

## FOREIGN LANGUAGE LEARNING MOTIVATION AND ASSESSMENT: AN OVERVIEW OF THEORETICAL AND EMPIRICAL RESULTS

Keynote

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It is a well-known fact that the Hungarian foreign language learning context is highly exam centered, and thus success is often measured by students passing various language exams as opposed to actual language use or long-term engagement (Öveges & Csizér, 2018). Still, there is very little research on the interrelationships of L2 motivation and assessment. For example, the most recent handbook on L2 motivation (Lamb et al., 2020) failed to cover the motivational impact of language testing and assessment. In order to understand the current state-of-art, I will discuss three aspects of the field of L2 motivation in my talk. First, I would like to summarize the most recent theories and their potential relevance to language testing and assessment. Next, possible motivational and demotivational aspects of language testing/assessment will be outlined by presenting both Hungarian and international research results. Third, I will very briefly touch upon some Hungarian data assessing the relationships among motivational and exam-related scales for secondary school learners. At the end, I will propose some future research directions to examine the potential motivational impact of language testing and assessment in the Hungarian context as well as outline some instructional implications and conclusions.