

Japanese University Students' Hungarian Language Learning Experiences: A Multiple Case Study

Julia TANABE

Institute for Foreign Language Research and Education
Hiroshima University

INTRODUCTION

Language gains are on the top of the list of reasons why study abroad (SA) students embark on a sojourn, as they aim to develop their language proficiency in the target language (Coleman, 1998). Early scholarly works on SA mostly dealt with language gains, including various competences and skills that sojourners could potentially enhance due to an SA experience. The findings of Allen and Herron (2003) show that an SA experience directly impacts L2 proficiency development. However, individual differences need to be considered, as language proficiency gains depend on individual variation. SA research concerning language gains can be divided into linguistic and communicative aspects. While linguistic gains include grammatical (Brecht, Davidson & Ginsberg, 1995; Lafford, 2006; Lafford & Collentine, 2006; Milton & Meara, 1995; Regan, 1998), phonological (Adams, 2006; Nagy, 2008) and lexical development (Freed, 1998; Llanes, 2011; Milton & Meara, 1995; Nakayama, Heffernan, Matsumoto & Hiromori, 2012; Walsh, 1994) in the target language, communicative gains involve sociolinguistic competence (Gautier & Chevrot 2015; Taguchi, 2013), pragmatic competence (Barron, 2003; Bracke & Aguerre, 2015; Mitchell, McManus & Tracy-Ventura, 2015) and two of the four basic skills such as listening and speaking (Di Silvio, Donovan & Malone 2015; Meara, 1994; Freed, 1995; Shiri, 2015; Vande Berg, Connor-Linton & Paige, 2009).

However, besides language gains, other benefits became recognized by scholars. Such identified gains were associated with better organizing abilities, assertiveness, adaptability, being able to work independently and the ability to get along with others from a distinct background easily (Teichler, 2015). Coleman (2015) also noted that besides linguistic gains, SA might result in the professional, intercultural and personal development of an individual.

The aim of this study is to demonstrate how Japanese university students learnt Hungarian as a foreign language (HFL) during their one-year SA in the target country, and shed light on the benefits of learning the language and the way they exploited such gains in their professional career. To take individual differences into account, the researcher investigated Japanese students' Hungarian language learning experiences in the form of a longitudinal, multiple case study.

LEARNING HUNGARIAN AS A FOREIGN LANGUAGE

Hungarian Language Learning in Japan

Due to the highly English language dominant context of language education in Japan, teaching other foreign languages such as Hungarian in the country is fairly challenging. Osaka University is the only university in Japan where the Hungarian language is taught as a major on a regular basis (Okamoto, 2016).

Approximately, 20 students enroll in the Hungarian language programme annually and almost half of them are usually granted scholarships to study in Hungary for a year during their degree courses, according to Waseda (2008). However, Okamoto (2016) notes that the number of incoming students is still considered fairly low, given the fact that Japanese universities admit half a million freshmen yearly.

Taking into consideration the minor status of Hungarian in Japan, it is not a common choice of students when it comes to foreign language learning. Thus, Okamoto (2016) formulated the question: How do we motivate students in the HFL classroom? As an answer, Okamoto (2016) proposed the 3C's theory, in which the three C's stand for *communicative*, *contributive* and *creative* motivational goals. *Communicative* refers to the use of Hungarian for communicative purposes. *Contributive* means that not only do Japanese students benefit from the interaction by receiving knowledge but also by providing knowledge to Hungarians, they contribute to the target language speakers' community. Further, *creative* stands for the process of not only receiving but creating Hungarian content while engaging in the activity.



FIGURE 1. Creative and Contributive Goals of Language Learning (Okamoto, 2016, p. 378)

As the figure illustrates, first, the teacher provides knowledge about the Hungarian language and culture for Japanese learners. Also, Japanese students post their writings about interesting points of Japanese culture in the target language on the website of the department in the form of students' blogs. Hungarians are welcome to react to these posts, resulting in an authentic online experience (Okamoto, 2016). Thus, Okamoto's project demonstrates an example of how to motivate Japanese students to learn Hungarian in the classroom.

Hungarian Language Learning in Hungary

Foreigners who live or study in Hungary need to learn the language to some degree to manage their daily errands in the country, although they may have different reasons for acquiring the language and differences in the desired level of attainment. Hungarian as a foreign language (HFL) is taught in various parts of the country such as at the University of Debrecen, at Balassi Bálint Institute and at the University of Pécs. At the University of Pécs, Hungarian language courses are available for both credit-seeking and degree-seeking international students, ranging from basic to intermediate level. All participants in the present research studied Hungarian in Hungary during their SA.

RESEARCH CONTEXT AND PARTICIPANTS

The context of the present study is the University of Pécs. This university is one of the largest universities in Hungary, with 3200 international students enrolled (data from PTE Statisztika, 2016). Its Hungarian language teaching faculty offers classes for exchange students at beginner and intermediate levels. Both credit-seeking and full-degree-seeking international students have the opportunity to register for the course in order to gain practical Hungarian language skills to manage their daily life in the country.

This article focuses on four undergraduate Japanese students' experiences (Table 1). They all sojourned at the University of Pécs for one year to study their subject matter. Three students majored in Global Studies and one student majored in Hungarian Language and Culture. After the exchange programme, three students returned to Japan, graduated from their university and completed job-hunting successfully. One participant decided to continue her studies and enrolled on the Masters course of Hungarian Language and Culture at her home university.

TABLE 1. List of Participants

Pseudonym	Nationality	Programme	Year of SA	Duration of stay
Arisa	Japanese	Global studies	2010/11	1 year
Hinano	Japanese	Global studies	2012/13	1 year
Yuuna	Japanese	Global studies	2011/12	1 year
Sakura	Japanese	Hungarian studies	2010/11	1 year

RESEARCH QUESTIONS

Previous classroom studies dealt with Japanese students' Hungarian language learning in Japan, but no research has been conducted on Japanese students' Hungarian language learning in an SA context. Former studies took a teaching-oriented approach; the aim of the present study is to research Hungarian foreign language learning (HFLL) from the students' perspective. Their Hungarian language learning and potential Hungarian language proficiency gains were investigated as well as the ways they may benefit from such study, using a longitudinal design. With these considerations in mind, the following research questions were formulated:

1. What gains were made in Japanese students' Hungarian language proficiency as a result of study abroad?
2. How did students' study abroad and Hungarian language learning contribute to their professional careers?

DATA COLLECTION

First, students were asked in the form of in-depth interviews to reflect on their Hungarian language learning. Secondly, follow-up interviews were conducted three years after the SA experience. Further, participants answered a questionnaire about their self-perceived Hungarian language competence followed by a Hungarian language test to measure their actual language proficiency. The questionnaire (Appendix 1) contained 18 items of various situations (e.g. shopping, in the restaurant) in which the students could evaluate their own Hungarian competence on a four-point Likert scale (4- *absolutely high*, 3- *somewhat high*, 2- *somewhat low*, 1- *absolutely low*). Personal communication with the participants helped to generate the item

pool of situations in which they used Hungarian.

The Hungarian speaking test (Appendix 2) consisted of role play situations and a picture description task. In role plays, specific situations were provided from everyday life scenarios. First, students were asked to carry out a restaurant conversation (Szita, 2012) in Hungarian with the examiner. Next, they were asked to react to certain phrases and sentences (Szita, 2012). The last task was picture description in Hungarian, and students could choose one picture to talk about. In addition, Facebook posts about language learning were used as authentic SA materials. Various sources of data such as online posts, interviews, questionnaires and the Hungarian speaking test provide triangulation.

DATA ANALYSIS

Content analysis was applied for the interviews and Facebook posts to find patterns or repeated themes, which were identified with codes generally emerging from the dataset. This practice is called open coding (Mackey & Gass, 2005). Labels were assigned to chunks of data so that the data set became more manageable. Headings were given to parts of the data, following Nunan and Bailey's technique (2009). Superordinate headings were given to the main themes and subheadings were assigned to in-group categories. The Hungarian speaking test was rated by two researchers, based on an evaluation parameter criterion. To make sure that the evaluation of the Hungarian speaking test was reliable, inter-rater reliability (IRR) analysis was carried out. Participants' scores, obtained for each item in the Hungarian speaking test, were computed into SPSS and calculated with an intra-class correlation coefficient. Descriptive statistics were used for the Hungarian self-assessment questionnaire.

FINDINGS AND DISCUSSION

Hungarian Language Proficiency Gains

Hungarian language competence prior to sojourn

Yuuna, Hinano and Arisa did not have any knowledge of Hungarian before SA since they could not find Hungarian sources to aid them in prior language learning in Japan. On the other hand, Sakura, being a Hungarian language major, was confident about her reading skills and grammatical knowledge, and had a wide range of vocabulary prior to SA. However, her self-perceived listening and speaking skills were lower since HFL education in Japan focused on communication in the form of blogging, facilitating reading and writing skills, which follows Okamoto's (2016) 3 C's theory.

I studied it all so speaking was very difficult but I knew all the grammar. But speaking and listening, I couldn't really do in Japan so it was very difficult (...) I tried to write the essay by myself, in Hungarian, I wrote all in Hungarian but I couldn't talk that much. (Sakura)

Hungarian language competence during sojourn: Interview results

During her SA, Arisa managed to achieve a basic level of Hungarian in relation to listening and speaking skills. This outcome was in line with several other SA research findings from the past about increased aural-oral skills (Freed, 1995; Meara, 1994; Shiri, 2015; Vande Berg, Connor-Linton & Paige's Georgetown Consortium Project, 2009). Arisa's listening and speaking skills were manifested in the way she

communicated successfully in various shopping situations such as at the Sunday market and at the supermarket, using a special rehearsal strategy. According to Walsh (1994), an SA experience may also enable students to develop communication strategies in order to succeed in the target language. Arisa describes the strategy as follows:

“And I was with dictionary and read a lot @ and try and practice the sentence in the supermarket in front of the meat section. And the old lady looking at me that way and I and I talk, and I try and I like preparing, practicing to buy the sausage. Yeah I was standing three or five minutes to practice, it’s, it’s really scary @ but she finally understand me.” (Arisa)

Yuuna felt that she could develop her Hungarian speaking skills and could express herself in simple ways across daily life situations. Access to the local community enabled her to improve her pronunciation and participate in Hungarian conversations; however, her knowledge was limited to certain topics. In the second half of her SA, Hinano felt there was improvement in her listening skills when she could distinguish Hungarian speech from other languages and understand the gist of a conversation between Hungarians during her trip to Italy. That experience was a turning point in her Hungarian language study and provided her with positive feedback as well as making her feel successful outside the classroom. It also indicates lexical growth, which was identified in other studies about SA, such as Milton and Meara (1995) and Walsh (1994).

Until 6 months (...) I didn’t understand like which is Hungarian and which is not Hungarian. But after 6 months like my, (.) I could hear the Hungarian (...) on the New Years Day I was in Rome with my family and on the bus in the Rome, I heard some sound like Hungarian, like <L4hun>Igen<L4hun> or <L4hun>persze<L4hun> and then I asked them: <L4hun>Magyar vagy?<L4hun> And then they said: <L4hun>Igen.<L4hun> (Hinano)

In Arisa’s case certain gains were made in Hungarian language proficiency such as vocabulary growth, which was also apparent in her posts on a social media platform. Interestingly, she did not code-mix but used complete Hungarian sentences.

“Nagyon finom görög narancs” © November 27, 2010 (Facebook excerpt)

Sakura’s speaking and listening skills reached a pre-intermediate level and she took Hungarian literature related classes with local students. Although she could not participate actively during the lessons she could follow the conversations. She was able to give presentation in Hungarian about a topic related to the seminar, which indicates that her Hungarian was beyond an A2 level (Wéber, 2011).

Hungarian language competence during sojourn: Self-assessment questionnaire results

The self-report questionnaire findings (Figure 2) revealed that the majority of students felt confident using Hungarian in shopping and restaurant related situations, doing their groceries and ordering.

Interestingly, only two students were confident in introducing themselves in Hungarian, which was probably due to the difference in the amount of information they were able to share. However, it was clear from the Hungarian speaking test that all students could introduce themselves in a minimum of two sentences. Participants were least confident about using Hungarian in a healthcare situation, which requires more specific vocabulary and occurs less frequently than a shopping situation.

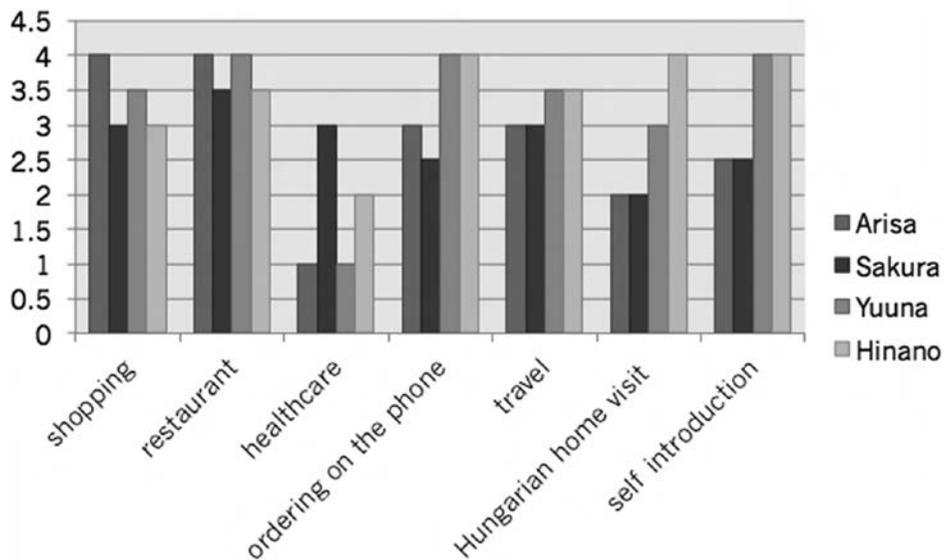


FIGURE 2. Japanese Students Self-Assessed Hungarian Language Competence in Daily Situations, During Their Study Abroad, on a 4-point Likert Scale

Participants felt confident in their Hungarian speaking skills in various situations during their sojourn. Taguchi (2013) and Nagy (2008) also found that both in SA and work abroad contexts sojourners could increase their linguistic self-confidence to express themselves in the target language. Further, Arisa perceived herself competent in terms of reading skills as well because she managed to understand a Hungarian menu in a restaurant. In contrast, other SA related research detected no improvement in reading skills (Meara, 1994; Dewey, 2004).

Post-sojourn Hungarian language competence: Interview results

In the second interview, Sakura felt a decrease in her Hungarian speaking skills due to infrequent use of the language. However, in her responses she often code-mixed in Japanese and Hungarian, which is an indication of having a positive attitude towards the language in the case of having multilingual identities with limited proficiency. Arisa and Yuuna also believed that their Hungarian level decreased dramatically after SA. However, both of them were quite certain that they could activate their passive vocabulary once they visit Hungary again. On the other hand, Hinano applied a successful language maintenance strategy to prevent attrition. She used stimulated vocabulary recall by consciously recalling the Hungarian equivalent

for items in a Japanese grocery store. She kept reminding herself to use the vocabulary actively for the sake of demonstrating her knowledge in front of others. This conscious maintenance strategy helped Hinano to prevent a decline in her Hungarian.

Sometimes I remember Hungarian at the grocery store and then oh this is <L4hun>paradicsom<L4hun> this is <L4hun>krumpli<L4hun> oh <L4hun>hagyma<L4hun>! And if I find out like I forget then I try to check it up.

(...) and if I introduce myself to my new friends like I was studying in Hungary (...) they always ask me: Can you say something in Hungarian? And then (.) I speak and introduce Hungarian. (Hinano)

Post-sojourn Hungarian speaking test results

The Hungarian speaking test was assessed by two researchers. The following tables (Table 2 & 3) illustrate the inter-rater reliability (IRR) of the two ratings. It is clear from the statistical analysis that for all tasks the average measure for intra-class correlation is 1.000, which suggests that there is absolute agreement and high inter-rater reliability between the two raters. Thus, no third party was asked to rate the test. Arisa

TABLE 2. Inter-Rater Reliability with Intraclass Correlation Coefficient for the Three Tasks in the Hungarian Speaking Test

	Intraclass correlation	95% Confidence Interval		F Test with True Value 0			
		Lower bound	Upper bound	Value	df1	df2	Sig
Single Measures	1.000	1.000	1.000		19		
Average Measures	1.000	1.000	1.000		19		

TABLE 3. Inter-Rater Reliability with Intraclass Correlation Coefficient for the Picture Description Task in the Hungarian Speaking Test

	Intraclass correlation	95% Confidence Interval		F Test with True Value 0			
		Lower bound	Upper bound	Value	df1	df2	Sig
Single Measures	1.000				3		
Average Measures	1.000				3		

completed a Hungarian speaking test five years after her SA experience.

In the first part of the speaking test, Arisa understood the Hungarian dialogue at a restaurant but she had difficulties with responding in Hungarian. Further, she could apologize and express her lack of knowledge in Hungarian. However, she was unable to respond in other situations. For the picture description task, she chose Picture 3 (Appendix 2). She managed to articulate some isolated words and phrases such as “*enjoy your meal*”, “*goulash*”, “*Christmas*”, “*happy*”, but her speech was minimal and she was unable to form complete sentences relevant to the context in the picture.

Hinano completed the Hungarian speaking test three years after her SA experience. She was able to carry out a restaurant dialogue with longer pauses but that did not interfere with successful communication. In the second part, she could introduce herself in complete sentences with certain grammatical inaccuracies that did not hinder comprehensibility. She only had difficulties with expressing time, requesting someone’s phone number, asking for directions and information about train schedules. In the picture description task (Appendix 2: Picture 1) she was able to say ten basic, complete sentences, such as “*There is his car.*”; “*It’s a beautiful street.*”; “*There are two dogs.*”; “*They are very cute.*” and some isolated words about the picture such as “*two cats*”, “*apple*”. Hinano could express herself in Hungarian without difficulty throughout the speaking test, which could be explained by her motivation to learn the language, taking advantage of the opportunities to use it in an authentic context, and her conscious post-sojourn language maintenance to prove her Hungarian skills to her social circle, even years after her SA.

Yuuna took the Hungarian speaking test four years after her SA. In the restaurant dialogue task, she could form mostly appropriate, fluent responses with frequent code-mixing between Hungarian and English. Her code-mixing was related to translating Hungarian sentences to English, which may be explained by her strategy to ask for clarification due to limited proficiency. Interestingly, Yuuna did not code-mix using her L1, but using English, which may be due to the fact that she learnt Hungarian in English. In the second speaking activity, she could introduce herself in five complete sentences, regarding her name, age, hobbies and spoken languages. She was successful in asking for directions, apologizing and expressing her opinion about clothes. Due to a decrease in her vocabulary after SA, she had difficulties with asking for someone’s phone number, borrowing a pen, asking about train schedules, and telling the current time. In the third part, she chose a picture about a mother and her baby in a supermarket. She could form four sentences about the picture such as “*Mother and child are in the supermarket.*”; “*There are many oranges and apples,*”; “*The baby is very small and cute.*”; “*The mother is very happy.*”

Sakura completed the Hungarian speaking test five years after her sojourn. She carried out the restaurant dialogue fluently, without any difficulty, demonstrating broad lexical knowledge. In the second task, her self-introduction was very minimal; however, it was not due to language difficulty, resulting rather from not having ideas in her L1. In the other situations, she could borrow a pen, ask for someone’s phone number, apologize and ask for directions as well as about train schedules. In the last task, she could form two sentences by herself about Picture 2 (Appendix 2), then the researcher elicited more Hungarian responses by asking questions. Sakura’s Hungarian responses demonstrated that she had broad grammatical and lexical knowledge but the picture description task did not suit the learner. However, questions facilitated her Hungarian output about the picture and as a result, she was able to form 20 Hungarian sentences such as compound, comparative and complex sentences with causal conjunctions: “*Nowadays, I like meat a lot but*

in Hungary I did not buy meat because I cannot cook.”

Decrease in Hungarian language proficiency was apparent in all participants' performance and narrative accounts. It has to be noted however, that the homogenous linguistic environment of Japan and the time between test taking and the end of SA highly impacts students' Hungarian language proficiency. Hungarian is a rarely taught foreign language in Japan and such circumstances make Hungarian language maintenance even more difficult; therefore, the decrease in the participants' level of Hungarian was not surprising.

Hungarian Language Gains and Professional Career

Results indicated that Hungarian language learning did not directly impact the participants' professional career; however, they all agreed that they benefitted indirectly from the Hungarian sojourn and learning the language. In Arisa's case such contribution manifested itself in the way her Hungarian sojourn helped her find a job through sharing her SA success stories in a job interview. Learning Hungarian in the target country was a challenge linguistically, emotionally and culturally, which she could successfully overcome, leading indirectly to success in her professional career. In Hungary, Arisa not only had to learn another language besides English in order to overcome the language barrier but also she had to learn to accept and acculturate to her host country where the economic situation is markedly different from her home. The experience of such an economic gap may have led to psychological stress that she had to deal with on a personal level. However, she perceived the economic gap positively and regarded it as an opportunity to challenge herself and develop on a personal and linguistic level.

Luckily I get the job, yes and my &mmm my experience in Hungary is very affected that result. I telling some (.) my experience in Hungary so &mmm for example, the relationship with &mmm other nationality people so they really &mmm interested in so, such kinda story, in my job interview affecting my result, the good result. (Arisa)

For Hinano and Yuuna, professional success and employment was not related to learning Hungarian but becoming an intercultural speaker (Byram, 1997) who possesses skills of critical cultural awareness.

I improved my English skill and what's more than that, I gained &mmm logical thinking, critical thinking, problem solving skills, like everything I would need to survive life. (Yuuna)

In Sakura's case, learning Hungarian contributed to her academic success since it enabled her to continue her studies and conduct interviews in Hungary for her research. Also, she could develop different beliefs about becoming an individual who is able to introduce her country to Hungarian people, which is also required from an intercultural speaker connected to Byram's (1997) intercultural communicative competence model.

My friend worked as <L1hun>idegenvezető<L1hun>(tour guide) and similarly to her I wanted to be able to explain things about Japan to other people and this is because of my study abroad experience, I started to think like that so in that sense it contributed. (Sakura)

CONCLUSION

This study investigated four Japanese university students' Hungarian language learning in the target country. In the case of all participants, language gains were apparent during SA; however, years after the experience language maintenance turned out to be problematic. As a possible solution, establishing and joining an alumni network for those who studied in Hungary might be necessary. Interaction with local Hungarians might not be enough if the common language of communication is other than Hungarian; therefore, Japanese co-nationals with the same SA experience could discuss their Hungarian language learning with one another. Also, students could take advantage of online resources, such as Hungarian websites and videos for language maintenance purposes. Regarding the benefit of Hungarian language learning, although Hungarian language skills may not lead directly to a job, learning about Hungarian culture, locals and interacting with them broadened the Japanese students' way of thinking, and gave them new ideas which helped them to succeed in their professional career.

REFERENCES

- Adams, R. (2006). Language learning strategies in the study abroad context. In M. A. DuFon & E. Churchill (Eds.), *Language learners in study abroad contexts* (pp. 259-293). Toronto: Multilingual Matters.
- Allen, H. W., & Herron, C. (2003). A mixed- methodology investigation of the linguistic and affective outcomes of summer study abroad. *Foreign Language Annals*, 36, 370-385.
- Barron, A. (2003). *Acquisition in interlanguage pragmatics: learning how to do things with words in a study abroad context*. Amsterdam: John Benjamins Publishing Company.
- Bracke, A., & Aguerre, S. (2015). Erasmus community: from a community of practice to a learning community. In R. Mitchell, N. Tracy-Ventura, & K. McManus (Eds.), *Social interaction, identity and language learning during residence abroad* (139-168). Eurosla. Retrieved from <http://www.eurosla.org/monographs/EM04/EM04tot.pdf>
- Brecht, R., Davidson, D., & Ginsberg, R. (1995). Predicting and measuring language gains in study abroad settings. In B. F. Freed (Ed.), *Second language acquisition in a study abroad context*. Philadelphia: John Benjamins.
- Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. UK, Clevedon: Multilingual Matters.
- Coleman, J. A. (1998). Evolving intercultural perceptions among university language learners in Europe. In M. Byram & M. Fleming (Eds.), *Language Learning in Intercultural Perspective* (pp. 45-75). Cambridge: Cambridge University Press.
- Coleman, J. A. (2015). Social circles during residence abroad: what students do, and who with. In R. Mitchell, N. Tracy-Ventura, & K. McManus (Eds.), *Social interaction, identity and language learning during residence abroad* (33-52). Eurosla. Retrieved from <http://www.eurosla.org/monographs/EM04/EM04tot.pdf>
- Dewey, D. P. (2004). A comparison of reading development by learners of Japanese in intensive domestic immersion and study abroad contexts. *Studies in Second Language Acquisition*, 26, 303-327.
- Di Silvio, F., Donovan, A., & Malone, M. (2015). Promoting oral proficiency gains in study abroad homestay placements. In R. Mitchell, N. Tracy-Ventura, & K. McManus (Eds.), *Social interaction, identity and*

- language learning during residence abroad (75-94). Eurosla. Retrieved from <http://www.eurosla.org/monographs/EM04/EM04tot.pdf>
- Freed, B. F. (1995). *Second language acquisition in a study abroad context*. Philadelphia, PA: Benjamins Publishing Company.
- Freed, B. F. (1998). An overview of issues and research in language learning in a study abroad setting. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 4, 31-60.
- Gautier, R. & Chevrot, J.-P. (2015). Acquisition of sociolinguistic variation in a study abroad context: the impact of social network. In R. Mitchell, N. Tracy-Ventura & K. McManus (Eds.), *Social interaction, identity and language learning during residence abroad* (169-184). Eurosla. Retrieved from <http://www.eurosla.org/monographs/EM04/EM04tot.pdf>
- Lafford, B. (2006). The effects of study abroad vs. classroom contexts on Spanish SLA: old assumptions, new insights and future research directions. In C. A. Klee & T. L. Face (Eds.), *Selected proceedings of the 7th conference on the acquisition of Spanish and Portuguese as first and second languages* (pp. 1-25). Somerville, MA: Cascadilla Proceeding Project.
- Lafford, B., & Collentine, J. (2006). The effects of study abroad and classroom contexts on the acquisition of Spanish as a second language: From research to application. In B. Lafford & R. Salaberry (Eds.), *Spanish second language acquisition: From research findings to teaching applications* (pp. 103-126). Washington, DC: Georgetown University Press.
- Llanes, Á. (2011). The many faces of study abroad: an update on L2 gains emerged during a study abroad experience. *International Journal of Multilingualism*, 3, 189-215.
- Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Milton, J., & Meara, P. (1995). How periods abroad affect vocabulary growth in a foreign language. *ITL Review of Applied Linguistics*, 107/108, 17-34.
- Mitchell, R., McManus, K., & Tracy-Ventura, N. (2015). Placement type and language learning during residence abroad. In R. Mitchell, N. Tracy-Ventura & K. McManus (Eds.), *Social interaction, identity and language learning during residence abroad* (115-138). Eurosla. Retrieved from <http://www.eurosla.org/monographs/EM04/EM04tot.pdf>
- Nagy, B. C. (2008). Linguistic and socio-cultural outcomes of the au pair experience in the United Kingdom. *Language and Intercultural Communication*, 8(3), 172-191.
- Nakayama, A., Heffernan, N., Matsumoto, H., & Hiromori, T. (2012). The influence of goal orientation, past language studies, overseas experiences, and gender differences on Japanese EFL learners' beliefs, anxiety, and behaviors. *Apples-Journal of Applied Language Studies*, 6(2), 19-39.
- Nunan, D., & Bailey, K. M. (2009). *Exploring second language classroom research: A comprehensive guide*. Boston, MA: Heinle.
- Okamoto, M. (2016). Generating motivation in minor language education: A case of Hungarian in Japan. *Lähivõrdlusi. Lähivertailuja*, 26, 373-384.
- PTE Statistika (2016). Retrieved Jan 2018 from https://pte.hu/sites/pte.hu/files/files/pte_2016._oktoberi_hallgatoi_statistika_tablazat.pdf [PTE student statistics for October 2016]
- Regan, V. (1998). Sociolinguistics and language learning in a study abroad context. *Frontiers: The*

Interdisciplinary Journal of Study Abroad, 4, 61-91.

- Shiri, S. (2015). The homestay in intensive language study abroad: social networks, language socialization and developing intercultural competence. *Foreign Language Annals*, 48(1), 5-25.
- Szita, S. (2012). *New paths to the Hungarian language*. Retrieved from <http://www.magyarora.com/magyar/index.html>
- Taguchi, N. (2013). Production of routines in L2 English: Effect of proficiency and study-abroad experience. *System*, 41, 109-121.
- Teichler, U. (2015). The impact of temporary study abroad. In R. Mitchell, N. Tracy-Ventura & K. McManus (Eds.), *Social interaction, identity and language learning during residence abroad* (15-32). Eurosla. Retrieved from <http://www.eurosla.org/monographs/EM04/EM04tot.pdf>
- Vande Berg, M., Connor-Linton, J., & Paige, M. R. (2009). The Georgetown Consortium Project: Interventions for student learning abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 1-75.
- Walsh, R. (1994). The year abroad: A linguistic challenge. *Teanga*, 14, 48-58.
- Waseda, M. (2008). Magyaroktatás Japánban. *THL2* 1-2, 48-50.
- Wéber, K. (2011). Testing Hungarian as a foreign language: Text in focus. *Berliner Beiträge zur Hungarologie*, 16, 223-234.

APPENDIX 1. Self-assessed Hungarian Language Competence Questionnaire

Dear Students,

My name is Julia Tanabe and I am a Ph.D. student at the University of Pécs. The following questionnaire constitutes part of my research project about intercultural communicative competence. I would like to kindly ask you to fill out my questionnaire. Each participant receives a pseudonym and all the data will be handled confidentially. There is no right or wrong answer, therefore, please give your answers sincerely, as only this will guarantee the success of my investigation.

Task: Please reflect on your experiences in Hungary. There must have been situations in which you had opportunities to talk in Hungarian. Please indicate how competent you believe you are currently during your study abroad in each of the 18 situations described below. Estimate your level and please choose a number between 1-4 to indicate your level of Hungarian in the given situations.

4=absolutely high; 3=somewhat high; 2= somewhat low; 1= absolutely low

1	I can communicate with shop assistant in supermarket.	4	3	2	1
2	I can understand what is on the menu in Hungarian.	4	3	2	1
3	I can talk to a doctor in Hungarian about my problem.	4	3	2	1
4	I can order ice cream in Hungarian.	4	3	2	1
5	I can order a meal in a restaurant.	4	3	2	1
6	I can complain if I have problems in the dormitory.	4	3	2	1
7	I can order pizza on the phone.	4	3	2	1
8	I can order taxi.	4	3	2	1
9	I can ask for and understand directions.	4	3	2	1

10	I can carry out daily conversations with a Hungarian friend.	4	3	2	1
11	I can buy train or bus tickets for travelling.	4	3	2	1
12	I can introduce myself in Hungarian.	4	3	2	1
13	I can talk about my hobby in Hungarian.	4	3	2	1
14	I can order a drink in a cafe or pub.	4	3	2	1
15	I can do a presentation in Hungarian for my class.	4	3	2	1
16	I can use Hungarian when doing physical activity (sport, dancing) with Hungarian people.	4	3	2	1
17	I can communicate with Hungarians in the Sunday market.	4	3	2	1
18	I can communicate in Hungarian with my Hungarian friend's family.	4	3	2	1

19. Please fill out if there are any other situations where you feel that you are competent in using Hungarian:

.....

Please answer the following question concerning your background. The contents of this questionnaire are absolutely confidential.

Pseudonym: _____

Thank you very much for your cooperation!

Email address (if you would like to receive information about the results of this study):

APPENDIX 2. Hungarian speaking test tasks

1. Conversation

1. Please engage in a conversation, taking place in a restaurant. Answer the questions in Hungarian. (Szita, 2012)



I.

- Jó napot kívánok! Mit parancsol?
- kérek.
- Sajnos, elfogyott. Van viszont nagyon finom, friss
.....
- Jó, akkor azt kérek.
- Inni mit hozhatok?
.....
- Igen. Azonnal hozom.
(kicsit később) - Ízlett?
.....
- Desszertet parancsol valamit?
.....
- Egy kávét esetleg?
..... A számlát
kérném.
- Igen,

2. Situations

What would you say in the following situations in Hungarian? (Szita, 2012)

Talk about yourself.

You are sitting in the Hungarian class but forgot to bring a pen. Ask your neighbor if he has one.

You need Takács Katalin's phone number. Ask your friend for it.

You didn't understand your speaking partner.

You step on someone's feet accidentally.

You are looking for Petőfi street.

Ask when is the next train leaving for Budapest.

3. Reactions

Please react in Hungarian to the following questions or statements.

Kérsz egy kávét?

Fázol?

Boldog Új Évet!

Elnézést, hány óra van?

Milyen volt a gulyás leves?

Ez a ruha szerintem nagyon drága.

ABSTRACT

Japanese University Students' Hungarian Language Learning Experiences: A Multiple Case Study

Julia TANABE

Institute for Foreign Language Research and Education
Hiroshima University

This paper illuminates four Japanese university students' experiences of Hungarian language learning, during study abroad, in the form of a multiple case study. It seeks to address the participants' self-perceived Hungarian language competence and their actual proficiency as well as its contribution to their professional careers. Data were collected in the form of in-depth and follow-up interviews about students' Hungarian language learning. Further, participants answered a questionnaire about their self-perceived Hungarian language competence, followed by a Hungarian language test to measure their actual language proficiency. In addition, Facebook posts about language learning were used as authentic study abroad materials. Findings suggest that students' self-perceived proficiency was mainly consistent with their actual proficiency and learning Hungarian contributed to their professional lives in terms of becoming more intercultural, global individuals.

要 約

日本人留学生によるハンガリー語修得に関する考察 — 現地でのケース・スタディの報告 —

田 辺 ゆりあ

広島大学外国語教育研究センター

本稿は、ハンガリー留学中の日本人大学生4人が現地の言葉（ハンガリー語）を習得する複数の事例を報告する。その中で、参加者の言語習得方法、言語学習能力における自己評価と実際の習熟度、そして、ハンガリー語学習が彼らのキャリア形成にいかに関与したかを明らかにする。具体的には、ハンガリー語の学び方について学生に詳細な追跡調査を行い、そこで得たデータを元に本論は展開されている。研究参加者は自身のハンガリー語能力を評価するアンケートに回答し、さらに実際の能力を測るためにハンガリー語のテストを実施した。また、言語習得に関するフェイスブックの投稿も留学に関する現実的な参考意見として使用した。結果としては、学生の言語習得能力における自己評価は実際の能力にほぼ一致し、ハンガリー語学習は学生の異文化への理解を深め、グローバルな視点を構築することで彼らのキャリア形成にも貢献した。