Response to the reviewer's review on the doctoral thesis "Learning across languages: A multilingual awareness-raising project in third language teaching", from Lilla Pilbauer-Horváth

I would like to express my gratitude to Professor Melo-Pfeifer for her insightful suggestions to the previous version of the manuscript. Her evaluation resulted in a substantial revision of the original test and contributed to the clarification of the perspective of various elements that have been considered as incomplete. Her astute remarks lead to the improvement of the manuscript considering its coherence, comprehensiveness and consistency.

The presentation of all the collected productions was recognised to add to the transparency of the research, however, including the whole corpus with 208 writing samples of the pilot year and 464 produced texts in the research year was considered to make the appendix section disproportionately long in comparison with the main body of the text. Presenting a smaller but somewhat systematic selection of the original written production of the students was considered on one hand by presenting all produced texts of one month or presenting all writing samples of an individual participant from each group throughout the project. However, the former approach of presenting a cross-sectional sample selection was rejected due to the longitudinal character of the research, and the latter conception of presenting a selection based on a few individuals was disavowed regarding the focus of the thesis to gain insight into the writing development at group level and not to delve into individual differences as referred to in section 8.1 and highlighted in section 9.2.3. Sample sentences considered to be significant to the particular references made in the plain text, especially in the analysis of Figures 11 and 12 will be included in further dissemination of the research results in order to make the ascertainment of the productions more straightforward.

Lastly, I would like to express my sincere appreciation for the acknowledgement of the "commitment to transparency and methodological rigor" through the analytical process as well as the recognition of the tremendous effort put into gaining a comprehensive understanding of L3 learning and motivation, the preparatory steps of creating each data collection tool as well as the analysis and evaluation of the data.

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