

MOTIVATION TO LEARN A SECOND LANGUAGE FOR MINORITY STUDENTS

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Several studies on L2 motivation explored the profiles of minority students learning a second language around the world, but no such investigation has been carried out for Hungarian minority students. The present study is situated in Transcarpathia, Ukraine, where having a good control of Ukrainian, the state language, is compulsory for all students, who want to finish secondary school and want to be admitted to any higher educational establishments in the country. It raises a serious barrier though to students belonging to language minority groups in Ukraine. This study explores the elements of the Ukrainian language learning behaviour of Hungarian minority students. To research this issue a standardised questionnaire was used to collect data from 211 Hungarian students living in different parts of the Transcarpathian region. The results show how the Ukrainian Motivational Self System is constructed and how the elements of it explain the difficulties that minority students experience.

Keywords: second language motivation, ethnic minority, Hungarian students

English language learning motivation, whether it appears in the form of a second or a foreign language, is a well-researched area in the field of second language acquisition. Much less attention has been paid though to motivation of languages not as widespread as English. By analyzing questionnaire data, this study intends to explore the motivation system of Hungarian minority learners of Ukrainian, the state language in Ukraine. The results allow us to examine the notion of motivation as a self-construct as well as a socio-educational phenomenon.

Segalowitz et al. (2009) points to the need of understanding both the universal features that motivation constructs hold and its situation-specific properties. This need forms the central point of one of the future directions suggested by Dörnyei and Ushioda (2009a) in their book about Motivation, Language Identity and the L2 Self, involving studies concerning primarily with validating and providing empirical results to the vitality of the L2 Motivational Self System Theory.

Dörnyei's L2 Motivational Self System Theory (2005) has received wide academic support, as it has been validated in various contexts, and proved to be a valid and reliable construct, which inspire and attract further waves of interest on the motivation research agenda (Dörnyei & Ushioda, 2009a). Most of the studies explored the English Motivational Self System and its components, but

no studies were carried out in reference to languages of local relevance. This study intends to fill this niche by providing empirical results concerning Ukrainian language in Transcarpathia.

Analyzing the motivated language learning behaviour of learners of Ukrainian, is a challenging task in and of itself, if we take into consideration that learners might differ according to their native language, nationality social and ethnic identity for instance. The Ukrainian Motivational Self System of a majority learner might incorporate different elements, than it would in the case of an ethnic minority learner's, as well as there would also be variations in the reasons why these learners study the state language. Examining the actual components lying beyond minority learners' reasons for studying the only official language in Ukraine may lead us to an understanding of how members of the Hungarian language minority group relate to and how they are motivated to learn the language of dominance.

To carry out the study, the theoretical basis was first established. Therefore the motivation theory of the research will be introduced; followed by the description of the social context of the participants; and the role of Ukrainian, the language in focus, will be discussed.

Second language learning motivation from a self perspective

Dörnyei (2005) distinguishes three periods in L2 motivation research. They are as follows: the social-psychological period, the cognitive-situated period, and the process-oriented period. Besides the named three phases Dörnyei's proposition of the L2 Motivational Self System theory that defines L2 motivation in relation to the 'self' might become a promising start of a new phase in motivation research, due to its recent popularity among motivation researchers (for a collection of studies see Dörnyei & Ushioda, 2009b). As Ryan (2009) claims "the concept of an L2 self is not merely concerned with reconciling generalities of the language learning experience with the particularities of local, cultural context; it offers the possibility of moving the research agenda forward in a whole range of other exciting new directions" (Ryan, 2009:121).

The individual learner, representing a unique self allows the formation of various perspectives of the self as an entity. Markus and Nurius's (1986) theory about possible selves serves as one perspective of viewing the self of a language learner. They make distinction between possible selves that represent "individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming" (Markus & Nurius, 1986:954). Higgins (1987) approaches future self-representations from a different point-of-view, when introducing his self-discrepancy theory. Higgins writes about an ideal self that possesses attributes that one would like to possess (from this aspect this dimension seems to overlap one of the dimensions described by Markus and Nurius). Besides the ideal self Higgins talks about an ought-to self that possesses the attributes that significant others want the individual to have. The self-discrepancy theory (Higgins, 1987) looks at motivation as the source of efforts individuals exert on reducing the discrepancy between their actual self to achieve the ideal or ought self. When elaborating on the self-discrepancy theory Higgins (1996) points out that while the ideal self is associated with advancements and accomplishments therefore is said to be having a promotion

focus, the ought self is associated with obligations, safety and avoidance of negative outcomes, and is consequently claimed to be having a prevention focus.

In 2005 Dörnyei proposed the tridimensional L2 Motivational Self System that comprises the following three dimensions: Ideal L2 Self, Ought-to L2 Self and Learning experience. The Ideal L2 Self is the vision of the language learner of him/herself as a user of the language. The strength of the vision helps and in this way motivates the learner to reduce the discrepancy between the actual and the imagined future self. Dörnyei (2009a) claims that "traditional integrative and internalized instrumental motives would typically belong to this component" (p. 29). The Ought-to L2 Self is the vision of a future self that possesses certain attributes to meet the expectations of the important others. This dimension represents "the more extrinsic (i.e. less internalised) types of instrumental motives" (p. 29). The third dimension is the L2 learning experience, refers to the "immediate learning environment and experience". This third component in the construct can therefore serve as an umbrella term, including all factors affecting the learner yielding elements in the social, educational environment that might to some extent influence the motivated language learning behavior of the language learner.

Let us examine these components in some detail. Since Gardner and Lambert (1972) introduced the concept of integrativeness it has been proved to be an important predictor of motivation (Dörnyei & Clément, 2001; Dörnyei & Csizér, 2002, Csizér & Dörnyei, 2005a, 2005b). But due to "a major shift in mainstream psychological and educational psychological theories of motivation" (Dörnyei, 1994:515) and the emerging international nature of the English language, the concept of integrativeness alongside with other segments of motivational theories had to fit into the changed terrain of L2 motivation. Therefore integrativeness was suggested to be relabeled into Ideal L2 Self, so as to become able to "explain the motivational set-up in diverse learning contexts, even if they offer little or no contact with L2 speakers" (Dörnyei & Csizér, 2005a:30).

Csizér & Kormos (2009) did not find the Ought-to L2 Self to be an important component in the motivation construct of adolescents and university students, however in the case of adolescents the Ought-to L2 Self shows a strong relationship with parental support. In their investigated setting Csizér & Kormos (2009) found this dimension of the motivational self system to be defined mainly and largely by the immediate environment of the learners, in case of adolescents in particular.

Learning experience is situated at another level than the Ideal and Ought-to L2 Selves, focusing on environmental affects that the self might encounter and is said to incorporate all the situation-specific motives that stand in relation with motivational dispositions. It can be approached from several angles, e.g. educational documents and supplies, formal and informal language learning environments.

The L2 Motivational Self System theory has been validated and tried out in various foreign language learning contexts, for example in Hungary (Dörnyei & Csizér, 2005b; Kormos & Csizér, 2008; Csizér & Kormos, 2009), in Japan (Ryan, 2009), and among Japanese, Chinese, and Iranian foreign language learners (Taguchi et al., 2009). These and other investigations proved the validity and applicability of the theory.

Dörnyei's (2005) proposed L2 Motivational Self System theory offers a sharp focus on the individual, and on the various selves existing in the motivational framework of his/hers. Analyzing the ideal and ought selves of Hungarian

minority learners might provide a particular view on language-related attitudes of the individual, but through the individual on the social, educational context where s/he lives and studies. But before giving shape to the actual research paradigm, and the guiding research questions, let us get acquainted with the language learning environment of minority learners in Ukraine, specifically with the role and status of Ukrainian, the state language.

The Transcarpathian context

After several decades of being one of the member states in the Soviet Union in 1991 Ukraine announced its Declaration of Independence that allowed it to become an independent state. Five years afterwards The Constitution of Ukraine was adopted. Chapter I, Article 10 in the Constitution claims, that:

"Article 10. The state language of Ukraine is the Ukrainian language. The State ensures the comprehensive development and functioning of the Ukrainian language in all spheres of social life throughout the entire territory of Ukraine. In Ukraine, the free development, use and protection of Russian, and other languages of national minorities of Ukraine, is guaranteed. The State promotes the learning of languages of international communication. The use of languages in Ukraine is guaranteed by the Constitution of Ukraine and is determined by law." (retrieved from: <http://www.president.gov.ua/en/content/chapter01.html>)

Teaching Ukrainian language in educational establishments was introduced in the 1990-91 school year (Csernicskó, 1998). Since the Declaration of Independence (1991) Ukraine has really made improvement in "ensuring the comprehensive development and functioning of the Ukrainian language in all spheres" as "from the 1990-91 academic year to the 1997-98 academic year, the national authorities raised the proportion of Ukrainian-instructed school children from 47.9% to 62.8% nationwide" (Janmaat, 1999:475).

However since the introduction of Ukrainian language as a compulsory academic subject the following problems have been encountered in Transcarpathia. There is a need for the development of specific curricula and methodological design for minority learners. There is a need for special course materials designed for minority learners (course books, dictionaries, etc.). There are too few teachers of Ukrainian in most cases either former Russian teachers were trained onto becoming teachers of Ukrainian, or teachers of any academic subject who have graduated from universities with Ukrainian (or Russian) being the medium of instruction. For detailed reviews of the topic see Csernicskó (1998, 2004), Beregszászi and Csernicskó (2004), Beregszászi, Csernicskó, Orosz (2001), Karmacsi (2002).

Ukrainian language is introduced in the first grades of primary classes and is maintained and reinforced throughout the school years. Despite of the growing number of classes of Ukrainian language and literature there appears to be no improvement in the learners' perceived self-proficiency ratings. Beregszászi and Csernicskó (2003) report results on a study carried out in 1996, with the aim of assessing language competence of Transcarpathian Hungarians. 32.7% of the participants chose the 'just a few words' category, to illustrate their knowledge of Ukrainian, and only 56% of them claimed to be literate in Ukrainian. This study included adults, as participants. Only secondary school learners were the respondents in another study carried out in 2000 including 595 respondents (Beregszászi and Csernicskó, 2003). Among the results it was found that the

perceived knowledge of Ukrainian has slightly improved, however a point for contemplation would be the difference in age and experience of the respondents in the two studies.

Besides the language classes, most of the Hungarian learners do not have regular contact with the state language, as they live in areas where Hungarian is the commonly used language. This is due to the fact that Hungarians populate a cohesive territory in Transcarpathia, alongside the Hungarian Ukrainian borderline, which means that villages and towns populated by Hungarians form a single territorial unit. This is why in spite of the fact that Ukrainian is claimed to be a second language, as it exists in the environment of the learners (Beregszászi and Csernicskó, 2003:31), most of the learners do not have to use it outside their instructional environment. Ukrainian language use encounters however seem to be increasing in the recent years, as the compulsory language exam of Ukrainian was introduced in 1993, and since then it has become inevitable for school-leavers to pass the Ukrainian language exam in order to enter any higher educational establishment in the country at any major!

In sum it can be stated that despite an increase in the number of Ukrainian language classes the language competence of Hungarian learners has not improved. Besides, learners are very often reluctant to study the state language. Then the question arises of what the make-up is then of their language learning motivation. This is one of the questions that will be raised in the next section.

Methods

Research questions

The theoretical framework applied in this study was Dörnyei's Motivational Self System theory. English Motivational Self Systems are being explored among a wide range of learners, but Ukrainian Motivational Self System does not at all have reference. To identify whether the main constituents of the theory are present in the motivation construct of minority learners and to explore the interface between the established theory and the existing reality the following research questions were formed. These questions were used to guide the data collection procedure and served as central foci when interpreting the data:

1. How is the Motivational Self System Theory embedded in the motivational construct of Ukrainian language of Hungarian minority secondary school learners?
2. What are the main underlying constituents of Ukrainian Motivational Self Systems of the population under scrutiny?
3. To what extent do the outcomes reflect the socio-educational reality of Transcarpathian Hungarian minority learners?

Instrument

To carry out study the quantitative research paradigm was applied as it seems to be most suitable for exploratory studies. A questionnaire was constructed combining items from Ryan (2005) motivation questionnaire and language contact items taken from Kormos & Csizér (2008). Including items inquiring about bio data and language learning biographies of the participants the questionnaire contained 75 items. Most of the items used the Likert-scale format, ranging in values from 1-5. Two learners from the target population

were asked to think aloud, and point out any problematic points in the instrument. Due to these verbal reports some items were altered or erased so as to suit the language learning environment the most. As some of the original items were invented in reference to English as an international language, care was taken to tailor these items to fit the position of Ukrainian language, which has local relevance mainly. Experts commented on the instrument too before delivering it for a pilot study. The pilot version of the instrument was delivered to 147 participants and turned out to be effective in identifying working scales and scales that needed further improvement. The improved version of the questionnaire was filled in by 211 learners. It contained the following scales:

- Ideal L2 Self (3 items): learners' views of themselves as successful users of Ukrainian. Example: When I think of my future career, I like to think of myself as someone who knows this language.
- Ought-to L2 Self (6 items): learners' perceptions of how Ukrainian language competence would make them more knowledgeable and of how important knowing the language is. Example: So as to be knowledgeable I have to know Ukrainian.
- Criterion measures (5 items): measures the effort learners are ready to expend upon learning Ukrainian. Example: I can honestly say that I am doing my best to learn Ukrainian.
- Direct contact with L2 speakers (4 items): refers to how often learners use Ukrainian in their daily life. Example: How often do you use Ukrainian with adults, students visiting your school?
- Language use (4 items): learners' views of how often they use Ukrainian in a written format. Example: How often do you write e-mails in Ukrainian?
- Language contact (5 items): concerns the use of cultural products by the learners. Example: How often do you visit webpages in Ukrainian?
- Parental encouragement (4 items): marks the extent to which parents support and encourage the learners. Example: My parents encourage me to use the language more often.
- Attitude towards learning Ukrainian (4 items): reflects the learners' experience of studying Ukrainian. Example: I really enjoy studying this language.
- Language class anxiety (4 items): the learners' perceived anxiety at the Ukrainian language classes. Example: I get nervous and confused when I am speaking in my English class.
- Language use anxiety (3 items): refers to learners' experience of using Ukrainian. Example: If I met a Ukrainian speaker, I would feel nervous.
- Learning experience (4 items): covers how learners relate to Ukrainian language classes. Example: I am never bored at Ukrainian language classes.

Participants

According to the latest national census in Ukraine, which was carried out in 2001, 151,500 Hungarians live in Transcarpathia, it constitute the 96.8% of Hungarians in Ukraine. The Hungarians populate four districts in the region, but there is only one town with a relatively higher proportion of Hungarians in its population, i.e. Beregszász. The Hungarian minority group in Transcarpathia forms a territorial unit as most of the Hungarian settlements are situated in the immediate neighbourhood of each other. There are 104 Hungarian schools in Transcarpathia. 73 of which has Hungarian as the medium of instruction, while 31 can claimed to be bilingual, as they offer both Hungarian and Ukrainian as the medium of instruction for Hungarian learners. Among the 104 schools 33 are

secondary schools (Bagu, 2001). 211 learners studying at six of the 33 secondary schools were chosen to be the participants in the study. The participants aged between 16-18 and studied in the 10th or 11th forms of secondary schools. These learners have studied Ukrainian from 6 to 11 years.

Data analysis

The data extracted from the 211 questionnaires were computer coded and SPSS (Statistical Package for Social Sciences) 13.0 was applied as a tool for executing the following statistical analyses: descriptive indices were computed for each of the scales, significant relationships among the scales were identified, and regression analysis was carried out to identify the most affective scales playing relevant roles in shaping and constituting the language learners' motivational disposition.

Results: Discussion

Reliability of the scales

All the scales included in the study, but for one, had high Cronbach α -s, ranging from .70 to .86. Therefore the results of the reliability analysis confirm that the instrument is reliable and suitable for measuring the construct of language learning motivation among ethnic minority learners. Attitude towards learning the target language, which seems to be a constant predictor of motivated behavior, in the majority of studies in the field, reached the highest value of .86. Motivated learning behavior the central scale of the study had a Cronbach α of .81, which means that the items managed to map the 'terra incognita' of language learning motivation in an efficient way, which assures earlier findings, that expending effort is a prominent contributor to motivated behavior.

The scales of language use and language contact had also high Cronbach α -s, .73 and .84 respectively. The same can be observed in case of the scales of parental support (.82). These scales seemed to represent fairly stable constructs across the various phases of this research. The data suggests the existence of a perceived difference in the construct of language learning anxiety level of the learners between what they experience at the language classes (.76) and the one they perceive while using the language (.70). It might again be due to the lack of contact with native speakers that might evoke anxiety. As Kormos & Csizér (2007) refer to in their interview study with young adolescents, that "students mentioned that contact opportunities reduce their anxiety when having to speak with target language speakers" (p.254).

Table 1. Internal consistency reliability indices (Cronbach α) of the scales

Scale	Cronbach α
Ideal L2 Self	.70
Ought-to L2 Self	.71
Motivated learning behavior	.81
Direct contact with L2 speakers	.68
Language use	.73
Language contact	.84
Parental encouragement	.82
Attitude towards learning Ukrainian	.86
Language class anxiety	.76
Language use anxiety	.70
Learning experience	.84

The Ideal L2 Self (.70) of the participants seems to cover a strong vision of being competent and successful user of Ukrainian which coincides with the two aspects of the ideal self described by Dörnyei (2005). The Ought-to L2 Self (.70) in spite of having a relatively high coefficient, loaded onto two dimensions. On one hand is knowledge orientation, which comprises the role of knowing Ukrainian in becoming a more knowledgeable person, this one seems to be the more relevant part. On the other hand is travelling, which seems to be the weaker dimension in the ought-self construct, as Ukrainian can very rarely be used outside Ukraine, and its importance in today's world cannot at any levels be compared with the role English, German, French and even Russian play. Learning experience (.84), in this study refers only to the language classes, but seems to reflect the consistent picture that students held about their formal and regular language courses.

Direct contact with L2 speakers had a lower Cronbach α of .69 than the average (See Table 2. for other reliability indices), which might be due to the fact that most of the items making up the scale referred to the use of Ukrainian abroad or with foreigners. The relative inconsistency of the scale reflects the viewpoint that Ukrainian has local relevance and cannot be used or can be rarely used outside the territory of Ukraine. Even within Ukraine the use of the state language often meets barriers, especially in Eastern and Southern Ukraine which territories are mainly populated by Russians (Janmaat, 1999).

The latent dimensions and their mean values

In the analysis the mean and standard deviation figures were calculated (Table 1). The Ideal L2 Self scale has a mean of 4.06, which means that learners do attribute an important role to Ukrainian in their future. This phenomenon by saying that future goal setting is an integral part of minority learners' motivational construct. Hungarian learners do envision themselves as successful user of the state language, and attach relevant attributes to using Ukrainian. Ought-to L2 Self has a lower mean of 3.82 and the lowest standard deviation figure of .69, which might suggest that most of the Hungarian learners do think that knowing Ukrainian contributes to their being knowledgeable people in the future. The mean of the Learning experience scale is the lowest among the three scales (2.83). It reflects that learners do not really enjoy Ukrainian language

classes as "2" in the Likert-scale referred to the not really true of me (e.g.: Item 61. I like Ukrainian language classes.). This is obviously due to the lack of a professionally developed and equipped instructional environment that is echoed by Cserniczkó (1998, 2004), Beregszászi & Cserniczkó (2004), Beregszászi & Cserniczkó & Orosz (2001).

In spite of the fact that they do not like Ukrainian classes, the results showed a 3.55 average grade for motivated learning behaviour. This imbalance biased towards increasing motivational intensity seem to be caused by the lacks of Ukrainian classes on one hand, and by reinforced parental support, encouragement and language contact opportunities on the other hand.

Language use scale that refers to the use of written Ukrainian has the lowest mean of 1.54, which means that learners hardly ever write letters, e-mails or use Ukrainian for chatting purposes. This can partly be explained by the dominance of English as an international language (Yashima, 2002) and mother tongue interference and dominance in these domains. The language contact scale involving items about learners' familiarity with media products of Ukrainian, has a mean value of 2.51, which is very close to the direct contact with Ukrainian speakers scale. These values point to the fact that the participants do not have regular contact with Ukrainian cultural products, nor with Ukrainian native speakers, in spite of the fact that both newspapers, magazines, films, websites, books, and people are accessible in the environment of the learners.

However the extent to which language use opportunities are available varies according to the settlement where the learner lives (villages with dominant Hungarian population, or towns, with both Ukrainians and Hungarians or Ukrainian only offering wider array of cultural products in the state language). Orosz (2004) claims that the majority of Hungarian learners live in villages, where Hungarian is the only language used. Beregszászi et al. (2001:108) cites surveys conducted by the specialists of the Ukrainian Pedagogical Academy, to certify that only 35.5% of Hungarian learners have access to use Ukrainian outside school. Exception can be made in the case of learners living in towns or districts where Ukrainian is the dominant language used in their environment. The number of learners living in such area and participating in this study is not influential, consequently the mean values represent the language contact indices of the majority of the participants.

Table 2. Mean and Standard deviation of the scales included in the questionnaire

Scale	Mean	St. dev.
Ideal L2 Self	4.06	0.89
Ought-to L2 Self	3.82	0.69
Learning experience	2.83	1.13
Learning experience	2.83	1.13
Direct contact with L2 speakers	2.46	1.00
Language use	1.54	0.90
Language contact	2.51	0.93
Parental encouragement	4.26	0.81
Attitude towards learning Ukrainian	3.15	1.00
Language class anxiety	2.69	1.05
Language use anxiety	2.79	1.10
Motivated learning behavior	3.55	0.94

Parental encouragement has the highest mean value of 4.26 with a moderately low standard deviation of .81. That suggests that parents, the

immediate environment of the learners do take an active role in shaping and advancing motivation to study Ukrainian. The important role of significant others confirms one of Csizér & Kormos's (2009) findings that parental encouragement play an important role in shaping adolescents' attitudes towards language learning.

Language class and language use anxiety have low mean values of 2.69 and 2.79, but at the same time they exhibit relatively high standard deviation values of 1.05 and 1.10 respectively. It suggests that however learners in general does not experience a high-level of anxiety, but anxiety seems to be situation-specific, therefore varies from context to context. Possibilities for frequent contact with L2 speakers might lead to increased self-confidence and lower levels of anxiety (Clément et al., 1994; Noels et al., 1996; Kormos & Csizér, 2007).

The correlation among the scales

After computing the descriptive scores and reliability indices, correlational analysis was performed to find out whether the assumptions formed before distributing the questionnaires matched with relationships.

Motivated learning behavior of the learners correlated significantly with Ideal L2 Self (.65). (See Table 3 for significant correlations among the scales) It means a strong association between efforts learners are ready to invest in learning the state language and the vision of their future selves as users of the language. Motivated learning behaviour also correlated with attitudes towards learning the state language (.69). The two pairs of positive relationships suggests that the amount of effort that learners invest in learning a language is associated with their vision of themselves as competent and successful users of the language and with the attitude they held about the language, which is what concluded by Kormos and Csizér (2008). Ryan (2009) confirms the ideal self as being an important antecedent of motivation, and further expands the notion by saying that "Ideal L2 Self works best as a predictor of motivated behaviour in cases where language is regarded as a means of personal fulfilment and engagement with others as opposed to a purely academic pursuit" (p. 135).

The tripartite construct of the Motivational Self System theory had formed various relationships with other scales differing in the number and strength of those associations.

Ideal self correlated not only with motivated learning behaviour but with parental encouragement too (.56), which confirms that parental support and the attitude of parents towards learning the language, and their perceived importance of knowing the language do affect the participants' ideal self (Young, 1994; Gardner et al., 1999; Bartram, 2006; Gonzalez-DeHass, 2005). Ideal self in addition to the two scales mentioned shows a correlation of .53 with the attitudinal scale and one of .49 with the Ought-to scale. These relationships fit into the motivation research tradition by concluding that Ideal L2 Self (incorporating integrativeness, of course) is an important, multi-faceted element of motivational constructs.

The same cannot be referred to in the case of Ought-to self as it shows relatively weak relationships with the other scales, however exceptions are being made in case of attitudes towards learning (.48) and the ideal self (.49). This finding fits into Higgins' (1987) conceptualization of selves and their promotion and prevention focus, in terms of identifying the prevention focus of the ideal self and the promotion focus of the ought-self.

Learning experience in this case narrowed down to language classes shows a strong relation to attitudes (.67) and criterion measures (.50). For this age group parental support and language classes offer the main sources for attitudinal change, and effort expenditure.

Table 3. Significant correlations ($p < .001$) among the scales applied in the questionnaire

Scale	1	2	3	4	5	6	7	8	9	10	11
Ideal L2 Self		0.49	0.65	0.22		0.33	0.56	0.53			0.34
Ought-to L2 Self			0.46				0.38	0.48			0.36
Motivated learning behavior				0.34	0.22	0.44	0.48	0.69	-0.20		0.50
Direct contact with L2 speakers					0.51	0.69		0.42	-0.27	-0.41	0.29
Language use						0.64		0.39	-0.24	-0.39	0.30
Language contact								0.54	-0.30	-0.47	
Parental encouragement								0.30			
Attitude towards learning Ukrainian									-0.21	-0.28	0.67
Language class anxiety										0.66	-0.20
Language use anxiety											-0.25
Learning experience											

Language contact shows strong relationship with direct contact with Ukrainian speakers and language use, offering a strong connection among each other, therefore it might be hypothesized that a change in one of the scales might lead to the change in the other two. To put it broadly increased use of Ukrainian, for instance, might lead to an increase in using Ukrainian for writing purposes and might evoke an interest in the cultural products.

Increased number of language encounters in Ukrainian, might reduce both language class and language use anxiety, as both of the scales exhibited the highest correlation with language contact, -.30 and -.47 respectively. This finding is in accordance with the findings of Kormos & Csizér (2007).

The relationship between the scales and the dependent variable: regression analysis

Besides computing the descriptive of each scale, analyzing how consistent each scale is and finding significant relationships among the scales, regression analysis was applied to find out which scales had a significant impact on Ukrainian motivated language learning behaviour. Our assumption was that learners are motivated to learn the state language, because they attach a crucial role to its knowledge in the minority context where they live. Besides we hypothesized that parents do have an influential role in shaping, forming and enhancing the learners' interest in mastering Ukrainian, by helping to envision the image of their future where Ukrainian plays a dominant role. Consequently we thought that learners are affected by the way their parents relate to the state language. Furthermore we assumed that how learners, themselves relate to learning, mastering and becoming competent users of Ukrainian, might to a great extent influence, the effort they are ready to devote to language learning.

Table 4. Results of the regression analysis

Variable	Final model		
	B	SE B	β
Attitudes towards learning Ukrainian	.44	.05	.47
Ideal L2 Self	.32	.06	.30
Parental encouragement	.19	.06	.17
R ²	.60		

The results of the regression analysis showed that three components tend to shape the L2 Motivational Self System of Hungarian minority learners, therefore reinforcing the assumptions we formed. Attitudes towards learning Ukrainian and Ideal L2 Self seem to be stronger predictors of motivation than parental support is. As it can be seen from the table illustrating significant correlations, the scale comprising attitudes has associations with seven other scales, with significance indices ranging from .30 to .69. The attitudinal scale has the weakest relationship with parental encouragement and the strongest with motivate learning behavior.

The second main component in the participants' motivation construct is unsurprisingly the Ideal L2 Self, which outcome reiterates the dominance of learners' vision of their future and the important role they attach to Ukrainian in that future imagery. Interestingly enough the third component, parental encouragement, has a relatively strong relationship with the ideal self (.56) while it has only a weak association with the attitudes' scale (.30). This discrepancy between the two indices might suggest that while parents affect and even influence the Ideal L2 Self of the learner, it is not the parents mainly who shape the attitudes of the learners towards learning Ukrainian.

Conclusions

Dörnyei's L2 Motivational Self System seems to have found partial support only. There is a strong Ideal L2 Self image existing in the learners' perception of their future, which might be affected and influenced by the parents and perhaps by their viewpoints and attitudinal dispositions. Besides parental encouragement attitude towards learning the state language and criterion measures seem to form strong relationships with the Ideal L2 Self scale. It might be hypothesized that the strength of the vision of their Ideal L2 Self is affected by how they relate to learning the language, and how much effort they are ready to exert to learn the language, while the extent of transparency of that vision seems to be modified by the parents.

The second main component of the Motivational Self System Theory, the Ought-to L2 Self did not turn out to be an influential underlying component in the motivated behaviour of Hungarian minority learners in Ukraine. The 'marginal role' of the ought-to self was observed among English students living in Hungary too (Csizér & Kormos, 2009). But, it seems to have established relatively strong associations with parental support. It might mean that learners strive to possess the attributes their parents wish they would have, but it does not form a dominant part in their motivational self system.

The third main component Learning experience is associated with attitudes and criterion measures mainly. As learning the state language for minority learners take place mainly at the schools where they study the impact of the learning environment (e.g. teacher, course materials, peers, etc.) leaves its marks on the attitude of the learners towards learning and can increase or decrease the effort they are ready undertake to master Ukrainian.

Rephrasing some of the above-mentioned data, it should be confirmed that attitude towards learning is the most influential component in the Ukrainian motivated language learning behaviour of Hungarian minority learners followed by the Ideal L2 Self and parental encouragement. And as it can be seen not only are the three interrelated via forming stronger or weaker relationships, but they serve as the magnets attracting other scales to them. Among the attracted ones are criterion measures and the Ought-to L2 Self.

If we accept the above-described suggestion that learners' attitude towards learning Ukrainian is mainly influenced by the school context, we can agree with Beregszászi et al. (2001) who claim in reference to an educational model accepted in 1997 in Ukraine that it resembles the transitional programme. The transitional programme looks at the minority language as a tool for introducing the majority language, and its role becomes more and more limited and regulated as the time passes giving space to the expansion of the majority language.

As from 1997 to the date of the data collection of this research there have been changes in the attitudes of learners. Namely a strong Ukrainian Ideal L2 Self has developed that point to the fact that the perceived importance of Ukrainian among the learners has increased. The creation of a monolingual community in the long run has started in some form or another. However the coexistence of attitudes and the Ideal L2 Self might warn us to avoid drawing hasty conclusions and it even might signal the presence of other lines of reasoning. To explore other dimensions of viewing the construct and the interaction among the components of Ukrainian motivated language learning behaviour definitely need further investigations and explorations.

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