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Jeong Seong Eun: A Study on the language ideologies of Distant Central Language learners through language portraits

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A Study on the language ideologies of Distant Central Language learners through language portraits

As globalization has become faster and increased, it has also impacted language use and linguistics. Abram de Swaan (2013) proposed the 'Global Language System Model' and categorized the world's languages into four categories: peripheral, central, supercentral, and hypercentral. Although most foreign language learning and research is focused on English, which is a hypercentral language, the movement to learn a central language is still actively occurring. In particular, some learners learn central languages that are not close but rather distant geographically and historically; this study defines them as DCL (Distant Central Language) learners. In order to analyze the language ideologies of DCL learners, this study conducted language portrait drawing and in-depth interviews were conducted with Korean university students (n=25) majoring in the Hungarian language in Korea. As a result, it was discovered that Korean students learned Hungarian to be more competitive in the job market, and were perfectionists in learning foreign languages. In addition, the findings also reveal that they had a great attachment to the Hungarian language despite the short learning period.

Keywords: language ideologies, language portrait, multilingual education, Hungarian as a foreign language

Introduction

In the highly digitalized and globalized world of the 21st century, information, technology, human, and physical resources are not only shared but also undergo rapid changes. The coexistence of cultures has increased, and cultural reflexivity is greater than in previous generations. Communication technologies proliferate and are increasing in speed as time passes. National boundaries have become (perhaps especially in recent times) more permeable, and demographic mobility is massively increasing, often for economic reasons. Multiracialism has become more evident and developed notably in large, urban, multicultural societies.

This globalization also has an impact on language use and linguistics. Human language is no longer tied to stable, resident communities; it traverses the world and constantly changes (Blommaert 2010). Jacquemet (2005) points out that the most prominent feature of globalization is the cultural conventions, experiences, and connections between identity and space/region. Identity and space have been “naturally” connected in the past but have collapsed through globalization. In

addition, through the deterritorialization of globalization, the relationship between language and ethnicity, which were inseparable, is also changing. The phenomenon of globalization, which began with colonization, has emerged as a new phenomenon and system with the global use of languages, along with the longtime interaction of numerous factors, including political, economic, and cultural elements.

To interpret this phenomenon of globalization, Abram de Swaan proposed the 'Global Language System Model.' He claims that every language has its own value of communication, and its true value is calculated by prevalence and centrality. Based on these concepts, de Swaan groups the world's languages into four categories: peripheral, central, supercentral, and hypercentral.

First, the lowest level, peripheral languages, make up 98% of the languages spoken worldwide while only being spoken by less than 10% of the world's population. They are only used among native speakers in certain regions and are in danger of extinction as more speakers learn central languages to communicate with others due to globalization. The next level, central languages, covers about 100 languages that are officially used in education, the media, and administration in a single country. Many speakers of central languages are multilingual because they are either native speakers of peripheral languages who have learned central languages or native speakers of central languages who have acquired a supercentral language. The next level is supercentral languages, which include 12 languages (Arabic, Chinese, English, French, German, Hindi, Japanese, Malay, Portuguese, Russian, Spanish, and Swahili) that are used globally and serve as connectors between central languages. They are primarily remnants of colonialization and have been used in politics, administration, law, business, technology, and higher education even after independence (De Swaan 2013). Finally, the language located at the top level is a hypercentral language connecting supercentral languages. Today, the only hypercentral language is English, the most widely used standard for science, literature, business, and law, and also the most widely used second language.

Some scholars claim that the use, translation, and publication of languages and acquisition of foreign languages also follow this hierarchical structure (De Swaan 2001). As evidence, it is easy to find learners who acquire English, the hypercentral language, as a second language in public and private education. Many research studies related to foreign language learning also target English learning.

However, it is still possible to identify learners learning languages of the same or a lower level even if that number is much lower than the number of learners learning languages higher in the hierarchical structure mentioned earlier. In this regard, Cook (2009) identified the types of foreign language learners, arguing that there exists a learner type that is not explained by Swaan's 'Global Language System Model.' In other words, there is a limit to the argument that a learner of foreign languages

chooses a language level higher than the language level to which he or she belongs. For example, descendants of certain cultural or ethnic groups may want to learn the language of their heritage in order to communicate with their grandparents. In the United States, 140,000 people attend heritage Chinese classes (Brecht and Rivers 2005), and language maintenance classes from Polish to Greek are held in most British cities, including London (Cook 2009).

Unlike the above cases, however, there are also cases in which foreign language learners study a language of the same or a lower level that is not directly or indirectly related to them, such as a language to which they have no ethnic or geographical connection. In addition, even if foreign language learners study an upper-level language, not everyone learns it out of a need for a hypercentral language as a requirement. Therefore, it is necessary to thoroughly study the various backgrounds of foreign language learning in the 21st century (Cook 2009: 70).

This phenomenon can be analyzed with the aid of the concept of 'super-diversity of language' presented by Jan Blommaert (2010). People are more likely to have knowledge of languages, cultures and information and continue to experience online and offline contact with people from diverse linguistic backgrounds. This phenomenon of super-diversity can also be applied to foreign language learning. A phenomenon of learning a variety of languages has recently appeared among language learners. These languages are not only located at an upper level or geographically and ethnically related to foreign language learners. As a cause for this phenomenon, Blommaert (2010) contends that language is one of the most immediate and sensitive indexes of diversity and social change. This may explain the phenomenon of foreign language learners studying the languages of various cultures and regions beyond their existing geographical and cultural limitations in modern society.

As evidenced by this, in three countries of East Asia (Korea, Japan, and China), students in the Hungarian departments of universities are learning Hungarian, which is not culturally or geographically close to them. The Hankuk University of Foreign Studies in Korea has about 30 freshmen entering the Hungarian department every year to learn Hungarian. Osaka University in Japan operates a Hungarian department, and in China, students learn Hungarian through the Department of Hungarian Studies at Beijing Foreign Studies University. In Hungary, Hungarian university students are learning the Korean language at the Korean department of Eötvös Loránd University, and Korean language courses are offered at the Korean Cultural Center in Budapest.

As such, learners are learning central languages geographically and culturally distant from their own native language — including Koreans learning the Hungarian language and Hungarians learning the Korean language. The diversity of learned languages and the number of students learning those languages is also increasing due

to the influence of super-diversity. Demand for distant central language learning is increasing and becoming more dominant to the point that it cannot be overlooked in the field of foreign language learning. This study examines the various phenomena of foreign language learning in super diverse modern society by studying the learners of distant central languages (DCL).

Language ideologies

People have a notion of general language and specific language. These notions are assumptions or suppositions about ideas, concepts, people, things, events, and all elements we consider true. For example, one language may be considered more complex or more challenging to learn than another. In addition, we have certain notions about individuals and social groups who speak a given language. What these notions about a particular group or the individuals who make up that group reveal about language form and use is called language ideology.

In the broadest sense, *language ideology* can be defined as “a shared body of commonsense notions about the nature of language in the world” (Rumsey 1990: 346). In contrast, if one pays particular attention to the relationship between language structure and ideology, *language ideology* can be defined as “sets of beliefs about language articulated by users as a rationalization or justification of perceived language structure and use” (Silverstein 1979: 193). Since then, scholars have developed how language ideology is defined. Thus, language ideologies are the social constructs to achieve moral and political purposes. On the other hand, Cameron (2014) argues that language ideologies should be defined in terms of representations of language rather than beliefs or attitudes relating to them. This is because terms such as ‘attitude’ and ‘belief’ denote mental constructs that essentially ‘belong’ to individuals. Language ideology, therefore, involves examining the texts and practices in which languages are represented - not only what is spoken and written but also what is spoken and written about. Gal & Irvine (2019) saw language ideologies as partial views of the language. They claimed that language ideologies are partial in that they are incomplete because someone else, viewing the language from a different standpoint, would see a different picture.

Language ideologies and language learning

Unlike native language learning, in which learners acquire a language naturally, foreign language learning is thoroughly and intentionally a 'planned affair' by the learners, and foreign language learners choose to learn a language according to their values or beliefs. The individual's beliefs and values can be expressed as 'ideologies,' or a set of beliefs. 'Language ideologies,' as a concept related to linguistics, is also

defined in a similar context. Scholars agree that *language ideologies* are traditionally defined as 'sets of beliefs about language' (Irvine 1989, Rumsey 1990, Silverstein 1979). Based on this, it can be assumed that the learner's language ideologies influence foreign language learning.

Language ideologies mediate decision-making (Hall 2018). They also affect people's decisions to study additional languages, their choices of language and institutions to study from, and their investments and motivations to explore opportunities to use the target language or develop relationships with speakers of the target language (Douglas Fir Group 2016). In other words, social, cultural, political, economic, structural, and ideological contexts either implicitly or explicitly influence and shape educational policies and practices. Therefore, the phenomenon of foreign language education should be closely examined from the perspectives of language ideologies that are deeply related to language learners and their cultures, societies, politics, and the economy surrounding them.

Recent studies on the language ideology of foreign language learners

Indeed, studies on the language ideology of foreign language learners have not been actively conducted (Anderson 2009; Bartlett 2007; De Costa 2010; Razfar 2005). A feature that has been revealed in research is that the language ideology of language learners is malleable over time (Jeon, 2008; Amuzie & Winke, 2009; McGroarty, 2010; Ortega, 2010). The researchers argued that the language ideologies of language learners changed over time. In addition, the degree of change differed depending on the learning period - the longer the learning period, the more changes there were in the language ideologies.

Another characteristic that scholars reveal about the language ideologies of language learners is that they are influenced through interaction with others (Razfar 2005; De Costa 2010). The scholars found that language ideologies were formed through the language practices of teachers and students (i.e., classroom practices). In addition, it has been shown that these changes in language ideologies affect learners' learning outcomes in foreign languages.

Another commonality uncovered in recent studies is that the language ideologies of language learners link language to socio-economic capital (Song 2010; Liu & Tannacito 2013). The studies found that in their language ideologies, learners regarded learning a foreign language as an essential social asset, for instance, because of the affluence, good education, and high social class it brings.

Language portrait

Language portrait painting activity is a task in which an individual paints his or her language onto an empty picture of a body shape. Krumm and Jerkins (2001) began using it as a research method to explore language perception in multilingual children. Since then, it has been used in teacher education, student education, psychotherapy, and foreign language education in Austria and South Africa and has become a well-regarded method (Busch, 2012, 2018). A *Language self-portrait* is a symbolic picture that expresses a language ideology using color, body parts, painting degree, and symbolism. Additional comments explaining why students painted specific colors, shapes, and locations can reveal multi-faceted stories about language ideologies (Prasad, 2014).

The language processing related to language use is unconsciously executed and is difficult to explain in words. Several researchers judged that it was difficult for children to express their thoughts and feelings only with verbal explanations. Therefore, they decided to choose a language portrait as a way to express these thoughts and feelings. The language portrait helps students express their views about language and provides insights that enable multilateral analysis (Blommaert 2010; Busch 2010). In Europe, in particular, which has already entered a multicultural and multilingual society, researchers have used language portraits to study language ideologies and identities.

Previous studies on how to use language portrait

Busch (2010) asked children and adults to write about their paintings and analyzed them. He hosted ‘Project for Alternative Education in South Africa’ and used the language portrait as a tool to draw the autobiographical language experiences of students and teachers there. Lundell (2010) used language portraits to analyze whether English was visually expressed among the language identities of children aged 11 to 13 in Finland. The study was conducted so that the children verbally explained their choices regarding the color and location of the language portrait they painted during the group sharing activity. Martin (2012) conducted a study for 4th graders of bilingual education in Germany by drawing a language portrait and writing questionnaires to understand the reaction according to the language used in the classroom. Similarly, Dressler (2014) attempted various analyses, such as filming a video explaining a picture completed by 6-8-year-old children of a German bilingual program in a Canadian school and analyzing even non-verbal elements. In addition, Block (2010) analyzed student utterances through the components of language identities in Canadian classroom situations.

Definition of terms

The *distant central language* (DCL) can be approached from two perspectives. First, the *central language* borrows the concept defined in the *Global Language System Model* of Abram de Swan. Second, *distant language* means a language that is culturally and geographically distant from the learner. Collectively, learning a DCL means that the learner learns a central language that is geographically and culturally distant from the language sphere to which he or she belongs.

The purpose of the study

This research aims to examine the various phenomena of foreign language learning in a highly diverse modern society by studying the learners of distant central languages. For this, this study analyzes the language ideologies of DCL learners through the DCL learners' language portraits.

Research questions

Why do students learn a DCL of their choice, and what are the language ideologies of DCL learners presented in their language self-portraits?

Participants and data collection

This study was conducted with Korean students enrolled in the Hungarian Department of Hankuk University of Foreign Studies (HUFS). To recruit participants, this researcher attended required major classes and recruited applicants. In order to establish the difference between first-year students learning Hungarian for the first time and students with experience learning Hungarian, applicants were recruited from the first and third semesters of the course. A total of 25 students applied, of which 13 were first-year students who entered the Department of Hungarian Language in March 2021¹, and the other 12 were third-semester students.

The drawing of language portraits was conducted one-on-one through Zoom from May 18 to June 24, 2021. Before meeting, the participants were asked to prepare drawing tools via email, and when they met on Zoom, they received an explanation about language portraits. After learning what language portraits represent, the students' understanding was checked through questions, and the drawing activities began. Subsequently, the participants were given time to explain their language portraits. The time spent on activities, including thinking, drawing, and explaining, varied from student to student, from 5 to about 30 minutes.

After the language portrait drawing activity, an in-depth interview was conducted, and detailed questions were asked based on the language portrait drawn by the participant.

Research tool

Language portrait painting activities are usually conducted for children, and an empty picture of a body shape is filled in so that children can express the concept of a language portrait.

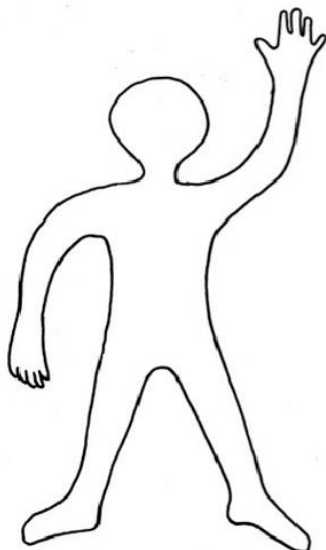


Figure 1. Language portrait silhouette²

However, in this study, all the subjects were university students, making it easier for them to understand the concept of language portraits. Furthermore, human-shaped silhouettes may limit the expression of language ideology about DCL, so they were asked to draw their self-portrait on blank paper instead of on a silhouette. Galante (2020) also did not provide silhouettes in a study of Canadian university students but allowed students to draw their language portraits freely. In this way, the study translated the experimental method of Lundell (2010) and presented it to students instead of providing them with a silhouette.

Ethical considerations

As this study was conducted in Korea, Korea's Personal Information Protection Act³ also had to be adhered to. Before the language portrait drawing activity, it was explained to the students that the recorded material would not be used for any purpose other than that of the research project and that their personal information would not be disclosed according to Korea's Personal Information Protection Act, and that the research ethics should be observed. After that, the entire drawing process and the in-depth interview were recorded with the consent of the participants. In addition, the names of the students provided in this study are all pseudonyms.

Discussion of the data

The data are organized into three main parts. First, the students considered Hungarian as a means of finding a job in the future and expected this to be a competitive advantage for them because there are few Koreans who can speak Hungarian. Second, the students were perfectionists in foreign language learning. They thought they should reach a native level in the foreign language they were learning. Finally, even though they had been learning Hungarian for a relatively short period, they showed attachment to the language. This attachment was the same regardless of the length of the learning period, be it the three months of the first-semester students or the one year and three months of the third-semester students.

Recognizing Hungarian as a means of employment and competitiveness

Many students said they chose the Hungarian major because they thought it would be advantageous in helping them get a job. When choosing a university course, students chose the Hungarian department because they had collected information on their own or had received a recommendation from people nearby that the Hungarian major would help them get a job.

At the same time, they expected to gain competitiveness by learning Hungarian because many people are good at English, but few speak Hungarian in Korea. Therefore, it was found that practical considerations, namely, economic profit and competitiveness, were applied in selecting the foreign language as their major.

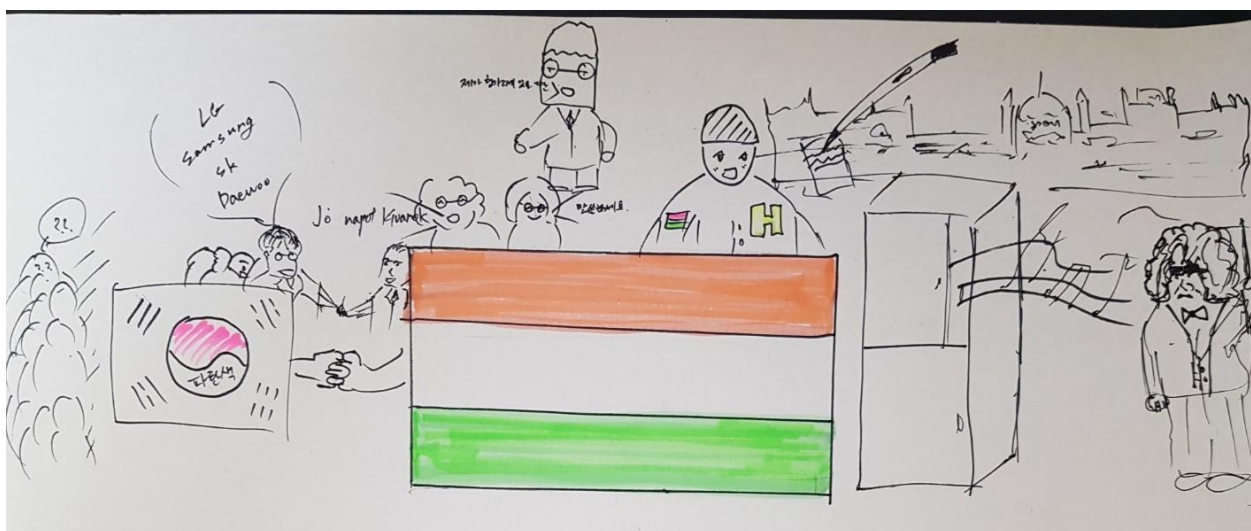


Figure 2. Park Sion's language portrait

“It's the Hungarian flag. The two people on the flag are Hungarian language professors. When I think of Hungarian, the first thing that comes to mind is the professors who teach me Hungarian. (Pointing to the student to the right of the flag) Maybe it is future me, wearing a jumper of the Hungarian department. Those who know Hungary can explain Hungary well. Hungary invented the ballpoint pen, there are many brilliant musicians, a invented the refrigerator, and I know famous places like the Royal Palace of Budapest. (Pointing to the Korean flag) This is when Korea's great people and companies (in the figure, LG, Samsung, SK, Daewoo) shake hands with the Hungarian representative as trade increases with Korea. While (pointing to the group on the left) people who don't know about Hungary yet are unfamiliar with the language, so they tend to reject it, and they don't care because they don't know.” (Park Sion's description)

Referring to Korean global companies that have entered Hungary, Sion described the scene of ‘Korea's great people’ shaking hands with Hungarian representatives in his language portrait. On the other hand, he contrasted those familiar with Hungary with those who were not and explained that those unfamiliar with Hungary had a narrow-minded view of the Hungarian language. In fact, in an in-depth interview with students, many said they had heard people around them say they were curious about the fact that they were learning Hungarian or had received negative reactions. In response, Sion emphasized that Hungarians or people who know the Hungarian language well know more about Hungarian inventions and celebrities and noted that studying Hungarian is more advantageous for employment. Such descriptions are also found in the language portrait of Yeji.

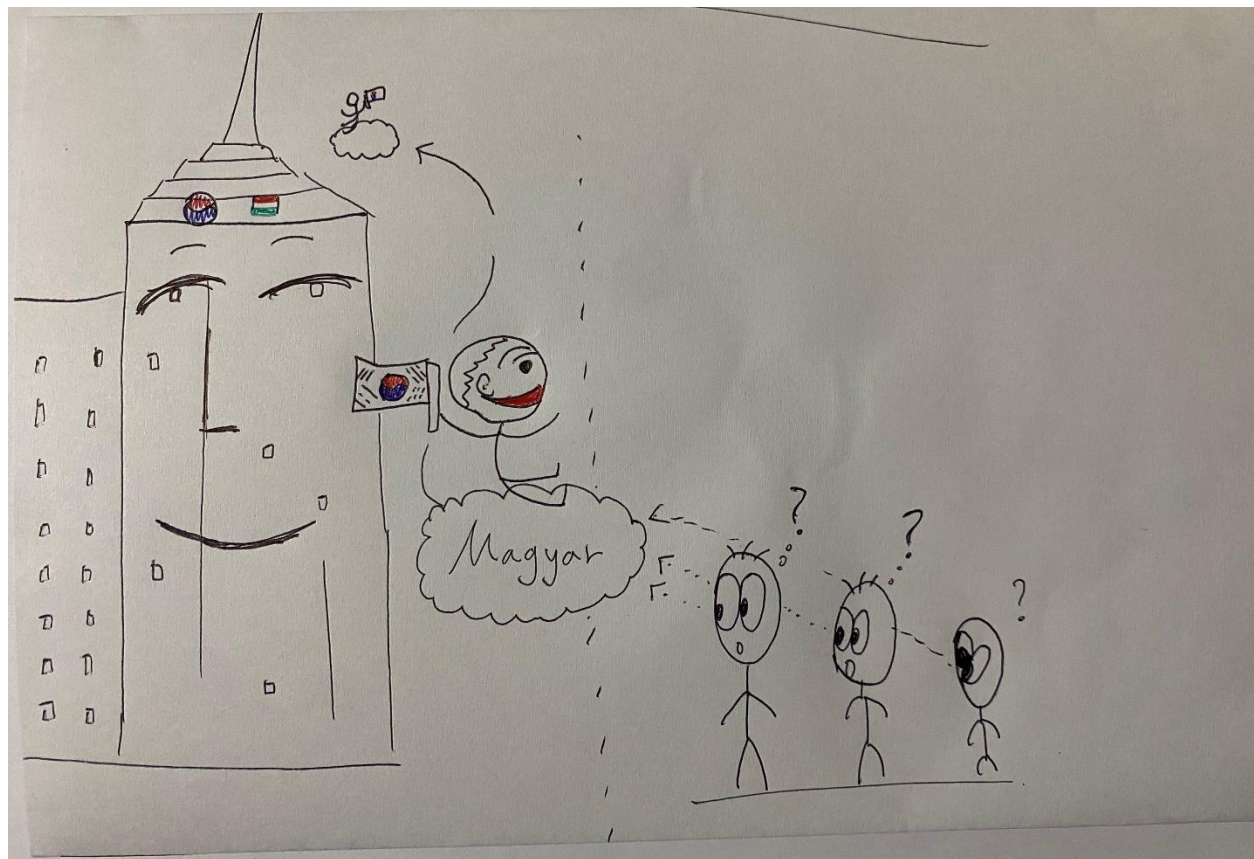


Figure 3. Kim Yeji's language portrait

“(Pointing to the people on the right) First of all, it described people around me who are not familiar with Hungarian, saying, “What is that?” I am the one on this cloud called ‘Magyar (Hungarian)’. This is a picture of me approaching a Korean company that has invested in Hungary by riding a cloud called ‘Magyar’. Sitting on the clouds, I am smiling brightly. Korean companies that have invested in Hungary are also smiling.” (Kim Yeji’s description)

Like Sion, Yeji described others looking puzzled at him for learning Hungarian. In addition, he thought he could go to a higher place on a cloud called "Hungarian."

This claim is supported by the Department of Hungarian Studies website, which states that Hungarian is a language worth learning for several reasons. Hungary is the fastest growing economy among the Eastern European countries; it is a member of the EU and is making significant progress. This increases the number of Korean companies entering Hungary and the extent of their investment³. Based on this, it was found that many students who entered the Department of Hungarian were studying Hungarian for the purpose of economic benefits and competitiveness.

Meanwhile, Sora drew a gift box instead of a character in a language portrait because she also expected to benefit in the future by learning Hungarian.



Figure 4. Sora's language portrait

“This is a gift box, but it is my first time learning Hungarian, so there's little information. It can be a benefit or a loss for me by learning this, but I still think it is a benefit. And if this is the result of learning Hungarian later, I don't know what will come out when I open this box later, but it will be good, shiny, positive, so I drew a question mark on it. I thought the contents of this box would change depending on how I thought of Hungarian, how I learned, how much effort I put in, and how much interest I paid, so I expressed it in special shiny yellow. It looks like a special box. In addition, I chose green and red according to the color of the Hungarian flag.” (Sora's description)

By painting a special shiny gift box, Sora thought Hungarian would benefit her in the future, although she is still uncertain about this. In addition, Sora explained that she is uncertain about what results (positive or negative) learning Hungarian will bring her in the future. She believes that it depends on her efforts and how much she studies Hungarian in the future.

Perfectionism in foreign language learning

Another thing to note in Sora's painting is that she does not perceive the process of learning Hungarian as something enjoyable, but rather as something she has to work hard for the future benefits that Hungarian will bring her. Her perception seems to stem from the idea that language skills are a competitive advantage. This phenomenon is not expressed by enjoying learning a foreign language itself and recognizing it as 'something to be good at', which is also evident in Eunha's language portrait.



Figure 5. Park Eunha's language portrait

“First, I drew a big flag that could represent Hungary. The one next to it is me, and as is written in the text above, ‘Minden rajtam múlik’ (It's all up to me). Because I think that it is up to me to be able to use Hungarian in any way depending on what I thought. It is expressed in emoticons. At the bottom, I haven't started to talk properly in Hungarian yet, so I'm staying like a bulb that hasn't been turned on yet, but I have a goal of wanting to be able to communicate in Hungarian in the future, so I hope it'll be like a bulb with an exclamation mark.” (Park Eunha's description)

Eunha directly wrote the phrase "Minden rajtam múlik" in her self-portrait and said that the possibility of using Hungarian would vary depending on her attitude to learning Hungarian. In her language portrait, there was nothing that indicated joy in the Hungarian language learning process itself. This idea of Hungarian learning has been found in several students. In an in-depth interview, many students answered that they chose Hungarian as an alternative to English to be competitive. They have states that they are not competitive in English because they have neither been to the

U.S. to learn English nor received enough English education and have therefore chosen Hungarian studies instead.

What is unusual is that their actual English skills were quite high, demonstrating B2-C1 level competency. Nevertheless, they evaluated themselves as poor English speakers because they had strict standards for English proficiency. They also said in an in-depth interview that it is difficult to say that one is good at languages if they are not as good as native speakers. This perfectionism in language learning also led them to choose to learn Hungarian. They expected to be more competitive by learning Hungarian instead of English because many others are good at English, but few people can speak Hungarian in Korea. Therefore, it was found that practical considerations, that is, economic profit and competitiveness, were applied in selecting this particular foreign language as their major.

On the other hand, Hungarian students learn Korean mainly out of curiosity and interest in Asian cultures rather than for economic purposes. Maria Takats, professor of Korean Studies at ELTE University, said, "Most students who are learning the Korean language are very interested in Korean dramas or K-POP, and there is curiosity and longing for Korea." Hungarian learners were mostly learning Korean to understand and experience another language and culture. For them, the Korean language was used to understand their preferred language or culture rather than for economic purposes.

However, this did not mean that Korean students learning Hungarian had no attachment to it. They showed great attachment within a short time to their newly learned Hungarian.

Having an attachment to the Hungarian language

Eunha said that her learning attitude would determine the possibility of using Hungarian in the future, but she soon showed her affection for Hungarian.

"Below is an electrocardiogram, with a heart drawn in the middle; I think I expressed my feelings for Hungarian." (Eunha)

She expressed her feelings about Hungarian with a heart symbol and used an electrocardiogram to illustrate this. In this study, language portraits like Eunha's were often found, expressing the will or goal of learning Hungarian and showing affection for the language.

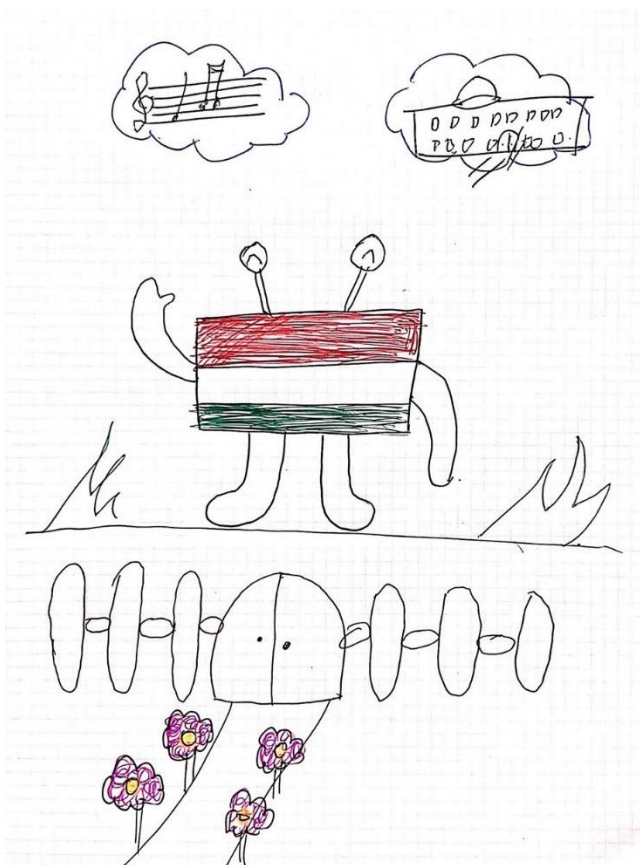


Figure 6. Kwon Indam's language portrait

“There are flowers and there is a door. I'm standing in the grass (in the shape of the Hungarian flag). Behind the flower garden, I say hello because I like Hungarian. This is how I am thinking positively about my Hungarian. Also, on the backside, (pointing to the door), I painted that I would become good at Hungarian after hard work. And flowers mean that I am learning (Hungarian) voluntarily, so I decorated them beautifully. It (Learning Hungarian) is my choice, so I'll say it's quite bright. It's not forced.” (Kwon Indam's description)

Indam's language portrait contains content similar to Eunha's, who also expressed the perception that she should try to speak Hungarian well by placing herself behind the door of 'effort.' In her in-depth interview, she describes learning English as 'compulsory learning' and socially required in contrast to her voluntary choice to learn Hungarian.

Like Eunha, Indam also displayed her affection for the Hungarian language by illustrating herself with the Hungarian flag in her language portrait. This illustration shows that she perceives Hungarian in a relatively intimate way. In relation to this,

Dressler (2014) reveals that, in their language portrait, participants tend to draw a language closer to their brain and face if they feel drawn to it, and to draw it farther away from their head, such as hands and feet, if they feel less attached to it. Therefore, it can be seen how close Eunha, who expresses herself with the Hungarian flag, feels to the Hungarian language. A similar case can also be confirmed in Bohye's language portrait.

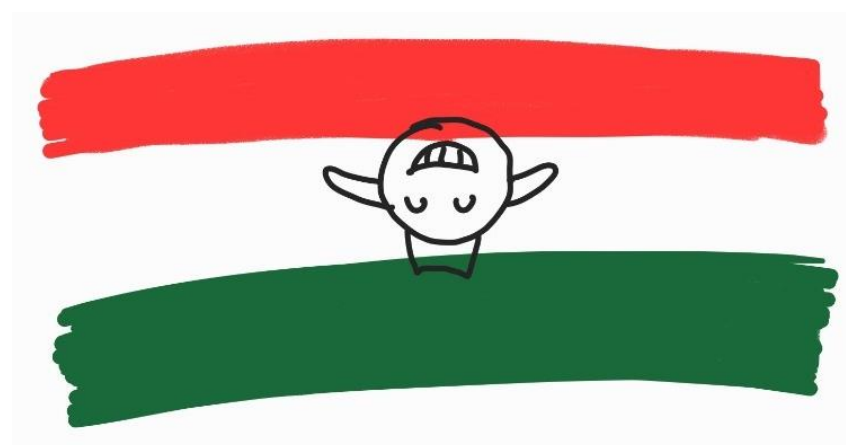


Figure 7. Kim Bohye's language portrait

Bohye drew the Hungarian flag in her language portrait and placed herself in it.

“First, I expressed Hungary as the Hungarian flag of Hungary. In it, I wanted to express myself learning the Hungarian language and getting to know about Hungary. I am smiling while looking at the sky. I like it” (Hungary).

Bohye placed herself in the center of Hungary and directly expressed her affection for Hungary by explaining her self-portrait. Many other participants expressed affection for Hungarian directly or indirectly in their language self-portrait. They studied Hungarian for a relatively short time compared to Korean or English, which they had learned since childhood, but showed deep affection for the Hungarian language or Hungary. In addition, it was challenging to find differences according to the length of time (1st or 3rd semester) of learning Hungarian.

Conclusion

This study is about the language ideologies revealed in the language portrait of DCL learners. For the study, language portrait drawing and in-depth interviews were conducted with 25 Korean university students learning the Hungarian language. The following results were obtained from this research.

Korean students learn the Hungarian language to gain a competitive edge or a job in the future. In particular, as the number of Korean global companies entering Hungary has increased rapidly over the past decade, students have tried to use their Hungarian language skills as a stepping stone for employment.

Korean students also had a perfectionist attitude toward foreign language learning in Hungarian and English. They operated under the assumption that the foreign language level they were learning should be equal to that of a native speaker. They thought that in order to be competitive, they had to reach the level of a native speaker in learning a foreign language, and in some cases, those who gave up reaching this level in English chose to learn Hungarian, which was relatively less competitive due to the small number of learners. Therefore, instead of describing their experience learning Hungarian in terms of enjoying the learning process and the Hungarian culture, they talked about "working hard" at the language for the sake of future interests and competitiveness.

Regardless of the purpose of learning Hungarian, the students had a great attachment to the language. Their Hungarian learning period lasted from three months (the first semester) to one year and three months (the third semester), which was relatively short compared to their native language or English. Nevertheless, they revealed through various expressions that they had much affection for Hungarian.

In addition, participants were recruited from first-semester students (n=13) and third-semester (n=12) to assess differences according to the duration of Hungarian language learning, but no such differences were found in the results.

Notes

1. Unlike Europe, where new students enter every September, in Korea, first-year students enter in March every year.
2. <https://heteroglossia.net>
3. <http://www.law.go.kr/lsInfoP.do?lsiSeq=195062&efYd=20171019#0000>

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