MOTIVATION, PRONUNCIATION, AND INSTRUCTION IN THE HUNGARIAN CLASSROOM: A LONGITUDINAL STUDY

by

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CLASSROOM: A LONGITUDINAL STUDY

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Dörnyei and Ottó's (1998) Process Model emphasizes the role of both internal and external influences – e.g., the need to accomplish goals, quality of instructor feedback, and rapport with classmates – on L2 learner motivation and decision-making. In a similar vein, McKay and Wong (1996) claim that *investment*, i.e., commitment to studying a language driven by learner-specific needs and potential gains (e.g., by discourses of power and identity), is decisive in L2 learner achievement. Guided by these frameworks, the present study examines motivation and behavior in a four-person cohort studying introductory Hungarian, a low-demand foreign language, at a U.S. university. It also tracks pronunciation accuracy, a little-studied aspect of language learning that is also affected by investment as well as by aptitude (Purcell & Suter, 1980).

Using surveys, interviews, and audio recordings of class sessions, this year-long qualitative study sought to discover the reasons for which the students decided to study Hungarian, their perceptions of their own and others' performance during the year of study, and their evaluations of the instructor's approach. Each student's investment in and success at achieving good pronunciation was rated using the audio recordings. To bolster reliability, these ratings were supplemented by end-of-semester evaluative comments from the instructor. Of particular interest was the final oral examination, during which the instructor used the rubric of the ACTFL Oral Proficiency Interview. To determine whether aptitude, which is not often paired with motivation as a predictor of success, was a stronger predictor of pronunciation accuracy,

Parts 4-6 of the Pimsleur Language Aptitude Battery (PLAB), which test for the ability to perform grammatical analysis, discriminate novel phonemes, and map sounds to symbols, respectively, were administered to participants.

As the Process Model predicts, each participant's motivation was dynamic and driven by many factors. In some cases, differing perceptions of the same circumstances led to drastically different decisions regarding further study of Hungarian. The methods and materials of instruction had surprisingly prominent negative effects on investment. These results call into question whether a pedagogical approach that lacks explicit instruction on phonetic form is effective at spurring either achievement of or investment in good pronunciation.

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PREFACE

I would like to thank my committee, Dr. Yasuhiro Shirai, Dr. Dawn E. McCormick, and Dr. Claude Mauk, for their advice, assistance, and support throughout this endeavor. I would also like to acknowledge my colleagues and instructors in the Department of Linguistics at the University of Pittsburgh. All of you (yes, really) have taught me something and/or given me much-needed encouragement over the past two and a half years.

To my participants, Douglas, Eszter, István, János, and Kati: Nagyon szépen köszönöm for so patiently letting me record, examine, and otherwise pester you for information during what must have been a tumultuous time.

Many thanks to my parents for their love and support, and special thanks to my husband, Bill Price, for making both marriage and grad school as joyful as humanly possible.

1.0   MOTIVATION AND ACHIEVEMENT

The relationship of motivation to L2 achievement has been examined with mixed results. Some motivation-centric studies (e.g., Csizér & Dörnyei, 2005b) assume a causal connection between motivation and achievement (or behaviors that foster achievement, e.g., diligent studying). Other studies posit a reciprocal relationship: that is, high motivation can result in successful language learning, and successful language learning can feed high motivation (Dörnyei & Ottó, 1998; Ortega, 2009). Nevertheless, many studies have found high motivation to correlate with good L2 performance; these operationalize performance using measures of general achievement, such as grades in a language course (e.g., Masgoret & Gardner, 2003). Motivation has been operationalized using questionnaires such as the Attitude/Motivation Test Battery (AMTB), which uses Likert Scale questions to quantify motivation in terms of motivational intensity, attitudes, and investment (Gardner, 1985), open-ended written responses, samples of participants' work in the target language, and oral interviews, collected at more than one juncture in the study (Sato, 1985; McKay & Wong, 1996).

1.1   ACHIEVEMENT IN PRONUNCIATION

Focus on a specific area of L2 proficiency, such as pronunciation accuracy, is infrequent and found mostly in older studies. For example, Purcell and Suter (1980) identified several variables (from a list of 20) in the pronunciation accuracy of 61 learners of English as a second language: First Language, Aptitude for Oral Mimicry, Residency (a composite of Years in an English-Speaking Country and Months of Residence with a Native Speaker), and Strength of Concern for Pronunciation Accuracy (p. 284-285). Flege, Munro, and MacKay (1995), in a study of Italian immigrants to an English-speaking area of Canada, found a small effect of length of residence, and a larger one of age of onset to be a factor in English pronunciation accuracy; the cut-off for the latter for achieving native-like pronunciation was found to be 15 years old. However, these were not the only factors in degree of foreign accent as perceived by native speakers; frequent use of English relative to use of Italian was also negatively correlated with degree of accent.

Sato (1985) also measured pronunciation accuracy, but took a longitudinal approach, tracking the progress of one L1-Vietnamese learner over 10 months. She concentrated on task-related variation with regard to target-like production of English consonants. At certain data points, higher accuracy occurred in conversation than in reading aloud. This result was surprising, since reading aloud is a task that requires concentration and deliberation; Sato's explanation was that conversation actually required more work, and thus more concentration, because of its discourse needs. In other words, as the learner's command of English improved, he gave discourse, i.e., conversation, priority over reading aloud. Although Sato does not use the term *investment*, this prioritization of one area of language over another (which leads to better performance in the prioritized area) is similar to the concept defined by Peirce (1995) and illustrated in McKay and Wong (1996).

Moyer (1999) used ratings from native speakers (as did the aforementioned Flege, Munro, and MacKay, 1995) to quantify pronunciation accuracy. Her participants were graduate students in the German program at the University of Texas at Austin; given their postiions, they were all presumed to be highly motivated to master German for both learning and teaching purposes. However, she found that motivational variables (which she called affective variables), such as goals for studying German and the importance of native-level pronunciation (p. 87), correlated only weakly with accuracy, while age of onset showed a strong negative correlation with accuracy. Instead of a sharp decline in accuracy after an AOO of 15, as proposed by some (e.g., Patkowski, 1990), Moyer found a gradual decline; participants whose exposure began between ages 11 and 15 were rated as only slightly more native-like than those whose exposure began after age 15.

1.2   MODELS OF LEARNER MOTIVATION

1.2.1   Available models

Gardner's (e.g., 2007) framework for analyzing L2 learner motivation is based on the integrative-instrumental division, which divides motivation into two broad categories: *Integrative motivation*, or positive affect toward and desire to integrate oneself into the culture(s) of the target language, and *instrumental motivation*, or desire to further an end by means of the target language. The related concept of *investment* provides explanations for various manifestations of motivation. McKay and Wong (1996), in their two-year study of Chinese-speaking immigrants to the United States, posit that individual choice is foremost in how
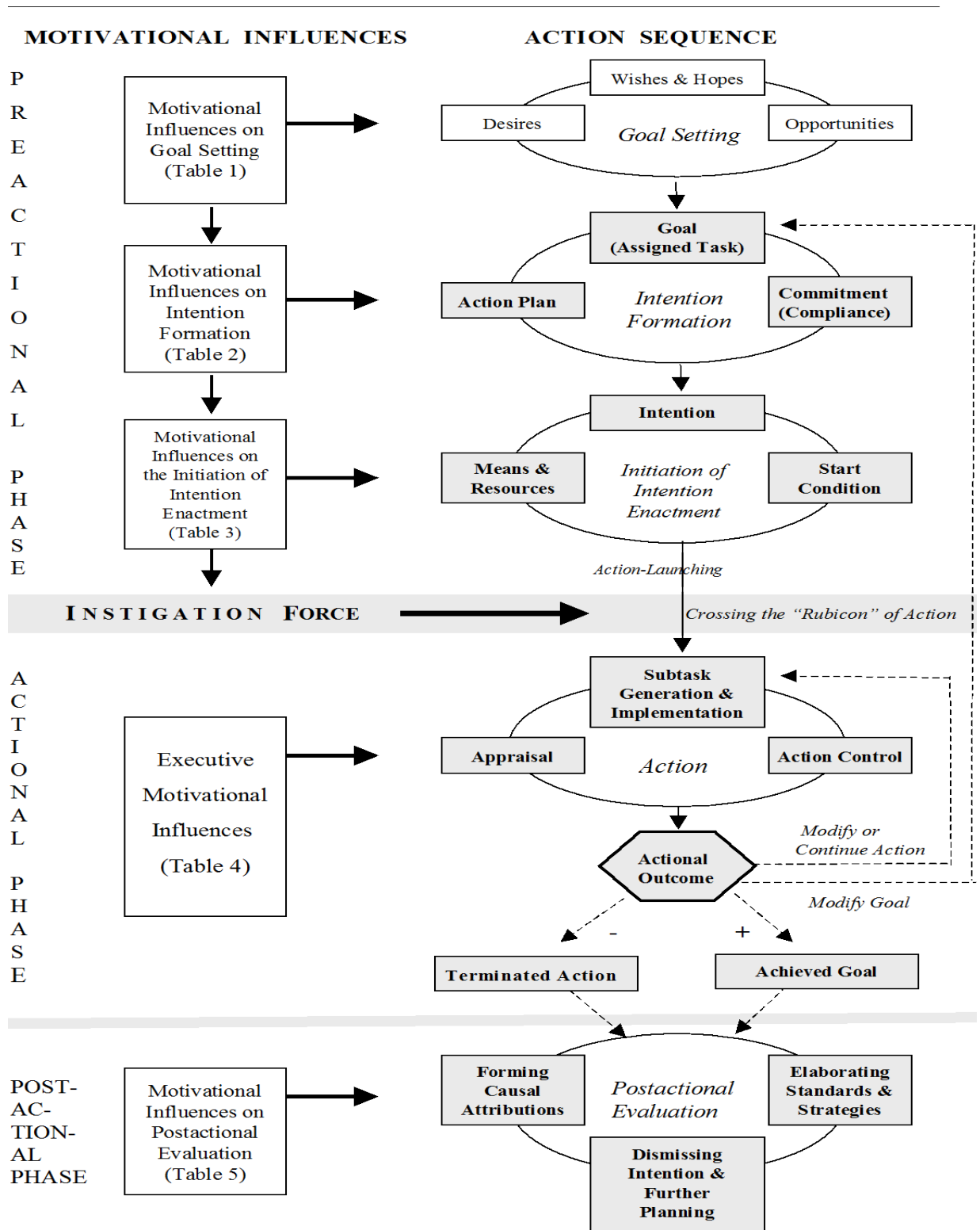
motivation manifests in ability. For example, Michael Lee, one of their participants, was most invested in interacting with native speakers of English. He therefore accommodated his spoken output to more closely resemble colloquial English, and performed poorly in reading and writing because he had neglected those areas in favor of developing his speaking ability.

Although the Gardnerian model of motivation tends to dominate research on motivation, it is not without problems. Crookes and Schmidt (1991) point out that the elevation of integrativeness as a crucial predictor of successful language learning is not supported by empirical evidence; although Gardner acknowledged this flaw, he maintained that students who have integrative motivation will "probably" be comparatively successful (p. 474). Another criticism is that motivation is highly susceptible to change and to differences in individual learners and their situations. The choice to learn an additional language, Crookes and Schmidt argue, is complex and involves many active sub-choices, such as enrolling in the initial class, practicing, engaging oneself fully in learning, and enrolling in subsequent classes (p. 479).

Dörnyei and Ottó's (1998) Process Model is an alternative to Gardner's model that addresses these sub-choices. In this model, the learner first enters the *pre-actional phase*, which consists of setting goals, forming an intention, and enacting that intention based on wishes, hopes, desires, and emerging opportunities. Next, the learner passes to the *actional phase*, in which s/he generates and implements subtasks according to his/her intention while also continually appraising his/her progress. Finally, in the *postactional phase,* the learner evaluates the outcomes of his/her actions, comparing expectations to actual results and attributing causality between actions and results. These transitions between phases depend on transformations in the learner's motivation, which are spurred by influences from all relevant sources, including but not limited to self-evaluation, interaction with peers, and method of instruction. More specifically,

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such influences might include need for achievement (p. 54), cohesiveness of the learner group, and quality and quantity of feedback from the instructor (p. 57).

Figure 1. Schema of the Process Model. (Dörnyei & Ottó, 1998, p. 48)

MOTIVATIONAL INFLUENCES   **ACTION SEQUENCE**

P R E A C T I O N A L   P H A S E

| Motivational Influences on Goal Setting (Table 1) |

Goal Setting — Wishes & Hopes, Desires, Opportunities

| Motivational Influences on Intention Formation (Table 2) |

Intention Formation — Goal (Assigned Task), Action Plan, Commitment (Compliance)

| Motivational Influences on the Initiation of Intention Enactment (Table 3) |

Initiation of Intention Enactment — Intention, Means & Resources, Start Condition

Action-Launching

INSTIGATION FORCE — Crossing the "Rubicon" of Action

A C T I O N A L   P H A S E

| Executive Motivational Influences (Table 4) |

Action — Subtask Generation & Implementation, Appraisal, Action Control

Modify or Continue Action

Actional Outcome — Modify Goal

− Terminated Action   + Achieved Goal

POST-AC-TION-AL PHASE

| Motivational Influences on Postactional Evaluation (Table 5) |

Postactional Evaluation — Forming Causal Attributions, Elaborating Standards & Strategies, Dismissing Intention & Further Planning

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1.2.2 Limitations

Aside from the previously mentioned studies (Purcell & Suter, 1980; Sato, 1985; Moyer, 1999), there is little to be found on the relationship of learner motivation to pronunciation accuracy. In their study of L2 English pronunciation in Québec Francophones, Segalowitz, Gatbonton, and Trofimovich (2009) found that social variables, through the mediating variable of use of the target language (also identified by Schumann, 1986; cf. Crookes & Schmidt, 1991) could affect pronunciation. For example, those who expressed strong agreement with the separatist movement, which seeks to make Québec independent from Anglophone Canada, received low ratings from native speakers on their comprehensibility and fluency. This lends support to Csizér and Dörnyei's (2005a) finding that integrativeness was the most important factor in the learner's amount of effort.

However, this connection, which fits into Gardner's framework, has rarely been pursued in foreign-language (rather than second-language) settings. In one such rare study, Williams, Burden, and Lanvers (2002), surveyed Gardnerian factors among English secondary school students learning French or German as a foreign language; with regard to effort for pronunciation accuracy, they found a gender difference, namely that boys thought it embarrassing to display effort in front of their peers.

There are no similar studies available with a less-commonly-taught language as the target foreign language. Such languages are not necessarily immune to high learner motivation, but they are less susceptible than popular languages are to the stereotypical urgent reasons for motivation, e.g., "Fluency in this language is a requirement for many lucrative careers" or "I want to emigrate to the target country in order to lead a better life." It follows that with regard to pronunciation accuracy, students of a less-commonly-taught language might differ from students

of popular languages in *why* they pursue (or do not pursue) accuracy in pronunciation – not just in the overarching or first reason for enrolling in a course, but also in their longitudinal development, which is likely to include ebbs and flows in motivation. Moreover, although some studies, such as Kim's (2009) qualitative study of two Korean ESL students' personal goals and peer interactions in relation to their overall motivation, have incorporated aspects of the Process Model, fact-finding studies on the longitudinal manifestation of the Process Model in real life are missing from the literature. Heavy focus on learner-external influences on motivation (explored extensively in the Process Model) is relatively rare.

1.2.3   The present study

In sum, although high motivation has been found to contribute to increased L2 performance, examinations of its relationship specifically to L2 pronunciation accuracy are few and far between. The research methods left by Purcell and Suter (1980) and Sato (1985) have not been applied to novel settings. Neither the integrative-instrumental nor the process-model framework has been used to explain motivation in learners who choose to study a low-popularity foreign language. Gardner (2007) has recently applied his framework, which originates from research on Francophone Canadians learning English, to foreign-language learners in six European countries, but still with English as the target language. Csizér and Dörnyei (2005a), who made the unusual choice of including students whose target languages were German, French, Italian, or Russian, deal primarily with language choice, i.e., the choice that students make to use the target language instead of their native language, or vice versa.

These studies have also tended not to include language aptitude as a variable. However, high scores on aptitude tests, such as the Modern Language Aptitude Test (MLAT) and the Pimsleur Language Aptitude Battery (PLAB), are reliable predictors of success (Robinson, 2005). Language aptitude, or the phonemic coding ability, associative memory, grammatical sensitivity, and inductive language learning ability (Skehan, 1991) that manifest as high scores on these tests, is especially relevant to post-puberty learners, whereas younger learners rely on the implicit mechanisms that allow them to master their L1 (DeKeyser, 2000).

1.2.4 Goals

The present study sought to address these research gaps by conducting a longitudinal case study on the phonetic performance and motivations of four students who learned introductory Hungarian at an American university. It examined the changes in the learning experience of the participants over the course of an academic year, and attempted to generate a set of questions that could be used in the future to test whether (and if so, how well) the Process Model fits with real-life situations. It also used the PLAB to address the possibility that low aptitude may override high motivation or vice versa.

1.2.5 Research questions

The answers to the following research questions were sought mostly separately and with equal focus. Whether the types of motivation that lead to pronunciation accuracy and influences on motivation (as described by the Process Model) interacted is explored in Section 4.

Question 1

a) What types of motivation lead to pronunciation accuracy in the foreign language classroom?

b) How do these motivations interact with other potential factors, such as language aptitude (measured by the PLAB) and language learning history?

Question 2

Do distinct phases of learner motivation, as described by Dörnyei and Ottó's (1998) Process Model, emerge in a real-life context in which the foreign language being studied is a less-commonly-taught language?

2.0   METHOD

This study was a longitudinal, qualitative study modeled in part after McKay and Wong (1996), who followed the longitudinal progress and motivational changes of four Chinese-speaking immigrants in a United States high school. Like McKay and Wong, this study sought to uncover the reasons behind its participants' achievement in and attitudes toward learning a new language. This section describes how it was conducted.

2.1   PARTICIPANTS

This study had a total of five participants – four students and one instructor. All were members of an introductory Hungarian class (called Hungarian 1 in the fall semester and Hungarian 2 in the spring) at a university located in the eastern United States.

2.1.1   Students

The four student participants were in-state undergraduate students at the aforementioned university. All of them reported having Hungarian ancestry. Douglas and István proactively chose their pseudonyms; while János followed István's suggestion and Kati gave the choice to

the researcher. These pseudonyms were used solely the purposes of this study; in class, each student was addressed by the instructor and other students by his or her real name. Three of the students – István, János, and Douglas – were freshmen, while Kati was a junior who had just transferred from another campus. All four were native speakers of English and had experience with other languages. Their language background will be discussed more extensively in Section 3.1.

2.1.2 Instructor

The instructor, henceforth referred to as Eszter (a pseudonym chosen by the researcher), was a native speaker of Hungarian in her early forties. She had a native-like command of German and a near-native command of English, especially in conversation and grammar. As of the beginning of this study, she had been teaching university Hungarian classes for eight months; previously, she had taught German as a foreign language in classrooms and tutored young Hungarian heritage speakers privately. Her professional experience will be discussed more extensively in Section 3.1.

2.2 DATA COLLECTION

Meetings of Hungarian 1 and 2 occurred twice per week for 100 minutes per class. Data were collected from these meetings as well as from additional meetings with the participants. This section details the types of data that were collected; the results will be discussed in Section 3.

Table 1. Types of data collected

Type of data	Administered	Purpose
Audio recordings	Throughout the academic year	Document student behavior (including pronunciation), classroom interactions, and teaching
Initial survey	Beginning of the study (early first semester)	Document students' initial motivations for studying Hungarian and their investment in pronunciation accuracy
Aptitude Test	Halfway point of the study (end of first semester)	Gauge each student's language aptitude (not specific to any language)
Progress reports	Halfway point and end of study (end of first semester, end of academic year)	Document each student's performance in the classes, especially with regard to pronunciation
Exit interviews	Halfway point and end of study (end of first semester, end of academic year)	Document the students' learning experience, including background information and levels of motivation

2.2.1 Audio recordings

All class sessions of Hungarian 1 and 2 were audio-recorded using an Olympus WS-600S digital voice recorder. Video recording was piloted, but was deemed too obtrusive as well as unnecessary for either assessing pronunciation accuracy or for distinguishing the participants' voices. The recordings, especially those from the end of each quarter-year, were used to evaluate the students' progress (especially in pronunciation) and motivation, as well as to investigate the instructor's pedagogical methods.

The final audio recordings were of speaking examinations for each student, administered by Eszter as part of her training for certification as an OPI (Oral Proficiency Interview, standardized by the American Council on the Teaching of Foreign Languages) administrator.

2.2.2 Initial survey

One written survey was administered near the beginning of the study. This survey was used to gauge the students' reasons for and investment in learning Hungarian; it also asked them to assess their own performance in the class up to the time of the survey. The survey contained open-ended, yes/no/maybe, and Likert questions, with the choice to elaborate on any answer of the latter two types.

2.2.3 Aptitude test

The student participants completed Parts 4, 5, and 6[1] of the Pimsleur Language Aptitude Battery (PLAB; Pimsleur, Reed, and Stansfield, 2004). Part 4 (Language Analysis) tests the ability to use logic to extrapolate, given a data set of novel grammar and vocabulary, rules for well-formed

[1] As Parts 1, 2, and 3 were not relevant to the present study, the participants did not complete them. The characteristics of these sections are artifacts of the intended audience of the PLAB – American secondary-school (Grades 7-12) students. Part 1 requires test-takers to list their letter grades in major subjects, such as English, Social Studies, and Math; these grades are then used to calculate each student's grade point average. Part 2 consists of one Likert question that asks how interested the test-taker is in studying a modern foreign language. Part 3 tests knowledge of English vocabulary.

phrases in a new language. Part 5 (Sound Discrimination) requires participants to hear and distinguish vocabulary items from Ewe, a language that none of the participants had heard of before, that are phonetically similar but differ phonemically by vowel quality and/or tone. Part 6 (Sound-Symbol Association) tests the ability to map sounds to English letters; participants hear and must correctly choose one of four English-like nonce words (written down) that differ from one another only by one segment. (See Appendix C for sample questions.)

As outlined in Section 1.2.2, Skehan (1991) posits four components of language aptitude: Phonemic coding ability, associative memory, grammatical sensitivity, and inductive language learning ability. Parts 4-6 of the PLAB test all of these constructs. Phonemic coding ability, or the ability to recognize phonemes and associate them with the correct symbols, is tested by Parts 5 and 6 of the PLAB. Part 5 also tests associative memory, since it requires test-takers to match the set of minimally differing Ewe words with a set of definitions in English. Part 4 (Language Analysis), in which test-takers must recognize (overtly or implicitly) and apply the grammatical patterns of an SOV language with Case marking, tests associative memory, grammatical sensitivity, and inductive language learning ability.

2.2.4   Progress reports

At the end of each of the two semesters, Eszter completed a written evaluation of each student's performance in her class. The evaluation focused on pronunciation, but left room for an overall picture of the student's strengths and weaknesses. To avoid altering the students' behavior,

neither the researcher nor the instructor informed them that the study's topics were pronunciation and motivation; therefore, the students did not receive copies of these evaluations.

2.2.5 Exit interviews

At the end of each of the two semesters, the student participants were interviewed about their experience of studying Hungarian. All of them were already familiar with me, the interviewer; we had been introduced at an informal gathering in Eszter's home. They knew that I had studied Hungarian 1 and 2 – the same levels that they would study – with Eszter before the study began, and I had described the plans for the present study verbally at the aforementioned gathering before getting their official consent to participate.

The interviews at the end of the first semester, which were conducted with the participants divided into pairs (István and János, Douglas and Kati), focused on language background. The final interview was conducted with all four participants together, and focused on their progress over that academic year, the impact of Eszter's pedagogical approach, and their plans for language learning in the future.

2.3 PROCEDURE

Priority was given to documenting in detail two facets of learning Hungarian: 1) The participants' experience of Hungarian 1 and 2 – their feelings on the Hungarian language, their learning environment, the instructor, and language learning in general – based on information

from the survey and exit interviews; 2) The participants' apparent effort and achievement in pronunciation accuracy.

2.3.1   Evaluating pronunciation

Following the rating practices of previous studies (e.g., Bongaerts, van Summeren, Planken, & Schils, 1997), the accuracy of each student's pronunciation was rated by the instructor, a native speaker of Hungarian, on a 5-point Likert scale of nativelikeness. The instructor provided these ratings using an evaluation form completed at the end of each semester (see Section 2.2.4). She also provided qualitative information regarding the students' pronunciation; this supplemented the qualitative descriptions of the researcher, a linguist and a student of Hungarian whose pronunciation accuracy the instructor consistently praised. To account for changes over time, the total number of class meetings was divided by 4, and the end of each quarter (a period of approximately 7-8 weeks) was used as a data collection point for the students' progress, although other recordings were taken into account as well. During the analysis, shared areas of difficulty emerged; these became the focal points of accuracy evaluation.

The original plan was to organize pronunciation data according to task, as in Sato (1985). A typical class was expected to include conversation drills, grammar drills, cloze exercises, reading out loud, and translation; samples from which could be juxtaposed to determine whether (and if so, how) pronunciation accuracy varied according to task. However, because the classes became less structured over time, with dialogue translation and the resultant impromptu learning as the most frequent activities, such systematic evaluation was unfeasible. Section 3.2

(Pronunciation results) will still consider context for pronunciation data when it might be of interest.

The results of the PLAB, which measures non-language-specific language aptitude, were included as a possible independent variable in the participants' pronunciation accuracy or lack thereof.

2.3.2 Analysis of interview data

The exit interviews, in which the student participants described their own experience during the academic year, were the primary means of gathering data on motivation. Changes in attitude between the first and second interview were of particular interest. Verbal comments by the instructor regarding the class, which emerged in conversation, were also taken into account.

2.3.3 Analysis of classroom data

Classroom interactions, in addition to being the source for pronunciation data, were used to support the interview data, especially with regard to the instructor's pedagogical methods.

3.0   RESULTS

Section 3 describes the results of this study. It begins with extended profiles of each participant in terms of their language experience, approach to Hungarian, and aptitude scores (if applicable). Section 3.2 details each student's progress with Hungarian pronunciation. Finally, Section 3.3 follows motivational developments in each student.

3.1   EXTENDED PARTICIPANT PROFILES

This section outlines the participants' previous experience with their native and additional languages, the factors that shaped their enrollment in and approach to Hungarian 1, and their language aptitude as described by anecdotal observations and measured by Sections 4, 5, and 6 (Language Analysis, Sound Discrimination, and Sound-Symbol Association) of the Pimsleur Language Aptitude Test (PLAB).

Table 2. Summary of participants

Name	Occupation	Age[2]	Native language	Other languages	1st semester grade	2nd semester grade
István	University student, history major	18	English	Arabic, Spanish	B	B
Kati	University student, communication major	20	English	Spanish, French, German, Japanese	A	A-
János	University student, undecided major	18	English	Spanish	A+	A
Douglas	University student, undecided major	19	English, Hungarian	German	A+	A
Eszter	University Lecturer of Hungarian	42	Hungarian	German, English, Russian	--	--

3.1.1   István

István (M 18;8) could be considered a heritage learner of Hungarian, i.e., someone who first learned a foreign language through his family, although his experience with the language came from sporadic contact with his grandparents rather than consistent exposure at home. His exposure to Hungarian during his visits with them did not include any extensive conversations,

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[2] This is the participant's age as of the beginning of this study. Date of birth was an item on the consent form.

and he has never been to Hungary. His first memory of hearing the language is his grandfather saying grace before meals.

Initially, István stated that his Hungarian heritage and the related desire to communicate with family members, as well as intellectual curiosity and a plan to travel to Hungary someday, led him to enroll in Hungarian 1. According to his self-assessment, he is much better at speaking and pronunciation than at grammar; he credits this to the aforementioned contact with his grandparents. However, he thinks that the advantage is also a crutch; with a blank slate, he would pay more attention in class and learn "proper" Hungarian.

Prior to university, István studied Spanish for all four years of high school, taught by a non-native speaker. He also studied Arabic intensively between his junior and senior years through a state-funded experimental immersion program. He considered continuing with Arabic, especially because doing so would help him advance his career, but he ultimately chose Hungarian because the latter is not offered at any other school in the area.

István's scores on the PLAB were generally good. He obtained a 13 out of 15 on Part 4 (Language Analysis), 25 out of 30 on Part 5 (Sound Discrimination), and 22 out of 30 on Part 6 (Sound-Symbol Association); he was not the highest scorer, but a close second to the highest scorer on each section. His relatively high score on Part 5 is of especial interest here; he, along with Douglas (see 3.1.4), answered more than 80% of the questions correctly, while the other two students (see 3.1.2 and 3.1.3) managed barely more than 50%. These results are suggestive of a natural advantage, acknowledged by István himself in the aforementioned self-assessment, for learning the sounds of foreign languages.

3.1.2 Kati

Kati (F 20;1) was the only participant who reported no exposure to Hungarian prior to enrolling in Hungarian 1. She described her Hungarian great-grandparents as "gypsies" and her grandfather as having extensive knowledge of their family history, but none of the Hungarian language. Her stated reasons for enrolling in Hungarian 1 were intellectual curiosity, her Hungarian background, plans to travel to Hungary, and a love of learning languages.

Kati received foreign-language instruction from the beginning of her schooling; she was part of a pilot FLES (Foreign Language in Elementary Schools) program in which every student studied Spanish from kindergarten to seventh grade. However, she did not feel that she learned much from this program. In eighth grade, she studied French and German for one trimester each; she chose to continue with French for all four years of high school. Kati also tried to study Japanese using the language-learning software Rosetta Stone, but found that the lack of visual support, coupled with the difficult grammar, was not conducive to learning.

Despite her atypically extensive experience with learning languages, Kati's scores on the PLAB were noticeably low, particularly on Parts 4 (Language Analysis) and 5 (Sound Discrimination), where she correctly answered 10 out of 15 and 17 out of 30 questions, respectively. Her score on Part 6 (Sound-Symbol Association), 22 out of 24, was similar to those of her classmates. It might be worth noting that, as described previously in Section 2.2.3., Parts 4 and 5 use data from rare foreign languages, while Part 6 uses quasi-English words and therefore does not require the test-taker to learn a new grammatical or phonological system. The tasks in Parts 4 and 5 are therefore more similar to the mental processes that a student might undergo in learning a foreign language. Kati's results on these two sections suggest that she was at a disadvantage as she learned Hungarian, especially with regard to pronunciation.

3.1.3 János

János (M 18;6) was described as a good, hardworking student by both his classmates and instructor. He, like the other participants, has Hungarian family members. Like István, he received some early exposure to Hungarian through a grandparent, although he does not seem to have heard the language as much as István did – unlike István, he did not identify this exposure as something that helped him in Hungarian class. His stated reasons for enrolling in Hungarian 1 were intellectual curiosity (an answer shared by all of the student participants), his Hungarian heritage, desire to travel to Hungary, desire to be able to communicate with a family member, and a love of learning languages.

Prior to university, János studied Spanish (taught by a non-native speaker) for four years, from eighth to eleventh grade. He described this experience as enjoyable and his ability as "pretty good." He reported that he found Hungarian more difficult because it lacks a relationship to English.

János' scores on the PLAB were unusual in that he did not have a generally good or generally poor showing. While he obtained a perfect 15 out of 15 on Part 4 (Language Analysis), his score of 16 out of 30 on Part 5 (Sound Discrimination) was the lowest in the class. His Part 6 score of 23 out of 24 was similar to that of the other students. These results suggest that while János is overall a good learner of foreign languages, he might find it difficult achieving advanced phonetic perception and production.

3.1.4 Douglas

Douglas (M 19;5) was unique among the student participants in that he could claim Hungarian as a native language. Born to an American father and a Hungarian mother, he visits relatives in Hungary every year, and acquired English and Hungarian simultaneously. His stay-at-home mother facilitated this acquisition and claims that his first word was in Hungarian. Since his dominant language is English, he uses the yearly visits to practice his Hungarian.

At home, Douglas uses a mix of both languages, depending on who initiates the conversation and which language is easier to communicate in at the time. Eszter initially corroborated his report that his pronunciation and fluency were indistinguishable from that of a native speaker. Douglas reports that his linguistic environment at home, which facilitated his native-like acquisition of Hungarian, has changed since his early childhood; the amount of Hungarian used in the household decreased over time. As a result, Douglas' younger brother speaks Hungarian with a discernible accent.

Douglas stated that he chose Hungarian 1 over a more advanced level to learn about the "whys" of the language. He has an intuitive grasp of the grammatical constructions that his classmates find difficult, such as obligatory accusative case, word order variations, and negation placement. However, speaking Hungarian only with family members has limited his acquisition in some ways. Although he can navigate Hungarian society on his own, he does find family conversations simpler than outside conversations. Moreover, taking Hungarian 1 has made him aware of grammatical errors that he did not notice before because he does not receive negative feedback from family members. Finally, since he has never studied the reasoning behind these constructions, he finds himself second-guessing and relying on "what sounds right." This

approach, he feels, does not always work with such a "malleable" (by which he seems to mean "flexible," e.g., with word order and dialectal variation) language.

Prior to university, Douglas studied German from 8th to 10th grade, taught by a native speaker; he quit due to schedule constraints, and feels that too much time has elapsed since then for him to resume learning German. He enrolled in Hungarian 2, due in part to Eszter's assessment that he needs to build the grammatical foundations necessary to the production of new utterances.

Douglas outperformed all of his classmates on the PLAB. Like János, he scored 15 out of 15 on Part 4 (Language Analysis) and 23 out of 24 on Part 6 (Sound-Symbol Mapping); what differentiated his results from those of János was his score of 28 out of 30 on Part 5 (Sound Discrimination). Although Sections 5 and 6 both test auditory ability, Part 5 is more difficult for English-speakers as well as longer and more demanding. Douglas is clearly at an advantage for acquiring languages with phonetic accuracy.

3.1.5   Eszter (Instructor)

As of the beginning of this study, Eszter's experience as a university-level Hungarian instructor was not extensive; she had accepted the lectureship only eight months prior. However, she had a master's degree in German language education and was in the process of completing a TESOL (Teaching English to Speakers of Other Languages) certification. In addition to this training, she had about 10 years of experience as a teacher in various situations: she taught German in Hungary for 6 years in a high school while also teaching at an adult retraining center (1 year) and working as a translator for the government (3 years). After moving to the United States, she taught at a high school for four years, and had been tutoring young heritage learners of

Hungarian for two years prior to receiving her current appointment. She also authored a German grammar handbook for Hungarian-speakers. The student participants noted that in some ways, she had a better grasp on English than they did; none of them, for example, had previously been aware that English had an Accusative case and a Nominative case.

Because Eszter had had little notice of her teaching appointment, she sometimes felt that she had not had enough time to organize a curriculum. She was also keenly aware of the learning differences between her first Hungarian 1 class and her second (the latter being the subject of the present study). Like her, most of the students in the first class spoke at least two languages fluently, and several were linguists by training; they were more amenable to learning from technical explanations of such points as case marking, postpositions instead of prepositions, and flexible word order. The students who participated in the present study, on the other hand, lacked metalinguistic knowledge, and were therefore more prone to feeling lost. This negatively affected their motivation, especially in Hungarian 2. Section 4.1.3 and 4.2 will discuss in more detail the effects of the curriculum and teaching approach on the students' motivation.

3.2   PRONUNCIATION

This section describes each student's progress in Hungarian pronunciation throughout the year, based on Eszter's evaluations and the classroom recordings (which, as mentioned in Section 2.2.1, culminated in individual OPI interviews). Since the students all had American English as their native language, they shared several areas of difficulty. As Section 3.2.4 will describe, even Douglas was not completely immune to these.

- Vowels

- o The front rounded vowels [ø], [y], [ø:], [y:], which do not occur in English, were often rendered as [o] and [u], and sometimes [o:] and [u:] where applicable. For example, *csütörtök* 'Thursday,' pronounced [t͡ʃytørtøk], would be pronounced [t͡ʃutortok].

- o The contrast between [e:] and [ɛ] was not always observed. For example, *én* 'I' [e:n] and *te* [tɛ] 'you,' both of which were used frequently in the classroom, would be rendered as [ɛn] and [te:]. This latter error may also be attributed to the fact that English does not allow word-final [ɛ].

- o The contrast between *a* [ɒ~ɔ] and *á* [a:] was not always observed, perhaps due to the orthography; *a* would often be pronounced as a short [a].

- Consonants:

- o The palatal stop [ɟ], written *gy[3]*, was often rendered as [dʒ], [ʒ], or the two-consonant sequence [gj].

- o [l] and [r], written *l* and *r*, were pronounced as the English velar [ɫ] and approximant [ɹ], respectively.[4]

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[3] There is some debate over whether *gy* is a stop or an affricate. For the purposes of this paper, we assume that Gósy (2004) is correct in classifying it as a stop. In any case, it is palatal.

[4] Another shared tendency was to pronounce what should have been [ʃ] as [s], but this was a reading issue: [ʃ] is represented as *s* in the Hungarian alphabet, while [s] is represented as *sz.*

Table 3**.** Eszter's Likert ratings of the students' pronunciation

Name	Response to "How native-like is this student's speech?"	
	1 = not at all; 2 = not very; 3 = somewhat; 4 = significantly; 5 = extremely	
	1st semester	2nd semester
István	4	4
Kati	3-4 (Comment: "In between – moving toward significant.")	3
János	4	4
Douglas	5	5

Table 4. Summary of the students' PLAB results

Name	Part 4: Language Analysis		Part 5: Sound Discrimination		Part 6: Sound-Symbol Association	
	Points	Possible	Points	Possible	Points	Possible
István	13	15	25	30	22	24
Kati	10	15	17	30	22	24
János	15	15	16	30	23	24
Douglas	15	15	28	30	23	24

3.2.1 István

As noted in Section 3.1.1, speaking Hungarian seemed to be relatively easy for István; Eszter speculated that having Hungarian-speaking grandparents helped him with pronunciation. He received high scores in both Part 5 of the PLAB (25 out of 30; cf. Section 3.1.1 and Table 4) and in Eszter's evaluations. She rated his pronunciation as 4 out of 5 – "significantly" native-like – and described him as doing careful work on pronunciation, using appropriate prosody, and making an overall effort to speak accurately.

According to the audio recordings, István's fluency was excellent when reading out loud, i.e., when he did not have to struggle to find phrases. Eszter evaluated his pronunciation as "very

good" from the beginning, and the recordings showed that it did not change a great deal over the academic year; the same few weaknesses persisted. Although he generally did well with the front rounded vowels, he sometimes failed to front them, and he tended to pronounce *gy* [ɟ] in certain contexts, e.g., *Magyar* 'Hungarian,' as [gj]. He was also inconsistent with raising [e:] to the required height, sometimes defaulting to [ɛ] even in high-frequency words such as *és* [e:ʃ] 'and' and *beszél* [bese:l] 'speak.'

3.2.2   Kati

At the beginning of the study, Kati spoke Hungarian with a very obvious American accent: she pronounced *r*s as [ɹ], *l*s as [ɫ], and *gy*s as [ʒ]; she rarely fronted *ö* and *ü,* pronouncing them instead as [o] and [u]. Her low score of 17 out of 30 on Part 5 of the PLAB corresponded to the evaluations of her pronunciation accuracy. On the Likert item on the first-semester evaluation, Eszter rated Kati's speech between 3 out of 5 ("somewhat" native-like) and 4 out of 5 ("significantly" native-like). By the halfway point (Quarter 2), both the evaluative comments and the audio recordings showed that she had improved, especially the front vowels. The year-end evaluation was optimistic; Eszter wrote that Kati had made steady overall improvement and that her pronunciation would improve more with more practice. However, her strength and weakness ratings were still somewhat poor compared to her classmates', and the Likert rating of her speech was downgraded to 3 out of 5. In the OPI interview, the problems with *r*s and *l*s still persisted, as did some vowel problems that the other students did not have. The most noticeable of these were the pronunciation of *o* [o], e.g., in *huszonnegy* [huson:e:ɟ] 'twenty-four,' as something akin to the

English [ɔ], and *te* [tɛ] 'you' as [teː] ("tay"). The overall effect was that the influence of American English on her Hungarian was still prominent at the end of the study.

3.2.3   János

János' pronunciation fell somewhere between highly proficient and highly English-influenced. As with István, Eszter rated János' speech 4 out of 5, or "significantly" native-like, in both evaluations, but the difference in quality between his pronunciation and István's was obvious, especially at the beginning of the study. There was a parallel difference between their scores on Part 5 of the PLAB – István scored 25 out of 30, while János had the low score of 16 (cf. Section 3.1.3 and Table 4). Like Kati, he had trouble differentiating the front vowels *ö* and *ü* from their non-fronted counterparts, tended to use [ɹ] instead of [r], and did not always have the *é-e* contrast in his speech; at times, he substituted [ɪ] for [e].

As Eszter remarked, János worked diligently to correct his pronunciation. By the time of his OPI interview, he had not eradicated the aforementioned errors, but the effort he put into sounding more Hungarian was obvious. This was perhaps the main difference between him and Kati, who began the year at a similar proficiency – his American accent was much less noticeable.

3.2.4   Douglas

Having grown up with Hungarian as a native language, Douglas did not usually find pronunciation to be a problem. He received a 5 out of 5 Likert rating ("extremely" native-like)

on both semester-end evaluations. However, Eszter commented on his second evaluation that some influence from English was evident and that one could tell that he learned Hungarian outside Hungary, although she did not elaborate on why she thought so. This was a change from the first evaluation, when she described his pronunciation as "perfectly native-like." Nonetheless, his overall results were excellent, and his high score of 28/30 on Part 5 of the PLAB – the highest among his classmates – may be indicative of an ability to maintain a high level of Hungarian despite English being his dominant language[5].

It may be that by the time she wrote the second evaluation, her perception had been colored by his grammatical or morphological imprecision, which contrasted with his fluency and pronunciation, since she had had more time to observe his errors in the classroom. One error found in an early recording – which may have been a one-time reading mistake – was pronouncing the second *á* in *háromszobás* 'three-room' as [æ:] (a sound that does not occur in Hungarian, but does in English), instead of [a:]. In his OPI interview, his differentiation of *a* from *á* was not always clear, especially in words with diphthongs, e.g., *majd* 'later' [mɒjd] and *rajzol* [rɒjzol] 'draw'; other than that, he did not seem to have any problems. When he spoke Hungarian, he was able to make a complete switch from English, pronouncing English words (where possible) as a Hungarian would; for example, "Disney World" became "Disneyvorld."

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[5] I suspect that, based on the PLAB score and his overall ease with speaking Hungarian, Douglas' pronunciation rating would still be high if compared to ratings of other heritage learners. However, such an investigation is beyond the scope of this paper.

3.3   OTHER ASPECTS OF THE STUDENTS' EXPERIENCE

The information in this section consists primarily of the student participants' statements in their exit interviews. For the first interview, which were conducted at the end of the first semester and lasted approximately 20 minutes each, the students were in pairs: Kati and Douglas were one pair, and István and János were the other. For the second, conducted before the final class of the year, all four students were interviewed together for approximately 30 minutes. The atmosphere for all of the interviews was informal. Although the students addressed some pre-prepared questions (see Appendix B for examples), they were also free to make tangential comments that did not directly address the initial questions, and the conversation moved more or less naturally with the aid of the more talkative students. In general, the classroom recordings did not provide a great deal of support for these statements. Whatever negative feelings the students had or claimed to have toward the class did not surface in classroom interactions.

3.3.1   István

István showed the most drastic change in affect and motivation between the first and second halves of the study. At his first exit interview, in which he participated with János during the final exam period of the first semester, he acknowledged that he struggled with some aspects of Hungarian 1. He tended to be exhausted in class due to other commitments – Eszter frequently made comments along the lines of "Are you with us?" – and did not often get the opportunity for the rule-based learning and regular practice that he would have preferred, especially since only two people in his personal life (his grandparents) knew the language. He was also aware – and regretful – that he sometimes caused delays in class; this stemmed in part from his approach to

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speaking Hungarian, which involved translating literally from English in an attempt to create constructions that may or may not exist in Hungarian. He acknowledged that this approach was problematic, contrasting it with János' approach of giving carefully considered "good answers." In spite of these misgivings, István had a positive outlook on the course, and found his grandmother to be very encouraging of his efforts. He also felt that he could consult Eszter on any problem, school-related or not.

The second exit interview, conducted after the last class of the year, revealed István to be the only student who did not plan to continue studying Hungarian. He claimed that he "hated [the class]" as well as its exams and the fact that previously scheduled assessments, such as regular vocabulary tests, did not occur. He came to see the class merely as a "bump in the road," i.e., an obstacle to other pursuits. Hungarian was not useful for his prospective career, while Arabic, which he had previously set aside in favor of Hungarian, would be very useful. The main characteristics of the course – the small class size, Eszter's "lenient" (i.e., flexible and correction-light) approach, and the entirely Hungarian textbook ("with no English equivalents") – worked together to remove his motivation. According to István, he needed clarity and regimentation, and he felt that this class gave him neither. In fact, he stated that despite the "great benefits" of small classes and the potential drawbacks of larger classes, he simply functioned better in the latter.

3.3.2   Kati

Kati, like all of her classmates, had an overall positive view of Eszter's class at the time of her first interview, in which she was paired with Douglas. She felt that Eszter was a good and kind teacher, especially since she slowed down the curriculum as needed and took time to explain

difficult points. Kati also felt that she had learned more than expected. By the end of the first semester, she could read and understand short dialogues in Hungarian; such progress was very quick compared to the progress she experienced in her French classes.

In the second interview, Kati was vocal about sharing some of István's complaints about the class, but she did not plan to quit. On the contrary, she planned to continue with Hungarian and to use what she learned on a trip to Europe. Like István, she had objections to the textbook, which conveyed linguistic information mostly through dialogues and illustrations, rather than structured, translated lists and paradigms. To compensate for this deficiency, Kati purchased a grammar book, which she found very helpful. She also thought that the class should have been more structured, and that although Eszter generally taught well and was always available to students, her flexible approach actually made her class more difficult than others. However, she still liked the small-class format; it was certainly preferable to large, disruptive high-school language classes that contain students who do not truly want to be there.

3.3.3   János

János was the least talkative of the student participants; during the interviews, he frequently expressed his opinions via agreement instead of volunteering them. However, he did not show any tendency to align himself automatically with the most recently expressed opinion.

Unlike István, who was interviewed with him at the halfway point of the study, he did not add any qualifiers to his evaluation of his experience as "positive." He mentioned finding Hungarian difficult because of its lack of resemblance to English, but did not mention any strong feelings of struggle. István remarked that unlike him, János gave correct, carefully thought-out

answers to oral exercises; János' approach to learning Hungarian was perhaps more holistic and less translation-based.

In the second interview, János stated that he too found the textbook and curriculum problematic; he mentioned that he always had to go on the Internet to find explanations of grammar points, and that he found the emphasis on listening and dialogue particularly challenging. However, on the whole, his motivation did not appear to have changed greatly; he was still interested in going to Hungary to study.

3.3.4 Douglas

Douglas already had good intuitions for much of what was covered in the Hungarian 1 curriculum, and being a heritage speaker who had spent time in Hungary (i.e., among monolingual speakers of Hungarian), he was critical of the extremely stilted dialogues on which classroom exercises were based. Even so, he felt that he had learned a good amount. For example, formal pronouns and the accompanying verb conjugations were somewhat new to him, and he planned to practice them during his next trip to Hungary.

By the final interview, Douglas had become more sharply critical of the textbook. He stated that it would have been useless if Eszter had not walked the class through it, since it gave "zero direction" as to what students were expected to learn from each chapter – it had no front-loaded vocabulary or detailed explanations of grammar. In contrast to his classmates, however, he defended Eszter and her teaching, noting that she had not been teaching Hungarian for a very long time and that she would likely improve as she gained more experience. He also remarked (to general agreement) that Eszter was "better at English than [the students were]," by which he

meant that she was familiar with, and often used, advanced (to them) grammatical terminology such as "Dative case" and "indirect object." He was optimistic that the increased structure that the students yearned for would emerge with time, and he planned to continue with Hungarian if possible, having learned "a lot" over the year. He particularly cherished the opportunity to "relearn" the language away from his "predetermined notions." For example, he had assumed that the frequently-used verb *ráér* was a variation of *ér* 'to get somewhere,' *ra* being the equivalent of 'to, toward,' but he learned in the class that it really meant 'to have time.'

3.4   SUMMARY

Each student's performance on Part 5 (Sound Discrimination) of the PLAB *appeared* to predict his or her overall level of pronunciation accuracy in Hungarian. Certainly, those who had the lowest scores, Kati and János, had the most difficulties. However, diligent work did lead to improved accuracy, especially in János' case, although the work did not seem to be enough to correct all pervasive problems. It should be remembered that these students were only in their first year of studying Hungarian; Eszter may have been correct in her comments in that more practice would have brought further improvement, i.e., brought the students closer to native pronunciation.

There was a great deal of individual variation in the changes in motivation. The students all agreed that the curriculum and materials for their class were problematic, but only István was so demotivated as to decide to switch to another foreign language. Foremost in his thoughts was his future career, which seemed to be his primary investment as a student. The others, who did

not have his aspirations, were willing to continue in Hungarian, since they did not see it as an obstacle to achieving their goals.

4.0   DISCUSSION

We now return to the research questions posed in Section 1.2.5. The questions are reproduced below. After each question, I provide a brief answer or explanation. As indicated in each answer, more detailed discussion will take place in Sections 4.1 and 4.2.

Question 1:

a) What types of motivation lead to pronunciation accuracy in the foreign language classroom?

Answer:

No clear answer to this question was found. The students whose pronunciation had the most problems – Kati and János – did not consider achieving native-like pronunciation to be of great importance. The student with the best pronunciation – Douglas – saw no need to improve, given his early bilingualism. The student who fell in the middle, István, also stagnated; in any case, his pronunciation was rated highly from the beginning of the study. Section 4.1.2. will expand on this topic.

b) How do these motivations interact with other potential factors, such as language aptitude (measured by the PLAB) and language learning history?

Answer:

Since Question 1(a) lacked a clear answer, Question 1(b) did as well. However, language aptitude as measured by the PLAB, particularly the Sound Discrimination section (Part 5), did correspond with the ratings of their pronunciation accuracy, although language experience – in this case, adequate vs. little or no exposure to native Hungarian speech – seemed to be more relevant to the students' performance. Those who had had adequate exposure to Hungarian, i.e., István and Douglas, showed no noticeable improvement over the year. They were both aware from the beginning of the advantage they had (see Sections 3.1.1 and 4.1.2); this awareness may have interacted negatively with their motivation to achieve perfectly native-like pronunciation.

Question 2:

Do distinct phases of learner motivation, as described by Dörnyei and Ottó's (1998) Process Model, emerge in a real-life context in which the foreign language being studied is a less-commonly-taught language?

Answer:

Yes, the phases did emerge, and they were most clear in István's case, hence the emphasis on his motivation in Section 4.2.2 below. Several motivational influences (outlined in Section 4.2) also emerged from all of the students' experiences.

4.1   PRONUNCIATION

Over the year in which the study was conducted, none of the participants showed truly drastic changes in phonetic performance. For obvious reasons, Douglas had very little room for improvement. Under the assumption that the ideal learner sounds like a native speaker of the target language, a truly drastic change for the other three students would have consisted of catching up to Douglas' accuracy. This did not happen for them, although Kati and János showed improvement.

4.1.1   Aptitude

Since this is a qualitative study with a small sample size, no statistical generalization can be made regarding the student participants' scores on the PLAB (see Table 3, above). That said, one cannot help but notice that the two students who had low scores on Part 5 (Sound Discrimination), namely Kati and János, had the most difficulty with pronunciation. A dearth of natural aptitude for perceiving sounds and sound contrasts not in one's native language could explain why their errors (described in Section 3.2) were similar.

On the other hand, it is not clear how the aptitude scores were related to István's – or for that matter, Douglas' – phonetic performance. It is true that they both had high scores on the PLAB and good pronunciation in Hungarian, especially compared to Kati and János. However, István's experience with hearing people converse in Hungarian could just as easily explain his good (although stagnant) pronunciation in class, and the same applies to Douglas. To determine how much of their performance was attributable to natural aptitude, their results would have to be compared with the results of students of Hungarian with similar language backgrounds.

4.1.2 Motivation

Table 5. Likert scores from the initial survey (PLAB scores reproduced for comparison)

Name	Importance of native-like grammar	Importance of native-like pronunciation	Self-rating of pronunciation	Score on PLAB Part 5 (Sound discrimination)
	1 = not at all; 2 = not very; 3 = somewhat; 4 =very; 5 = extremely	1 = not at all; 2 = not very; 3 = somewhat; 4 =very; 5 = extremely	1 = very poor; 2 = poor; 3 = average; 4 =good; 5 = outstanding	30 = perfect score
István	3	4	4	25
Kati	4	3	3	17
János	3	3	2	16
Douglas	5	1 (Comment: "It already is.")	5	28

In the initial written survey of the students' motivations, none of them chose "extremely" (5 out of 5 on a Likert scale) when asked, "On a scale of 1 (not at all) to 5 (extremely), how important is it that your Hungarian pronunciation be indistinguishable from that of a native speaker?" Douglas did not think that the question applied to him, and thus chose 1 (not at all); he was not aware (and neither was Eszter until later in the year) that his pronunciation differed at all from that of a native speaker of Hungarian. The rest, whether because they underestimated their abilities or had other priorities, were apparently not interested in achieving perfect, native-like pronunciation. It should be noted here that although István selected "very" (4 out of 5) on this question, his pronunciation was already "very" native-like from the start; the others, Kati and János, selected "somewhat" (3 out of 5).

Eszter described both Kati and János as "improving" due to the effort they put into pronunciation, and the audio data supported that to some degree. It is unlikely, however, that their investment in achieving phonetic perfection increased or decreased greatly over the course of the study. They may therefore have been content with the amount of improvement they achieved. This is not to say that they completely stopped being motivated with regard to pronunciation; they still made an effort to improve and maintain their pronunciation, but only to the point that they decided was right for them.

4.1.3   Pedagogical methods

Eszter's pedagogical methods emerged as a central issue in the students' motivation. While this will be discussed in detail in Section 4.2, it is also worth discussing here. The classroom recordings showed that she rarely offered explicit corrections to pronunciation errors and, beyond early practice with associating letters of the alphabet to phonemes, did not assign pronunciation exercises. The curriculum she used was communicatively oriented in content (if not always in methodology; see Section 4.2.3) and focused on the practice and production of intelligible phrases. In the recordings, there were two instances of explicit correction, both in the first half of the year. In one, István pronounced *beszél* as [besɛl] instead of [beseːl]; in the other, Kati pronounced *légy* as [leːʒ] instead of [leːɟ]. These instances included modeling of the correct pronunciation, but no further instruction.

It is possible that more listen-and-repeat drilling of the most difficult sounds and contrasts would have produced better results. An example of this type of improvement is found in Derwing and Rossiter's (2003) study, which put ESL students in three conditions – Segment

(focus on production of phonemes, discrimination, and drills with minimal pairs), Global (focus on suprasegmentals), and No Specific Pronunciation Instruction (control condition). They found that students in the Segment condition improved significantly more in phonological accuracy than students in the other two groups. [6] However, although Eszter had definite evaluative opinions about each student's pronunciation, her teaching and materials suggested that she did not think pronunciation to be a high-priority area.

4.2   THE PROCESS MODEL AT WORK

The students' evaluations of their learning experiences, detailed in Section 3.3, bear out the legitimacy of Dörnyei and Ottó's (1998) Process Model of learner motivation as an alternative to the Gardnerian model. The Process Model focuses primarily on *motivational influences*, i.e., the forces that alter motivation and decision-making in language learners. In the present study, the instructor's pedagogical approach, including materials, emerged as the single most important influence on the students' motivation, although personal goals also seemed to play a role.

The following motivational influences were relevant to this study:

- *Quality of learning experience*: A term that encompasses several sub-influences such as pleasantness, significance in relation to goals and needs, and self- and social image.

- *Contingent relationship between action and outcome*: The causality *perceived by learners* between the learner's actions and outcomes, e.g., hard work leading to a good grade

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[6] Derwing and Rossiter go on to note that those in the Global condition received the highest ratings from native speakers, and that prosody should be the focus of pronunciation instruction. However, since this study focuses on segmental accuracy, these findings are still relevant.

- *Appraisal*: Includes self-appraisal of the learning situation, but also *performance appraisal,* i.e., evaluative feedback from the teacher

- *Autonomy*: The desire to initiate and regulate one's own actions.

The phases of learner motivation described in Section 1.2.1 – *pre-actional, actional,* and *post-actional* – should also be considered in this discussion.

4.2.1 The pedagogical approach

As previously mentioned, Eszter's approach was fundamentally communicative. Her class materials were centered teaching utterances for real-life situations, such as meeting new classmates, ordering food at a restaurant, and making weekend plans with friends. The textbook and accompanying audiovisual materials were suited to this purpose: each unit contained dialogues into which grammar points were integrated. However, as the year went on, Eszter relied increasingly on a sort of grammar-translation approach, albeit still using the same communication-based materials. She would have students act out the dialogues and translate their lines, or she would play the video recording of a dialogue, then play it again line by line, asking students to repeat and translate them and supplementing any gaps in vocabulary, grammar, and communicative pragmatics with explanations. By the end of the first quarter-year, the amount of lecturing, especially regarding the difficult topics of obligatory Case and flexible word order, had increased as well.

Not all classes were filled with these types of activities. There were also grammar exercises, to which the students took turns giving verbal answers in a drill-like environment, and role-plays, especially earlier in the year. However, the students' objections to the curriculum,

expressed in the end-of-year interview, were centered on the textbook, since they saw the curriculum as the natural result of the book's dialogue-heavy, grammar- and vocabulary-light content. They felt that the *quality of their learning experience*, which is an executive motivational influence (an influence that facilitates or impedes goal-directed behavior, cf. Dörnyei & Ottó, 1998, p. 57), was degraded by it.

4.2.2   What the students wanted

The students favored a typical, regulated approach to language learning, which would have included a syllabus, frequent formal assessments, and clearly outlined (and previewed) expectations for each unit or chapter. They did not raise the topic of Eszter's pedagogical approach during the first-semester interviews; the class was more regulated initially. Their chief worry then was the difficulty and complexity of the language. However, by the end of the second semester, the students found the (perhaps cumulative) effects of the approach (including the choice of materials) more problematic. Because their Hungarian class did not supply the aforementioned components of a typical language class, they struggled to find a *contingent relationship between action and outcome* (Dörnyei & Ottó, 1998, p. 58) – that is, a cause-and-effect relationship between the work they put into the class and success that they could feel and measure. They were thus not sure how much they had learned or what would be conducive to learning well. Douglas, who began the year with very specific goals (as opposed to a general "learn Hungarian"; cf. Sections 3.1.4 and 3.3.4), was an exception to this.

   Appraisal, another executive influence, was also less available than the students would have liked. While Eszter often gave spontaneous positive feedback and detailed explanations of vocabulary and grammar, she did not create many opportunities for the students to receive

structured feedback, such as test scores or corrections on essays, on their performance. Again, since they desired more clear guidance as to what actions were likely to result in a good outcome (in this case, gaining a good command of Hungarian), the students, especially István, questioned whether what they did in class was worthwhile.

Dörnyei and Ottó list *autonomy* as an influence that increases motivation, claiming that the ability to regulate one's actions is "a prerequisite for any behavior to be intrinsically rewarding" (p. 58). At first glance, the present study suggests that autonomy can be *de*motivating. For the above-mentioned reasons, the students felt that the curriculum was unnecessarily frustrating; István went so far as to say that the lack of "cohesion" (by which he meant the fact that the course materials were assembled from various sources that did not match in content) "alone demotivate[d] him," and that "things would make a lot more sense if [the students] were quizzed and tested on vocabulary." The others expressed similar views regarding the low level of regimentation. So, ironically, regimentation, which could be seen as a threat to a learner's personal autonomy, would have made them feel more in control of their learning.

However, there is an alternative interpretation of *autonomy* with regard to these students' learning environment. The classroom recordings reveal that they were tasked with piercing together the English translations of the lines of dialogue they read, sometimes using new grammar or context-based guesses as to the definitions of new words. It was also largely for them to decide how much they wanted to study at home (given the infrequency of quizzes) and how much effort they wanted to put into perfecting their pronunciation (given the paucity of correction and instruction in that area). In other words, it was not clear to them what the instructor, who generally controlled what occurred in the classroom, expected in a successful student. Therefore, as mentioned previously, they felt that they were not in control of their

learning. Moreover, the pedagogical approach and materials were unlike any they had encountered before, and they did not have a choice in either of those aspects of the class. Changing classes, for example, was not an option, and they stated in the final interview that they were not sure whether or where they should voice their concerns. The perception of a lack of control and comfort arguably shaped the impression that their autonomy/*self-determination* was being eroded.

The students' *personal goals* were relevant primarily to their choices for the future. István's case (described in 4.3.1) is of particular interest here. He was the most career-minded of the four, so much so that he thought of classes in terms of stepping-stones and roadblocks. In his *pre-actional phase*, he had to resolve a conflict between two goals: Should he study Hungarian for personal (i.e., non-career) reasons, especially given that Hungarian-language programs are difficult to find, or should he study Arabic instead? During the *actional phase*, he continually appraised the choice he made to study Hungarian. His initial appraisals, which he discussed during the first-semester exit interview, were positive or at least determined in the direction of continuing. However, by the end of the study (passing from the end of the actional phase to the *post-actional*), he was convinced that the Hungarian class was a roadblock. But what of the goals that he identified at the beginning of the study (through the written survey), such as traveling to Hungary and becoming able to communicate with a family member? He may have decided that he had learned enough from one year of classes to accomplish those goals. If so, he would have had no further investment in continuing to the intermediate level. The other three students clearly did not feel the same way – the goals that mattered to them, whether utilitarian (e.g., studying in Hungary) or not (e.g., having fun by learning a language) required them to learn more Hungarian, and they therefore elected to go on to Hungarian 3. The appraisals they performed

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during their post-actional phases were still optimistic. Douglas expressed the belief that Eszter would adapt her teaching more to typical students' needs over time; Kati and János, although they would have preferred not to seek out supplementary learning materials, were happy to continue using them, and both retained their plans to travel to Hungary.

One major executive influence that did *not* seem important to these participants was *influence of learner group,* which, like *quality of learning experience*, encompasses many different phenomena of the classroom, notably cohesiveness, peer role modeling, and classroom climate. Although the students were by all accounts united in their frustration with the difficulty of Hungarian (expressed mostly in the first round of interviews) and the textbook and curriculum (expressed in the second interview), they did not form close personal bonds as one might expect of such a small class. Only István, the most gregarious of the group, directly professed an emotional connection to his classmates ("I like all of you guys"). However, he did not find that enough of an incentive to reconsider his decision to leave Hungarian behind. The others, who were willing to go on to the next year of Hungarian, did not mention peer influence or rapport in their rationales.

Another, related aspect of the Process Model absent from the results was a situation-specific, *common* goal, from which more cohesiveness might have emerged. Although the students all had Hungarian family members and a general intellectual curiosity about the language, they did not share a single concrete goal as other groups of language learners might. For example, when Alzayid (2012) conducted a Process Model-based study of Saudi students studying English in the United States, he found that success on standardized tests such as the TOEFL and the IELTS were at the forefront of all of their motivation. This finding might be attributable to a longer shared experience. Unlike the participants of this study, who were

together as a group for only one year, Alzayid's participants shared a lifetime of frustration with the Saudi educational system, whose EFL instruction they found to be inadequate.

4.2.3 The non-intervening approach to pronunciation

As discussed in Section 4.1.2, Eszter rarely stressed pronunciation accuracy. With regard to pronunciation, a "communicative orientation" in ESL instruction in North America pursues *intelligibility,* not native-like speech, as a goal, according to Derwing and Munro (2005, p. 384). The focus is on students learning vocabulary and syntax that are useful for real life in the target language, and while pronunciation should ideally be easy for native speakers to understand, it need not be perfectly accurate. This seems to have been true for Eszter's Hungarian instruction as well. A communicative orientation formed the basis for her curriculum, although she did not follow a strictly communicative approach in teaching.

While the students could have had reasons of their own to not focus too much on pronunciation, it is also possible that the small amount of appraisal, as well as the small amount of instruction on how to pronounce Hungarian segments with high accuracy, led to somewhat different results than one might see with a more demanding instructor. In other words, since the students had no incentive other than self-motivation to make their pronunciation native-like – perhaps due to her previous teaching experience, Eszter never had trouble understanding the students, even when they neglected phonemic contrasts – they did not do so. Limitations in aptitude (cf. Section 4.1.1) could, of course, have limited their achievement regardless, but it would hardly be reasonable to exclude motivational influences from the analysis. Kati and János, after all, did correct some of their more conspicuous issues through effort. They may well have appraised themselves, and thus motivated themselves, based on something other than classroom

instruction, such as the contrast between their pronunciation and Eszter's – or, for that matter, Douglas', since they were aware of his language history and near-native ability.

4.3   SUMMARY

The common thread between the students' pronunciation accuracy and motivation, considered separately during much of the study, was Eszter's pedagogical method and choice of materials. The dearth of regulation and the emphasis on a self-directed style of learning (exemplified in the dialogue translation activity) in the classroom seem to be related to both the pronunciation issues that persisted in some of the students and the overall decrease in their motivation. Despite this group decrease, however, the students showed distinct individual reactions to their experience, ranging from speaking up in defense of the instructor (Douglas) to denouncing most aspects of the class (István).

5.0   CONCLUSION

The original goal of this study was to establish a connection between pronunciation accuracy and level of effort, which in turn could be connected to identity and integrative motivation. However, it ultimately focused first and foremost on documenting a year of learning for students of introductory Hungarian, a little-studied foreign language. It is on the basis of this detailed documentation that one can examine pronunciation and motivation through the lens of the Process Model, which emphasizes the fluidity of motivation and the forces that shape those changes.

While the Communicative Approach, especially in its early stages, largely rejected traditional teaching techniques such as phonetics training and minimal pair drills, it still aspires to elevate learners' pronunciation to a at least threshold of intelligibility. A common compromise between the traditional and the communicative is to draw students' to the most important segmental and suprasegmental problem areas (Celce-Murcia, Brinton, & Goodwin, 1996). While Eszter's approach was fundamentally communication-oriented, consistently emphasizing practical (as opposed to literary or audio-lingual) language skills, it did not follow the Communicative Approach in this respect; pronunciation accuracy was not stressed for any specific set of sounds. Whether because of this or lower language aptitude (or both), the students who began with the lowest accuracy did not show any drastic improvement, at least at the end of one year. This has some implications for their futures, especially since they wish to someday use

the language in Hungary. Their teacher, having a well-trained, experienced ear, had no trouble understanding and communicating with them, but this may not be true of Hungarian-speakers that they encounter abroad. The focus on communication and the lack of focus on phonetic form, then, might ultimately hinder communication.

To avoid such a scenario, language teachers would do well to ensure that form-focused instruction has a place even in a mostly communicative classroom. A lesson plan centered on learning and practicing target phonetic form, such as the one proposed by Trofimovich and Gatbonton (2006), would allow for both repetitive practice (beginning) and free communication (end), harmonizing the two approaches. The authors suggest this type of lesson plan based on their priming experiments on learners of Spanish, which showed that participants who had high pronunciation accuracy were also better, i.e., faster, at *initiating* word production during the tasks. In other words, the ability to process perceptual cues quickly and correctly correlates with phonetic performance. According to the authors, therefore, form-focused instruction would help ease the cognitive load during speech production, and therefore help increase pronunciation accuracy.

5.1   LIMITATIONS

This study successfully followed its participants' progress in motivation and pronunciation. Due to the small sample, it was possible to both collect comprehensive data from the present and to make use of detailed information from outside the context of the university language classroom, such as the participants' previous language experience and the extent to which the target

language was present in their family lives. Nonetheless, the scope of these data was limited by a few factors.

Ideally, data would have been collected over a longer period than one academic year. It would have been especially informative to track progress in pronunciation over two or more years, since confidence levels, amount of practice, and motivations are all likely to fluctuate and change at the intermediate level.

Another unfulfilled ideal of data collection was the one-on-one interview. Since the students as a group had a good rapport and a shared unusual experience, they were likely to feel safe in the pair and group interviews, and volunteer more information overall, especially in the process of commenting on others' statements. While this seemed to be true, the most voluble participants, István and Kati, tended to dominate the conversations. János in particular did not assert himself especially frequently in either of his interviews, and so ended up providing noticeably less information than the others did.

Due to the presence of at least one – two, if István can also be classified as such – heritage speaker in the participant group, pronunciation data were more limited than expected. As noted in their profiles as well as in Section 4.1.1, Douglas and István, who received the highest pronunciation ratings, had the advantage of substantial exposure to Hungarian prior to enrolling in Hungarian 1. In other words, they were not true beginners, and moreover showed virtually no change in pronunciation accuracy over the course of the study. This effectively decreased the amount of data on progress by half. In order for the study to gauge and compare each student's progress with aptitude and motivation as the *only* factors, all four of the students would have had to be true beginners. A scenario in which half of the participant group had a pre-

existing advantage would be less likely in a larger sample with more diversity in language background and abilities. I address this possibility in the next section, Section 5.2.

5.2   FUTURE DIRECTIONS

The next step, especially to investigate whether more support can be found for the Process Model and to settle the aptitude vs. effort question regarding pronunciation, should be a classroom ethnography with a larger sample, which could not be found for this study. A larger study would necessarily focus less on individual life narratives, but use more written surveys to uncover a greater variety of data that could be subjected to statistical analysis. Such an analysis would answer some remaining questions, e.g., whether aptitude scores (or phonemic coding ability) reliably predict pronunciation accuracy. Moreover, a large class, where students might settle into interactional roles (e.g., the overachiever, the troublemaker, the class clown), are likely to yield more evidence of the influences on motivation that were proposed by the Process Model, most notably the influence of peers and classroom goal structure (e.g., competitive vs. cooperative). Classroom interactions for the present study tended to consist of those between the instructor and one student; there was therefore little data on how the students affected each other.

Another option that would require a larger sample size is an intervention study. Would the introduction of pronunciation practice to a communicatively oriented classroom be helpful to pronunciation and/or motivation? If two different Hungarian classes (composed of demographically similar students) were taught using different approaches, would they show different areas of strength and weakness? Schmidt (1995) argues that students must identify and pay attention to specific aspects of a language in order to learn them, and that meaning-based

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teaching is not adequate. In their survey of ESL pronunciation-teaching practices in Canada, Breitkreutz, Derwing, and Rossiter (2001) express agreement with Schmidt, and also note that "considerable numbers" of students who were taught in communicative classrooms have trouble producing comprehensible speech despite having developed well in other areas of the language (p. 52). Boettinger, Park, and Timmis (2010) also cite the noticing of knowledge or ability gaps as a possible means to overcome fossilization, i.e., non-progression in language learning in spite of input and practice, to which adults are more susceptible than children. Since the student participants in this study were found to be fond of explicit, organized instruction, it is not implausible that they and others in similar situations would welcome a pronunciation-specific intervention, and even increase their proficiency above and beyond what they originally expected from themselves.

Finally, since segmental accuracy is not the only contributor to comprehensible speech production in a foreign language, other aspects of pronunciation should be considered as well in a future study. Isaacs and Trofimovich's (2012) guidelines for measuring comprehensibility in learners of English as an additional language include fluency (i.e., the ability to speak without hesitating), command of vocabulary, and grammar, but they found word stress to be the strongest factor in distinguishing low-, intermediate-, and high-comprehensibility speakers from one another. Although these exact criteria may not be applicable to non-English languages like Hungarian, the degree to which a speaker fulfills suprasegmental as well as other requirements is bound to change the listener's evaluation of his or her speech. Students' command of word stress (even in Hungarian, which almost universally stresses the first syllable of each word) *and* related phonological variations, such as reduced vs. full syllables, would be worthwhile to study, especially in a post-beginner class.

5.3   FINAL THOUGHTS

The present study presents a unique perspective on a group of students who chose to study Hungarian, an unpopular, difficult foreign language for American English-speakers. Even for Douglas, who considered Hungarian to be one of his native languages, some aspects of the language, particularly grammar, were challenging. It was not easy at first to identify what drove and eventually changed their respective outlooks on their learning experience; in the initial survey (see Section 3.1), they gave similar reasons, e.g., intellectual curiosity, Hungarian background, and plans to travel to Hungary, for enrolling in Hungarian 1. However, using the Process Model and collecting detailed information on such a small group of participants allowed the researcher to analyze motivations (with regard to achieving pronunciation accuracy and to studying Hungarian in general) from the students' points of view as much as possible. The results thus include not only what was observed or stated in classes and interviews, but also a retracing of the participants' mental steps (divided into in the Process Model and driven by motivational influences) during the academic year. Although they were already in the actional phase when the study began, questions on the early written survey and the first exit interviews (See Appendices A and B for examples), such as "Why did you choose to take Hungarian 1?" and the requests for information pertaining to language and family background, investigated the pre-actional phase. The students' answers in the first-semester exit interviews also contained ongoing appraisals, goals, and influences during the actional phase, and at the final interview, where they performed a post-actional analysis of the year, they volunteered similar types of information, narrating both past experiences (i.e., experiences in the actional phase) and current (i.e., post-actional) thoughts.

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While this study cannot make statistical generalizations as to language aptitude and proficiency with pronunciation, it found that the two participants who had low scores on tasks related to phonetic form (Part 5 of the PLAB) also had low pronunciation accuracy in the classroom. This finding can serve a platform for future studies focusing on the relationship between testable aptitude in phonological skills and phonetic performance. This narrow focus has not been explored in the form of a large-scale quantitative study; previous studies on the aptitude-proficiency relationship, such as Sparks, Patton, Ganschow, Humbach, and Javorsky (2006), have not concentrated solely on pronunciation, emphasizing instead overall foreign language proficiency and the positive effects thereon of aptitude in the learner's *native* language. Other potential variables identified in the present study, such as the perceived difficulty of the target language and the validity of aptitude tests administered on false beginners, provide even more material for future investigations. Based on these results, the study was successful at its primary purpose – to find facts that can be used in new analyses.

APPENDIX A

INITIAL SURVEY

Please feel free to elaborate on any answer.

Please circle Yes, No, or Occasionally (if applicable). Feel free to elaborate on any answer.

1. Are you of Hungarian heritage? Yes/No

2. Was Hungarian spoken in your home? Yes/No/Occasionally (e.g., by a grandparent who

didn't live with you)

3. Before enrolling in this class (Hungarian 1), had you ever studied Hungarian...

a) On your own? Yes/No

If Yes, for how long and using what program(s), e.g., Pimsleur, Rosetta Stone, textbooks

b) With a tutor? Yes/No

If Yes, for how long?

c) In a classroom? Yes/No

If Yes, for how long and where?

4. Why did you choose to take Hungarian 1? Check all that apply.

a) Degree requirement

b) Intellectual curiosity

c) Significant other

d) Suggestion/recommendation from a friend

e) Suggestion from family

f) Pressure from family

g) Hungarian background

h) To be able to communicate with a family member

i) Plan to travel to Hungary

j) Love of learning languages/just for fun

k) Other [Please explain]

5. On a scale of 1 (not at all) to 5 (extremely), how important is it that your Hungarian *grammar*

be indistinguishable from that of a native speaker?

1 not at all

2 not very

3 somewhat

4 very

5 extremely

6. On a scale of 1 (not at all) to 5 (extremely), how important is it that your Hungarian

pronunciation be indistinguishable from that of a native speaker?

1 not at all

2 not very

3 somewhat

4 very

5 extremely

7. On a scale of 1 (not at all) to 5 (extremely), how hard do you think you work during class to imitate native speakers *that you hear*, such as the instructor and the actors in the video clips that you watch?

1 not at all

2 not very

3 somewhat

4 very

5 extremely

8. On a scale of 1 (very poor) to 5 (outstanding), how good do you think your *grammatical ability* is?

1 very poor

2 poor

3 average

4 good

5 outstanding

9. On a scale of 1 (poor) to 5 (outstanding), how good do you think your *pronunciation* is?

1 very poor

2 poor

3 average

4 good

5 outstanding

10. Yes/No: Do you ever worry that other students will think you "try too hard"?

Yes

No

11. On a scale of 1 (not at all) to 5 (extremely), how hard do you work during class to sound like the native speakers *that you hear*, such as the instructor and the actors in the video clips that you watch?

1 not at all

2 not very

3 somewhat

4 very

5 extremely

12. On a scale of 1 (not at all) to 5 (extremely), how hard do you work to learn the vocabulary and grammar (which is very challenging, as you know)?

1 not at all

2 not very

3 somewhat

4 very

5 extremely

13. On a scale of 1 (never) to 5 (very frequently), how often do you consume Hungarian-language media, including but not limited to movies, television, books, music, and YouTube videos?

1 never

2 rarely

3 sometimes

4 somewhat often

5 very often

14. What would you say is the most challenging aspect of the *language* so far?

15. What would you say is the most challenging part of the *class* so far?

APPENDIX B

SAMPLE EXIT INTERVIEW QUESTIONS

- I'd like to find out a little more about your previous language experience. So what is your native language? What other languages have you studied, and how long? Do you have a favorite? Why?

- Has your overall experience in this class been positive, negative, or neutral? Could you give me about three reasons?

- Which category of learner do you think you fall into:
  - Willing to make mistakes as long as you get to try out the language
  - Hesitant or unwilling to say anything until you've made it perfect in your head
  - Somewhere in the middle?

SAMPLE PLAB QUESTIONS

Part 4: Language Analysis

The list below contains words form a foreign language and the English equivalents of these words.

Gade: father, a father

Shi: home, a horse

Gade shir le: Father sees a horse

By referring to the above list, figure out how the following statement should be expressed in this language. Do this without writing on paper.

A horse sees Father.

(Answer: shi gader le)

Part 5: Sound discrimination (Audio instructions)

"In this part, you are going to learn some words in a language called Ewe. At first, the words you hear may sound the same to you. But gradually, as we practice them, you'll learn to tell them apart. Then you'll be tested on them, so it is very important to concentrate on learning them now. First, listen to this word, which means 'cabin'[...]"

Sample discrimination tasks (30 total)

1 __Cabin __Boa

2 __Cabin __Boa __Friend

Part 6: Sound-symbol Association (Audio instructions)

"Now, look at the sample. You see there four words which are quite similar, but which are not exactly alike. I'm going to say one of the words, and you try to decide which one I have said."

___ Trapled ___ Tarpled ___ Tarpdel ___ Trapdel

APPENDIX D

INSTRUCTOR'S EVALUATION

Semester (Circle One): Fall 2011 (Hungarian 1) / Spring 2012 (Hungarian 2)

Student Name: _____

1. On a scale of 1 (not at all) to 5 (extremely), how native-like is this student's speech?

1 not at all

2 not very

3 somewhat

4 significantly

5 extremely

2. Please indicate the student's strengths and weaknesses in the following areas by putting an S (for Strength) or W (for Weakness) next to each item.

___ Careful work on pronunciation

___ Accurate perception of individual sounds

___ Fluency

___ Vocabulary

___ Grammar

___ Appropriate tone/accent

___ Overall effort to speak accurately

3. Please add any comments (point form is fine) regarding the student's pronunciation.

4. What grade will the student receive in this course?

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