Self-appointed and Self-taught? Professional Characteristics and Challenges of LSP Teachers in Hungary

自任與自學？匈牙利 **LSP** 教師的專業特質與挑戰

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Abstract

Despite the growing international recognition of Languages for Specific Purposes (LSP), the role and needs of LSP teachers in Hungary remain underexplored. Based on a survey of Hungarian higher education LSP teachers, this study examines their professional characteristics and challenges. The findings reveal that many LSP teachers transition from general language teaching without formal training in their students' disciplines or LSP-specific methodologies. LSP teaching poses unique challenges, including the significant time required to develop curricula and teaching materials. Beyond preparation, teachers often engage in extensive self-directed learning to acquire specialised content knowledge needed to meet diverse and evolving demands. The study underscores the importance of institutional support, advocating for legal frameworks that recognise that teaching LSP differs from teaching languages for general purposes. The results suggest that it would be crucial to create formal training opportunities, foster collaboration between content specialists and LSP teachers, implement mentorship programmes, and reduce the workload of LSP teachers. This research advocates for establishing LSP teaching as a distinct profession within the Hungarian educational landscape, laying the foundations for future research and contributing to the greater recognition of LSP teaching in national and international contexts.

摘要
儘管國際間對專業語文（LSP）的認可與日俱增，但對於匈牙利 LSP教師角色與需求仍未有充分的探究。本研究以匈牙利高等教育LSP教師的調查為基礎，審視他們的專業特質與挑戰。研究結果顯示，許多LSP教師都是從一般語言教學轉型而來，未曾接受過學生相關學科或LSP教學法的正式訓練。LSP教學具有其獨特的挑戰，包含了研發課程和教材所需的大量時間。除準備工作外，教師通常還需進行廣泛的自主學習，以獲得所需的專業學科知識以滿足不同領域多樣且不斷變化的需求。本研究強調行政支援的重要性，倡導承認LSP教學有別於一般語言教學的制度框架。研究結果顯示，提供正式的訓練機會、促進學科

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知識專家與LSP教師之間的合作、實施師徒計畫，以及減輕LSP教師的工作量至關重要。本研究主張確立LSP教學為匈牙利教育領域中的獨特職業，為未來的研究奠定基礎，並促進LSP教學在國內和國際環境中獲得更廣泛的認可。

Introduction

Languages for Specific Purposes (LSP) and its subfield, English for Specific Purposes (ESP), is an umbrella term referring to the specialised use of language tailored to specific professional, academic, or technical domains (e.g. Legal Spanish, Medical English, Business German). LSP (including ESP) emphasises aligning language teaching with field-specific vocabulary, discourse, and communicative practices, employing learner-centred approaches and specialised materials to ensure relevance and real-world applicability (Basta, 2023; Long & Uscinski, 2012; Macià, 2012). Consequently, 'LSP teachers' are those 'practitioners' (Anthony, 2018) who teach these specialised (foreign) languages primarily at higher education institutions (HEIs) to students who pursue various disciplines such as law, medicine, or economics. LSP teachers play a crucial role in bridging the gap between language learning and the specialised demands of various professions. They must have a deep understanding of both the language and the specific domain in which their students will operate. This dual expertise allows them to create relevant and effective learning materials that reflect the real-world contexts in which their students will use the language (Jurkovič, 2024; Macià, 2012).

Since the 1960 s, it has been increasingly acknowledged worldwide that learning LSP, particularly ESP, has become critically important in higher education (Hyland, 2022). The focus has shifted from general language learning (especially in the context of English) towards specialised languages (Supunya, 2023). In our increasingly globalised world, with substantial workforce mobility, it has become crucial to complement professional knowledge with the ability to communicate in the specialised language of one's field (Sowa, 2023). Learning LSP helps students acquire specialised vocabulary and communication skills tailored to their academic and professional needs, thereby enhancing both academic performance and career prospects. Over the years, nearly all aspects of the LSP-related educational context have been examined, with the notable exception of LSP teachers. However, recent years have seen a growing international trend within the European Higher Education Area (EHEA) to address this gap (Chateaureynaud & John, 2023; Jurkovič et al., 2024; Kic-Drgas & Jurkovič, 2024).

We also initiated a context-specific survey to gain a comprehensive overview of LSP teachers across the country, in Hungary. Such a survey seemed timely, as no similar LSP teacher-focused research has been conducted in this context. This research contributes to international literature by examining the situation of LSP teachers in Hungary, offering a unique perspective that can enhance our understanding of how

the local context shape LSP practices. The insights gained may be applicable to other countries, thereby enriching the international, including European, LSP landscape, and guiding future development and research directions. Thus, we developed and implemented a questionnaire-based research project (Appendix) to investigate LSP teachers' views on several aspects of their work. This study, as part of this larger research project, presents results addressing two research questions within the Hungarian context:

1. What are the educational pathways and professional identity of LSP teachers?
2. What are the main challenges and difficulties of LSP teachers?

This article begins with a review of the literature in the European context, highlighting the critical issues that guided the development of the questionnaire and the formulation of our research questions. Next, an overview of the current situation of LSP and the specific status of LSP teachers in Hungary is provided. Subsequently, we describe our methodology and present our findings. In the 'Discussion and Conclusions' section, we contextualise our results, offer recommendations, and outline potential avenues for future research.

Review of the Literature

Languages for Specific Purposes Within the European Higher Education Area

Interest in LSP courses is steadily increasing at universities, and the demand for LSP teachers is growing within the EHEA (Ding & Campion, 2016; Kic-Drgas & Jurkovič, 2024). In recent years, several Erasmus + projects (CATAPULT,[1] TRAILs,[2] LSP-TEOC.Pro[3]) have been launched to fill gaps in LSP teacher training and support the professional development of LSP teachers (Anesa, 2024; Bocanegra-Valle, 2023; Chateaureynaud & John, 2023; Jurkovič et al., 2024). Given the predominance and *lingua franca* status of English, research findings relevant to LSP also originate from studies focusing on ESP (Basturkmen, 2019; Hyland & Wong, 2019; Whyte & Sarré, 2017). While we acknowledge additional relevant issues, this article will focus on these points providing the context for interpreting our research findings:

(a) *Professional[4] development needs.* For a long time, much of the literature on LSP focused on how LSP teachers assess student needs (Belcher, 2006). Only recently have studies begun to survey the needs of LSP teachers themselves (Bocanegra-Valle & Perea-Barberá, 2023; López-Zurita & Vázquez-Amador, 2023). Bocanegra-

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[1] http://catapult-project.eu/

[2] https://erasmus-plus.ec.europa.eu/projects/search/details/2018-1-FR01-KA203-048085

[3] https://lsp-teoc-pro.de/

[4] When *professional development* of LSP teachers is discussed in the literature (and in this article), it refers to LSP as a 'profession'. Thus, professional development of the teacher refers to the process of improving the capabilities of the teacher (which in the case of LSP teachers includes gaining knowledge about the students' discipline as well).

Valle and Basturkmen (2019) established professional development needs categories which align with other recent studies on LSP teacher education (Nazari, 2020; Szymańska-Tworek & Makowska-Songin, 2019; Vega Umaña, 2020). Jurkovič et al. (2024) confirmed and upgraded this framework, proposing a three-stage model: a general Languages for General Purposes (LGP) teaching methodology course, followed by a general LSP teaching methodology course, and finally, discipline-specific[5] acculturation through in-service education supervised by an experienced LSP teacher and/or discipline specialist (Jurkovič et al., 2024, p. 323).

(b)   *Scarcity of pre-service and in-service professional development programmes.* It has been found that there is a growing demand for LSP courses at HEIs (Jurkovič et al., 2024), yet there are limited professional development programmes available for LSP teachers (Bocanegra-Valle, 2023; Bocanegra-Valle & Basturkmen, 2019). Jurkovič et al. (2024) argue that this is because a language degree and a general teaching methodology course are generally considered sufficient for teaching LSP in higher education.

(c)   *Lack of speciality-related qualification, lack of content knowledge.* Szymańska-Tworek and Makowska-Songin (2019) found that in-service ESP teachers in Polish higher education struggled with the lack of discipline-specific knowledge and felt that their initial training was insufficient for teaching ESP. In contrast, Vega Umaña (2020) found that LSP teachers in French higher education believed their expertise should primarily be linguistic, cultural, and pedagogical, while the disciplinary knowledge should mostly be provided by the students.

(d)   *Acquiring content knowledge through collaboration.* LSP teachers are often advised to acquire content knowledge through self-training, students' input, and collaboration with content specialists. However, as Woodrow (2017) notes, such collaboration is rare due to differing epistemological and ontological perspectives, which can hinder mutual understanding between language and content specialists.

Languages for Specific Purposes in the Hungarian Higher Education Context as Reflected in Literature

While there has been limited focus on LSP teachers, research of LSP itself is not a recent development in Hungary. In 2001, Kurtán (2001) discussed the importance and evolution of LSP teaching in Hungary, emphasising its distinction from teaching LGP due to its sensitivity to specialised contexts and demand for a high degree of flexibility. She emphasised that performing the tasks of an LSP teacher requires specific competencies; however, she noted that these competencies were not recognised in Hungary.

In 2012, Kurtán and Silye revisited the state of LSP teaching in Hungary, noting that the employment methods and organisational structures for LSP teachers remained diverse. LSP instruction was still conducted predominantly by language teachers, with occasional collaboration with subject-specific instructors depending on the institution.

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[5] In the literature, the terms *specific area*, *field of speciality*, *discipline*, *content*, *domain*, and *subject*, and the related expressions such as *domain-specific language*, *disciplinary knowledge*, *content knowledge*, *specialist area*, and *subject-specialists* are often used interchangeably, reflecting the intention of the authors to refer to the discipline the students are studying.

Self-training emerged as the most important learning method for LSP teachers. A common complaint was that institutions failed to recognise and value LSP instruction and LSP teachers despite considerable progress in the field over the previous decade. These advancements included the establishment of the Hungarian Association of Teachers and Researchers of Languages for Specific Purposes[6] in 2003. Kurtán and Silye (2012) also noted that many LSP teachers had obtained academic degrees. They argued that all conditions were in place for developing a high-quality, European-standard LSP teaching system, only strong central will and an educational strategy were missing.

Ten years later, Einhorn (2022a, 2022b) examined the goals and content of foreign language teaching (not particularly LSP) in Hungarian HEIs, focusing on the organisations responsible for this task. She has identified two main types of organisational units: (1) university-level units, offering a variety of LGP and LSP courses across multiple faculties; (2) smaller, 'dedicated' units operating under specific faculties, which usually provide LSP classes to their respective faculties. In some universities, these types coexist. Einhorn (2022b) has noted that within higher education, the declared goal of learning foreign languages is learning LSPs, adding that this can be interpreted in multiple ways by the stakeholders. She calls for further research to better understand LSP teachers' attitude towards LSP teaching and pedagogical modernisation.

In 2023, Veresné Valentinyi conducted a survey among Hungarian university students on the effectiveness of LSP instruction. In her conclusion, she has noted that, compared to her study conducted in 2011, the situation of LSP instruction has remained unchanged for over two decades, facing the same problems as before. However, a recent regulatory change may be seen as the manifestation of the 'strong central will' that Kurtán and Silye (2012) observed as lacking: in 2022, Act LIX of 2022, amending Act CCIV of 2011 on National Higher Education, removed the previous language exam requirement for obtaining a degree[7] and instead mandates that HEIs provide LSP instruction necessary for students to practice their qualifications in their respective fields, along with proper assessment of these skills. The amendment allows HEIs to set their own foreign language-related entry and exit requirements and potentially prioritise other forms of language proficiency assessment, such as internal, institutional exams. However, it does not address the allocation of human or other resources needed for implementation, leaving the responsibility to the HEIs to determine, at their discretion, who should undertake this task and how. Naturally, the ultimate impact on LSP teachers and the trajectory of LSP in Hungary remains to be seen.

'Invisible' LSP Teachers in Hungary

LSP-related research in Hungary has predominantly focused on linguistic and didactic aspects, curriculum and material design, and student needs, while neglecting the teachers themselves. When research did address teachers, LSP teachers were examined only tangentially and never as the primary focus. This oversight can be attributed to several factors.

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[6] For the English site of the Association, see http://szokoe.hu/about-us?lang=en; its journal, *Porta Lingua* serves as an important platform for publications in the field, see http://szokoe.hu/hirek/2020/07/03/porta-lingua-online-journal?lang=en

[7] From the mid- 1990 s, at least one intermediate-level language exam was required for university degrees.

First, the role of an LSP teacher as a distinct professional designation does not exist in Hungary; it is not included in the Hungarian Standard Classification of Occupations.[8] Educators who teach LSP (and/or LGP) at HEIs are employed as either (language) teachers or as university instructors/members of academic staff, the latter contingent upon their enrolment in or completion of PhD studies. According to Hungarian regulations, only those pursuing or holding a doctoral degree are recognised as university instructors (from the rank of assistant lecturer upwards). Their teaching load (depending on their academic title) is 40 to 60% of that of language teachers. The teaching load for language teachers at HEIs is equivalent to that of high-school language teachers, suggesting that decision-makers/institutions view LSP teaching as equivalent to LGP teaching.

Second, since there is no official role for LSP teachers, there are no associated formal[9] education opportunities in Hungary that provide LSP-specific qualifications or certificates.

Third, there is no system for continuous professional development for LSP teachers in Hungary. It is therefore particularly unfortunate that, as a result of the European Union's decision, 21 Hungarian universities are no longer eligible to participate in Erasmus + programmes due to concerns over corruption (Council of the European Union, 2022; Telex, 2023).

Fourth, LSP teachers are difficult to 'identify': they are employed across various units of different organisations of HEIs, and there are no official data or a register for these teachers. This lack of information hinders the accurate estimation of their population. Although official data exist on language teachers employed at HEIs, these data do not distinguish between those who teach LGP or LSP, or both. Additionally, there are those LSP teachers who are categorised as 'university instructors' due to their academic degree. While there are official data on university instructors, the specific number of those who teach LSP is unknown.

Methodology

The results of this research are based on an online survey conducted between February and April 2024. The research invitation was sent to language teachers and university instructors who were teaching or had previously taught LSP at HEIs[10] in Hungary. Participants consented to their data and responses being used for research purposes, with assurances of anonymity and privacy. Participation was entirely voluntary.

The online questionnaire was distributed through the Hungarian Association of Teachers and Researchers of Languages for Specific Purposes, requesting that they

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[8] https://www.ksh.hu/docs/osztalyozasok/feor/feor_rendelet_egyseges_szerk_eng.pdf

[9] In this study, we used Johnson's and Majewska's (2022) definition and descriptions of these terms to categorise the formal, non-formal, and informal ways of learning.

[10] In Hungary, there are 41 universities (5 state-funded and 34 are 'foundation universities'), as listed in Annex 1 of Act CCIV on National Higher Education. For the analysis of the European University Association, see https://www.eua.eu/downloads/publications/2023%20eua%20autonomy%20scorecard_hungary.pdf

forward it to their members. We also contacted 19 foreign language centres and organisational units of 17 Hungarian HEIs that offer language courses (LGP and LSP), requesting their cooperation in distributing the questionnaire to their colleagues teaching LSP.

The language of the questionnaire was Hungarian, and it was completed by 44 LSP teachers from 15 Hungarian HEIs.[11] In the absence of official data on the total population of LSP teachers in Hungary, we compared the HEIs in our sample with other studies and available data to highlight that our respondents are affiliated with key Hungarian HEIs in the field of LSP: (1) Einhorn (2022a, 2022b) in her survey, identified 17 organisational units belonging to 13 Hungarian HEIs,[12] 11 of which overlap with those in our study. (2) The Hungarian Association of Teachers and Researchers of Languages for Specific Purposes has 105 members affiliated with 19 Hungarian HEIs, 13 of which overlap with those in our sample. (3) Twenty respondents are affiliated with the top five Hungarian universities based on the HVG Diploma[13] ranking. The significant overlap of HEIs suggests that our sample includes representatives of Hungary's most prominent and influential HEIs.

We developed a self-administered questionnaire comprising 10 demographic, 9 open-ended questions, and 22 closed-ended questions (Appendix). Respondents could also add comments to further elaborate on their responses. The questionnaire underwent a think-aloud protocol and piloting, leading to necessary revisions before distribution. The demographic and professional background questions covered gender, age, mother tongue, first foreign language (first L2), affiliation, teacher's degree, speciality-related qualification, and years of experience. Respondents were asked to select their field(s) of speciality and the language(s) they teach, with options to indicate multiple specialities and languages.

To address the first research question, three open-ended questions were used to explore the professional background and educational pathways of the respondents: (1) how they became LSP teachers, (2) what formal and not formal training they received to fulfil their current role as LSP teachers, and (3) whether they identify as LSP teachers and prioritise this role over others.

For the second research question concerning the challenges in LSP teaching, a preliminary survey conducted in January 2024 involved 10 LSP teachers who provided written descriptions of their work. These responses informed the compilation of 11 statements regarding the challenges in LSP teaching, which respondents rated on a 5-point Likert scale (from 1, strongly disagree, to 4, strongly agree; the 'I don't know' answers were excluded from the calculations of means and standard deviations). This was complemented by an open-ended question asking respondents to detail their main difficulties in teaching LSP.

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[11] Three state-funded universities [out of 5]; 10 foundation-funded universities [out of 35]; and 2 foundation-funded colleges [out of 22].

[12] Einhorn has found that these organisations employed 337 teachers (219 language teachers and 118 university instructors holding or pursuing a PhD). However, Einhorn's figures pertain to language teachers at HEIs, not all of whom necessarily teach LSP.

[13] The HVG Diploma Ranking is an annual evaluation of Hungarian HEIs published by HVG (HVG is a prominent Hungarian economic and political weekly magazine, modelled after The Economist).
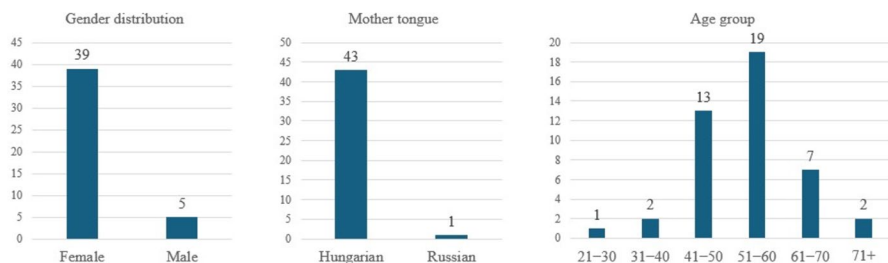
Fig. 1 Demographic characteristics of respondents ($n = 44$)

In the study, univariate and bivariate descriptive statistical analyses were performed using IBM SPSS Statistics 28. In the case of the latter, we analysed pairs of associated variables. To examine the relationship between variables, we applied two tests: the Monte Carlo test and the Kruskal–Wallis test. For both tests, a significance level of 0.05 was established. Despite the small number of participants, statistical analysis was conducted to identify patterns and relationships in the data that might not be evident through descriptive statistics alone. The Monte Carlo test was employed due to its suitability in cases where parametric tests are not applicable. By simulating the distribution of the test statistic under the null hypothesis, this method provides more reliable inferences, even with a limited dataset (Silva, 2015). Additionally, the Kruskal–Wallis test was chosen as a non-parametric method for comparing differences across three or more groups. This approach is particularly well-suited for the ordinal nature of the data in this study, as it does not rely on assumptions of normality or equal variances (Ostertagová et al., 2014). Qualitative data were processed using thematic data analysis (Braun & Clarke, 2019).

Results

Demographic and Professional Data

To provide a comprehensive understanding of the sample, demographic characteristics were collected and analysed. The gender distribution of the sample is presented in Fig. 1. All but one respondent identified Hungarian as their mother tongue. The majority of respondents fall within the age groups of $51-60$ and $41-50$.

To address our research questions in depth and explore the respondents' educational pathways, data on the respondents' professional background were collected (Fig. 2). In the sample, almost everyone holds a teacher's degree, most probably a language teacher's degree from the languages listed under first L2. Their first L2 is English in the case of 29 respondents. Three-quarters of the teachers in the sample lack any qualification in the respective field/speciality[14] the language of which they

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[14] By qualification in the speciality, we mean degrees that can be obtained in the disciplines of the students of LSP teachers, e.g. Agricultural Sciences, Business Management, Medicine, and Economics.
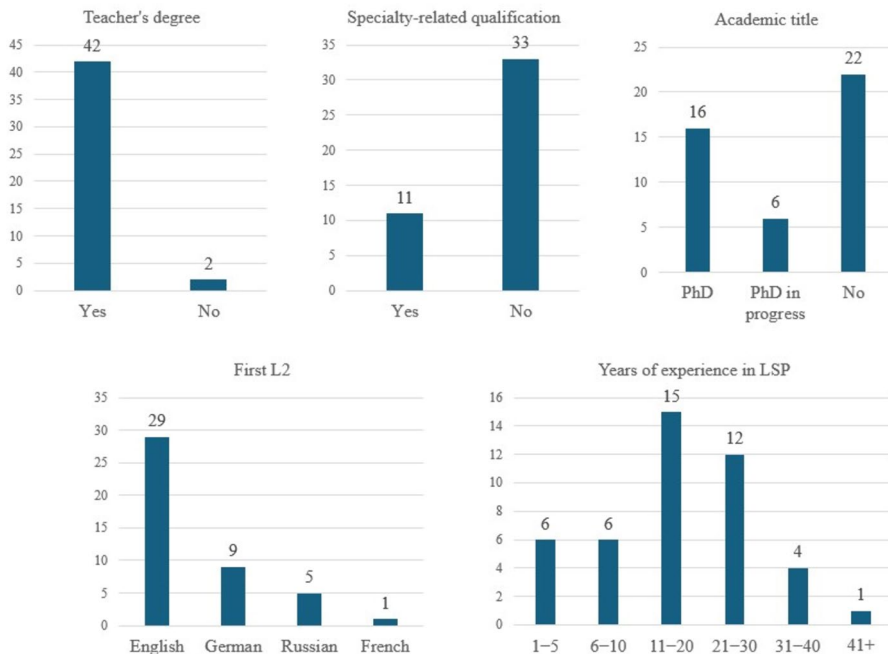
Fig. 2 Professional characteristics of respondents ($n = 44$)

are teaching. The sample is evenly divided, comprising 22 university instructors (16 with PhD degrees and 6 PhD candidates[15]) and 22 language teachers without PhD degrees. The average professional experience among the respondents exceeds 18 years.

Table 1 shows the specific professional fields and languages in which respondents teach LSP. English emerged as the dominant language, with many teachers of non-English LSPs also teaching ESP. The sample includes teachers of German, Hungarian as a foreign language, Latin, Russian, and French for Specific Purposes. Notably, in the sample, Hungarian as a foreign (specific) language and Latin appear exclusively in the field of medicine/health sciences and veterinary medicine, reflecting the large international student population in Hungary. For these students, learning Hungarian and Latin for Specific Purposes is often mandatory within their programmes. Respondents teaching Hungarian or Latin for Specific Purposes also teach another LSP. Twenty-four respondents teach the specialised language of health sciences, followed by the business and economics (17 respondents), reflecting the popularity of these university programmes among Hungarian students. Fourteen respondents indicated that they teach the specialised languages of multiple, entirely distinct disciplines.

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[15] PhD candidates are employed as assistant lecturers; thus, they are categorised as university instructors according to the relevant Act on National Higher Education.

Educational Pathways of LSP teachers

Based on the analysis of the responses, the respondents' (R) reasons for entering their LSP career can be categorised into three groups (Fig. 3). The first category comprises respondents who chose and decided to pursue teaching LSP out of personal interest and ambition:

R13: 'I wanted to work at the university, so it was my own decision to apply.'

The second category includes those who were assigned or compelled to take on LSP teaching roles due to institutional requirements. Most of them likely began their careers as language teachers who happened to start teaching at HEIs:

R25: 'I initially started my career as a language teacher at the predecessor institution. Over the years, I gradually had to learn how to teach LSP.'

This transition, which was due to the increasing demand for learning LSP in several disciplines, is sometimes described by the respondents as an assignment:

R2: '[teaching LSP] was assigned to me as a task.'

Table 1 Fields of specialities and languages taught by respondents (*n*= 44; number of answers =112)

Languages taught for specific purposes Fields of specialties	English	German*	Hungarian* (as a foreign language)**	*Other (languages)*
Agricultural & Environmental Science	5	1 *(1)*		(1) French
Business Management	8	3 *(2)*		(1) French
Economics	12	4 *(2)*		
Tourism & Catering	7	3 *(2)*		
Legal Matters & Public Administration	1			
Technical Engineering	4	2 *(1)*		
Medical & Health Sciences	20	3 *(2)*	12 *(9)*	(1) Russian (1) Latin
Language for Services	1			
Business	9	2 *(2)*		
*Other disciplines***	8	2	1	

* Numbers in brackets: number of respondents also teaching English for Specific Purposes.

** Hungarian as a Foreign Language (HFL) is taught to non-Hungarian ('international') students enrolled in Hungarian universities. Teaching HFL can also be for specific purposes.

*** Under 'Other disciplines', eight additional speciality fields were mentioned, taught in English. Two of these are also taught in German and one in Hungarian (as indicated in brackets following the respective speciality areas): 1) Special Needs Education (GER); 2) Pedagogy and Arts (GER); 3) Veterinary (HUN); 4) Biology; 5) Sport; 6) Andragogy; 7) Intercultural Communication, Rhetoric and Communication Theory; 8) Horticulture, Viticulture & Winemaking, Landscape engineering, Biotechnology, and Food Science
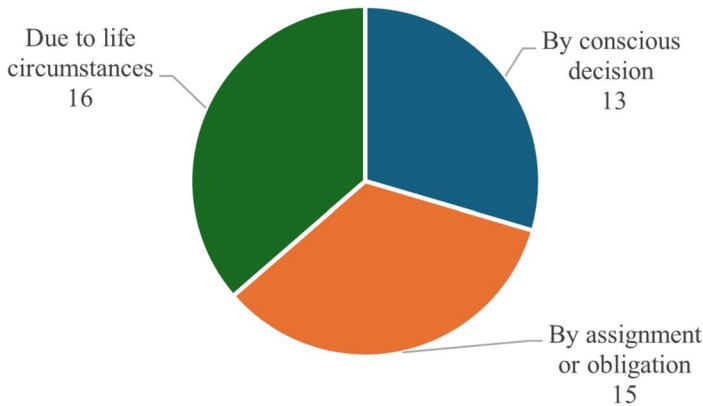
Fig. 3 Paths to becoming Languages for Specific Purposes teachers ($n = 44$)

Others who have embraced the change described it as 'life has brought it so'.[16] Several respondents mentioned that they had taken a liking to teaching LSP and had furthered their education specifically because of it:

> R26: '[transition] was compulsory, but I realised that I liked and could teach LSP better than general language.'

Thus, the third category consists of respondents who indicated that their entry into the profession happened 'spontaneously' as life circumstances led them to it.

Respondents also mentioned the needs of the market when they argued for the necessity of LSP and some of them pointed out that knowledge of an LSP is a necessary competence for students.

Table 2 shows that respondents pursued diverse educational pathways, including formal, non-formal, and informal ways, to acquire the competencies needed for teaching LSP. Four respondents reported that they had not received any formal training to prepare them for their role as LSP teachers. Of the respondents, 17 included their university degrees,[17] PhD studies, and other formal training provided by institutions as key elements of their preparation towards becoming an LSP teacher. Specific LSP (ESP) training was mentioned 6 times, with 5 instances occurring abroad. Non-formal education was the most frequently cited form of learning (20 mentions), followed by conferences and study trips abroad. Informal ways of learning, particularly self-teaching (19 mentions), were also common, with several respondents (7 mentions) noting the help they received from colleagues. Overall, non-formal and informal ways of learning considerably outnumber formal educational pathways.

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[16] This exact Hungarian phrase was used by many of the respondents because in our question, inquiring about their entry into the profession, we used it as an example.

[17] It should be noted, however, that in most cases, the university degree referred to is a teaching qualification and not specifically related to LSP, as such specialised degrees are not available in Hungary.

Table 2 Professional development for respondents ($n = 44$)

| Ways of learning	Number of respondents	Frequency of mentions	Characteristic settings mentioned (number of mentions in brackets)
None	4	4	Did not receive any training (4)
Formal	17	25	University degree (6)
			Other misc. trainings offered by formal institutions (6)
			PhD studies (5)
			Translator and interpreter training (3)
			Other, miscellaneous (5)
Non-formal	25	37	Continuing education and organised training events (20)
			Conferences and workshops (11)
			Study trips (3)
			Other, miscellaneous (3)
Informal	30	46	Self-teaching (19)
			Learning from colleagues (7)
			Learning by doing (4)
			Learning from books and other sources (3)
			Experience gained from working in the field of speciality (2)
			Other, miscellaneous (11)

LSP Teachers' Identity

In addition to exploring their entry into the profession and their professional development, it is crucial to understand how these teachers teaching LSP perceive their professional identity. We found that 19 respondents (10 language teachers, 3 PhD candidates, 6 PhD holders) identified themselves as LSP teachers (Fig. 4), with 10 exclusively identifying with this role (LSP teacher — single-role). The remaining 9 respondents in this category (LSP teacher — multi-role) mentioned other identities/roles as well.

Only one respondent with speciality-related qualification identified primarily with that role. Three respondents noted that they are not LSP teachers per se but rather teachers who happen to teach LSP. Those who identified as university instructors all have PhD degrees. Every respondent who mentioned being a researcher did so alongside other roles, with 3 PhD holders stating that research is secondary to teaching.

> R7: '[how I define my identity as a teacher] depends on the context, but I usually make it clear that I teach a Language for Specific Purposes rather than general language. I consider myself more of a university instructor than a researcher, although I do have to engage in academic work as well.'
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> R15: 'I prioritise my identity as an LSP teacher; I do not enjoy research as much – I prefer teaching.'
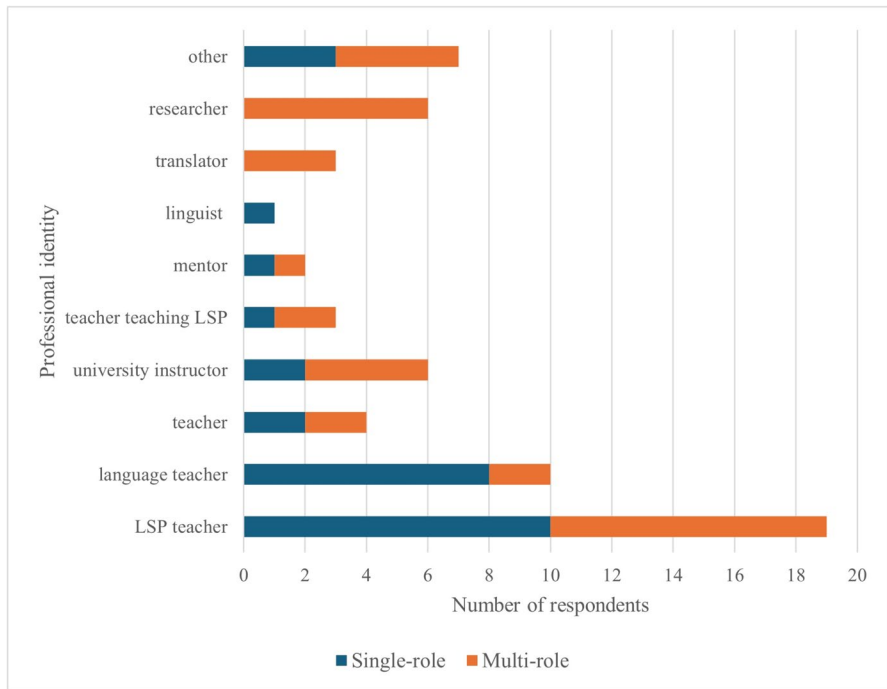
Fig. 4 Self-reported professional identity of respondents ($n = 44$)

Main Challenges and Difficulties of LSP Teachers

The results related to the second research question, 'What are the main challenges and difficulties of LSP teachers?', highlight several critical issues. Due to the exploratory nature of the research, both open-ended questions and closed-ended questions were used to examine the challenges and difficulties faced by respondents. This approach allowed for identifying and analysing factors not previously highlighted in the literature or the preliminary survey. The qualitative analysis yielded 43 responses, which are summarised in Table 3.

The responses to the Likert-scale questions, along with their means and standard deviations, are presented in Fig. 5 and Table 4, respectively. The Likert scale used was a 5-point scale, and 'I don't know' responses were excluded from the analysis.

### Problems Related to the Specificity of the Job

The thematic analysis (Table 3) revealed several key areas of concern among respondents. The most frequently mentioned issues pertain to the specificity of the job, with 18 respondents highlighting 26 instances of such problems. By specificity, we refer to the involvement of the specialised fields or subject areas, which

Table 3 Respondents' perceptions of challenges (*n* = 43)

Identified themes	Number of respondents	Frequency of mentions
1. Problems related to the specificity of the job	18	26
2. Problems related to diversity* and the subsequent need for differentiation	14	17
3. Problems related to student motivation and classroom management	14	16
4. Problems related to the lack of institutional** support	13	18

*By diversity, we mean the variety of languages that LSP teachers are required to teach, the different levels of language proficiency among their students, the range of specialities they need to become knowledgeable in, and the diverse backgrounds of students, including various factors such as cultural, educational, and professional differences

**By institution, we mean not only the HEI in question but also the legal framework, regulatory background, and decision-makers' willingness to take action
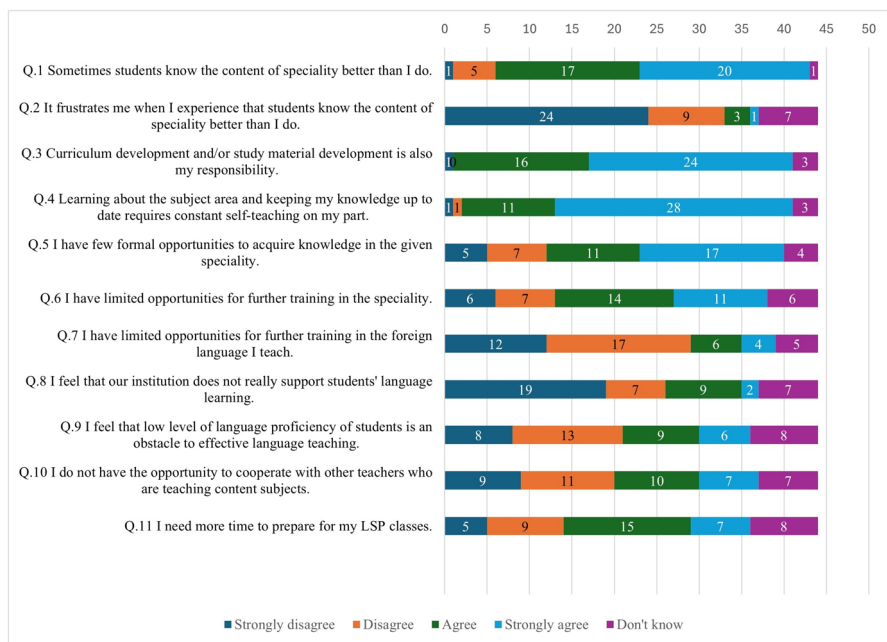
Fig. 5 Respondents' views on challenges (*n* = 44)

necessitates that LSP teachers acquire extensive discipline-related knowledge, typically through self-teaching (8 mentions).

> R12: '[the greatest challenge is] that it is necessary to acquire content knowledge on my own.'

Continuous self-directed learning and the independent acquisition of disciplinary knowledge require ongoing preparation (5 mentions), which takes a lot of time. This time demand was mentioned by several respondents (6 mentions).

Table 4 Means and standard deviations for LSP Teacher Questionnaire items on challenges

	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11
Mean*	3.30	1.49	3.54	3.61	3.00	2.79	2.05	1.84	2.36	2.41	2.67
Standard Deviation*	0.77	0.77	0.64	0.67	1.06	1.04	0.94	0.99	1.02	1.07	0.96

*The 'I don't know' responses are excluded from the calculation of means and standard deviations in the table

> R44: 'Despite dedicating a significant amount of energy to class preparation and self-teaching, I often feel there is not enough time to prepare for each class adequately.'

An important consequence of their role is the shortage of teaching materials (2 mentions), necessitating continual efforts to prepare and update these resources (3 mentions).

> R19: 'The most challenging aspect is developing teaching materials that are tailored to market demands. It is difficult to identify what is needed exactly. It is challenging to establish connections with experts, and it is hard to select documents and topics that can be used to create the teaching materials. We have to "dig deep" into the profession; and we should be able to see how the language will ultimately be used.'

The results of the quantitative analysis corroborated the findings of the qualitative investigation in several areas. We found that the majority (37) of the respondents acknowledged that students sometimes know the content better than the LSP teachers themselves (Q.1). Among respondents with speciality-related qualifications, 70% (7) admit that students sometimes know the speciality better than the LSP teachers themselves (Q.1) (MCT $= 5.508$, $p = 0.021$). This opinion was even more prevalent among those without a qualification in the field of speciality, at 90.9% (30).

Separately, 33 respondents disagreed with the statement that they were frustrated by students' superior content knowledge (Q.2). Among these, 26 respondents acknowledged that students sometimes know the content better but were not frustrated by this. Nineteen respondents who were unfrustrated also reported having few formal opportunities to acquire content knowledge, while 11 believed such formal opportunities were available. Additionally, 16 respondents, who were not frustrated felt their opportunities for speciality-related further training were limited, whereas 12 did not share this view. When examining the impact of respondents' first L2, notable differences emerge (MCT $= 4.507$, $p = 0.040$) in relation to Q.2: all respondents (14) whose first L2 is not English appear unfrustrated by the fact that students sometimes know the speciality better. In parallel, 82.6% (19) of those whose first L2 is English report feeling unfrustrated, implying that 17.4% (4) of respondents with English as their first L2 do feel frustrated. The feelings of frustration (Q.2) also correlate with varying levels of teaching experience (MCT $= 23.101$, $p = 0.002$). Among novice teachers with $1-5$ years of experience, 33.3% (1) admit feeling frustrated due

to students' superior knowledge of the content. This issue is notably less prevalent among more experienced teachers, with none in the $6-10$ years of experience group, 7.7% (1) in the $11-20$ years of experience group, 18.2% (2) in the $20-30$ years of experience group, and none in the over 30 years of experience group.

The specificity of the job requires LSP teachers to take responsibility for both curriculum and teaching material development, with the majority (40) confirming this (Q.3), and most (39) emphasising the need for continuous self-teaching (Q.4). Many (22) highlighted the lack of preparation time (Q.11), while a considerable number noted limited formal opportunities for acquiring speciality-related knowledge (28, Q.5), and limited opportunities for speciality-related further training (continuing education) (25, Q.6). Discrepancies were observed regarding formal education opportunities in the field of the speciality (Q.5) with 88.5% of English-first L2 respondents (23) agreeing that these opportunities are few, compared to 35.7% of non-English-first L2 respondents (5) (MCT $=7.890$, $p=0.005$). Similar patterns were noted for continuing education opportunities in the field of the speciality (Q.6), with 80.8% of English-first L2 respondents (21) and 33.3% of non-English first L2 respondents (4) agreeing (MCT $=8.026$, $p=0.004$). Additionally, 79.3% of respondents without a speciality-related qualification (23) agreed about limited further training opportunities in the speciality (Q.6), compared to 45.5% of those with a speciality-related qualifications (5). Co-occurrence analysis of Q.5 and Q.6 revealed that 24 respondents perceived a lack of both formal education and further training opportunities in the speciality, while 29 felt language-related further training opportunities (Q.7) were adequate. Further analysis of the co-occurrences of Q.5, Q.6, and Q.7 (i.e., the opportunities in the field of speciality, including formal education and further training, and in the field of language) reveals that 9 respondents found opportunities in all fields (speciality and language) adequate. In comparison, another 9 respondents perceived restrictions across all fields. Thirteen respondents indicated limited opportunities in the field of the speciality, in terms of both speciality-related formal education and speciality-related further training, but they believed there are sufficient language training opportunities. Only one respondent held the opposite view, indicating a lack of language training opportunities; and two respondents noted that only speciality-related formal education opportunities are missing.

Problems Related to Diversity and the Subsequent Need for Differentiation

Problems stemming from diversity, which includes language variety, differing student proficiency levels, and varied student backgrounds, were noted by 14 respondents, with 17 mentions.

> R36: 'It is very challenging to adapt to the diverse characteristics and language levels of a heterogeneous student group.'

Within this theme, respondents (6) highlighted the challenge of differentiating instruction to meet diverse student needs.

R26: 'Differentiation requires a tremendous amount of preparation and organisation for each class.'

One respondent noted the difficulty in conveying specialised content to students with low language proficiency, especially when these students possess advanced professional knowledge. Conversely, another respondent found it challenging to provide new information to students who already have high levels of both language proficiency and professional knowledge. Additionally, some respondents (3) mentioned the difficulty in balancing language instruction with teaching disciplinary content.

Responses to the closed-ended question on whether students' low language proficiency level hinders LSP teaching (Q.9) were divided. PhD candidates unanimously disagreed that students' low level of language proficiency impedes effective LSP teaching (KWT $= 8.065$, $p = 0.018$), a view shared by 50% (6) of respondents with academic titles and 52.6% (10) without academic titles. Conversely, 75% (6) of respondents with speciality-related qualification agreed that students' low level of language proficiency hinders effective LSP teaching, compared to only 32.1% (9) of those without such qualification (MCT $= 5.786$, $p = 0.014$).

Problems Related to Student Motivation and Classroom Management

Student motivation and classroom management were identified as challenges by 14 respondents, with 16 mentions. Among the student-related issues, the most frequently mentioned problem was maintaining student motivation and interest and sustaining their engagement (11 mentions).

R25: 'The most difficult part is sparking the interest of demotivated students.'
R36: 'Creating a learning environment where students feel confident to speak up is a real challenge. My students are often shy and afraid of making mistakes, which makes it difficult for them to participate in speaking activities.'

The difficulties and challenges related to students are naturally closely linked to students' workload (1 mention) and time constraints (1 mention).

Problems Related to the Lack of Institutional Support

Thirteen respondents cited 18 instances of issues related to the lack of institutional support, encompassing both the higher education institution and the broader regulatory framework. Mentions under the fourth theme are associated with the marginal nature of the subject (LSP as such) and the lack of institutional and decision-maker support.

R4: 'We constantly have to prove that learning LSP [for students] is an integral part of professional advancement; without it, there is no European-level professionalism.'

Respondents also highlighted the lack of recognition (2 mentions).

R44: 'I don't feel that my work is appreciated; I feel somewhat invisible within the system.'

Others complain about the marginal nature of the subject (when the institution does not allocate credits for LSP classes) (1 mention), and the low prestige of LSP teaching (3 mentions).

R42: 'The heads of our faculty make it clear in many ways that language teaching is not a priority, [...] so we have to work against significant headwinds.'

These issues are often compounded by large class sizes and the heavy workload of LSP teachers. Nevertheless, 26 respondents felt that their institutions support students' LSP learning (Q.8).

Discussion

The findings of this study provide an understanding of the demographic and professional characteristics, and identity of LSP teachers in Hungary and the challenges they face. The results underscore several critical issues that have significant implications for policy and practice in teaching LSP at HEIs. Our findings resonate with those reported in international studies (Anesa, 2024; Chateaureynaud & John, 2023; Jurkovič et al., 2024; Kic-Drgas & Jurkovič, 2024), highlighting similar critical issues and problem areas.

Educational Pathways and Professional Identity

Our study investigated the educational pathways of LSP teachers by surveying their entry into the profession, examining their self-reported ways of learning to explore their professional development and inquiring about their professional identity.

Entry into the Profession

The majority of LSP teachers in Hungary possess a pedagogical qualification, often due to their (language) teacher's degree. Many began their career as language teachers and later transitioned into LSP teaching, which aligns with findings from Bocanegra-Valle and Basturkmen (2019) that indicate a similar trend across Europe regarding the transition from general language teaching to LSP teaching (Jurkovič, 2024). The transition of the respondent LSP teachers occurred through one of three pathways: (1) by personal decision, (2) by institutional assignment, or (3) due to life circumstances. In fact, the third group comprises those who were also assigned with the task, but they managed to internalise the change; consequently, they described their entry as 'life has brought it so'.

Educational Pathway and Professional Development

Relatively few respondents possess qualifications directly related to the discipline the specialised language of which they teach; moreover, some of them teach the LSP of more than one discipline. It has also been confirmed that LSP teachers have limited formal opportunities to acquire content knowledge (Bocanegra-Valle, 2023; Bocanegra-Valle & Basturkmen, 2019; Jurkovič et al., 2024). By formal opportunities, we mean postgraduate specialist training programmes or shorter-term programmes that offer micro-credentials[18] designed specifically to prepare individuals for the role of an LSP teacher. In Hungary, there are no such training opportunities available for LSP teachers. The responses also indicate that non-formal and informal ways of learning play the most significant role in the pathway to becoming an LSP teacher after obtaining their degree, which, in most cases, is a language teaching qualification. Non-formal avenues like conferences and study trips are considered crucial for professional development by the respondents; it was also revealed that they have limited access to these resources. Fortunately, the opportunities for language-related further training are more favourable. Self-teaching emerged not only as the most frequently mentioned (informal) way of professional development but also as a significant challenge and difficulty. This is consistent with Anesa (2024), who notes that self-directed online training can enhance LSP teachers' professional identity and skill acquisition. The need for self-teaching is unlikely to diminish for two reasons: (a) There is an increasing demand for teaching LSP, especially ESP. Thus, it is anticipated that language teachers will continue to be the ones adapting and learning the specificities of the subject areas rather than professionals from these fields transitioning to language teaching in significant numbers. (b) The specific characteristics of the specific fields, such as business, agricultural sciences, or medicine, can only be thoroughly learned and understood at the local level, in close proximity of the subject area. This is evident from the frequent mention of 'learning from colleagues' and 'learning by doing' as informal ways of professional development. In our view, implementing local mentorship programmes would effectively meet these needs. This would align fully with the implementation of the third stage of the three-stage model proposed by Jurkovič et al. (2024), while online courses, such as the one developed through European initiatives, could fulfil the requirements of the second stage and serve as a valuable introduction to LSP.

Professional Identity

It is essential to emphasise the importance of formal training because, for any field to be recognised as a profession, the formal education of specialists working in that area is indispensable. Formal acknowledgement of the knowledge and expertise of LSP teachers would be a crucial step in the formation of their professional identity. Professional identity can be defined as an individual's self-concept as a professional, shaped by their

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[18] Micro-credentials could also help make their competencies more visible and recognised, potentially contributing toward credit in a degree-awarding program.

attributes, beliefs, values, motives, and experiences within a specific context. This identity is not static; it evolves through ongoing negotiation between personal experiences and external influences, reflecting a dynamic interplay between individual and collective identities within a professional community (McCall et al., 2021; Porter & Wilton, 2020). Research indicates that professional identity construction involves recognizing oneself as part of a profession and aligning personal values with professional roles, which is essential for job satisfaction and effective practice (Hen & Gilan-Shochat, 2022).

The fact that 19 respondents identified themselves as LSP teachers indicates a sense of professional cohesion and commitment to the profession. This is a positive foundation for further development; however, significant challenges remain, particularly due to the lack of formal qualifications for this role. Currently, their present job description categorises them as language teachers unless they hold a PhD. In the existing system, professional advancement is largely limited to obtaining a PhD and transitioning into academia. This raises the question of whether we can truly speak of a professional identity in a field that lacks official recognition and remains in the process of formation. Further investigation, particularly through qualitative methods like interviews, is needed to address this issue.

Challenges and Difficulties

In addressing the second research question, after analysing the responses to the Likert-scale statements on challenges and difficulties and the open-ended question inquiring about the same, four crucial areas emerged, which can be broken down to two main areas.

Problems Related to Specificity, Diversity, and Student Motivation

The challenges of LSP teaching, including specificity, diversity, and student-related issues, are interconnected. Diversity presents multifaceted challenges for LSP teachers, as some are required to teach across multiple disciplines, while others face difficulties arising from varying language proficiency levels and the diverse needs of their students. This complexity is echoed in Bocanegra-Valle (2024), who highlights the difficulties LSP teachers face in adapting their teaching to meet the varied needs of students.

The respondents frequently cited the need for extensive background knowledge and the necessity of acquiring the knowledge of the specific field, with some admitting that students occasionally know more about the content. Surprisingly, this does not seem to cause frustration, particularly among those whose first L2 is not English. This suggests that (1) they are finding ways to cope (e.g. with critical incidents); (2) their self-directed learning is effective; and (3) their role as a teacher has shifted towards that of a mentor or facilitator. Alternatively, if frustration does exist, it stems more from teachers' own knowledge gaps than from students' superior content knowledge (as the question suggested). This is an area that warrants further investigation.

Due to the specificity of the field, LSP teachers face constantly changing and multifaceted demands, leading to a lack of standardised and well-tested curricula and

teaching materials. As a result, the responsibility for developing these resources falls heavily on LSP teachers, which has been mentioned and highlighted on multiple occasions in the answers. Therefore, the competencies required for this task should be integrated into both pre-service education and ongoing professional development programmes. International and national collaborations and sharing best practices, resources, and actual teaching materials would be highly beneficial.

Self-teaching was frequently mentioned as an important informal way of professional development and also as a form of acquiring content knowledge. While this aspect of the job is unlikely to change, the proposed mentorship programme, combined with national and international collaborations, could potentially alleviate some of the associated challenges. Self-teaching and self-directed learning, closely related to intrinsic motivation, represent another avenue for future research.

A shared characteristic of specificity-related issues is the significant time investment required, which is not currently recognised by the HEIs under the existing legal framework. Such recognition is unlikely to occur until LSP teaching is officially acknowledged as distinct from general language teaching. LSP teachers at HEIs typically handle $20 - 22$ contact hours per week, comparable to secondary school language teachers teaching LGP. Introducing a multiplier on LSP contact hours, for instance, would ensure that sufficient time is allocated for preparation and curriculum design, especially, where the LSPs of several disciplines have to be taught. Adequate preparation time is essential for LSP teachers to stay updated not only in the foreign language they teach but also in the specialised, discipline-specific language and advancements within the field, including scientific and technological innovations. Additionally, the continual development of digital competencies and the 'intelligent' integration of artificial intelligence into training and teaching further amplify the need for extensive expertise. Due to the complexity and breadth of the tasks they are required to perform and the knowledge they must acquire, LSP teachers face an exceptionally demanding workload, with the process of acquiring and maintaining such multifaceted expertise being notably time-intensive.

Analysing the impact of students' low language proficiency revealed that Likert-scale responses alone were insufficient because opinions were divided on whether it hinders effective LSP learning. Free answers revealed that low language proficiency can indeed pose challenges, particularly when (1) complex, speciality-related content needs to be taught to students with limited language skills, or (2) conditions are not ideal, such as large class size, heterogenous group in terms of language proficiency or content expertise.

Several respondents mentioned that motivating and engaging students presents a significant challenge. According to Wette (2018), students' attention can be captured by teaching authentic and useful knowledge that prepares them for their profession. However, this brings us back to the need for LSP teachers to acquire extensive background knowledge, the conditions under which this can be achieved, and the importance of sharing best practices. To address these challenges effectively, there is a critical need for information exchange between content professionals (Woodrow, 2017) and LSP teachers and among LSP teachers themselves.

Lack of Institutional Support

The institution's approach to LSP teaching and learning is reflected in student behaviour, which, in turn, significantly influences their attitude and motivation. Encouragingly, 26 respondents perceive institutional support for effective LSP learning, indicating that some institutions address these needs adequately. Notably, at a HEI with the second-highest number of respondents, participants unanimously view the HEI's approach to learning LSPs as supportive, in contrast to more divided opinions from other HEIs. It is an intriguing phenomenon that, while the importance of LSPs is widely acknowledged, and there is a growing recognition of LSPs at HEIs, some LSP teachers still feel marginalised.

The frequent mention of insufficient institutional support underscores the importance of addressing this issue. It is imperative that institutions recognise the unique challenges faced by LSP teachers (Kic-Drgas & Jurkovič, 2024) and provide support through mechanisms such as reduced teaching loads and dedicated time for self-training and curriculum development. Facilitating collaboration between content teachers, subject specialists, and LSP educators, as well as improving access to training, is essential for improving LSP teaching quality.

Conclusion

This study provides valuable insights into the professional pathways, identity, and challenges of LSP teachers in Hungary, shedding light on critical issues for policy and practice. Our findings confirm several challenges highlighted in the international literature, while also offering unique perspectives specific to the Hungarian context. The findings underscore the need for targeted system-level and institutional measures, including reduced teaching loads, enhanced professional development opportunities, and recognition of LSP teaching as a distinct field requiring specialised expertise. These efforts not only enhance the overall quality of education but also increase job satisfaction and retention, advancing both the profession and the quality of instruction.

A limitation of this study is the seemingly low number of participants. However, given the estimated population of LSP teachers in Hungary (300 − 350), the participation rate is considered acceptable. The exploratory nature of the research has raised several questions that warrant further examination through qualitative methods, such as interviews. Despite these limitations, we are confident that this study serves as a step toward fostering dialogue among stakeholders.

Appendix

Table 5 Questionnaire for LSP teachers

Educational pathways*	Challenges*	Competencies	Motivating factors
What are the educational pathways and professional identity of LSP teachers?	What are the main challenges and difficulties of LSP teachers?	Which competencies do LSP teachers consider essential?	What motivates LSP teachers? How do they motivate students?
Demographic and professional characteristics	1) Gender 2) Age 3) Mother tongue 4) First L2	5) Field(s) of LSP 6) Language(s) taught 7) Affiliation 8) Teacher's degree	9) Specialty-related qualification 10) Academic degree 11) Years of experience
12) How did you become an LSP teacher and how did you start your career? Did you start teaching LSP by choice, by assignment or due to life circumstances? 13) What formal and not formal training(s) have you received, what has helped you to fulfil your current role as an LSP teacher? 27) Do you define yourself as an LSP teacher or do you give priority to something else (e.g. do you introduce yourself as a researcher, university lecturer, etc.). Do you give priority to your identity as an LSP teacher? If not, what?	17) LSP teachers face many challenges and difficulties. To what extent do you agree with the statements listed below? (5-point Likert scale) 11 statements 18) What do you feel is the biggest difficulty or challenge in your job as an LSP teacher?	14) Which competencies (describing knowledge and experience) do you consider essential for effective LSP teaching? Please select FOUR elements from the list. If you are missing something from the list, indicate it in the"Other"box. 15) Which competencies concerning attitude and personality do you consider essential for effective LSP teaching? Please select THREE of the following characteristics. If there is something you feel is missing, please indicate it in the"Other"box.	19) What do you think are the factors that contribute most to students' motivation to learn LSP? Choose/name the THREE most important ones. If you miss something from the list, please indicate it under"Other". 20) What factors do you think are the biggest obstacles to student motivation? Select/name the THREE most important ones. If you miss something, please indicate it under"Other" 21) To what extent do you feel that your role/ responsibility as an LSP teacher is to motivate students? (Answer options: Absolutely; Somewhat, Not at all)

Table 5 (continued)

Educational pathways*	Challenges*	Competencies	Motivating factors
16) If you have a basis for comparison between teaching Languages for General Purposes and Languages for Specific Purposes: what do you see as the most important difference?			
24) Are there any circumstances that make your LSP subject different from other subjects in terms of motivation (either within the subject area, e.g. professional (content) subjects versus LSP subjects etc. or compared to other LSP subjects)			
32) Is there anything else you would like to add, that came to your mind when completing the questionnaire, that you would like to share or add to your answers?			
		28) Do you apply the learning outcomes (i.e. student-centred approach)? (Answer options: Yes, I do; I have heard of it, but I don't use it; I don't use it; I don't know what it is)	
		29) To what extent do you feel your work is valued and appreciated by students? (3-point scale: Not at all; Somewhat; Fully)	
		30) How much do you feel that your work is appreciated and valued by your immediate work environment/colleagues? (3-point scale: Not at all; Somewhat; Fully)	
		31) How much do you feel that your work is valued and appreciated by your institution? (3-point scale: Not at all; Somewhat, Fully)	
			22) How can an LSP teacher motivate students? What has the most positive impact? Please select the FOUR most important ones. If you attach importance to other factors than those listed, please indicate them in the "Other" option
			25) To what extent do you agree with the statement that a sufficiently motivated teacher is a prerequisite for motivated students? (5-point Likert scale)
			23) Do you have any further comments or observations on this question (Q22)?
			26) What motivates you personally as an LSP teacher?

*Columns indicated by asterisks present the research topics covered by this article.
The numbers indicate the order of the questions as they appear in the questionnaire.
Sections in italic font are not included in this study.

Declarations

Ethical Approval This research has been approved by the Ethics Committee of Doctoral School of Education, University of Szeged, under the reference number 1/2023.

Competing Interests The authors declare no competing interests.

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