoiding disadvantageous consequences such as obtaining low grades or failing exams. The third component of the model is an external factor that extends to the learning experience in the L2 classroom, and is called language learning experience. This incorporates every environment-related aspect that the learner is exposed to during their language learning carrier.

A number of studies explore students' learning motivation in the South Korean and Hungarian contexts. Kang (2000) examined the EFL motivation of 234 South Korean 9th grade middle school students of EFL in the scope of a questionnaire-based quantitative study. It was found that the majority of students held integrative EFL motivation and were extrinsically motivated. Female participants were characterised by higher integrative motivation than males. Geddes (2016) studied the attitudes of 52 South Korean university students based in South Korea towards studying EFL, and examined whether attending extracurricular English studies has a negative impact on attitudes towards studying EFL. The paper concludes that even if generally not all students like the idea that they are made to attend extracurricular activities, the examined students had a positive attitude towards learning English: those who attended extracurricular English classes had the most positive attitude towards studying EFL and studying EFL did not generate anxiety among them.

With the help of Dörnyei's (2005, 2009) L2MSS, Forscutt (2020) explored the sources of EFL learning motivation of 180 female secondary school students in South Korea. The respondents were mainly extrinsically motivated, and claimed that they learnt EFL as they believed their knowledge of English would be useful in their future careers. Research participants mentioned high levels of anxiety and increased pressure when taking the College Scholastic Ability Test (CSAT) including EFL for admittance at Korean universities. In addition, participants expressed dissatisfaction with the gap between the expectations of CSAT and communication needs they perceived 'real' in EFL. Kim and Kim (2021) examined the interrelationship of L2 learning motivation, resilience, motivated behaviour, and L2 proficiency among 152 EFL pre-service teachers in South Korea. The researchers have found that recognition from others, the ideal L2 self, instrumental motivation, and the ought-to L2 self impact L2 motivation, and that pre-service teachers' resilience influenced their L2 proficiency through L2 learning motivation and motivated behaviour. Using Dörnyei's (2005, 2009) L2MSS, Kong et al. (2018) explored the L2 learning motivation of 1,296 Korean university students in South Korea. In their quantitative research, Kong et al. (2018) have found that L2 learning attitude is the most influential factor that impacts learners' intended L2 efforts and ideal L2 selves. It was found that L2 learning effort is not influenced extensively by the ought-to L2 self.

With the participation of 33 South Korean university students and using a longitudinal qualitative approach, Lyons (2014) examined the factors influencing participants' motivation to learn an L2. According to the research, learners have unrealistically idyllic pictures of themselves as future L2 users, but do not in fact strive to achieve that level of proficiency. On the other hand, learners with a clear L2 self-concept did develop well-defined goals for themselves and were able to monitor their progress towards these goals. In addition, the research also indicated that participants felt much more intimidated when speaking to other Koreans than to foreigners. In addition, in his mixed-method study, Leahy (2017) analysed 90 South Korean

middle school students' motivation to learn EFL. His research revealed the highly influential nature of the ought-to L2 self: the examined students mainly wished to come up to external expectations when learning EFL. Also, more proficient students of EFL exhibited higher levels of motivation and tended to be more extensively motivated by more proficient peers.

In an attempt to compare Dörnyei's (2009) L2MSS with Gardner's (1985) socio-educational model in terms of these theories' explanatory power for students' EFL proficiency, Kim (2012) examined 2,832 grade 3 to 12 South Korean students' EFL learning motivation. The study found that Dörnyei's (2009) L2MSS is a better predictor of students' English proficiency than Gardner's theory. The research also provided empirical evidence that Dörnyei's (2009) ought-to L2 self works only at the cognitive level while the ideal L2 self operates at the cognitive as well as on the affective level.

In the Hungarian context, using the IESA-TESSCEE II.2014 database, Novák and Morvai (2019) analysed 1,061 Hungarian higher education students' foreign language learning attitudes in the scope of a quantitative study. Based on the obtained data, the researchers identified student clusters according to different motivations for learning foreign languages. These clusters included students who are motivated culturally and interculturally, by earning a degree and by acquiring a job. Using Dörnyei's (2005, 2019) L2MSS, Stamenkovska et al. (2022) examined 34 international students learning Hungarian or EFL as part of their studies at a Hungarian university. The quantitative research data revealed that motivated learning behaviour is predicted by both intrinsic and instrumental motivation, and that male students exhibited higher levels of ought-to L2 self and instrumentality as compared to the data of female participants. Also using Dörnyei's (2005, 2009) L2MSS, Csizér and Kálmán (2019) explored 22 former or current learners of EFL in the scope of a qualitative study. They have found that learners' motivation depends on success in language learning, the EFL teacher's personality, cultural and personal contact experiences, and learners' attitudes towards the L2. Working with Dörnyei's (2005, 2009) L2MSS Csizér and Lukács (2010) investigated 237 Hungarian secondary school learners of EFL and German as a foreign language. The study found that the ideal L2 self is the most important component of predicting motivated learning behaviour as far as English and German as foreign languages are concerned.

L2 anxiety

Through its effects, anxiety – defined here as the fear or increased stress that results from exposure to L2 studies – is related to motivation (Horwitz–Young, 1991). According to the literature, anxiety can be characterised, on the one hand, as trait or state anxiety, and as facilitating or debilitating anxiety, on the other hand. The distinction between trait and state anxiety concerns whether the learner experiences constant or occasional anxiety related to L2 studies. Furthermore, anxiety can impact L2 proficiency and L2 learning motivation in a positive way (facilitating anxiety) or in a negative way (debilitating anxiety). As attested by meta-analyses by Zhang (2019) and Teimouri et al. (2019), L2 anxiety and L2 performance negatively correlate. Studies have identified a strong relationship between anxiety and motivation: the ideal L2 self reduces learners' EFL anxiety (Papi, 2010), the ought-to L2 self increases EFL anxiety Teimouri (2017), and anxiety may also motivate learners to try to avoid and prevent unwanted consequences of L2 learning (Papi–Teimouri, 2014). Therefore, it seems that anxiety is an influential factor in the L2 learning process. Anxiety is an extensively researched topic in the context of South Korean L2 speaking anxiety. However, it is much less widely researched in the Hungarian context, presumably because it is less relevant to the Hungarian learning environment.

Even if research in Hungary cannot be called extensive, a number of publications have discussed the topic. In her research involving 183 participants, Tóth (2008) successfully

validated a Hungarian-language version of Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale. The research finds that anxiety is a combination of different performance anxieties appearing during L2 learning and communication and include anxiety while speaking and potential negative evaluation by peers. In her questionnaire-based study involving 17 participants and using Spielberger's (1983) State-Trait Anxiety Inventory and Tóth's (2008) validated Hungarian-language version of Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale, Tóth (2022) could not identify any significant correlation between participants' anxiety levels and their academic performance. Piniel (2024) developed and successfully validated a quantitative tool for measuring language skills-based foreign language anxiety in the context of Hungarian language learners. Among the conclusions of the research we find that Hungarian learners exhibit more anxiety when they speak and when they listen to others as compared to anxiety in the case of other skills.

As for Korea, Kim (2018) examined English speaking anxiety (ESA) in the context of Korean university students participating in a TOEIC intensive program, and found that ESA negatively impacts TOEIC speaking performance. Choi and Kim (2023) examined 249 South Korean secondary school students to identify the potential effects of EFL learning anxiety and English learning demotivation on academic achievement. It was found that, in the case of students excelling at EFL, learning anxiety positively and significantly affected academic achievements, and it was also established that demotivation did not impact student achievement except for male students with very good grades. Pyo (2023) examined the connection between EFL anxiety and course achievement in an online context with the participation of 142 Korean graduate students, and found that language anxiety does not depend on students' level of English proficiency. It was also found that poor levels of academic performance and high levels of language anxiety are not directly proportionate. In another research, Lee and Chiu (2023) collected data from 1,296 Korean EFL learners and found that those students whose self-perceived EFL ability was higher demonstrated less face-to-face anxiety both in in-person and online learning environments.

Importance of English: English as a Lingua Franca

As a result of the increase in worldwide language contact, English has emerged as a lingua franca (ELF) and is spoken by a great number of speakers whose native language is not English. These speakers are typically motivated to make themselves understood rather than to achieve native-like linguistic proficiency (Galloway, 2018). For them, ELF serves as a means of negotiating meaning in diverse linguistic and cultural contexts (Orna-Montesinos, 2018). With an emphasis on successful communication with non-native speakers, Ranta (2018) attributes L2 learners' failure to master native-like EFL partly to their insufficient motivation, which is one reason why such learners feel more comfortable with learning and using ELF. This is true especially for those who have problems using their L1 as these speakers typically lack confidence in L2s (Goncalves, 2015). It appears that, by now, using English as an international means of communication has become inescapable for speakers of other languages on a global scale.

Methods

Based on the literature and results of previous research, it was hypothesized that due to different cultural and prior learning backgrounds, Korean and Hungarian EFL majors – treated for the purpose of the present research as two distinct groups of one group of EFL learners – may exhibit individual learner differences in terms of EFL learning motivation, EFL anxiety and the perceived importance of the English language. It was also supposed that these differences may

impact the teaching of mixed groups composed of Korean and Hungarian EFL learners. In order to investigate these individual learner differences, structural equation modelling (SEM) was used on the Korean and the Hungarian subsamples. SEM was chosen for examining the interrelationship among a range of variables, and based on these interrelationships potential models can be created and tested through modelling.

Participants

The present research project aimed to investigate Korean and Hungarian EFL majors. Altogether 160 participants were recruited for the study through purposive sampling procedures. As for the two subsamples, 83 participants were Korean, out of which 24 students were male and 59 were female. Regarding the Hungarian subsample, altogether there were 77 Hungarian students involved, out of which 21 were male and 56 were female. The average age of Korean participants was 21.90 (SD=1.28), whereas the average age of Hungarian participants was 21.86 (SD=3.70). All participants were EFL majors in a BA-level programme at a Hungary-based university in the 2022/2023 academic year.

Research instrument

For data collection, in addition to several questions aiming to elicit information about respondents' socio-economic background, a self-constructed questionnaire was used comprising a total of 30 statements and six scales. Five of these scales (scales 1-5) were adopted from Dörnyei and Taguchi (2010), and EFL anxiety was adopted from Fajt (2021). Participants' answers to these statements were measured on a 5-point Likert scale. The scales used within the scope of this research project were related to EFL learning motivation, EFL anxiety and the importance of the English language. The number of items for each scale is provided below.

1. Ideal L2 self (5 items)
2. Ought-to L2 self (6 items)
3. Language learning experience (5 items)
4. Motivated language learning behaviour (4 items)
5. Perceived importance of the English language (5 items)
6. EFL anxiety (5 items)

Data collection and data analysis

The data were collected at Károli Gáspár University of the Reformed Church in Hungary between autumn 2022 and spring 2023 using an English language questionnaire. Participation in the survey was completely voluntary and anonymous, as the researchers did not intend to identify the participants in any way. The AMOS 24.0 software was used for data analysis. Structural equation modelling (SEM) was employed to investigate potential interrelationships among variables. SEM is a frequently applied multivariate statistical approach and it utilizes a series of regression analyses to test the cause-effect relationships among variables. Therefore, SEM is suitable for creating complex models, which can ultimately be depicted visually.

Our final model – introduced below – was created on the basis of theoretical considerations (cf. Dörnyei, 2005, 2009, etc.) and the results of previous statistical analyses (e.g. correlation and regression analyses) of the dataset. In general, when creating a SEM model, it is important to check how well the final model fits the data, which can be tested by calculating different goodness of fit indices. If these indices are within the threshold values indicated in the

literature (Byrne, 2009), the model fits the data well, i.e. the model describes the data appropriately.

Several fit indicators are used in the SEM literature (e.g. Byrne, 2009): one of the most commonly used indicators is the CMIN/df (chi-square divided by the degrees of freedom). Additional fit indices include the Comparative Fit Index (CFI), the Bentler-Bonett normed fit index (NFI), the Tucker-Lewis coefficient (TLI), the root mean square error of approximation (RMSEA), and the (standardized) root mean square residual (SRMR). These fit indices were calculated to assess the overall fit of our final model, as described below.

Results

As previously explained, the nation-specific models established in the scope of this research (maps of Korean EFL majors' EFL learning motivation and Hungarian EFL majors' EFL learning motivation, respectively) have been developed based on the literature and through statistical analyses carried out previously on the research dataset. As the data were normally distributed, we used the maximum likelihood method; and outliers were not treated. Our initial models had some fit index values, which were below the threshold commonly accepted in the SEM literature (Byrne, 2009), and certain relationships were also found not to be statistically significant. These were removed, and our models were refined: the final models contain only the statistically significant relationships along with the standardized regression weights of each relationship. Our two models are visually depicted in Figures 1 and 2.

As for the overall fit of the final models, several fit indices were used (Table 1). In addition to the most commonly used goodness of fit indicator, i.e. the CMIN/df (chi-square divided by the degrees of freedom), further commonly used indicators were also consulted, as it is common practice to rely on several indicators when examining overall model fit (Byrne, 2009).

Table 1. Selected Fit Indices for the models

Model	Chi square/df	RMSEA	SRMR	NFI	CFI	TLI
Korean	1.353	.066	.047	.986	.996	.985
Hungarian	1.253	.058	.058	.961	.991	.974

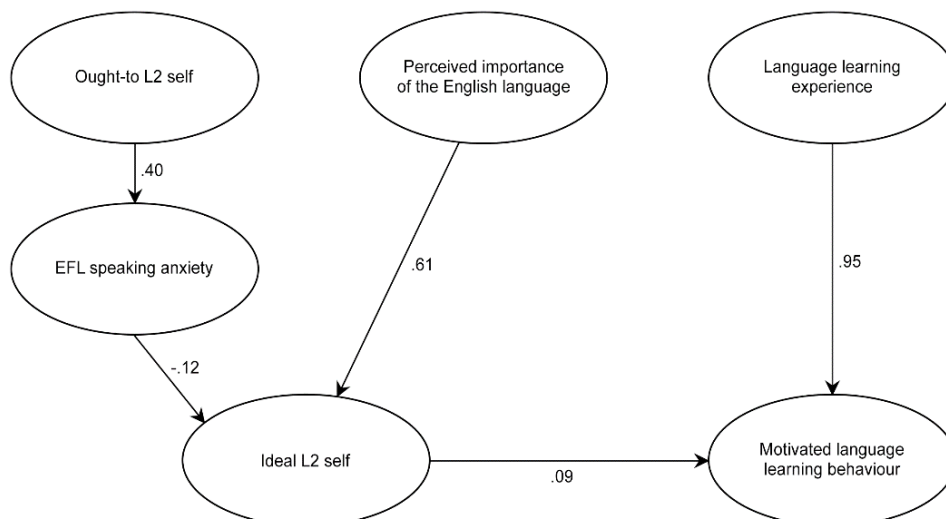
The results presented in Table 1 demonstrate that the overall fit indices for both models are within the threshold values indicated in the literature (Byrne, 2009) (CMIN/df<3.00; NFI>.90; CFI>.90; TLI>.90; RMSEA<.80; SRMR<.80), which confirms that the models fit our data.

Regarding the EFL learning motivation of Korean EFL majors, the following can be stated (Figure 1). Two of the components of Dörnyei's (2005) L2MSS directly predict motivated language learning behaviour. Of these two components, language learning experience ($\beta=.95$) has the greatest impact, and – to a lesser extent – the ideal L2 self ($\beta=.09$) also has an impact on motivated language learning behaviour. Furthermore, our model reveals additional indirect effects that influence motivated language learning behaviour through the ideal L2 self.

The perceived importance of the English language ($\beta=.61$) predicts the ideal L2 self, and through the ideal L2 self it also indirectly impacts motivated language learning behaviour. EFL speaking anxiety also affects the ideal L2 self ($\beta=-.12$) and – through the ideal L2 self – it also ultimately impacts the language learning experience. However, the impact of EFL speaking anxiety on the ideal L2 self is negative in this case: that is, the more anxious a learner is, the less developed or favourable their ideal L2 self is. Finally, the ought-to L2 self directly affects EFL anxiety ($\beta=.40$), which means the more developed a learner's ought-to L2 self is, the more

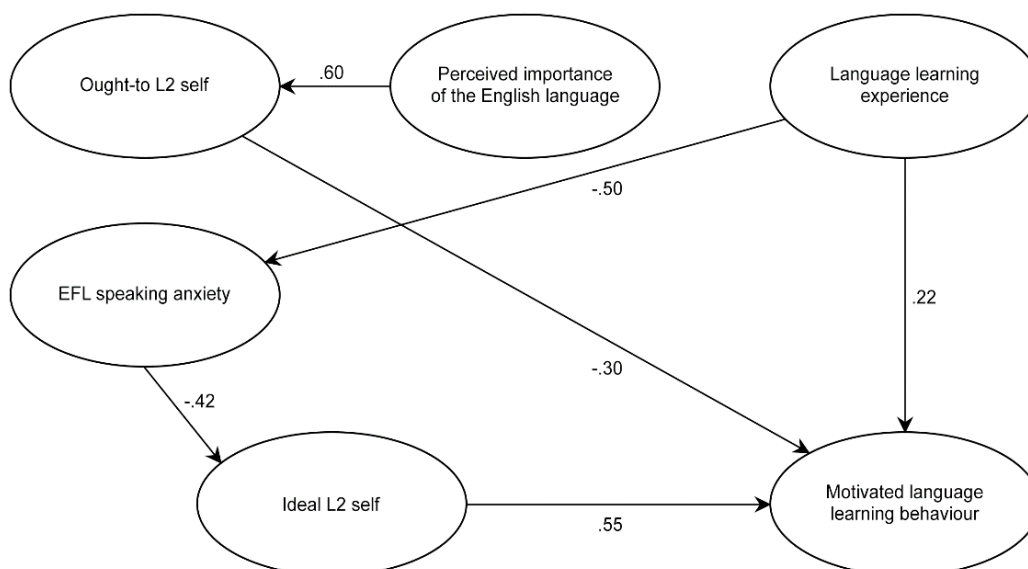
anxious they tend to be when it comes to speaking English. Additionally, the ought-to L2 self – through EFL speaking anxiety and the ideal L2 self – indirectly affects motivated learning behaviour.

Figure 1. Korean EFL majors' EFL learning motivation



Our second model (Figure 2) describes Hungarian EFL majors' EFL learning motivation. In this model, all three components of Dörnyei's (2005) L2MSS theory have an impact on motivated language learning behaviour: the language learning experience positively ($\beta=.22$) and the ought-to L2 self negatively ($\beta=-.30$) impact motivated language learning behaviour. Moreover, the ideal L2 self positively impacts ($\beta=.55$) motivated language learning behaviour. Besides, language learning experience directly and negatively affects EFL speaking anxiety ($\beta=-.50$).

Figure 2. Hungarian EFL majors' EFL learning motivation



In addition, further indirect effects can also be identified: The perceived importance of the English language positively impacts the ought-to L2 self, and – through the ought-to L2 self – it indirectly impacts motivated language learning behaviour. EFL speaking anxiety negatively affects ($\beta=-.42$) the ideal self, which ultimately impacts motivated language learning behaviour.

Discussion

In both models, the main direct predictors of motivated language learning behaviour are the ideal L2 self, the ought-to L2 self and language learning experience. This finding is in line with previous research – e.g. Al-Hoorie's (2018) meta-analysis – i.e. the ideal L2 self, the ought-to L2 self and language learning experience play a pivotal role in predicting motivated language learning behaviour. As for the Korean model, only two components have a direct impact on participants' motivated language learning behaviour: the ideal L2 self and language learning experience predict motivated learning behaviour directly, and it is only in an indirect way that the ought-to L2 self determines motivated language learning behaviour through anxiety and the ideal L2 self. In addition, the present study has found that anxiety has a negative effect on motivation, and that it adversely impacts the ideal L2 self. Previous research carried out by Welesilassie and Nikolov (2022) also found that anxiety weakens the ideal L2 self and thus reduces learners' motivation. As attested by the two models, anxiety impacts both student groups. On the one hand, Korean students' anxiety is strongly influenced by the ought-to L2 self, whereas Hungarian students' anxiety is affected by their language learning experiences. These results are also in alignment with previous research, which shows negative correlation between anxiety and language learning environment in the Korean context (Duvernay, 2009) and also in the Hungarian context (Csizér–Piniel, 2016).

As L2 learning motivation is an important predictor of the success of the L2 learning process, it is important to reduce learners' L2 anxiety so that their L2 learning motivation can increase (Dörnyei, 2005). In the case of those students who exhibit high levels of anxiety, even the positive impact of language learning experiences may be lost because of this factor. In addition, learners of this kind are likely to feel that the expectations of peers and authorities become highly important, and if negative language learning and classroom experiences are coupled with this feeling, then this situation can lead to even higher levels of learner anxiety. This can cause learners to demonstrate e.g. decreased willingness to communicate because they fear negative feedback (Piniel, 2004).

The positive impact of the ought-to L2 self on anxiety – identified in the present study's model of Korean learners – has been demonstrated by other previous empirical studies (Papi, 2010) conducted in the international context in different countries. The ought-to L2 self is generally associated with short-term avoidance motivation stemming from the expectations of others, with the language learner focusing primarily on avoiding negative outcomes (e.g., getting bad grades) (Teimouri, 2017). The avoidance of negative outcomes, in turn, is likely to reduce learners' ideal L2 self, and as the ideal L2 self is normally responsible for sustaining L2 learning motivation in the long run, a strong ought-to L2 self may eventually have an adverse impact on the ideal L2 self.

As far as the perceived importance of the English language is concerned, our research borne out that in the Korean model the perceived importance of the English language affects learners' ideal L2 self: i.e., the more importance learners attach to the English language, the more developed their ideal L2 self may be, and the more internalised learners' L2 motivation may become. In contrast, in the Hungarian model, the perceived importance of the English language has a major effect on participants' ought-to L2 self: this in practice means that for Hungarian students, attaining proficiency in the global lingua franca of EFL, and being able to use this language for communicative purposes is an important L2 learning motivational factor. The Korean finding sits well with the cultural heritage of Confucianism in education in South Korea (Duvernay, 2009): in this education system self-directed learning is an important element (Bok–Cho, 2020). Concerning the Hungarian finding, if the parents and peers of Hungarian students also find EFL important and if it is central for students to meet peers' and other

authorities' expectations, then Hungarian learners could be even more motivated and are likely to invest more energy in the L2 learning process (Csizér–Kormos, 2007).

All in all, our results indicate that Korean students' motivated language learning behaviour is predicted by other factors than that of Hungarians and so Koreans seem to be increasingly motivated to use the English language as opposed to Hungarian learners' predominantly instrumental motivation (Einhorn, 2015). This result concerning Korean students correlates with Kim (2002), Park (2009), and Choi (2021)'s observations pertaining to the prestige of the English language in Korea, on the one hand, and Bok and Cho (2020)'s above findings on Korean students' self-directed learning, on the other hand. Also, Bok and Cho (2020) assert that self-directed studies constitute a crucial part of Koreans' learning habits. In addition, Kim (2002) speaks of a "collective neurosis of English fever" implying that the enthusiasm towards learning English reached an unhealthy proportion in South Korea. As for furnishing a culture-related and sociology-based explication, Park (2009) explains that the current desire to learn English roots in the Confucian tradition, which reveres education in general. Choi (2021) adds the Korean government's globalisation campaign of the 1980s and the IMF crisis of 1997 as motivational forces of EFL learning among Koreans.

As for a systematic comparison of the motivational factors in the case of the two student groups, identified similarities and differences are presented below. Our research results show that both Hungarian and Korean learners are characterised by the impact of the following motivational factors: the ideal L2 self, and the perceived importance of the English language. As for the first two factors, in South Korea, English is seen as "a symbolic measure of one's competence and is associated with job success, social mobility, and international competitiveness" (Lee, 2010: 247). Kim and Kim (2021) also found that the ideal L2 self is an important motivational factor for Koreans. Concerning Hungarian EFL learners' motivated language behaviour, Csizér and Lukács (2010) came to similar conclusions regarding the ideal L2 self noting that the ideal L2 self is an important predictor of motivation. As for Hungarians' perceived importance of EFL, Novák and Morvai (2019) mention academic, job-related and cultural motivation clusters as contributors of relevance regarding this factor.

Our research results also show that even though Hungarian EFL learners' motivated language learning behaviour was directly affected by their ought-to L2 self (e.g. peers), Korean students' ought-to L2 self impacted their motivated learning behaviour through EFL speaking anxiety and their ideal L2 self. In the Hungarian context, given the exam-centered nature of the Hungarian education system (Öveges–Csizér, 2018), the ought-to self, propelled by external expectations and obligations, plays a significant role in shaping learners' motivation, which relates to learners' desire to meet societal and academic standards. Research conducted by Leahy (2017) revealed the highly influential nature of the ought-to L2 self for Korean EFL learners, a subject also touched upon earlier by Park (2009) and Duvernay (2009). Finally, EFL speaking anxiety is an extensively researched area in Korean EFL as described by Kim (2018) and Choi and Kim (2023), presumably for its topicality in the Korean context.

Moreover, language learning experience, with its higher beta value in the case of Korean students, appears to have a slightly more substantial impact on Korean students' motivation compared to that of their Hungarian peers. In Hungary, the quality of classroom teaching may vary in different teaching contexts over secondary schools (Öveges–Csizér, 2018), and Öveges and Csizér (2018) have also found that foreign language teaching is still rather teacher-centred in secondary education. Probably for this reason, EFL classes do not appear to be particularly strong motivators for Hungarian students. On the other hand, as Fajt (2024) points out, extramural English activities (i.e., the English language learners encounter outside the EFL classroom) may serve as an additional significant resource and motivation for EFL learning in Hungary. Unlike classroom-based learning, extramural English activities can motivate learners

to invest more energy into EFL learning in order to better understand and engage with extramural experiences.

Concerning the Korean context, Kim and Kim (2019) stress that, at each educational stage, changes occur in motivation: language learning experience itself also changes, with CSAT looming at the end of the high school years and a good TOEIC score to enhance the job-seeking process in tertiary education. This may mean that Korean students will find any such tasks difficult in the Hungarian classroom setting that do not exhibit the usual exam task components. On the other hand, based on our exploration of the literature, Korean research is yet to describe the connection between motivation and language learning experience in the Korean educational context.

Conclusion

The focus of our research was to investigate, in a university context, the EFL learning motivation and anxiety of EFL majors coming from two different educational and cultural backgrounds. The results revealed that the two examined subgroups possess both similar and different patterns that describe their EFL learning motivation and anxiety. It can be stated that the examined sample suggests that Korean and Hungarian EFL majors differ in terms of their motivated language learning behaviour and what predicts these: for Hungarian students, the ideal L2 self, the ought-to L2 self and the language learning experience are the direct predictors of motivated language learning behaviour, whereas for Korean students, it is the ideal L2 self and language learning experience that directly predict motivated language learning behaviour.

Based on the comparison of the individual predictors for the two groups, the following pedagogical implications can be formulated with respect to the education of mixed groups composed of Korean and Hungarian university students majoring in EFL. Areas of motivation shared by the two groups can be strengthened through classroom activities such as class discussions regarding various attributes of the ideal L2 self and the topic of English as a global means of communication, or by way of inviting native speakers to class and/or discussing various aspects of communication with native speakers in class.

The two student groups can mutually support each other in areas where their motivation differs as explained below. Korean students can be given the chance to explain their experience of self-development through extramural activities, and their perception of a more relaxed and stress-free Hungarian learning environment can also be discussed. In addition, Hungarians can assist Koreans with raising extended awareness of the perceived importance of the English language by raising Korean students' awareness of English as a lingua franca through sharing experiences. More importantly, Hungarian students can help Korean students cope with EFL speaking anxiety by providing an interaction-friendly atmosphere (asking simply phrased questions, eliciting the answers, speaking slowly, clearly and audibly, and listening carefully to what is being said by Korean students). However, in the Hungarian educational context, this has to be done with tact and it is necessary to provide prior information to Hungarian students about Korean students' anxiety and the means through which Hungarians can provide support to Koreans in this field.

As all research, our study has limitations, too. The study is confined to a specific academic context and focuses on one single higher educational institution in Hungary, which may limit the generalizability of the findings to other contexts. Additionally, the reliance on a questionnaire for data collection, inherent to the quantitative research paradigm, may not capture the full depth of students' motivations, perceptions, and experiences, as responses could be influenced by the participants' current state, interpretation of questions, or willingness to provide socially desirable answers. Consequently, further research employing the qualitative

research paradigm could be carried out to further investigate the differences between Korean and Hungarian EFL learners.

Furthermore, the structural equation modelling (SEM) technique – though powerful for identifying predictors – yielded two separate models, and these are not ultimate or only models. This means that our models are just two potential models that can adequately describe our data. Lastly, even if the findings highlight distinct motivational predictors of Korean and Hungarian EFL learners, which suggests the need for differentiated pedagogical strategies, the study – as it was not its original goal – does not investigate the effectiveness of these strategies. This, consequently, leaves a gap for future research to explore.

It is our hope that the current study will serve as a model for carrying out further research on mixed nationality EFL student groups in the examined learning contexts and also elsewhere. It is also expected that this research will be useful for offering certain means of gearing language teaching methodology to the attributes and needs of mixed groups of EFL learners in order to enhance their EFL and ELF learning success.

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