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Hungarian students' motivation to learn L2 English and L3 French

Motivation behind language learning has long been a key issue in educational research. According to Gonzales' (2006) model, six factors are involved in the motivation for SLA: the desire for economic enhancement, the desire to become a global citizen, the desire to communicate, self-satisfaction, self-efficacy, and the desire to be integrated with other cultures. A questionnaire was created in 2022 to examine how these six factors affect the motivation of native Hungarian students in relation to L2 English and L3 French. Motivation was found to be highly connected to the students' L2. Here, the most frequently mentioned factor was the desire for economic enhancement, followed by the desire to be a global citizen. In the case of L3 French, self-satisfaction was at the forefront, followed by self-efficacy. The results suggest that there is not only a difference between the levels of motivation to learn the two languages, but also different motivating factors.

Keywords: third language acquisition, language learning motivation, bilingualism, crosslinguistic influence, multilingual teaching

1. Introduction

The current Hungarian educational system, reflective of global terms, strongly emphasizes foreign language teaching, with most students learning at least one foreign language within the school setting, often followed by a second foreign language in secondary schools. This need arises not only from the output requirements of the educational system (such as the school-leaving exams), but also from the specific situation of the Hungarian language, as it is not a widely spoken language in the world. Consequently, developing proficiency in foreign languages becomes essential. The lack of the global presence of Hungarian makes learning foreign languages not only an option, but a necessity. Thus, one might assume that English (as a practical lingua franca) is the most popular foreign language that students chose, and indeed, if we look at the data published by the Central Statistical Office (KSH, 2023a; KSH, 2023b) we can see that in the school year of 2022/2023, approximately 833,000 students studied English (434,784 in primary educations and 398,623 in secondary education), while the second most popular foreign language (German) was chosen by only 272,000 people (98,464 students in primary education and 174,131 students in secondary education).

Therefore, research on motivation in foreign language learning is critical, as the motivation level of learners is closely related to the success of the language

learning process. Motivation impacts students' commitment to learning and how efficiently they can overcome difficulties. A deeper understanding of motivation will enable teachers and educational professionals to apply more personalised and effective teaching methods. Motivation research helps to identify what motivates students to learn languages, whether it is a professional goal, cultural interest, or personal ambition. With this information, it would be easier to design curricula and teaching materials that support and sustain students' motivation, thus contributing to more effective language learning.

The current study takes a targeted approach to native Hungarian secondary school students who have studied English as their second language in primary school and then chose French as their third language. The research aims to assess the underlying motivational factors of students to learn foreign languages at school, with a particular focus on how motivation to learn English and French may differ. The study's results may provide valuable insights into students' mindsets and attitudes toward foreign language learning, which is essential to understand because it allows teachers and educational institutions to implement more effective teaching methods. Considering the underlying motivational factors of language learning, it is possible to design more personalised teaching programmes that better support students in learning foreign languages. Identifying motivational factors can also be beneficial when designing education systems and policies, such as increasing interest and student engagement in foreign languages.

2. Literature review

The motivation behind second language learning and its various aspects have been an important part of educational research for many decades; however, it is one of the biggest challenges to reach a common understanding of the terminology and give a proper, all-encompassing definition of it. Over the years, several definitions have been developed to understand motivation better. According to MacIntyre et al., motivation can be regarded as "an attribute of the individual describing the psychological qualities underlying behaviour with respect to a particular task" (2001, p. 463). Williams and Burden defined it as "a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort" (1997, p.120). Gardner provided us with a similar definition: according to him, motivation is "an internal attribute that is the result of an external force (1996, p.25)". Although the wording of these definitions is different, it is evident that they all regard motivation as a driving force with a tangible result that encourages the individual to strive for a goal.

The emergence of one of the most essential theories connected to language learning is the concept of integrative and instrumental motivation, which can be traced back to Gardner and Lamber (1972). Within this model, the different types of motivation can be categorized into two major categories: integrative and

instrumental motivation. According to the authors, integration motivation stems from a deep-rooted desire to be accepted into the target culture and the desire for the individual not only to be familiar with the given culture but to be embedded in it. Instrumental motivation encompasses motivation based on more tangible goals. Here, the main drive is not cultural acceptance, as the target culture or country is not always present. Instead of the desire to be integrated into a target group, instrumental motivation is when a learner puts energy into learning a foreign language because they hope to gain economic benefits from it, such as finding a better-paying job or other practical advantages. This benefit may not necessarily be material, as it may be connected to (perceived) social status or simply the need to stand out from the crowd. Therefore, the main difference between the two motivations lies in the goal: both have a benefit, but the first has more to do with achieving acceptance and being integrated into a culture, and the other focuses on rather tangible results. Since then, Gardner's Attitude/Motivation Test Battery model (Gardner, 1985) has been widely used worldwide in language learning motivation research.

Several other attempts have been made to expand this model, one being Dörnyei's (1994), who tried to investigate the underlying factors that can influence motivation, distinguishing between intrinsic and extrinsic motivation. According to him, external motivation incorporates factors coming from the outside that motivate someone, such as rewards, punishments, or external recognition. Intrinsic motivation, on the other hand, is based on an individual's intrinsic values, goals, and ideas. This type of motivation is the driving force for personal development and self-expression; therefore, it is rooted in the internal values of the individual. Since the emergence of this model, several studies have focused on the effectiveness of the two types of motivation within classroom settings (Lemos & Veríssimo, 2014; Yoo et al., 2012; Ayub, 2010; Berges-Puyó, 2018).

However, several other empirical studies point to the fact that different types of motivation can be further refined: Ushioda (2012) states that within motivation research, second language learning motivation should be considered a special case, as it differs from general types of motivation. Ushioda says language learning (especially within school settings) cannot fully be incorporated into the above-mentioned models simply because L2 learning is compulsory in most schools. Therefore, in many cases, students are poorly motivated, and using merely the two previously established categories of Gardner and Lamber (1972), we cannot fully understand what enhances and hinders language learning motivation within second language classrooms. Ushioda argues that motivation in these cases is not limited to the learner, but is closely linked to the school itself, the second language teachers, and even the parents in the case of underage learners in primary and secondary schools. This suggests that in motivation studies, where students learn language in a school setting, it would be useful to examine both

motivation and self and context. Self, in this context, means not only the L2 learner itself, but they are addressed as persons "located in particular temporal, situational and social contexts" (p. 67).

Gonzales's model, called the 'Foreign Language Learning Motivation Questionnaire' (FFLLMQ), was proposed in 2006 as one of the models that examined the motivational factors behind language learning more complexly. When defining his goals, Gonzales stated that with the model, he "aimed to investigate the conceptual and psychometric properties of an instrument that measures the foreign language motivation of (…) students" (p. 76). The six factors that Gonzales identified to account for most of the variance between second language learners were the following:

Factor 1. Desire for career and economic enhancement

The first factor is linked to students' hopes of gaining some economic benefits from learning a foreign language. For example, many adolescents mentioned that they would get better job opportunities if they spoke a foreign language or would earn more money, i.e., be more sought after in the labour market after learning the language. This factor corresponds to instrumental motivation in the models mentioned above because the aim of the students is not integration but financial/economic benefits.

Factor 2. Desire to be a global citizen

The second factor is connected to the students' idea that the ability to speak a foreign language can make it easier for them to reach a common understanding with foreigners and to make themselves understood through a given language. It also incorporates the idea of getting accepted into different cultures, not only those of the target language but other countries where the given language might serve as a lingua franca.

Factor 3. Desire to communicate and affiliate with foreigners

This factor is related to Factor 2 in that it is also connected to communicating with others; however, it does not necessarily mean that students aim to integrate into the target culture. Instead, it incorporates the need to be able to use the language for communicational purposes, mainly within the learners' own culture, for example, on the Internet, with friends, or in the future, as a person who is accepted in the target language community as a speaker but is not necessarily part of the target language culture. Both Factor 2 and Factor 4 fall into the category of integrative motivation in other models.

Factor 4. Desire for self-satisfaction in learning

Inner self-satisfaction can have a significant impact on motivation. In the other models, this is referred to as intrinsic or integrative motivation and involves motivation that stems from the intrinsic need of the students to learn a language. Examples include the pleasure a student derives from using the language, the meaningful use of leisure time with learning languages, or the desire to use the

language itself. Students may mention in this factor that they love the language, learning it is a hobby, or they enjoy speaking it outside the classroom or school.

Factor 5. Self-efficacy

Factor 5 implies that students' belief in their capacities can enhance their motivation to learn a language. Self-efficacy is connected to the idea that students are capable (and they are aware of this capability) of learning the language, the feeling of self-confidence, and determination to achieve a language-learning goal.

Factor 6. Desire for cultural integration

This factor features the desire to not only live and work in a target country but also the need to settle down in a target culture and to socialise and interact with natives in a meaningful way. In the other models, this desire falls under integrative motivation, which incorporates the need and aim to integrate into a different culture.

Since the emergence of Gonzales's FFLLMQ, the model has been used in numerous empirical studies. Gonzales (2015) utilised the model to assess the motivation for second language learning among Filipino college students. However, it has also been used in non-school settings, such as the study by Khan and Takkaç (2021) investigating the motivational factors of immigrants in Canada. The model was also used in Taiwan (Wu & Wu, 2008), which may be interesting from a Hungarian point of view because the foreign language motivation assessed in the model was related to a language that people in the country do not use in their daily lives: it is not officially recognised, it is not widely spoken and therefore similar to the situation in Hungary, where children learn a foreign language that is not present in the minority population, for example, and only in a school setting. A concrete example of using the six-factor model with Hungarian students is Dörnyei's (2009) research, which aimed to gain insight into second language motivation within three different age groups: secondary school students, university students, and adult language learners. All these results conclude that student motivation is generally multi-faceted, with several aspects present of the six factors identified by Gonzales.

It can be seen that much research has been carried out in the field of second language learning to understand students' motivation. However, if we look at the field of third language acquisition, we find that there is far less empirical data on the motivation of third language learners, especially concerning the possible differences that may be present in the motivation associated with the two languages. If we assume from the above results that students have personal and individual motivations for language learning, it also follows that language learning motivation is not superior to languages. In other words, language learning motivation is always language-dependent; however, little empirical information supports this.

Some recently conducted research on L3 motivation discovered fundamental differences between L2 and L3 motivation. For example, some studies (e.g., Bui

and Teng, 2021; Man et al., 2018; Henry, 2011) found that an emerging L3 learning motivation potentially negatively influences the existing L2 motivation. However, other studies showed opposing results: the research of Bonnet et al. (2018) and Busse (2017, 2020) found that there is a relationship between L2 and L3 language motivation, as a positive language learning experience in Lx might boost the motivation to learn the other language as well. Therefore, it is difficult at this stage to state clearly how L2 and L3 motivation interact. It is clear that L2 motivation and L3 motivation are distinct and interact with each other in some ways. This idea was also reinforced by the study of Csizér and Lukács (2010), Henry (2010, 2011, 2014), and Mercer (2011).

3. Methodology

In order to gain insight into the motivation of Hungarian native-speaking students related to second and third languages, two motivational questionnaires were created based on Gonzales' FFLLMQ in the summer of 2022 (Appendix 1 and 2). As the aim was to work with students whose second language was English and who have chosen to start studying French as their third language in secondary school, two separate questionnaires were created, focusing on each language, to make the responses easier to evaluate. The questionnaires were created online, where students had to fill in 30 questions connected to each language in a Likert-type test. As the participants were all in 9th grade, the questionnaires were formulated to assess their motivation connected to their L2 English (approximately at levels B1 and B2) (Appendix 1) and French, which they started learning in a school setting around the time they took the test (Appendix 2).

A total of 33 participants were selected based on their previous L2 knowledge, where all students were the same age (within the first year of their secondary school studies) and studied English for approximately the same time (between 4 and 6 years). Students who had studied English for less than four years or more than six years were not taken into account in the evaluation of the tests in order to make the data comparable. Students who had received extra input in their L2 or had started to study L3 French before were also excluded to resolve differences due to knowledge acquired from outside school settings.

In constructing the tests, Gonzales' (2006) Six Factor Structure Model was taken into account so that the 30 questions are equally divided between questions focusing on the six factors. Therefore, all factors were included in an equal number of questions, and the same number of questions (5) focused on each factor. In order to avoid students identifying the factors behind the questions, questions were mixed up in the test and were only recategorised into the six factors during the evaluation of the tests. Before the tests were combined and during the evaluation, the questions were grouped into six clusters as follows:

Desire for career and economic enhancement

5. For my future job, I need to speak English/French.

12. I would like to work in an English/French.-speaking country in the future

17. I have more chances of finding a job if I speak English/French.

21. It is financially beneficial in the labour market to speak English/French

28. People who speak English/French earn more than people who do not speak English/French

Desire to be a global citizen

6. I learn English/French so that when I am abroad, I can make myself understood

15. When using the Internet, English/French is beneficial.

16. As an adult, I would like to live in an English/French-speaking area

20. English/French helps me to make myself understood in several countries.

27. English/French is useful because it is spoken in many places in the world

Desire to communicate and affiliate with foreigners

2. I enjoy talking to native English/French speakers

4. English/French is useful because many people speak it

8. It is important for me to be able to speak English/French with native English/French speakers

19. I use English/French a lot on the internet to communicate

23. I speak English/French with some people in my personal circle.

Desire for self-satisfaction in learning

3. I like learning English/French

7. I think the English/French language is interesting.

13. I feel successful when I get a good mark in English/French

22. I enjoy using English/French (on the Internet or in real life).

24. I like learning English/French outside school settings (practice, use, etc).

Self-efficacy

1. I am capable of learning English/French

10. I am willing to make an effort to learn English/French

18. It is easy for me to learn English/French words.

25. It is easy for me to understand English/French grammar.

30. My good language learning skills help me to learn English/French

Desire for cultural integration

9. When I grow up, I want to get to know English/French-speaking cultures

11. In order to understand native English/French people, it is important to speak English/French

14. As an adult, I would like to live in an English/French-speaking country.

26. Speaking English/French is an important part of the English /French culture.

29. In order to be admitted to a native English/French-speaking country, you need to speak English. /French

As we wanted to address the differences between students' motivation in first and second languages, students completed the same questions for both languages.

The research questions were the following:
1. What are the differences in motivation between their L2 and L3?
2. What factors motivate native Hungarian students to learn L2 English?
3. What factors motivate native Hungarian students to learn L3 French?

Concerning the questions, it was assumed that the motivation of the students to learn English would be relatively high because, as mentioned before, English is extremely useful in Hungary from a practical point of view. Out of the six factors, the economic factor was expected to predominate, as students find it easier to see the usefulness of English in their everyday lives: it is present on the internet, in video games, many communicate with foreigners, and they listen to music, podcasts and watch films. Nowadays, more and more people are open to the idea of moving abroad, so it was hypothesized that the desire for cultural integration would also be one of the most significant driving factors behind learning English.

For French, it was assumed that learning motivation would be lower, as the language is less present in everyday life than in English. As German is the second most frequently chosen foreign language, I hypothesised that the emotional factor would predominate, i.e., those who learn French do so because they enjoy the language or like it in general.

4. Results and discussion

As the students asked the same questions concerning the two languages, it was possible to examine the test results in a way that treats it as a general test focusing on motivation itself connected to the two languages. By analysing the data this way, it was possible to detect a difference between L2 English and L3 French. The average student's response score to the questions concerning English was 2.89 on the Likert scale. Comparing this with the answers related to motivation in French, we can see that the mean of the answers for the third language was only 2.63, indicating that students were less motivated about their third language.

If we break the results down by gender (Table 1), we see no significant difference between men and women in motivation for English: men's average was 2.92 while women's was 2.87. In the case of French, the difference was even more negligible, with an average score of 2.63 for men and 2.64 for women.

Therefore, we can conclude that there is not a big difference in motivation between the two genders as both are equally motivated in both their L2 and L3, but it is clear that there is a significant difference between the two languages in terms of motivation.

Table 1. General motivation levels
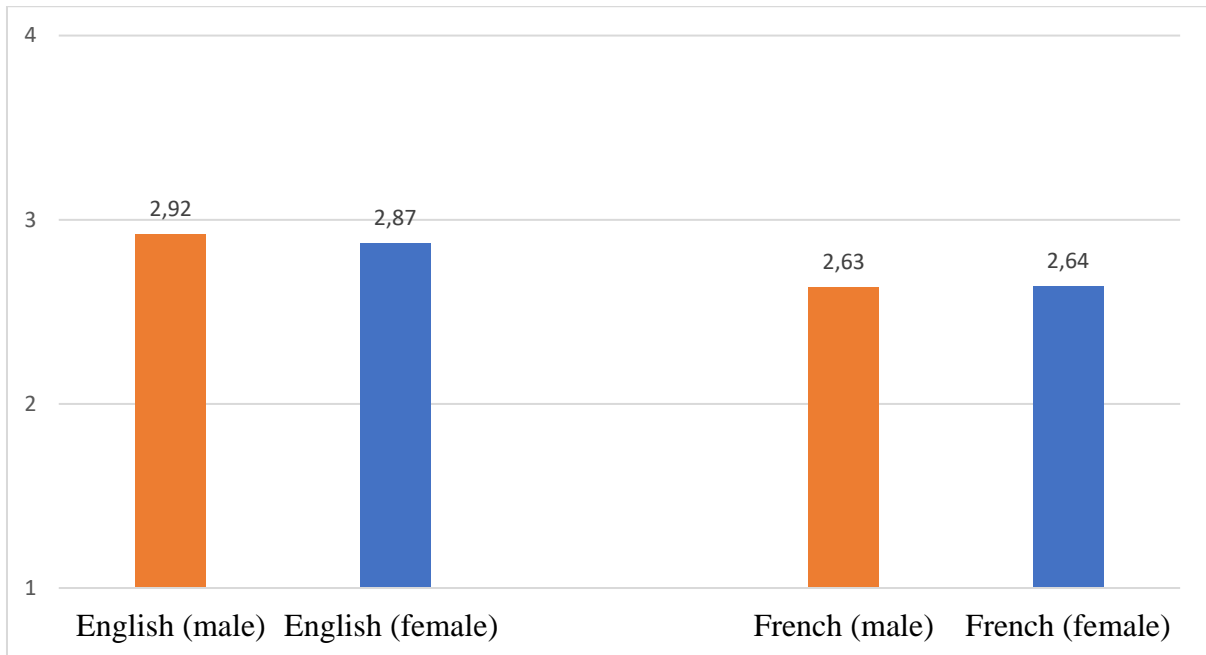
If we want to dig deeper into the differences in motivation between the two languages, it is also important to analyse the proportion of the factors mentioned above in English and French. If we break down the data by factors, we can discover that widely different reasons shape students' language learning motivation connected to the two languages.

For English, the results (Table 2) clearly show that economic interest is the most popular reason for students to learn a second foreign language. Gonzales's "Desire for career and economic enhancement" was the factor that scored highest among the responses (3,56), meaning that 89% of responses related to economic interest were positive, and students agreed with the given statements. This result is not surprising for English given that the data supports the previously established hypothesis that students perceive a direct benefit between English and employability, are motivated by the fact that they can earn a higher salary by using the language, and can clearly see the advantages of speaking English in terms of their future jobs. This result was followed by the desire to be a global citizen (3,32) and the desire to communicate and affiliate with foreigners (2,91). According to the students' responses, there is a clear difference (0,41) between their desire to be a global citizen and the need to communicate with others. As the main difference between these two factors is the desire to move permanently to another country, we can conclude that students did not only state that they desire to be able to communicate with others, but it was more important for them to be able to use the language to be able to get accepted in the target country as a citizen.

The desire for self-satisfaction was only fourth in connection with the English language (2,6). As mentioned earlier, this factor is related to intrinsic motivation, which includes the positive feelings individuals experience when learning. Since

the response of students in this factor is not considered high, we can conclude that for students, learning English is not an intrinsic pleasure but, as the two most popular categories above show, a duty. Analysis of the results shows that students' primary motivation for learning English is shaped mainly by external motivations: the desire to gain financial benefits, the desire to use the language to move to the target country, and intrinsic motivational factors are present only after these. The general need to talk to foreigners and the pleasure students experience when learning a language does not influence their motivation as much as the extrinsic factors mentioned above.

The least present motivational factors were related to self-efficacy (2,58) and cultural integration (2,36). This result also reinforces that students are not motivated intrinsically to learn English, and self-efficacy is not significantly present in their motivational system. The desire for cultural integration would also be one factor connected to intrinsic motivation, scoring the lowest on the scale.

Table 2. Motivation to learn English
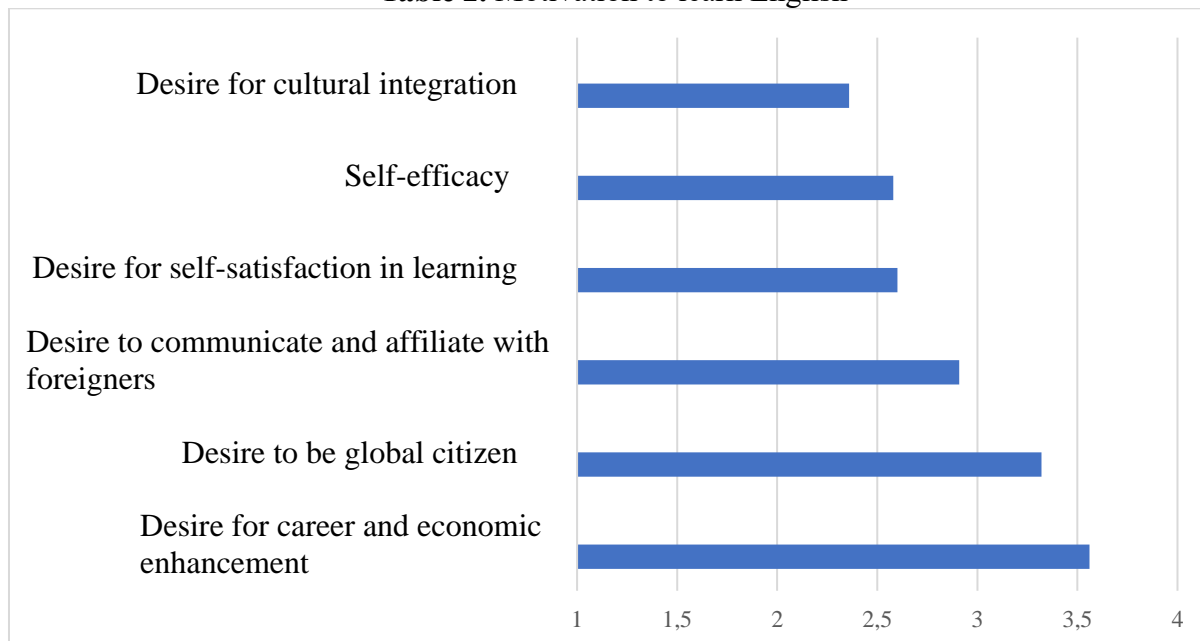
When looking at the results related to French (Table 3), the most frequently reported factor was the desire for self-satisfaction (3,43), which, in itself, is in sharp contrast with the results for English and supports the hypothesis that students learn French not for profit but for intrinsic pleasure. Here, unlike in English, the main motivating factor falls into the intrinsic motivation category. This might be related to the fact that French is not a widely used language in everyday life in Hungary, nor is it present as much on the Internet. Therefore, students cannot easily see the immediate benefits of learning their L3 in their everyday lives; hence, those students who are interested in it chose this language without any future benefits. Interestingly, the second most frequently present motivational factor also falls into the intrinsic motivation category: self-efficacy

(3,2). This result means that the students who learn French do so not only because they like the language, but they also benefit from their self-perception of being able to learn the language and having self-confidence that they would be successful in this process. The third and fourth factors, the desire for career and economic enhancement (2,75) and the desire to communicate and affiliate with foreigners (2,49), came after the first two categories with significantly lower scores; therefore, the average of the students' scores show that students "somewhat" agreed with the statements, but they were not overwhelmingly stated to be true. The underlying reasons for this might be connected to the previously mentioned ideas as well: students simply do not see the immediate benefits of using French for communicational purposes in Hungary, as in most cases, they do not encounter the language in real-life settings in Hungary. Even if they are affiliated with foreigners (for example, on the Internet), communication tends to happen between the participants using a lingua franca, which is more likely to be English than French. Likewise, foreign languages might be appreciated in a country where the official language is not widely spoken, but with English and German as the two most frequently chosen languages, French does not get as much recognition in the labour market. The two least influential factors were the desire to be a global citizen (2,09) and the desire for cultural integration (1,85). This is also logical from the results related to English: students indicated that they had plans to move to the target country for English, but clearly no such plans for their third language.

Table 3. Motivation to learn French
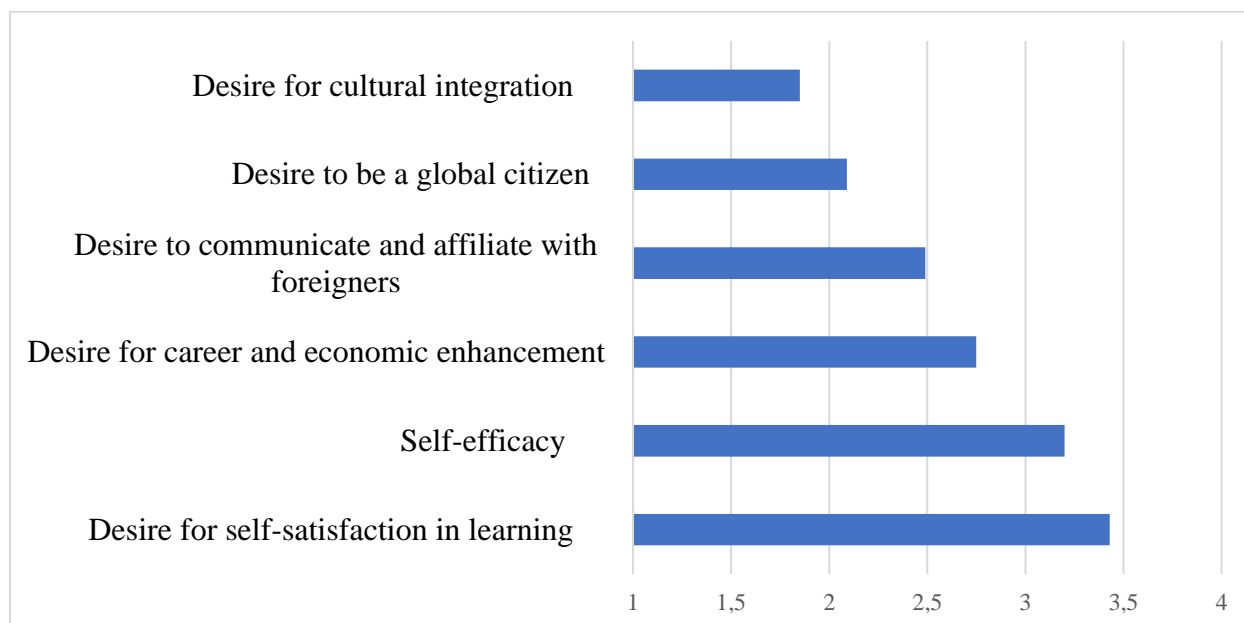
If we compare the two languages (Table 4), we can see that students learn their second and third languages for entirely different reasons. For the second language, external factors play a prominent role in motivation, and we can say that students see the benefits of language learning and want to take advantage of them. By contrast, in French, there is less motivation by default. Students see less benefit from the language, but intrinsic motivation can compensate for this since, as mentioned in the literature review, it might benefit the language learning process.

Table 4: Motivational factors by languages
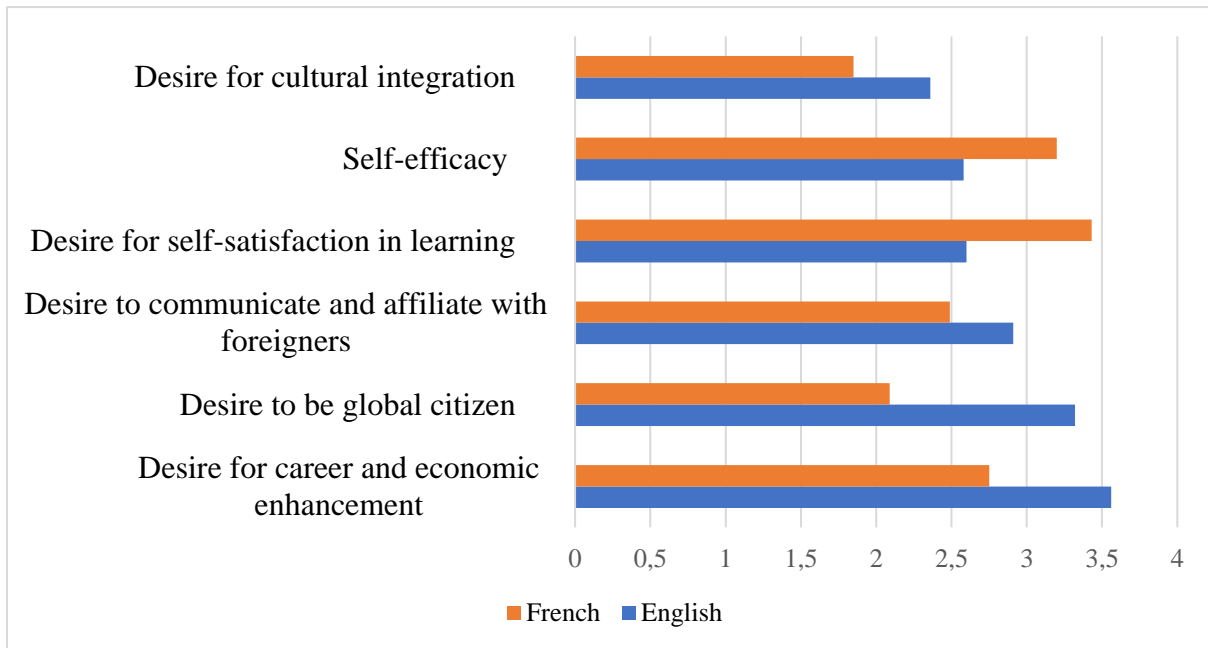
The study's results support the hypothesis that language learning motivation is not homogeneous and needs to be treated separately. As the usefulness, use, difficulty, and related pre-language learning experiences of second and third languages can be completely different, the motivation present in school lessons should continuously be developed in a language-specific way. Based on the present study, it is important to stress that the main aim of English should be to develop intrinsic motivation, which includes making lessons more enjoyable (strengthening the desire for self-satisfaction) and increasing the students' confidence in their ability to master the language (developing the desire for self-sufficiency). In the case of French, the opposite aims should be pursued: in the classroom, emphasis is to be placed on external motivational factors rather than intrinsic motivation, reinforcing the students' belief that foreign language skills are not only useful if they can be used directly, but they also have other benefits. Furthermore, to strengthen extrinsic motivation, it would be necessary for teachers to reinforce the possibility of students being accepted in other cultures, reassuring them that this possibility exists if they wish to achieve such goals.

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Appendix

1.English language learning motivation questionnaire

1. Képes vagyok megtanulni angolul. [I am capable of learning English.]

nem értek egyet vele vele
teljesen egyetértek

1   2   3   4

2. Szívesen beszélgetek angol anyanyelvűekkel. [I enjoy talking to native English speakers]

nem értek egyet vele vele
teljesen egyetértek

1   2   3   4

3. Szívesen tanulok angolt [I like learning English.]

nem értek egyet vele vele
teljesen egyetértek

1   2   3   4

4. Az angol hasznos, mert sokan beszélik [English is useful because many people speak it]

nem értek egyet vele vele
teljesen egyetértek

1   2   3   4

5. A jövőbeli munkámhoz szükséges, hogy angolul beszéljek. [For my future job, I need to speak English.]

nem értek egyet vele   teljesen   egyetértek
vele

1   2   3   4

6. Azért tanulok angolul, hogy ha külföldön vagyok, megértessem magam másokkal. [I learn English so that when I am abroad, I can understand make myself understood]

nem értek egyet vele   teljesen   egyetértek
vele

1   2   3   4

7. Érdekesnek tartom az angol nyelvet. [I think English language is interesting.]

nem értek egyet vele   teljesen   egyetértek
vele

1   2   3   4

8. Számomra fontos, hogy az angol anyanyelvű emberekkel angolul beszélhessek. [It is important for me to be able to speak English with native English speakers]

nem értek egyet vele   teljesen   egyetértek
vele

1   2   3   4

9. Felnőtt koromban szeretnék megismerni angol anyanyelvű kultúrákat. [When I grow up, I want to get to know English-speaking cultures]

nem értek egyet vele   teljesen   egyetértek
vele

1   2   3   4

10. Hajlandó vagyok erőfeszítést tenni azért, hogy megtanuljak angolul. [I am willing to make an effort to learn English.]

nem értek egyet vele   teljesen   egyetértek
vele

1   2   3   4

11. Ahhoz, hogy megértsük az angol anyanyelvűeket, szükséges, hogy tudjunk angolul. [In order to understand native English people, it is important to speak English.]

nem értek egyet vele   teljesen   egyetértek
vele

1   2   3   4

12. A jövőben angol nyelvterületen szeretnék dolgozni. [I would like to work in an English-speaking country in the future.]

nem értek egyet vele   teljesen   egyetértek
vele

1   2   3   4

13. Sikeresnek érzem magam, ha angolból jó jegyet kapok. [I feel successful when I get a good mark in English.]

nem értek egyet vele   teljesen   egyetértek
vele

1   2   3   4

14. Felnőtt koromban angol nyelvterületen szeretnék letelepedni. [As an adult, I would like to live in an English-speaking country.]

nem értek egyet vele   teljesen   egyetértek
vele

1   2   3   4

15. Az internet használatához hasznos az angoltudás. [When using the Internet, English is beneficial.]

nem értek egyet vele vele

teljesen   egyetértek

1   2   3   4

16. Felnőtt koromban szeretnék angol nyelvterületen élni. [As an adult, I would like to live in an English-speaking area.]

nem értek egyet vele vele

teljesen   egyetértek

1   2   3   4

17. Több lehetőségem van munkát találni, ha beszélek angolul. [I have more chances of finding a job if I speak English.]

nem értek egyet vele vele

teljesen   egyetértek

1   2   3   4

18. Könnyen megtanulom az angol szavakat. [It is easy for me to learn English words.]

nem értek egyet vele vele

teljesen   egyetértek

1   2   3   4

19. Az interneten sokszor használom az angol nyelvet kommunikációra. [I use English a lot on the internet to communicate]

nem értek egyet vele vele

teljesen   egyetértek

1   2   3   4

20. Az angol segít abban, hogy több országban megértessem magam. [English helps me to make myself understood in several countries.]

nem értek egyet vele vele			teljesen egyetértek
1	2	3	4

21. A munkaerőpiacon megfizetik az angol nyelvtudást. [It is financially beneficial in the labor market to speak English]

nem értek egyet vele vele			teljesen egyetértek
1	2	3	4

22. Élvezem, ha az angolt használhatom (interneten, való életben stb.) [I enjoy using English (on the Internet or in real life.]

nem értek egyet vele vele			teljesen egyetértek
1	2	3	4

23. A személyes körömben van, akivel angolul beszélek. [I speak English with some people in my personal circle.]

nem értek egyet vele vele			teljesen egyetértek
1	2	3	4

24. Szívesen tanulok angolt iskolán kívül a szabadidőmben. (gyakorlás, használat) [I like learning English outside school settings (practice, use, etc).]

nem értek egyet vele vele			teljesen egyetértek
1	2	3	4

25. Könnyen megértem az angol nyelvtant. [It is easy for me to understand English grammar.]

nem értek egyet vele vele			teljesen egyetértek
1	2	3	4

26. A nyelvtudás része az angol kultúrának. [Speaking English is an important part of the English culture.]

nem értek egyet vele vele   teljesen   egyetértek

1   2   3   4

27. Az angol hasznos, mert sok helyen beszélik a világban [English is useful because it is spoken in many places in the world]

nem értek egyet vele vele   teljesen   egyetértek

1   2   3   4

28. Az angol nyelvet tudó emberek jobban keresnek, mint akik nem beszélnek angolul. [People who speak English earn more than people who do not speak English]

nem értek egyet vele vele   teljesen   egyetértek

1   2   3   4

29. Ahhoz, hogy befogadjanak egy angol anyanyelvű országba, szükséges angolul beszélni. [In order to be admitted to a native English-speaking country, you need to speak English]

nem értek egyet vele vele   teljesen   egyetértek

1   2   3   4

30. A jó nyelvérzékem segít az angol nyelvtanulásban. [My good language learning skills help me to learn English.]

nem értek egyet vele vele   teljesen   egyetértek

1   2   3   4

2. French language learning motivation questionnaire

1. Képes vagyok megtanulni franciául. [I am capable of learning French.]

nem értek egyet vele   teljesen egyetértek
vele

1   2   3   4

2. Szívesen beszélgetek francia anyanyelvűekkel. [I enjoy talking to native French speakers]

nem értek egyet vele   teljesen egyetértek
vele

1   2   3   4

3. Szívesen tanulok franciát [I like learning French.]

nem értek egyet vele   teljesen egyetértek
vele

1   2   3   4

4. A francia hasznos, mert sokan beszélik [French is useful because many people speak it]

nem értek egyet vele   teljesen egyetértek
vele

1   2   3   4

5. A jövőbeli munkámhoz szükséges, hogy franciául beszéljek. [For my future job, I need to speak French.]

nem értek egyet vele   teljesen egyetértek
vele

1   2   3   4

6. Azért tanulok franciául, hogy ha külföldön vagyok, megértessem magam másokkal. [I learn French so that when I am abroad, I can understand make myself understood]

nem értek egyet vele vele   teljesen   egyetértek

1   2   3   4

7. Érdekesnek tartom a francia nyelvet. [I think French language is interesting.]

nem értek egyet vele vele   teljesen   egyetértek

1   2   3   4

8. Számomra fontos, hogy a francia anyanyelvű emberekkel franciául beszélhessek. [It is important for me to be able to speak French with native French speakers]

nem értek egyet vele vele   teljesen   egyetértek

1   2   3   4

9. Felnőtt koromban szeretnék megismerni francia anyanyelvű kultúrákat. [When I grow up, I want to get to know French-speaking cultures]

nem értek egyet vele vele   teljesen   egyetértek

1   2   3   4

10. Hajlandó vagyok erőfeszítést tenni azért, hogy megtanuljak franciául. [I am willing to make an effort to learn French.]

nem értek egyet vele vele   teljesen   egyetértek

1   2   3   4

11. Ahhoz, hogy megértsük az francia anyanyelvűeket, szükséges, hogy tudjunk franciául. [In order to understand native French people, it is important to speak French.]

nem értek egyet vele vele   teljesen   egyetértek

1   2   3   4

12. A jövőben francia nyelvterületen szeretnék dolgozni. [I would like to work in an French-speaking country in the future.]

nem értek egyet vele vele		teljesen egyetértek	
1	2	3	4

13. Sikeresnek érzem magam, ha franciából jó jegyet kapok. [I feel successful when I get a good mark in French.]

nem értek egyet vele vele		teljesen egyetértek	
1	2	3	4

14. Felnőtt koromban francia nyelvterületen szeretnék letelepedni. [As an adult, I would like to live in an French-speaking country.]

nem értek egyet vele vele		teljesen egyetértek	
1	2	3	4

15. Az internet használatához hasznos a franciatudás. [When using the Internet, French is beneficial.]

nem értek egyet vele vele		teljesen egyetértek	
1	2	3	4

16. Felnőtt koromban szeretnék francia nyelvterületen élni. [As an adult, I would like to live in a French-speaking area.]

nem értek egyet vele vele		teljesen egyetértek	
1	2	3	4

17. Több lehetőségem van munkát találni, ha beszélek franciául. [I have more chances of finding a job if I speak French.]

nem értek egyet vele vele		teljesen egyetértek	
1	2	3	4

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nem értek egyet vele vele   teljesen   egyetértek

1   2   3   4

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1   2   3   4

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1   2   3   4

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1   2   3   4

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1   2   3   4

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nem értek egyet vele   teljesen   egyetértek
vele

1   2   3   4

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vele

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vele

1   2   3   4