

A Multi-perspective Look at Motivation and Identity: A Case Study of English and German Teacher Trainees

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Teaching English as a foreign language and culture, teaching German as a foreign language and culture, undivided program

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Abstract

The present case study takes a cross-sectional look at the motivational dimensions and identities of two English and two German teacher trainees from multiple perspectives including their 1) second language (L2) motivational self-system (Dörnyei, 2005), 2) intrinsic and extrinsic motivation (Deci & Ryan, 1985), 3) integrative and instrumental motivation (Gardner & Lambert, 1972), 4) international posture (Yashima, 2002), and 5) their identities drawing on a holistic and post-structuralist approach (Kramsch, 2009). Furthermore, this inquiry examines the four participants' L2 learner and teacher motivational dimensions and identities as constantly interacting and shifting entities (Fekete, 2020).

The study embedded in the qualitative research tradition examines four special cases employing the semi-structured interview method that collects textual data in a structured yet flexible manner (Dörnyei, 2007). After coding the data, qualitative content analysis was applied to detect emerging patterns as well as subtle and idiosyncratic details that answer the research questions (Saldana, 2013).

The results pointed out three recurring patterns. They revealed that the participants' motivation to learn and teach English and German greatly differed. While German generated mostly intrinsic motivation in the participants, English triggered intrinsic and instrumental motivation in them, which was associated with their emerging international posture (Yashima, 2002). The difference in their motivation to learn English and German reflects the global role and linguistic vitality of the two languages (Fekete, 2023b). The results revealed that the participants' self-reflective and introspective practices were lacking. They showed very limited awareness of the gap between their actual learner/teacher and their future learner/teacher selves. The results also confirmed a strong link (Csizér, 2021; Fekete, 2023a, b) between motivation and identity. The participants' lack of self-awareness emerged concerning their imagined L2 habitus (Fekete, 2018). Another recurring pattern emerged in connection with their ideal teacher selves that focused on a learner-centred teaching approach and socio-psychological factors needed for them to be liked and respected by learners. Pedagogical or methodological considerations were only raised regarding their ought-to selves.

Keywords: motivation, identity, L2 motivational self-system, self-discrepancy, international posture, imagined L2 habitus, teacher education, teaching practice

1 Introduction

This thesis was inspired by personal experiences as an English and German major in the teacher education program. During my studies, I observed how my English and German identities have evolved, and how my teacher identity has developed, as well as how my peers who major in English are motivated differently to learn and teach these languages than the German major students. I was curious to find out if the students I have spent six years with at the university, experienced similarities to or differences from my own experiences. Hence, in this study, I focus on the motivation and identities of English and German teacher trainees from multiple perspectives drawing on:

- a process model of motivation (Dörnyei & Ryan, 2015), the so-called L2 motivational self-system (Dörnyei, 2009) examining the participants' actual, ideal, ought-to, and feared selves;
- a socio-educational model of motivation, the so-called integrative motivation put forth by Garner (1985) along with instrumental motivation;
- a psychological dimension of motivation looking at the participants' intrinsic and extrinsic motivation introduced by Deci and Ryan (1985);
- Yashima's (2002) concept of international posture embedded in the lingua franca (LF) nature of English (Jenkins, 2009); and
- a post-structuralist and holistic approach to identity research in second language acquisition (SLA) (Fekete, 2018; Kramsch, 2009).

I conducted a qualitative case study with four participants to gather data for this research; therefore, this study is embedded in the qualitative research tradition (Griffie, 2012). I decided to conduct a semi-structured interview with the participants because I find this tool most useful for this specific research, as interviews can shed light on a lot of subtle and idiosyncratic details and give room for further explanations from both the interviewer and interviewee (Dörnyei, 2007). The textual analysis of the large datasets answers the research questions about the teacher trainees' motivation to learn and teach their L2 from multiple perspectives and about their learner and teacher identities shaping their motivation. Firstly, I present the theoretical overview discussing major motivational constructs and Dörnyei's (2009) L2 motivational self-system. This discussion is followed by the presentation of research into identity in SLA following the post-structuralist tradition (Fekete, 2018, 2023; Kramsch, 2009). Then, I present empirical studies about motivation, the motivational self-system, and the L2 identity, relevant

to my research. In the methodology section of this paper, I introduce the context and aims of this research, the research questions, the participants along with the research instruments, procedures, and methods. Then, I discuss the results of my study to answer my research questions. Finally, I present the conclusions and pedagogical implications based on the findings followed by a summary of the limitations and further directions of the study.

2 Theoretical overview

2.1 Motivation

Motivation as a social and psychological construct, its function in SLA, the main motivational constructs and models including intrinsic and extrinsic motivation (Deci & Ryan, 1985), integrative and instrumental motivation (Gardner, 1985), international posture (Yashima, 2002), and Dörnyei's (2009) L2 motivational self-system are the main topics that I focus on in this section.

It is no coincidence that my initial focus is the concept of motivation. Motivation is essential in acquiring an L2 because it is a force that surpasses aptitudes and presumptions about others' potential and is seen as a necessary component of the language learning process, as "it provides the primary impetus to initiate L2 learning and later the driving force to sustain the long, often tedious learning process [...]" (Dörnyei & Ryan, 2015, p. 72). Numerous studies (Dörnyei, 1994; Dörnyei & Ryan, 2015; Gardner & Lambert, 1972; Ushioda, 2012) demonstrate the critical role that motivation plays in the success of SLA. Therefore, teachers should aim to motivate their students to learn languages, because the success of learning depends on whether or not the learners are motivated. (Filgona et al., 2020, p. 16).

In this research, I interviewed two English and two German teacher trainees majoring at the University of Pécs (UP) who are currently doing their practice in secondary schools as part of their last year practicum. Among other things, I asked them about what motivated them to learn languages and teach these languages.

2.1.1 Defining motivation

Due to its importance in all fields, motivation research is one of the most prolific research areas. Motivation is essential for accomplishing goals because it leads to a determination to sustain a certain pursuit, and even if an individual does not possess extraordinary abilities, motivation can make up for the absence of those abilities (Dörnyei & Ryan, 2015, p. 72).

However, because motivation is such a complex concept, it is very difficult to define. According to Gardner, “the variable *Motivation* refers to the driving force of any situation” (Gardner, 2001, p. 6), and “a motivated individual is goal-directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives).” (Gardner, 2007, p. 10). Therefore, motivation is seen as a multifaceted construct with social, psychological, emotional, and contextual dimensions (Fekete, 2018, p. 62).

2.1.2 Motivation in SLA

As explained earlier, motivation is key to success, and learning languages is no exception. There may be various reasons why one wants to learn a foreign language (FL) therefore motivation is a key construct in SLA. Many people choose to learn languages because it is beneficial for them financially or professionally, others may learn a new language in the hope of a better life abroad, while others may be interested in the L2 culture, or to become a member of the new culture, they wish to acquire the language as well. However, one common denominator is the fact that motivation is key to achieving any of the above goals.

The L2 motivation research dates back to the 1950s, when a group of social psychologists, most notable Robert Gardner and Wallace Lambert, laid down the foundations of L2 motivation research, and it is still one of the most researched areas because of its multifaceted nature (Dörnyei & Ryan, 2015, p. 74). Gardner (2001) proposed that there are three components to motivation in the context of SLA: first, the learner must make an effort to learn the L2 through homework, additional study, searching out opportunities to learn more. The second component is the desire to learn the language, and the determination to achieve a certain goal. In other words, being goal-oriented is essential. The last one is experiencing enjoyment when learning and practicing the language (Gardner, 2001, p. 6). It is important to note that motivation contains all three components, as one component alone cannot trigger real motivation. This means that if a person makes an effort to learn, but they do not desire to succeed or find the process enjoyable, they will not be motivated to learn. Alternatively, if they show the desire to learn but do not put in the necessary effort, they will not succeed in acquiring the language, because they are not motivated enough. In other words, a motivated person must display effort, desire, and affect as well (Gardner, 2001, p. 6).

2.1.3 Major motivational constructs

According to Klyczek and Gordon, “the motivational construct refers to a mediating system, process or mechanism that attempts to account for the purposeful aspects of behaviour” (Klyczek & Gordon, 1988, p. 315). In the following sections, I discuss the following motivational constructs: intrinsic, extrinsic, integrative, and instrumental motivation, and the international posture as a response to English becoming an LF, and lastly, Dörnyei’s L2 motivational self-system.

2.1.3.1 Intrinsic and extrinsic motivation

Motivation arises from one of two sources: “internal, that coming from within the self; and external, that arising from the environment.” (Klyczek & Gordon, 1988, p. 315). Sansone and Harackiewicz (2000, p. 444) define intrinsic motivation as “occurring when an activity satisfies basic human needs for competence and control, which makes the activity interesting and likely to be performed for its own sake rather than as a means to an end”.

Intrinsic motivation is a potent form of motivation because language learning is not influenced by external factors, such as a higher salary or a better position at a workplace, but because it stems from personal interest – an inner desire to acquire a foreign language. For instance, I was very motivated to learn English, because I enjoyed the learning process, and felt an inner desire to acquire the language. Comparing myself to some classmates who learned English after German like me, I noticed a big difference between their performance and mine. I enjoyed the learning process, I sought different opportunities to practice and use English, and I was goal-oriented to learn the language the best I could because I had an inner driving force that stemmed from something that I enjoyed. This experience also supports Deci and Ryan’s idea about intrinsic motivation, as “it is associated with individual interest” (Sansone & Harackiewicz, 2000, p. 445). In other words, the individual and thus the individual interest are the foundation of intrinsic motivation. Therefore, intrinsic motivation is concomitant with true enjoyment associated with the flow experience coined by Csíkszentmihályi (1990). When one is in the flow, there is complete involvement in the task or activity, and the individual often loses a sense of time and place.

Even though intrinsic and extrinsic motivation seem to be complete opposites, we cannot draw an obvious line between these constructs. Hidi argues that “individuals are extrinsically motivated when the source of motivation is external to the person” (Sansone & Harackiewicz, 2000, p. 446). This definition proposes that the root of extrinsic motivation is circumstantial, it suggests some kind of reward or force, and that the focus is not on the individual but on the

environment. However, it does not necessarily mean that external influences only conduce to extrinsic motivation. According to Harackiewicz and Sansone (2000, p. 446), external motivating factors, like rewards, may contribute to the initiation of a process that can result in intrinsic motivation and external motivation simultaneously. This means that extrinsic motivation has the potential to enhance intrinsic motivation, but there are also cases, in which both extrinsic and intrinsic motivation occur concurrently. Sansone and Harackiewicz argued for the coexistence of intrinsic and extrinsic motivation with the following example: one can read a certain book for instance, both because of an inner impulse to read that book, and out of the desire to gain approval from a teacher or the parents (Sansone & Harackiewicz, 2000, p. 273). In conclusion, although the nature of these two motivational constructs is the exact opposite, as intrinsic motivation derives from an internal drive to accomplish a goal, whereas extrinsic motivation is rooted in the desire for a reward, they cannot be separated from one another.

2.1.3.2 Integrative and instrumental motivation

Integrative motivation is defined as “reflecting a sincere and personal interest in the people and culture represented by the other group” (Gardner & Lambert, 1972, p. 132). Gardner emphasized that integrative motivation is a complex of attitudinal, goal-directed, and motivational variables, which assumes that SLA refers to the development of near-native-like language skills, and thus language development requires identification with the L2 community (Gardner, 2001, p. 2). Gardner distinguishes between three main elements that build up integrative motivation, as the following model shows:

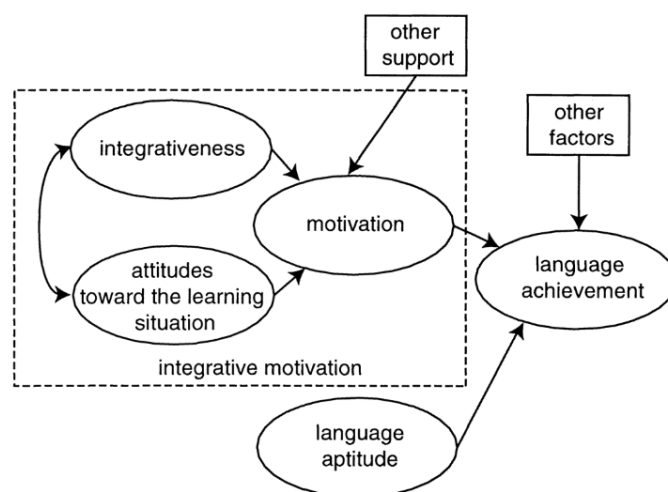


Figure 1. Basic model of the role of aptitude and motivation in second language learning
(Adopted from Gardner in Dörnyei, 2001, p. 5)

‘Integrativeness’, the first variable, refers to a sincere desire to learn the L2 in order to become more integrated into the community of speakers of the other language. This variable suggests not only a degree of respect and openness towards the culture of that community but emotional identification with said community as well. The second variable ‘Attitudes Toward the Learning Situation’ relates to an individual's attitude and interest in any situation in which the language is learned. In the context of education, for instance, these attitudes may be directed toward the teacher, the classmates, the materials, the course itself, etc. The last variable is ‘Motivation’, which is the driving force in every situation. All of these variables are indispensable when it comes to integrative motivation. Gardner emphasized that “the integratively motivated individual is one who is motivated to learn the second language, has a desire or willingness to identify with the other language community, and tends to evaluate the learning situation positively” (Gardner, 2001, p. 6).

Instrumental motivation is associated with the concrete benefits that come with proficiency in an L2. These benefits are in every mean external factor, such as promotions, increase in salary, etc., so we can conclude that instrumental motivation is also a type of external motivation associated with usefulness and the benefits of SLA that are not linguistic. The difference between these two concepts is that in the case of instrumental motivation, learning is an instrumental activity, not a goal, because “it is not done for its own sake but because it will have positive consequences in the future.” (Lens et al., 2009: 24). For instance, a few years ago, taking a language exam was a requirement for students in order to receive a degree; therefore, even though they had no interest in learning a foreign language, they nonetheless took the exam to get their degree. Accordingly, instrumental motivation is always goal-oriented, and the future accomplishment of a pre-determined objective serves as the driving force. This suggests that instrumental motivation can compensate for the lack of intrinsic motivation if the individual understands the significance of a certain goal. Instrumental reasons for SLA include, for instance, getting a better job, reading books and watching movies in the original language, or having an international career (especially in the case of English). All these goals are non-linguistic but require language learning.

2.1.3.3 International posture

The concept of international posture was introduced by Yashima (2002) as an alternative to integrativeness (Gardner, 1985). International posture embedded in the LF nature of English indicates an “interest in foreign or international affairs, willingness to go overseas to stay or work, readiness to interact with intercultural partners,” and “openness or a non-ethnocentric

attitude toward different cultures, among others” (Yashima, 2002, p. 57), as opposed to integrativeness, which stresses the attitude of learners toward the target language community. It plays an influential role in students' motivation to acquire English to engage with others with whom they do not share the same mother tongue. Therefore, these English speakers can participate in (imagined) international communities of practice (Yashima & Zenuk-Nishide, 2008). However, given the fact that English is an LF, it may be challenging for English speakers to relate themselves rather to a specific English-speaking community (of native speakers), instead of a global, virtual, or professional community where English knowledge is required or valued (Fekete, 2018, p. 71). This means that English speakers with international posture relate themselves to an international community that is distinct from their own. Moreover, they are interested in global issues and are prepared to engage in interactions with individuals outside of their own ethnolinguistic community for both instrumental and integrative purposes (Fekete, 2018, p. 71). As a result, intercultural communication and instrumental motivation are integral to international posture. Yashima (2009) concluded that international posture encompasses a person's cognitive, affective, and behavioural dimensions. It affects communication frequency, which in turn affects the willingness to communicate (WTC), motivation, linguistic confidence, and, eventually, English language proficiency (Fekete, 2018, p. 71).

2.1.4 The L2 motivational self-system

Dörnyei (2005) proposed a new, process-oriented motivation theory, the so-called L2 motivational self-system, aiming to conceptualise L2 motivation within the framework of the ‘self’. The core idea of this theory is to include psychological theories of the self and implement them into the field of SLA, as the L2 forms an important part of the speaker’s identity (Dörnyei, 2009, p. 9). In this theory, Dörnyei introduced two concepts: the ‘possible selves’ and the ‘future self-guides’, which consist of three components: ideal self, ought-to self, and learning environment augmented by the actual and the feared self and the self-discrepancy theory.

The notion of possible selves is the conception of people’s as-yet-unrealized potential, with an emphasis on their desires, hopes, fears, and fantasies. According to Markus and Nurius, “Possible selves derive from representations of the self in the past and they include representations of the self in the future” (Markus & Nurius, 1986, p. 954). It explores people's views of what they might become, what they would like to become, and what they are afraid of becoming. Therefore, these possible selves also serve as future self-guides, reflecting a forward-pointing conception of the future. Markus and Nurius distinguished between three types of possible selves: ‘ideal selves that we would like to become’, ‘selves that we could become’,

and ‘selves we are afraid of becoming’ (Markus & Nurius, 1986, p. 954). While it is obvious that the ideal self refers to a positive outcome in the future (i.e. a promotion focus), and the feared self indicates a negative one (i.e. an avoidance focus), it is not entirely clear, what is meant by ‘selves that we could become’. It can refer to a potential self that we could become, but the expected self was the intended explanation for this term (Dörnyei, 2009, p. 12).

As mentioned before, possible selves are often referred to as ‘future self-guides’, because, on the one hand, the ideal self serves as a clear directing role in establishing criteria that must be followed, and, on the other hand, the feared self controls behaviour by steering the person away from something negative (Dörnyei, 2009, p. 13). Higgins (1987) introduced another key term related to the self-theory, which is the ought-to self – a concept, which refers to the representation of attributes that one believes one should possess. Therefore, the difference between the ideal self and the ought-to self is that the former refers to a person’s own vision for themselves, while the latter pertains to the attributes that one believes one should possess, which may not align with the individual's own goals or objectives (Dörnyei, 2015, p. 87).

Specific representations of someone’s future self-states include the ideal self, the ought-to self, and the feared self. Indeed, they entail more than just thoughts, as Aristotle once said, "There is no desiring without imagination," (Modell, 2003, cited in Dörnyei, 2009, p. 16), meaning that images shape and direct a person toward a future self as well. Dörnyei (2009, p. 16) concluded in his study that this statement is very similar to modern conceptions of mental representations. For instance, Markus and Ruvolo (1989) stated that “imaging one’s own actions through the construction of elaborated possible selves achieving the desired goal may thus directly facilitate the translation of goals into intentions and instrumental actions” (Markus & Ruvolo, 1989, cited in Dörnyei, 2009). It was discovered that mental imagery serves as a strong source of motivation, and according to Gregg and Hall (2006), using imagery to improve performance is an effective strategy (Gregg & Hall, 2006, cited in Dörnyei, 2009). Dörnyei argued that “the more vivid and elaborate the self-image is, the more motivationally effective it is expected to be” (Dörnyei, 2015, p. 87).

Furthermore, the self-discrepancy hypothesis, developed by Higgins (1987), provided a particularly helpful explanation of how possible selves regulate motivation, as motivation in this context refers to the desire to reduce the difference between one's actual and ideal or ought-to selves. This means that people are motivated to match their self-concept with their personally relevant self-guides (Dörnyei & Ryan, 2015, p. 87). The difference between one’s ideal self and ought-to self in the discrepancy theory is that the ought-to self has a prevention focus, managing

the absence or presence of negative outcomes associated with failing to live up to different responsibilities and obligations, while the ideal self has a promotion focus, concerned with hopes, aspirations, advancements, growth, and accomplishments. In his theory, Higgins argued that there are different types of discrepancies and emphasized (1) the discrepancies between the actual and the ideal self-state, which signifies the absence of positive outcomes, and (2) the discrepancies between the actual and the ought-to self-state, which marks the presence of negative outcomes (Higgins, 1987, p. 319). In conclusion, while experiencing discrepancies can cause discomfort, it is also a potent motivating factor.

2.2 Identity in SLA

In this section, I discuss the concept of identity and its relevance in the process of SLA. Researchers from a variety of disciplines (Fekete, 2018; Hall, 1996; Ushioda & Dörnyei, 2009) concur with the poststructuralist understanding of the individual's identity and identification being diverse, heterogeneous, constantly changing, and frequently contradictory entities, as opposed to former beliefs about identity being coherent, unchanging, constant, and homogeneous.

Since identity plays an integral role in SLA, identity research from the perspective of SLA has gained research momentum. Formerly, identity was thought of as fixed and homogenous; however, nowadays it is viewed as constantly changing, heterogenous, complex, and at times contradictory or fragmented (Fekete, 2023, p. 63). Furthermore, the word 'identity' should be used in the plural, because different types and levels of identities are distinguished. These include "individual and collective identities such as linguistic, cultural, ethnic, racial, professional, gender, or national identities" (Fekete, 2023, p. 63). Individual identities point out how one is unique and different from others, while collective identities shed light on how one is similar to others and how they belong to certain social groups. From the perspective of SLA, L2 learning and use shape the speaker's identities, such as their linguistic, cultural, social, and professional identities; and as a result, Kramsch (2009) concluded that SLA causes emotional reactions in students, highlighting the fact that SLA is an embodied process that involves the body, mind, and brain of the learner (Kramsch, 2009, cited in Fekete, 2023a, p. 64), as language provokes subjective responses in the learners themselves, such as memories, projections, identifications, emotions, and fantasies (Kramsch, 2009, p. 99). The fact that identities are constructed, co-constructed, and reconstructed in social interactions highlights a concept known as "subjectivity-in-process" (Kramsch, 2009, p. 18). This means that an individual's identity is

never complete because external factors, such as interactions with the environment including interactions constantly shape it (Kramsch, 2009, p. 18).

In the next section, I discuss the transformative nature of SLA in identity construction.

2.2.1 SLA as a transformative experience

Many people have stereotypes and preconceptions about people from other nations, and they frequently associate these stereotypes with the language that these individuals speak. For example, I often hear assumptions that Germans are inflexible and strictly follow the rules – these beliefs are linked to preexisting insights into the German language, which has a less flexible grammar than, for example, English or Hungarian, including strict rules about the usage of word orders and articles. Based on personal experiences, being taught by both native German English speakers, I can see where these presumptions originate from; however, I do believe that these preconceptions can be exaggerated. But this is no coincidence, as social identities are created through language (Bucholtz & Hall, 2004, p. 370), and therefore, it should not come as a surprise that learning and using a new language transforms the learner's identities and thus their lives. This transformation is captured by the transformative potential of SLA discussed by Kramsch (2009), Fekete (2020), and Ótót (2023).

Fekete (2018) argued that “since language and culture are interwoven in L2 learning, SLA can shape not only learners' linguistic identity construction but also their cultural and social identity construction, because with the new language comes a new consciousness as well” (Fekete, 2018, p. 8). Kramsch (2009) proposed that there is no successful or unsuccessful language learning experience, as success does not derive from proficiency level, but how meaningful and transformative the experience itself is for learners; however, Kramsch (2009) also emphasized that although some students welcome the transformative potential of learning, others consider this a threat to the integrity of the learner's identity.

2.2.2 Desire in SLA

In the framework of SLA, Kramsch (2009) used Kristeva's (1980) concept of desire to refer to the learner's desire for self-fulfillment in and through learning an L2, which allows the learner to create an internally generated identity by drawing on imagination, fantasies, projections, and fears in addition to real-life experiences with the L2 and its speakers. The first type of desire refers to the fact that since language and culture are interwoven in language learning (Kramsch, 1998, in Fekete, 2020, p. 87), learners who acquire the L2 can free themselves from the

linguistic, social, and cultural limitations of the first language (L1) by using the L2 as a new mode of (self-)expression from a repertoire of languages. In the case of the second kind of desire, learners revert to the meaning-making practices afforded by their familiar mother language because they refuse to identify with the native speakers (NS) or non-native speakers (NNS) of the L2 in and via the L2 or they fear the transformative potential of the language that can perturb the integrity of their existing L1 identities (Fekete, 2020, p. 87). Fekete argues that the type of desire that learners develop associated with language learning is consistent with the transformation they have experienced in SLA (Fekete, 2020, p. 88).

2.2.3 The language learners' imagined L2 habitus

Fekete (2018) introduced the concept of the language learner's imagined L2 habitus to highlight how some learners behave, think, feel, and talk differently in the L2 compared to how they would do so in their L1. She explains this with the following example: a person raised in Hungary in the Hungarian language has a different habitus than a person raised in an English-speaking nation. Still, the learners of English as a foreign language (EFL) can get acquainted with the mindsets and behavioural patterns of both Native English speakers (NES) and English as a lingua franca (ELF) speakers via and with the new language. As a result, using their imagination, they can consciously or unconsciously take on or rather mimic the habitus of NES and ELF speakers, resulting in speaking, feeling, and behaving differently when using the L2 (Fekete, 2018, p. 172-173). These differences in learners' thinking, feeling, speaking, and behaving in the L2 are probably a mix of the L1, L2, or ELF habitus types they have directly or indirectly encountered. Fekete (2018) emphasized that "with a new language comes a new consciousness and an imagined new habitus that learners can discover for themselves during the L2 learning process." (Fekete, 2018, p. 173), and so there is a continuum established, consisting of the habitus of the first language and the imagined habitus of the second language, on which the learners constantly position themselves, but it is important to note that the learners only become aware of their L1 habitus when they have already acquired a new, imagined L2 habitus, and compare and contrast it with that of the mother tongue (Fekete, 2028, p. 173).

In her studies, Fekete (2018, 2020, 2023) found that the participants recognised changes in their behaviour by feeling freer in English compared to how they felt in Hungarian associated with the first type of desire freeing them from the historical, social, and cultural constraints of their L1. In addition, they noted changes in the volume, speed, and intonation of their speech in English. They reported understanding the world differently, as English offered a new way of looking at and making sense of the world. Regarding behavioural changes, a Korean student,

for instance, acted less feminine and more confident in English than in Korean, as English allowed her to rid herself of the sociocultural constraints of her L1 (Fekete, 2020). In addition, several students experienced more freedom and a desire to construct a more positive, open-minded, and confident identity for themselves in English (Fekete, 2020).

3 Empirical research

This section of my thesis presents the findings from relevant empirical research on L2 learning motivation and identity in SLA.

3.1 Research into the motivation

Csizér (2021) investigated in her study the role of attitudes, selves, and experiences shaping EFL teachers' motivation, drawing on the results collected from three different samples to obtain comparable and generalizable results in the samples. The researcher conducted a questionnaire study, including 5-point Likert scales, to gather data from 50 Hungarian teachers of English, 50 teachers of German, and 68 international teachers of English, aged between 22 and 72.

According to the findings, participants in the study demonstrated a relatively high level of motivation with notable variations in their motivated teaching behaviour and professional development in relation to their attitude, self, and learning and teaching experiences. The regression analyses produced somewhat varied results for each sample with respect to what constructs contribute to language teachers' motivation in significant ways, with self-reflection being the only construct that has been shown to have an effect on teacher motivation. Although attitudes, identities, and experiences played a limited role, only direct effects were measured.

In her doctoral dissertation, Fekete (2018) examined English majors' and minors' multilingual identity construction from multiple perspectives. Altogether 42 participants took part in the inquiry, 22 from the teacher education program, seventeen majoring in English in the BA program, and three English minors in the BA program. To gather data, Fekete designed three research instruments: a structured speaking task that involved students recording an interview to explore the participants' multiculturalism and multilingualism; a structured writing task that mapped the participants' multilingual identity construction; and an open-ended questionnaire about the individual differences of the informants. Regarding the participants' motivation, the researcher found that the respondents were driven by extrinsic motivation to learn English for academic purposes; however, they showed intrinsic motivation to learn English in their leisure time through different activities, which frequently involved the utilization of ELF. Furthermore,

some participants exhibited the desire to live in an English-speaking nation at some point in their lives, as well to become verbally indistinguishable from NESs.

In another qualitative study, Fekete (2023b) pointed out how the 14 participating multilingual students' German and English learning experiences differed. The students who had learned German only displayed extrinsic motivation and stopped learning when they were no longer required to learn German once they graduated from secondary school. They reported having had negative experiences and a feeling of anxiety or boredom associated with German. Furthermore, the decreased linguistic vitality of the German language did not provide impetus for them to invest in mastering the language for integrative or utilitarian reasons. They all took up English after or in addition to German, which they enjoyed learning. Their motivation to learn English was characterized by intrinsic, instrumental, and integrative factors. Via English, these students constructed a more successful linguistic and learner identity than in German. Furthermore, English learning was found to be a more meaningful and transformative experience for them than German which shaped their identities accordingly. The results pinpointed a strong link and a constant interaction between motivation and identity in SLA.

A study conducted by Kubanyiova (2009) among in-service EFL teachers in Slovakia examined the L2 motivational self-system, the self-discrepancy theory, and the concept of the feared self. Based on the results, Kubanyiova concluded that the most common motives for teaching were "ego-related," implying that the participants were more self-centred, which means that they showed a lack of motivation in promoting students' learning. Regarding their ought-to selves, the researcher found that in certain cases, teachers worked with "their assumptions of what was expected of them and tried to live up to these expectations even though they may not have personally identified with them" (p. 321), and therefore, the difference between their actual self and ought-to self caused frustration and anger. In connection to their feared self, Kubanyiova found that "the fear of not meeting students' or any other type of external expectations indeed proved to be associated with the fear of identity implications (i.e. being perceived as a teacher who is 'not serious enough', 'incompetent', and therefore 'not appreciated' by students)" (Kubanyiova, 2009, p. 327).

3.2 Research into identity

My discussion of empirical research into identity is limited to relevant studies conducted in the Hungarian context from a post-structuralist point of view. Since identity research is still a marginalized area in SLA research, this section only addresses three studies.

In a mixed methods study using a holistic and post-structuralist approach, Fekete (2020) examined 31 first-year Hungarian English majors' emotional and identity responses to SLA at UP. Data were collected via a structured writing task including three open-ended questions, which addressed the respondents' emotional and identity responses to L2 learning. The researcher employed qualitative content analysis drawing on textual data, which were analysed with qualitative content analysis to find emerging patterns and uniqueness. Fekete (2020) found three major and recurring emotions that characterized the participants' identity responses including freedom, desire, and pain associated with English (p. 90). Four students experienced freedom via the L2 and perceived English as a liberating experience of self-fulfilment, which enables them to break away from expectations compelled by Hungarian social, cultural, and linguistic conventions (Fekete, 2020, p. 92). The second recurring theme was the desire to escape the linguistic and cultural constraints of their L1. The third emerging theme was the symbolic pain in SLA, which develops from the struggle between the learners' obligation to conform to L2 conventions and their desire to break away from them by creating subjective meanings for themselves (Fekete, 2020, p. 94).

In a fully qualitative case study, Fekete (2023a) focused on multilingual students' emotional, psychological, and identity responses as a result of different language socialization contexts and processes. The results of the study showed that various identities were characterized by three main themes including failure, struggle, and success/self-fulfilment. Interestingly, Fekete found that English was primarily linked to achievement and self-fulfilment, occasionally preceded by phases of struggle, while German as an FL was consistently associated with failure and struggle (Fekete, 2023a, p. 102). Additionally, this study demonstrated that positive language learning experiences elicit positive psychological, emotional, and identity responses, whereas negative language learning experiences result in negative responses, indicating that learners' previous experiences with L2 socialization significantly impact their current motivation to learn a language, as well as their emotions, identities, attitudes, and final learning attainment, which influence their life choices and their future and thus transforms their lives (Fekete, 2023a, p. 107-108). Two participants in the study completely changed their lives to construct a more positive and more successful identity (and life) for themselves using English (and abandoning German). One participant abandoned German, as it was associated with many negative experiences, to take up English and create a sense of success via English, while another student abandoned the Hungarian context in which English was associated with anxiety and low self-confidence only to move to a different country to start over in English and create a new

multilingual and multicultural identity of success and confidence in an EFL context. These case studies pinpoint the transformative nature of SLA capable of influencing and changing learners' thoughts, emotions, identities, behaviours, decisions, and ultimately their lives.

In a case study by Ótrott (2023) examining multilingual language majors at UP, the emotional and identity responses detected by Fekete (2020) were confirmed regarding English and other languages. Ótrott also detected changes in the respondents' reported behaviour, speech, and emotions corroborating Fekete's findings (2020).

All the studies reviewed in this section delve into how learning an L2 impacts learners' emotional states, motivation, and identities. They contribute to understanding how emotions, social contexts, and multilingual experiences in both English and German influence identity formation and motivation in SLA, making them highly relevant to my research.

4 Methodology

4.1 Aim and context of the study

The aim of this case study is to explore the various motivational dimensions, identities, and the L2 learner and teacher motivational selves of two Hungarian English and two German teacher trainees. Therefore, the study maps four language learners' motivation related to SLA and the teaching profession, as well as their identity responses to SLA in line with the post-structuralist approach (Fekete, 2020; Karmsch, 2009). Since this study was inspired by my personal experiences related to the observations I had made regarding my English and German identities and motivation, which were greatly shaped by the university I study at, I decided to carry out this inquiry with the participation of fellow language majors and teacher trainees from UP.

4.2 Research questions

In this study, I seek answers to the following research questions.

1. What characterizes the participants' actual -, ideal-, ought-to-, and feared self?
2. How do the participants perceive the discrepancies between their actual and ideal, or ought-to selves?
3. What characterizes the participants' L2 learner and teacher identities?
4. What characterizes the participants' intrinsic, extrinsic, instrumental, integrative motivation, and motivational intensity?

4.3 Participants

The participants of this study are four teacher trainees at UP who major in two subjects. The criteria for selecting participants included

1. enrolment in the MA in teacher education program lasting for five or six years
2. majoring in either English or German (in addition to another non-language major),
3. C1-level proficiency in their language resulting from passing the internally organized C1-level proficiency exam in their respective language major,
4. successful completion of their teaching methodology complex exam, and
5. the completion of at least one teaching practice related to their language major.

These criteria must be met by the participants to collect relevant data about their learner and teacher selves, identities, and motivation. Six students were invited to participate in the research, and four agreed to be interviewed.

The gender distribution of the participants is unequal with one male and three female students, reflecting a general gender trend in the teaching profession in Hungary dominated by female teachers. However, gender and age were not considered separate factors because they were not relevant to my study. To protect the participants' identities, I used pseudonyms to refer to them.

In the following table, I present important information about the participants, including their pseudonyms, majors in the teacher education program, their measured and perceived proficiency level, and the years that they had spent learning and teaching English or German. The table is followed by a discussion of the participants' educational, language learning, and teaching backgrounds.

Table 1.

Information about the participants involved in the research

Participants	Year	Major	Measured proficiency level	Perceived proficiency level	Years of learning English/German	Age
Sandra	Sixth	German Hungarian	C1	C1	17 years	25
Marie	Sixth	German History	C1	C1	21 years	24
Vera	Sixth	English History	C1	B2	15 years	24

John	Sixth	English History	C1	C1	15 years	24
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Sandra began studying German as an L2 in the second grade, following her mother's wishes. Her mother believed that German had greater potential because, among other reasons, fewer people spoke it than English, learning English was easier after learning German, and one of Hungary's neighbouring countries is a German-speaking nation with plenty of employment opportunities. She later made the decision to become a teacher of German and Hungarian because she wanted to work with kids. She claimed that firstly she wanted to be a kindergarten teacher or a primary school teacher, as she gets along with younger children better, but she thought she lacked the necessary skills in handcraft. She chose to teach German besides Hungarian because she considered her German knowledge reliable, and teaching German does not require the constant revision of subject-related contents (such as history or geography).

Marie started learning German in kindergarten when she was three, having attended a German-speaking group. She was the only one among the participants to be of German descent, however, she told me that they only spoke Hungarian in her family. She shared with me that she had always liked helping others with their learning, and she wanted to continue it at a higher level. Moreover, it was very clear to her that she wanted to teach German, as it was always very dear to her.

Vera's L2 is English, which she started learning in the third grade when she was eight years old. Because she was so young, her parents decided what foreign language she should learn in school, and they picked English over German because they believed it to be simpler and provide more opportunities for the future. She claimed that originally, she had not wanted to be a teacher but rather use this degree to get into a master's program in museum education, because she always dreamed of sharing her knowledge with groups of children on a trip to the museum where she imagined working. However, during her years at the university, she realized that she enjoyed the school setting as well. When I asked her why she chose English as one of her majors, she claimed that she had originally wanted to pair history – her other major – with geography but found that too hard so she had to look for a substitute and English was the easiest option for her.

John started learning English as an L2 in fourth grade, and unlike the other participants, he was the one to choose a foreign language for himself, even at such a young age. He stated that he

had chosen to learn English because he knew that it was one of the most popular and most spoken languages in the world. He claimed that he had always wanted to be a teacher because he liked the teachers' routine, the school environment, and the fact that teaching is a stable profession. Similarly to Vera, when asked about what drew him specifically to teaching a foreign language, he told me that he had been sure about teaching history, but had been not motivated to teach English, but at the time he had to apply for university, it was the only other subject he was good at. However, he also stated that he had changed his mind about it after he had started teaching, because the better he got in English the more motivated he became to teach it.

4.4 Data collection instrument

To gather data, I chose to conduct interviews in person, consisting of 43 interview questions, with all of the participants (see Appendix A). These questions can be further broken down into thirteen parts focusing on different constructs respectively (Table 2).

Table 2.

Research questions, examined constructs and interview questions

Research questions	Examined construct	Questions
Participant information	Language learning background	1-8
1., 4.	Motivation related to career choice	9-10
1.	Ideal self	11-12
1.	Actual self	13
1.	Ought-to self	14-18
1.	Feared self	19-21
2.	Self-discrepancy theory	22-24
3.	L2 identity	25-30
3.	Teacher identity	31-32
4.	Intrinsic motivation	33-35
4.	Extrinsic motivation	36
4.	Integrative motivation	37-39
4.	Instrumental motivation	40-41

5.	Motivational intensity	42-43
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4.5 Research methods

The research I conducted is a qualitative case study, for which I chose few participants because a relatively small number of participants can also provide rich data for research (Dörnyei, 2007, p. 126). However, the selection of the respondents happened with a purpose because it is important “to find individuals who can provide rich and varied insights into the phenomenon under investigation” (Dörnyei, 2007, p. 126). To collect data, I decided to conduct interviews with the participants, because they hold “subjective opinions, experiences and feelings of individuals and thus the explicit goal of research is to explore the participants’ views of the situation being studied” (Dörnyei, 2007, p. 38). When thinking about the research, I was sure that I wanted to do a qualitative case study because it “gives the possibility to the researcher to conduct further research if it is needed or interesting” (Dörnyei, 2007, p. 40). In other words, qualitative research offers the flexibility that these kinds of studies require.

However, it is important to discuss the disadvantages of qualitative research in addition to its benefits. In his book, Dörnyei mentioned the limitation of structured interviews, in the sense that the researchers, by sticking to pre-prepared questions, can face a lack of possibility for variation and spontaneity, which suggests that the richness of the data that is obtained may be limited (2007, p. 135). Another weakness of qualitative research stems from its characteristic that it does not require a large sample of data to draw conclusions: because of the small sample size the study can lead to difficulties in relation to generalizability (Dörnyei, 2007, p. 42). Despite the aforementioned drawbacks of qualitative research, I think the information I gathered is right and detailed enough to provide insightful answers to the research questions I have.

5 Results and discussion

5.1 Participants’ motivational self-system

5.1.1 Ideal selves and actual selves

In this subsection, I am going to answer the first research question examining the respondents’ motivational self-system, focusing on their ideal self. I am going to focus on the goals, desires, and ambitions that the participants have for themselves as English language learners and teachers.

Five questions were designed to gather information about the participants' ideal self. These questions are the following: (1) What kind of teacher do you want to become in the future in relation to teacher qualities and characteristics? (2) What kinds of attributes and skills would you like to possess as a teacher? (3) What are you like now as a teacher? (4) How do you see your teacher qualities? The first two questions address the participants' ideal self as an English/German teacher, while the remaining two examine their actual self as teachers, and how they actually see themselves.

When asked about what kind of teacher they wanted to be in the future, and what kind of attributes they wanted to possess as teachers in the future, all of the participants (N=4) had listed socio-emotional characteristics that describe the kind of teacher-role they would like to adapt in the future. All of them wished to be student-centred teachers (Medgyes, 2017), instead of following the traditional authoritarian and teacher-centred approach that used to characterize the Hungarian education system (Fekete, 2022). A student-centred teaching approach considers students' psychological and emotional well-being instead of only focusing on covering the materials in the lessons and then testing students' theoretical and factual knowledge.

I want to be helpful, someone that the students can turn to. I want to be respected and loved. Sandra

I would like to be strict but not so strict, I would like to be popular; I don't want to be that kind of teacher that all the students hate. I think I will try to find a way when I'm friendly, but at the same time, efficient. John

All the "positive" ones, such as patience. Vera

Empathy, patience, understanding, good problem-solving skills, consistency, decisiveness, and love. These come to mind suddenly. Marie

Marie emphasized additional teacher roles such as the teacher being a facilitator, a partner, and a role model for learners. Another pattern (N=3) I found in their responses was in connection with the pedagogical skills they wish to acquire, such as "well-preparedness", "consistency", teaching efficiency, flexibility, "decisiveness", good "problem-solving skills", and discipline keeping in the classroom. Another pattern that came up was the participants' desire to be agreeable teachers, liked and respected by their students: "I want to be a teacher who is liked by the children but also respected" (Marie). One participant highlighted the importance of following and covering the curriculum for the benefit of her students.

While the participants mostly agreed on the characteristics of their ideal teacher selves, the actual selves showed variety. Two participants expressed positive feelings about their actual

selves as practicing teachers; however, they noted their need to develop their competencies and skills as teachers that can help construct their teacher identities. Their identities characterizing their actual selves are mostly defined by a transition from being a learner and a university student to becoming a teacher and an expert.

I still haven't fully grasped that I'm no longer a student but am being addressed as "Teacher" and working as a teacher myself. However, I feel that the group practice sessions provided me with the kind of support that helps me stand confidently in front of students without fear. Sandra

At the moment, I feel enthusiastic about discovering and trying new things, as well as developing myself. I already possess several of these qualities due to my personality, and I strive to work on the others. Marie

However, three participants emphasized the lack of practical and methodological knowledge and experience, constituting a recurring pattern in the responses.

I still have plenty of room to grow in terms of subject knowledge and methodological skills, but this will develop and crystallize gradually over the years. Marie

Inexperienced, mostly. I still don't know how to act with students, though it is a lot easier with younger ones. I had a bad time during my teaching practice in Babits, my students did not respect me at all and sometimes I still fear the same thing happening. I also could not practice teaching grammar in Deák, because during my part of the group practice we only had vocab to learn, so I feel like I'm at a serious disadvantage to the others. Vera

Now I'm a newbie. I'm trying my best, and it's working for me, but as I said earlier, it takes me a lot of time to prepare for lessons, and I want to improve that. I think my personality is suitable for teaching. John

As the results show, three respondents have a positive attitude toward their actual selves as teachers, while Vera shows insecurity based on her previous negative experiences. This finding is in line with Fekete's (2023) results pointing out that learners' previous experiences with L2 socialization significantly impact their current motivation to learn or use, in this case to teach, a language. Most participants emphasized socio-emotional factors like empathy, patience, and respect as qualities they aspire to embody. Pedagogical and classroom management skills were also highlighted, with a focus on balancing authority and likability. However, a feeling of anxiety seems to characterize their actual self, which is caused by the gap between their actual selves and their ideal selves. This gap also provides an impetus for them to work on closing the gap as proposed by the self-discrepancy theory (Higgins, 1987).

5.1.2 Ought-to and feared selves

In this subsection, I discuss the respondents' ought-to selves addressing expectations and requirements they must meet both as language learners and future language teachers. To gather data, the participants answered the following questions: (1) What kinds of expectations do you have to meet at your current level in your studies? (2) How do expectations from your family influence your language learning goals? (3) What is expected from you in your studies to achieve in language learning? (4) What is or will be expected from you as a teacher? (5) Who are the people that will have expectations for you to meet as a teacher?

Although the responses about expectations differed, the most prevalent pattern (N=3) addressed expectations for them as university students and as teachers.

The expectations of the university and of myself. I need to perform well in the teaching practice. Marie

I have to fit in during my teaching practice. If I can manage to feel like I'm really one of the teachers there, then I probably did a good enough job. Vera

To help my students understand the subject, but also grab their attention enough for them to feel like they want to know more, possibly learning on their own. Vera

In my school, they expect me to come prepared for the lessons, arrive on time, 15 minutes before the lesson starts. Just basic things. John

Marie pointed out the pressure put on her by the duality of academic and teaching expectations while the other three students noted a myriad of expectations from students, teachers, and the school system including doing a good teaching job, motivating and disciplining learners, and being well-prepared and arriving on time. Furthermore, Sandra highlighted expectations related to teaching methodology and the knowledge she acquired during her university studies.

I haven't taught a class yet during this teaching practice, but so far, aspects like differentiation, adherence to the RJR model, and utilizing my digital competencies have been important during my practice. Altogether, I have to implement a lot of the things I learned in university into my future lessons. Sandra

By contrast, John highlighted teaching-related requirements at the university including the compulsory teaching practice and the teaching methodology complex exam.

I have to do the one-year teaching practice and take the complex exam. John

What I found very interesting is that none of the respondents reported any expectations regarding language learning goals. Similarly, they mentioned no expectations for them by their families. Vera noted that her parents made her choose German as an L3, and she despised it.

Not really, at least not with my English studies. I did have to choose German as a second foreign language because of them, after which I suffered for 4 years and could not master it at all. They probably learned their lesson though, because my youngest brother could choose Spanish instead, which he loves. Vera

When asked about what is expected of them to achieve in language learning, all of the participants emphasized their proficiency level in the L2. While John only mentioned the compulsory C1-level proficiency exam that he had already passed, the other respondents noted that mastering the language was expected from them without specifying what it meant for them specifically. While Sandra thought mastering the language was obvious, Vera stated the opposite “If we’re talking about university, probably native level language use, which is absurd in my opinion”. They seemed vague about what these levels were, or what they meant for them, and how far they were from this level. However, Marie thought that becoming native-like was enough for the requirements regarding her studies. Sandra’s response showed uniqueness, as she was the only one to mention the use of proper terminology as a requirement.

I had to master the language, but it is obvious... other than that the terminology played a huge part in the requirements. Sandra

As for what is expected of them as future teachers, three of them noted that they need to meet the requirements and possess characteristics that are associated with a good English teacher, such as keeping students’ attention (N=1), teaching effectively (N=1), helping students understand the subject (N=1), being prepared (N=1) and arriving on time (N=1). Two participants focused on requirements related to their subject knowledge, such as reliable knowledge (N=2) and the use of the proper terminology (N=1). Marie thought that being fluent was also an important requirement, suggesting a proficiency-related approach as well.

The last question related to their ought-to self discussed where these expectations come from. All participants listed more than one person in their responses: the students (N=3), the principal (N=2), themselves (N=1), fellow teachers (N=2), parents (N=1), mentor (N=1), and the educational system (N=1).

I hold expectations for myself, and now, with the implementation of the performance evaluation system, the leaders of the work community and the principal also have expectations. In addition, the students certainly have their own expectations as well. Sandra

Fellow teachers, the current system itself. Marie

My colleagues, because we have to work together. The students, because they need the subjects for their further studies. The parents, because I'm the one preparing their children for the future. Vera

My students, my mentor and principal. John

The results pinpoint that key expectations include mastering the language, meeting academic standards, and performing well in the teaching practice. However, the participants failed to detail what this exactly meant for them. While family expectations were minimal, respondents emphasized high proficiency levels and subject knowledge as critical requirements, which were left mostly unexplained again. As future teachers, they anticipate expectations from various people, including students, principals, colleagues, and the whole educational system. Therefore, it is not surprising that anxiety interweaves their teacher identity, which feeds into their feared self discussed in the next section.

To gather data, the participants were asked to answer the following questions: (1) What will happen if you cannot meet requirements related to your proficiency level? (2) What will happen if you cannot meet the requirements/expectations in your studies? What about the expectations in your teaching? Is there anything you are afraid of?

Interestingly, the results show that half of the respondents do not think that the first two questions are relevant for them.

I don't think it's something that threatens me. Sandra

I'm not afraid of not meeting the requirements but I would like to be better, and I'm working on it. John

Their statements clearly show their shifting identities from learner to teacher. Having completed most of their courses, they have already met most of their academic requirements by the time of the research. Nevertheless, Vera pointed out her fear of not being able to meet the requirements when she was attending classes. However, after taking the complex exam, she stopped worrying about it. Marie noted that even though she would feel disappointed, she would be motivated to get better. Her feared self seems to be dominated by the threat of a teacher identity crisis rather than any tangible negative consequence.

I try to develop myself to succeed. At first, I might experience it as a bit of a failure, but then I gather my strength and try again. Marie

Similarly, three participants responded positively about not meeting the expectations in their teaching, claiming that it would have a motivating effect on their performances.

I have concerns, as I currently lack experience in teaching, but I approach it with the mindset that I will try to perform my tasks to the best of my ability. When a person does something, mistakes can happen, but there is always a solution to be found; the key is not to get discouraged or despair. The more experience someone gains, the less they may fear it. Marie

I feel like the further I get from the university setting, the more confident I feel. Lessons are not at all stressful like our professors showed them to be, you don't actually need to search for hours just to gather "fun enough" resources. Vera

I would like to be better, but there is nothing in particular that comes into my mind. John

Sandra, however, shared with me a big fear of hers with no motivational effect, only negative feelings.

I don't know who, besides the students, would become aware of something. It would be a very uncomfortable situation, if I didn't know something, and I might experience it as a failure. My fear is that I will suddenly freeze while teaching, and something won't come to my mind. Sandra

The results reveal that half of the respondents do not view failing to meet proficiency or academic requirements as a significant concern. While two participants, Vera and Marie, pointed out past anxiety or potential disappointment, Marie sees it as a motivator for improvement. When it comes to teaching expectations, most respondents viewed potential shortcomings as opportunities for growth, implying a growth mindset (Dweck, 2006), with only Sandra expressing a strong fear of failure with a debilitating effect. Overall, the fear of not meeting expectations in teaching is seen more as a challenge to overcome rather than a paralyzing threat for three informants.

5.1.3 Self-discrepancy between selves

In this subsection, I discuss the findings about the respondents' self-discrepancy based on their responses to the following questions: (1) How far are you from where you want to be in English/German as a speaker? (2) How far are you from where you want to be as a(n) English/German teacher? (3) Do you feel like you are not at the level as you should be as a(n) English/German speaker? If yes, what kind of emotions do you feel when you think about or experience this gap?

There was an interesting contrast that I observed between the responses to the first and the second questions. Regarding their learner gaps, two participants responded that they are far from where they would like to be as a(n) English/German speaker, one replied that she is not far, and the last participant thinks she is at the level where she should be.

I think I am at the level where I should be. Sandra

I am not far from my goal in German. Marie

Very far and it frustrates me a lot. Vera

I would like to achieve a native like level in English. I think it does not take too much to achieve a B2 or a C1 level. The hard part comes after that, for example from C1 to C2, I think I'm far away from native like proficiency. John

In contrast, three participants think that they are not far from where they want to be as teachers, and none of them responded that they are far, or they are at the level where they want to be. Vera is currently satisfied with her performance and did not express how far she is.

Not far, I think. Of course, I still need practice, but my performance in the short teaching practice was more successful than I expected, so I exceeded my own expectations. Sandra

I am making good progress on the path I have set for myself. I am currently happy with where I am, and this will develop over time. Marie

I feel like I'm doing great. I only chose to stay in the programme as long as I can so I'll have a higher degree, but I would much rather teach younger students than high schoolers. Vera

I am getting there. I think after some practice I can achieve my goal. John

It seems that they interpreted the questions about the gap between their actual and future selves in terms of their ideal selves, where they saw little or no discrepancy regarding their learner and teacher selves. They mostly associated their ideal teacher self with positive social and psychological characteristics that appeal to learners, because their innermost desire is to be liked and respected by learners. The gap between their ideal and actual teacher selves is mostly characterized by a lack of methodological competence and experience that they pointed out with regard to their ideal self but not related to where they are compared to where they want to be in teaching. Their ought-to selves were characterized by expectations by students, fellow teachers, principals, and the educational system including teaching methodological, psychological, and subject-related expertise and competencies.

Another important finding is a sense of anxiety characterizing the participants' ideal selves associated with a shifting from-learner-to-teacher identity. The participants' identities are

characterized by contradictory and changing cognitive and affective dimensions and a sense of incompleteness, which is in line with the post-structuralist understanding of identity (Fekete, 2020; Kramsch, 2009). Their identities are also socially constructed and shaped by their various teaching and learning contexts and situations (Fekete, 2020).

5.2 Participants' motivation to learn and teach English or German

In this section, I present my findings related to the respondents' motivation to become language learners and language teachers. To gather data, the participants answered the following interview questions: (1) Can you share a bit about what inspired or motivated you to become a teacher? (2) What drew you specifically to teaching a foreign language as opposed to other subjects? (3) What aspects of language teaching do you find most fulfilling and why? (4) What aspects of being a(n) English/German speaker do you find most fulfilling and why? (5) What aspects of language teaching do you find most rewarding and why? (6) How do financial incentives, such as salary or job stability influence your motivation to teach languages? (7) Do you like or follow any tradition or custom related to a(n) English/German speaking country? If yes, why and which one? (8) Do you seek out opportunities to interact with – in person or online – native English and German speakers? (9) Would you like to visit or live in a(n) English/German-speaking country? Why or why not? (10) Why is it important for you to speak English/German? (11) What do you use English for? What do you use German for? What activities do you do in English and in German? (12) How many hours a week do you learn English/German? (13) What do you do outside the classroom to improve your English/German skills?

The first two questions serve as a tool for me to get a general understanding of why they chose to be teachers, and what motivated them to choose a foreign language as one of their majors. The answers pointed out a blend of intrinsic and instrumental motivation to use the L2 in their profession. Their intrinsic motivation is interwoven with the flow experience (Csikszentmihályi, 1990) of “helping others with their learning, explaining things, and organizing programs, as well as bringing the team together”, working with children, and presenting different topics to learners. Sandra noted being inspired by a former teacher, highlighting that her career choice was influenced by her ideal self associated with an appealing teacher identity that generated intrinsic motivation in her related to teaching as a profession. Vera, however, showed overwhelmingly instrumental motivation to become a teacher. She originally had planned to use her degree in a profession other than teaching, but she later changed her mind, as she started liking teaching. When asked about why they chose a foreign

language as their major, their responses showed a pattern of instrumental motivation. Two participants chose English as their second subject because “English was the easiest option” and a subject they were good at. Sandra displayed both intrinsic and instrumental motivation to take up German at university:

My other major is Hungarian, but I chose German as one of my majors because it gave me knowledge where everything is interconnected, and I can have a stable, reliable understanding. I don't need to constantly review things like the correct formation of the past tense when teaching it to students. Sandra

Another participant claimed to be motivated to learn German by mostly intrinsic factors.

German is very dear to me, so it was clear to me that I definitely wanted to carry it on in some form. Marie

Overall, the participants' motivation to become language teachers and to choose English or German as their major at university was characterized by both instrumental and intrinsic reasons associated with the L2 and the profession.

5.2.1 Intrinsic motivation to learn and teach languages

Further researching the intrinsic motivational construct, I asked the respondents what they found the most fulfilling as a language teacher. After reviewing their answers, I concluded that their intrinsic motivation is in close connection with the students, reflecting a learner-centred mindset. I categorized their answers as the following: (1) motivating students intrinsically, and (2) motivating students instrumentally

I like working with children, and it feels great teaching them languages, because they open the world for them. With languages they will get plenty of opportunities in life. They will get to know new cultures, new people, etc. Marie

I liked that in language teaching you can use a wide range of materials. I can use different kinds of stories, books, movies, games. We can talk about jobs, illnesses, basically every aspect of life. It makes it easier and more enjoyable both for the students and the children. John

Marie's statement highlighting international and intercultural communication, and an openness toward new cultures via German implies a moderate level of international posture characterized by utilitarian reasons to use the language (Yashima, 2002). One participant showed a blended approach, both patterns could be detected in her answer.

Showing my students stuff that they find interesting enough to look up on their own. I have lots of video games and books for example that I plan on suggesting to them. Vera

Sandra emphasized only the instrumental nature of motivation, because for her “being able to open the world for students” was the most fulfilling aspect.

As for the question of what they find most rewarding, the answers showed learner-centredness (Fekete, 2022; Medgyes, 2017) expecting to experience a sense of flow (Csíkszentmihályi, 1990) in their job when considering the best interest of students and their learning progress. However, Marie found instrumental factors the most rewarding, claiming that “teaching languages grants you more job opportunities than other subjects”.

Interestingly, instrumental motivation played an important part in their answers to what they find most fulfilling in being a(n) English/German speaker. Half of the respondents emphasized instrumental factors.

Being able to read in another language gives me the feeling of freedom. Vera

I like that I have access to lot more content. John

As for one participant, the most fulfilling factor shows intrinsic motivation, because she feels fulfilled knowing that she knows a language that is very rule-bound and logical. Marie highlighted intercultural communication in her response that is integral to international posture.

That I get to know new people, and that I don't feel so lost in the world. It feels great that the language is not a barrier anymore. Marie

In exploring intrinsic motivation, the respondents emphasized a learner-centred approach, finding fulfillment in motivating students, whether intrinsically or instrumentally. The most rewarding aspects were seeing the students' progress and interest, though one respondent valued better job opportunities that teaching languages provides. Two participants vaguely pointed out the lingua franca nature of English and intercultural communication associated with the international posture that has become a major source of motivation for an increasing number of English speakers (Fekete, 2018).

5.2.2 Integrative motivation to learn and teach languages

The focus of this subsection is the presentation of findings related to the participants' integrative motivation. The first question in this category aimed to gather information on their attitudes towards English- and German-speaking peoples, cultures, countries, and traditions. Three

participants do not follow any traditions, only Marie does, but she stated it was because she was of German descent, and it was close to her heart.

I cook traditional German dishes often, such as Hefenknödel, Schmarn, or Grütze. Other than that, I regularly go to Swabian balls with my family, and we attend the Erntedankfest every autumn. Marie

In the next question, they were asked whether they seek opportunities to interact with native English or German speakers, and interestingly, only Marie replied positively, claiming that she often interacts with native German speakers. When asked about whether they wanted to visit or live in a foreign country, all of them noted of only wanting to visit the country, but they did not wish to live there for various reasons. This result contrasts Fekete's (2018) findings about the participants' desire to move to an English-speaking country. While Marie and Vera seemed to be interested in the culture as well, Sandra and John only wished to visit the countries as holiday destinations.

I would very much enjoy traveling to a German-speaking country, but I can't imagine living in a completely foreign place, far from my family, in a country that is entirely unfamiliar to me. Sandra

Yes, but only as a tourist, because it offers a very good opportunity for practice and learning. Marie

Only as a tourist, I'm interested in food, museums and nature, but I don't know if I'll ever be brave enough to move. Vera

I would like to visit the USA, but I'm not sure whether I want to live there or not. John

Three participants only showed a slight to moderate level of integrative motivation associated with their L2. Their cultural interest is limited to touristic visits and activities. This finding is in line with many other studies (Fekete, 2018; Ótrott, 2023; Yashima, 2009) pointing out how English has become a global lingua franca and German a rather European lingua franca – especially for Hungarians living in close proximity to German-speaking countries.

5.2.3 Instrumental motivation

In this subsection, I analyze the respondents' instrumental motivation, seeking answers as to how external factors, such as salary or job stability influence their career choice, why is it important for them to learn English/German, and what they use this language for. In comparison to my anticipations prior to the interview, none of the respondents claimed to be influenced by salary; however, for two of them job stability was very important, and one stated that she was afraid of not being able to find a job.

I am of course scared of not being able to find a job, that is probably the only thing that keeps me up at night nowadays, but I'm not afraid of not earning enough, because I'm not alone. Vera

All participants reported using the L2 in their pastime, and even though all respondents are language teachers, only two of them emphasized using the language for teaching. Marie also stated that she sometimes helped with translations besides her teaching. For the question of why the language is important to them, three of them claimed that knowing a foreign language is a necessity nowadays, highlighting the lingua franca nature of English and the utilitarian reasons associated with both English and German.

Because not many people in the world speak Hungarian, and I may need to engage in conversation with non-native Hungarian speakers at any time. Sandra

I could not imagine my life without it. I would like to read and watch more content, and everything is in English now. John

To not feel locked in, I can get information from different sources this way. Vera

Only one participant had a blended approach: she claimed to be motivated by both intrinsic and instrumental factors.

The motivation for learning German comes from personal desire, but nowadays, knowing the language is essential for getting by because it is necessary for many things. Marie

The respondents' instrumental motivation reveals a strong practical drive behind their language learning. For most, learning English or German is viewed as essential for navigating the globalized world, whether for communication, accessing information, or engaging with diverse content. Their wish to belong to a global community of English speakers, communicate with other non-native English speakers, and take opportunities that are only available for English speakers reflects their international posture (Yashima, 2002) rather than their integrative motivation to learn and use the language.

Overall, the participants' motivation to learn English and German is overwhelmingly characterized by instrumental and intrinsic motivation pointing out the global and European status of the two languages. Furthermore, their international posture reflects the professional, educational, personal, financial, and cultural opportunities that English learning offers.

5.3 Participants' L2 and teacher identity

5.3.1 Participants' L2 identity

In the following, I present my findings to my fourth research question, examining the participants' language teacher and learner identities. To gather data, I formulated the following questions: (1) How has the English/German language influenced your life? (2) How do you think differently in English/German and Hungarian? (3) How do you see the world around you differently in the different languages that you speak? (4) How do you speak differently when using the English/German language and Hungarian? (5) How do you behave differently when using the English/German language and Hungarian? (6) How would you describe yourself as a teacher in terms of characteristics and teacher qualities? (7) How have you evolved as a teacher since you started to teach? (8) What are some of the biggest challenges you are, and will be facing as a future teacher? The first question examines SLA as a transformative experience in the participants' lives, questions 2-5 address their imagined L2 habitus, and the last two questions investigate their self-perception as teachers.

Regarding the first question, three participants emphasized the utilitarian benefits of SLA, explaining that speaking the L2 opened new doors for them, and one participant claimed that by knowing the language, she did not feel lost in a foreign country anymore. One participant, however, pointed out her integrative motivation to learn the L2 associated with the sociocultural capital embedded in knowing an L2. She pinpointed how language and culture were inseparable in SLA (Kramsch, 1998) and how this knowledge had transformed her thinking as a multilingual speaker.

I got to know the language, the culture, and the history better. All this knowledge shaped my thinking, I would say. Sandra

Even though most participants (N=3) approached the questions with the languages' instrumental nature, I was curious how the language has transformed their lives. Therefore, with the next five questions, I aimed to get more data about their language learning as a transformative experience shaping their imagined L2 habitus (Fekete, 2018, 2020). Based on the experiences that I have had in connection with the transformative nature of languages, I had the assumption that the participants experienced similar things to what I did. However, contrary to my assumptions, three participants reported not thinking differently in their L2 as opposed to their L1. Only Vera said that whenever she thinks in English, she always imagines an audience in front of her. She explained that it is probably because she only uses English in formal settings. Similarly, three participants stated that they did not see the world differently in the different languages they spoke, while Sandra reported the difference she experienced in this regard.

There are words and structures that don't even exist in Hungarian, and if I didn't know German, I wouldn't use them at all. I can't think of a specific example right now, but it could be a type of food or a type of school that we learn about and talk about in German, but there is no equivalent in Hungarian. This expands my worldview. Sandra

Sandra noted cultural products and practices that she had learned via the L2 as well as a different structural and conceptual understanding of the world via German, pointing out how culture is encoded in every language. However, when asked about how they speak differently in their L2 as opposed to their L1, all respondents reported some differences, although Marie was unsure about her response.

I stress the vowels differently when speaking German. Sandra

I didn't notice any difference. Maybe the intonation is different. Marie

I speak in a lower voice in English, and much slower than in Hungarian. Vera

I don't have a wide range of vocabulary in English. Sometimes I have to describe things, or I have to find another word. John

Two patterns emerged in the answers. One difference in their speaking is caused by the different phonology and phonetics of their L2, which seems to impact their imagined L2 habitus (Fekete, 2018) as well. The other difference is due to their L2 proficiency level that falls short of their L1, thus shaping their linguistic confidence unfavourably – especially in Vera's case. The responses to the fourth question showed similarities to the previous answers because the majority of participants (N=3) noticed differences between their behaviour when using their L1 and L2, although the responses are very contrasting. While Sandra claimed to be more reserved when speaking in German, John noted to be more sociable, as it is easier for him to talk to strangers in English. Vera was not sure about her answer at first but thinks that she uses more hand gestures while speaking in English, and based on my experiences with her, she does. However, Marie did not notice any difference.

I don't know, I never really thought about this. I probably use more hand gestures while speaking English. Vera

The participants' imagined L2 habitus shines through most in their different behaviours in the L2. Their behaviour differs in the L2 compared to their L1 due to the linguistic, cultural, and social information they have directly or indirectly learned about their L2 and owing to their personal and media-mediated interactions with NSs and cultural products (e.g. via online platforms, social media, or movies).

5.3.2 Participants' teacher identities

In this subsection, I analyse the respondents' teacher identities based on the answers they gave to the sixth, seventh, and eighth questions. When asked about how they would describe themselves as teachers, the answers are divided: two of the participants approached the question with a positive and confident attitude, while two respondents claimed to be not confident enough. Additionally, one participant mentioned the lack of "subject-specific and methodological knowledge" and said she still had a lot to develop. However, the same participant quickly added that she was motivated to get better, and it motivated her that she already possessed qualities that she thought were important for a teacher.

I also asked them how they have evolved as teachers since the first time they taught somewhere. Everyone except one participant noticed differences in their teaching. Two of them claimed to be more confident, and one participant reported a student-related development.

Disciplining, or rather creating the appropriate atmosphere, is becoming easier for me.
Marie

Another aspect that two participants addressed was the improved and more efficient preparation for classes.

I can put together a lesson plan much more easily. Sandra

I structure my lessons differently and organize the material more consciously. Marie

Lastly, I asked them about the biggest challenges that they (will) need to face as future teachers. One respondent raised a very important issue in her response, emphasizing the threat of artificial intelligence (AI), which she had already experienced during classroom observations related to the practicum, claiming that more and more students use AI to complete their assignments and homework.

One clear challenge is the existence of artificial intelligence, as I have already observed that more students are using it to complete their homework assignments than those who are not. Sandra

The same participant addressed another challenge for German teachers, which is "the declining prestige of the German language in favour of English". This statement points out the decreasing linguistic vitality of German especially compared to English (Fekete, 2023b). Marie, however, noted the gaps in her practical knowledge, which she considered a big challenge to overcome

in addition to administrative tasks that she deemed another challenge. Finally, two respondents regarded interactions with parents and fellow teachers as a major challenge.

I have to step out of the academic bubble, which will not be hard. I'm still worried about interacting with parents, as we did not learn anything about that. Vera

One of the biggest challenges is working with other teachers, I did not expect this to be so difficult. Some of them are friendly, but some teachers just envy you and try to make things harder for you. John

To sum up, the excerpts indicate shifting and constantly evolving teacher identities in line with the post-structuralist view of identities (Fekete, 2020; Kramsch, 2009). Their identities are characterized by insecurity, fears, hopes, and aspirations. In their response to the questions, they pinpoint the various gaps they have in their teacher expertise that shape their identities including insufficient methodological knowledge, classroom expertise, and social skills needed to deal with colleagues and parents.

6 Conclusion and pedagogical implications

In this section, I provide the conclusions of this study and present the pedagogical implications.

The results of the study show that the English major participants were more motivated to learn the language because of instrumental or utilitarian factors, while the German majors were driven by intrinsic motivation. This implies the utilitarian benefits of learning English as a global lingua franca. Since the linguistic vitality of German has decreased with English becoming a lingua franca in Europe too, mastering English seems to be a more useful language learning goal for Hungarian language learners (Fekete, 2023a, 2023b). Therefore, successful German learners usually display more intrinsic and integrative reasons for mastering the language. In the case of English, international posture associated with instrumental motivation and intercultural communication has become a more dominant motivating factor for English speakers especially in ELF contexts (Fekete, 2018; Yashima, 2009).

I recognised the same pattern regarding the participants' motivation to become a language teacher. While the English majors' choice to teach English only stems from the fact that English was the easiest option for them, German majors picked German because of an inner desire. This result coincides with Fekete's (2023b) finding, which indicates that there is a higher level of motivation to learn English because of its high linguistic and cultural vitality due to its lingua franca status and the globalization of English-speaking cultures and media. In comparison to English, even though German is a very important language in Europe, especially in Hungary

because of the geographical proximity of German-speaking countries, “the linguistic and cultural vitality of German cannot compete with that of English” (Fekete, 2023b, p. 15), because as English has become an omnipresent lingua franca, the linguistic vitality and usefulness of German has decreased in Europe (Fekete, 2023b, p. 15). Fekete claims that compared to German, language learners typically exhibit higher levels of instrumental and integrative motivation when learning English, and my findings show the same tendency.

A common pattern that came up during the analysis was a learner-centred ideal self that characterizes all participants’ motivation, which is in contrast with Kubanyiova’s (2009) finding regarding teachers’ motivation. Marie was the only one displaying integrativeness in her motivation, as she was the only one following German traditions, and seeking opportunities to interact with native speakers. The study also showed that although the participants acknowledge their gaps both in their knowledge as language learners and as language teachers, they do not reflect on this gap when asked about how far they are from their ideal self as English and German speakers and as teachers. This means that they do not recognise the discrepancies between their selves, which results in a lack of motivation to reduce the gap between their actual and ideal self, as proposed by Higgins (1987). This finding is in line with Csizér’s (2021) results pointing out a strong relationship between self-reflection and motivation in teachers. The lack of self-reflection in learning and teaching their L2 was found to be responsible for their limited levels of motivation to improve their L2 learning and teaching skills. The respondents noted a gap in their practical and teaching-related knowledge, meaning that they had difficulties incorporating the practices and knowledge that they had acquired at university into their lessons. They were unable to specify how they were going to overcome this problem.

Another finding implies that the participants’ imagined L2 habitus shows in their speaking and behavioural differences. This finding points out the participants’ lack of self-reflection or self-awareness when it comes to understanding themselves as language learners and teachers. They did not report thinking differently or having a different view of the world probably due to a lack of introspection and retrospection. However, they reported changes in speech, emotions, and behaviours. These include changes in their intonation, feeling more talkative, or using more gestures when using the L2.

This study also raised some pedagogical implications. In order for beginner teachers to develop their teaching competencies, they must first practice self-awareness to notice the gap between what they know, what they should know, and what they want to know regarding language proficiency, teaching methodology, and other practices. During their university years, they

acquired the theoretical background of the teacher profession, and they could try out themselves as teachers in an ideal environment with their peers serving as pupils, but as soon as they start teaching real students, they tend to think that they had learned nothing practical at the university. Therefore, I believe acquainting students with reflective teaching practices or implementing more roleplay-based teaching in seminars on how to deal with certain situations could help the teacher trainees.

7 Limitations and further directions

After implementing my research, I became aware of a few possible limitations that, in my opinion, could be resolved with additional research; therefore, this section also addresses future directions regarding this study.

The main limitation that I faced was the number of participants ($N=4$), which was restricted due to length limitations and feasibility issues. Because of the small number of respondents, I could not make trustworthy generalizations, but with more participants involved, I could get a more precise picture of the researched constructs. In this regard, a mixed methods study with more beginner teachers would grant a more comprehensive understanding of the different constructs and would make further comparisons possible. Another further direction could be a longitudinal study involving the same participants, interviewing them after finishing their one-year teaching practice. A longitudinal approach would shed light on how the participants have evolved both as English/German speakers and teachers, offering an opportunity to examine their motivational selves and identities at the beginning, and at the end of their teaching practice.

8 Magyar tartalmi összefoglaló

A kutatás célja az angol és német tanár szakos hallgatók motivációjának és identitásának vizsgálata volt, amely során négy, utolsó éves, idegen nyelvet tanuló és oktató tanárszakos hallgatóval készítettem interjúkat a Pécsi Tudományegyetemről.

A pályamunkámat egy szakirodalmi áttekintéssel kezdtem, először a motivációs dimenziókra és Dörnyei (2005) motivációs én-rendszerére fókuszálva, ugyanis a motiváció kulcsszerepet játszik a nyelvtanulás sikerében. Gardner kutatásai rámutattak arra, hogy a motiváció több összetevőből áll, mint például a célorientáltság, kitartás és pozitív attitűd, de mivel egy nagyon összetett fogalom, nehéz definiálni. A motiváció természete ugyancsak összetett, ezért beszélhetünk különböző motivációs dimenziókról, mint például a belső és külső motiváció (Deci & Ryan, 1985), ahol a motiváció forrása vagy belső vagy külső, az instrumentális

motiváció (Gardner & Lambert, 1972), ami a nyelvtudással járó előnyökhöz kapcsolódik, és az integratív motiváció (Gardner & Lambert, 1972), amely az idegennyelv kultúrája iránti érdeklődést jelenti, vagy Yashima (2002) által leírt *international posture*, amely az interkulturális partnerekkel való kapcsolatteremtés iránti vágyat jelenti. Dörnyei (2005) viszont egy új, folyamat orientált megközelítést alkalmazott a motiváció kutatásának területén. Az elmélet alapgondolata a pszichológiai elméletek integrálása az idegennyelv elsajátításának területére. Ebben az elméletben Dörnyei bevezette a „lehetséges én” és a „jövőbeli én-vezetők” fogalmát, amelyek az alábbi elemekből állnak: az ideális idegennyelvi-én, a külső idegennyelvi-én, és az idegennyelvtanulási tapasztalat. Ez utóbbi magában foglalja a tanulási környezetet, a társakkal való interakciót, valamint az aktuális ént, a félt ént, és az éndiszkrepancia elvét, amely az aktuális és az ideális vagy külső idegennyelvi-én közötti különbségek csökkentésére ösztönöz, és ezáltal motivál.

Ezután az idegennyelvi identitás szakirodalmát mutattam be, ami szintén kulcsfontosságú szerepet játszik az idegennyelv-tanulásban, bár még kevésbé kutatott terület. Előző elméletekkel ellentétben az identitást immár változó, társadalmilag konstruált, heterogén, összetett és időnként ellentmondásos fogalomként tekintik a kutatók. Kramsch (2009) szerint az új nyelv elsajátítása és használata átalakítja a tanulók gondolatait és érzéseit, ezáltal formálva identitásukat és viselkedésüket, befolyásolva döntéseiket és cselekedeteiket, és végső soron megváltoztatva életüket. Fekete (2023) az idegennyelv elsajátításának átalakító potenciáljára alapozva vezette be az elképzelt idegennyelvi habitus fogalmát, ami magába foglalja, hogy a tanulók miként viselkednek, gondolkodnak és beszélnek másképp az első idegennyelvükön, mint az anyanyelvükön. Mindezek mellett összefoglaltam a „vágy” jelenségét az idegennyelv tanulása során, amit Kramsch (2009) fogalmazott meg Kristeva (1980) *desire* fogalmát alkalmazva, amely a tanulók önmegvalósítás iránti vágyára utal az idegennyelv tanulásán keresztül. A vágyon belül két típust különböztethetünk meg: Az első vágytípus arra utal, hogy mivel a nyelv és a kultúra szorosan összefonódik a nyelvtanulás során (Kramsch, 1998), az idegennyelvet elsajátító tanulók képesek megszabadulni az anyanyelvük nyelvi, társadalmi és kulturális korlátaiktól. A második típus viszont azt írja le, hogy az idegennyelvi tanulók félnek attól, hogy az idegennyelv átalakító potenciálja megbontja meglévő anyanyelvi identitásukat. Fekete (2020) rámutatott arra, hogy a tapasztalatok az idegennyelvtanulási folyamatban befolyásolja azt, melyik vágytípus lesz karakterisztikus a tanulókra.

Mindemellett, a kutatásom témájához releváns tanulmányok mutattam be, amik a motivációs dimenziókat, a motivációs idegennyelvi-én rendszert, és az idegennyelvi, illetve tanári

identitásokat vizsgálták. Az általam bemutatott kutatások közé tartozik Csizér (2021) kutatása, amely során angol nyelvtanárok motivációját vizsgálta, Fekete (2018) doktori disszertációjának kutatása, Fekete (2023b) tanulmánya, ami angol és német idegennyelvet beszélő hallgatók motivációs dimenzióit és tanulási tapasztalatait taglalja, illetve Kubanyiova (2009) tanulmánya, ami angol nyelvtanárok motivációs én-rendszerét vizsgálta. Az identitást kutató releváns tanulmányok között pedig Fekete (2020), (2023a) kutatásait, és Ótott (2023) tanulmányát mutattam be.

Kutatásomban ezeket a konstrukciókat vizsgáltam egy kvalitatív esettanulmány keretei között, amely során az alábbi kutatási kérdésekre kerestem választ:

1. Mi jellemzi a résztvevők aktuális idegennyelvi-, ideális idegennyelvi-, külső és félt idegennyelvi-énjét?
2. Hogyan reflektálnak a résztvevők az aktuális és az ideális vagy a külső idegennyelvi-én közötti eltérésekre?
3. Mi jellemzi a résztvevők idegennyelvi tanulói és tanári identitását?
4. Mi jellemzi a résztvevők belső, külső, instrumentális és integratív motivációját, valamint motivációs intenzitását?

A kutatásra hat, utolsó egyetemi évében lévő idegennyelvi tanárszakost hallgatót hívtam meg. A meghívást végül négyen fogadták el, így összesen két német és magyar tanárszakos hallgatóval, illetve két angol és történelemszakos hallgatóval készítettem interjút. Mivel ezt a tanulmányt a saját tapasztalataim inspirálták, úgy döntöttem, hogy a szaktársaim közreműködésével fogom elvégezni a kutatást, így a résztvevők mindegyike a Pécsi Tudományegyetem tanárszakos hallgatója. A résztvevők kiválasztása során különböző kritériumokat állítottam fel, amelyeknek minden alanyuk kivétel nélkül meg kellett felelnie. Ezek a kritériumok az alábbiak voltak:

1. aktív jogviszony osztatlan tanárképzésben
2. angol vagy német szakos tanulmányok (egy másik, nem nyelvi szak mellett),
3. C1-es szintű nyelvtudás, amelyet a saját nyelvi szakhoz kapcsolódó, belső szervezésű C1 szintű alapvizsga sikeres letételével szereztek meg
4. A tanításmódszertani szigorlat teljesítése, és
5. legalább egy, a nyelvi szakhoz kapcsolódó tanítási gyakorlat teljesítése.

Az interjú során 43 kérdést tettem fel a résztvevőknek, és a válaszaikat Saldana (2013) kódolási manuálja alapján kódoltam, hogy mintákat és egyediségeket találjak a válaszokban. Számomra

nem volt kérdés, hogy az adatgyűjtés eszközeként a személyes interjúztatást választom, mivel a résztvevők személyes és szubjektív véleményére, érzéseire, és tapasztalataikra alapoztam a tanulmányomat (Dörnyei, 2007, p. 38). Habár tisztában vagyok a kvalitatív kutatások gyengeségeivel is, mint például, hogy természetéből adódóan sok résztvevő bevonása nem lehetséges, így általánosítások megállapítására nem alkalmas, mégis úgy gondolom, hogy az interjú során megfelelő mennyiségű információhoz jutottam, ami alapján érdekes és releváns mintázatokat fedezhettem fel. A következőkben ezeket a mintákat, illetve egyediségeket mutatom be.

A résztvevők az ideális tanár-énjüket a diákközpontúsággal azonosították, hangsúlyt helyezve az empátiára, türelemre, tiszteletre és támogatásra, szemben a hagyományos autoriter módszerekkel. A tanárokhöz kötött elvárások kapcsán a résztvevők kiemelték a nyelv magas szintű elsajátítását, az akadémiai követelmények teljesítését és a tanítási gyakorlat eredményes elvégzését. Jövőbeli tanárokként úgy gondolják, a diákok, az igazgató, a kollégák és az egész oktatási rendszer által támasztott elvárásoknak kell majd megfelelniük. A félt én tekintetében a válaszadók fele nem tekintette jelentős problémának a nyelvi vagy akadémiai követelmények teljesítésének elmulasztását, valószínűleg azért, mert már tanulmányaik utolsó évében vannak. Érdekes módon a résztvevők fele a lehetséges hiányosságokat fejlődési lehetőségként látta, azonban egy résztvevő fél a kudartól, ami így bénító hatással van rá.

Amikor arról kérdeztem őket, milyen messze vannak tanárként az ideális tanári énjüktől, a résztvevők kevés vagy semmilyen különbséget nem láttak az aktuális és ideális tanári énjeik között, annak ellenére, hogy korábban említették módszertani kompetenciáik és tapasztalatuk hiányát. Ezzel ellentétben az ideális és aktuális idegennyelvi énjeik közötti különbségre érdemben reflektáltak, és érdekes módon eltérő válaszokat adtak. Két résztvevő úgy gondolja, hogy messze vannak attól a szinttől, ahol angolból, vagy németből szeretnének lenni, egy válaszadó nem érezte magát távolinak attól a szinttől, míg az utolsó résztvevő úgy gondolta, hogy azon a szinten van, ahol lennie kell.

A résztvevők belső motivációja szoros kapcsolatban állt a diákokkal, tükrözve a tanulóközpontú gondolkodásmódot. Azonban csak a német szakos hallgatók mutattak valódi belső motivációt, amikor arról kérdeztem őket, miért választották a tanítást szakmájukként. Három résztvevő csak kis mértékű integratív motivációt mutatott az első idegennyelvükhöz kapcsolódóan, ugyanis kulturális érdeklődésük csak turisztikai látogatásokra korlátozódik, és nem keresnek lehetőséget arra, hogy anyanyelvi beszélőkkel kapcsolatot teremthessenek. Csak egy résztvevő volt ez alól kivétel, aki különböző német hagyományokat követ, és rendszeresen

anyanyelvi beszélőkkel beszélget, de elmondása szerint ez azért van, mert német származású. Az instrumentális motivációt illetően érdekes módon a fizetés nem volt meghatározó tényező, de a munkahelyi stabilitás nagyon fontos számukra. Minden résztvevő arról számolt be, hogy szabadidejében használja az első idegennyelvét, és amikor arról kérdeztem őket, miért fontos számukra a nyelv, az angol szakosok elmondták, hogy manapság elengedhetetlen az angol nyelv ismerete, kiemelve az angol lingua franca természetét.

Az idegennyelvi identitások kutatásához először arra kérdeztem rá, hogyan befolyásolta az első idegennyelv a résztvevők életét. Hárman az idegennyelvi tudás hasznait hangsúlyozták ki, kifejtve, hogy az idegennyelv elsajátítása új kapukat nyitott meg számukra, viszont csak egy német szakos résztvevő számolt be arról, hogy a német nyelv befolyásolja a gondolkodásmódját. Ezt követően több adatot szerettem volna gyűjteni nyelvtanulási útjukról, és annak átalakító potenciáljáról. Amikor arra kérdeztem rá, hogyan beszélnek másképp az anyanyelvükhöz képest, amikor az első idegennyelvükön beszélnek, minden válaszadó beszámolt bizonyos intonációs különbségekről, viszont érdekes módon csak az angol szakosok észleltek viselkedésbeli változásokat az angol nyelv használata során, de válaszaik nagyban különböztek: az egyik angol szakos válaszadó arról számolt be, hogy visszafogottabb, amikor angolul beszél, míg a másik szociálisabbnak, barátságosabbnak érzi magát. Amikor arra kérdeztem rá, hogyan jellemeznék magukat tanárként, a válaszok megoszlottak: két résztvevő pozitív és magabiztos hozzáállással közelítette meg a kérdést, míg két válaszadó azt állította, hogy nem elég magabiztosak, de ugyanakkor megemlítették, hogy motiváltak a fejlődésre. Emellett arra is rákérdeztem, hogy szerintük melyek a legnagyobb kihívások, amelyekkel jövőbeli tanárként szembesülniük kell. Válaszaik között szerepelt az AI használata az órakon, a német nyelv csökkenő presztízse az angollal szemben, ami kevesebb németet tanuló diákot eredményez, valamint az interperszonális kihívások, beleértve a szülőkkel és kollégákkal való interakciót.

Az eredmények azt mutatják, hogy az angol szakos résztvevők külső tényezők, és a nyelv hasznossága miatt voltak motiváltabbak a nyelvtanulásra, míg a német szakosokat belső motiváció vezérelte. Ez az eredmény szintén arra mutat rá, hogy az angolt a lingua franca természete miatt többen választják idegennyelvként. Ugyanezt a mintát figyeltem meg a résztvevők tanári pályaválasztási motivációjánál is. Míg az angol szakosok csupán azért választották az angolt egyetemi szakjukként, mivel az angol nyelv volt számukra a legegyszerűbb opció, a német szakosok belső vágyból választották a németet. A tanulmány azt is kimutatta, hogy bár a résztvevők többsége elismeri hiányosságait mind nyelvtanulóként,

mind tanárként, nem reflektálnak ezekre a hiányokra, amikor arról kérdeztem őket, milyen messze vannak az ideális énjüktől angol- és németbeszélőként, illetve tanárként. Ez azt jelenti, hogy nem ismerik fel az ideális és aktuális idegennyelvi-, illetve tanári-énjük közötti eltéréseket, ami motivációhiányhoz vezethet, hogy a két én közötti rést csökkentse, és így fejlődjenek. Egy másik eredmény alapján a résztvevők elképzelt idegennyelvi habitusa csak a beszédükben és viselkedésbeli különbségekben jelenik meg, ugyanis nem számoltak be arról, hogy másképp gondolkodnának, vagy máshogy látnák a világot, amikor angolul vagy németül beszélnek. Ez valószínűleg az önreflexió hiánya miatt van.

A tanulmány rámutatott arra, hogy a kezdő tanároknak szükségük van önismereti fejlesztésekre, hogy azonosítani tudják a tudásukban és készségeikben lévő hiányosságokat, különösen a nyelvtudás, a módszertan és az osztálytermi gyakorlatok terén. Mivel az egyetemi képzés elméleti alapokat és idealizált tanítási gyakorlatot kínál, sok új tanár felkészületlennek érzi magát a valós kihívásokkal szemben. Ezért reflektív tanítási gyakorlatok beépítését és több szerepjáték-alapú szituáció alkalmazását javasolnám a szemináriumokon, hogy a hallgatók jobban fel tudjanak készülni a váratlan helyzetekre a tanítás során.

A kutatás elvégzése és kiértékelése során korlátozottságokkal is szembesültem, amiket további kutatások elvégzésével lehet orvosolni. A legnagyobb korlátozottságot a résztvevők alacsony száma jelentette, ami miatt nem lehetett általánosítani. Ezt több, más szinten lévő résztvevők bevonásával tudnám kiküszöbölni egy kvantitatív kutatás keretei között. Érdekes lenne továbbá ugyan ennek a négy résztvevőnek a vizsgálata egy év múlva, miután végeztek az egy éves tanítási gyakorlatukkal. A válaszaik összehasonlításával meg lehetne figyelni, hogyan fejlődtek egy év alatt, és hogyan változott a gyakorlat hatására az önreflexiójuk.

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10 Appendix A – Interview Questions – Research Instrument

1. Why did you choose to learn English/German?
2. How long have you been learning English/German?
3. How old were you when you started English/German? Which grade were you in?
4. Where did you start learning this language?
5. What languages do you use in your family?
6. Have you ever been to a native English/German-speaking environment? If yes, for how long?
7. Where are you in English learning now? How do you see your proficiency level?
8. What kinds of language exam certificates do you hold?
9. Can you share a bit about what inspired or motivated you to become a teacher?
10. What drew you specifically to teaching a foreign language as opposed to other subjects?
11. What kind of teacher do you want to become in the future in relation to teacher qualities and characteristics?
12. What kinds of attributes and skills would you like to possess as a teacher?
13. What are you like now as a teacher? How do you see your teacher qualities?
14. What kinds of expectations do you have to meet at your current level in your studies?
15. How do expectations from your family influence your language learning goals?
16. What is expected from you in your studies to achieve in language learning?
17. What is or will be expected from you as a teacher?
18. Who are the people that will have expectations for you to meet as a teacher?
19. What will happen if you cannot meet requirements related to your proficiency level?
20. What will happen if you cannot meet requirements/expectations in your studies?
21. What about the expectations in your teaching? Is there anything you are afraid of?
22. How far are you from where you want to be in English/German as a speaker?
23. How far are you from where you want to be as a(n) English/German teacher?
24. Do you feel like you are not at the level as you should be as a(n) English/German speaker? If yes, what kind of emotions do you feel when you think about or experience this gap?
25. How has the English/German language influenced your life?
26. How do you think differently in English, German and Hungarian?
27. How do you see the world around you differently in the different languages you speak?
28. How do you speak differently when using the English/German language and Hungarian?
29. How do you behave differently when using the English/German language and Hungarian?
30. How would you describe yourself as a teacher in relation to characteristics and teacher qualities?
31. How have you evolved as a teacher since you started to teach?
32. What are some of the biggest challenges you are facing as a future teacher?
33. What aspects of language teaching do you find most fulfilling and why?

34. What aspects of being a(n) English/German speaker do you find most fulfilling and why?
35. What aspects of language teaching do you find most rewarding and why?
36. How do financial incentives, such as salary or job stability influence your motivation to teach languages?
37. Do you like or follow any tradition or custom related to a(n) English/German speaking country? If yes, why and which one?
38. Do you seek out opportunities to interact with – in person or online – native English and German speakers?
39. Would you like to visit or live in a(n) English/German speaking country? Why or why not?
40. Why is it important for you to speak English/German?
41. What do you use English/German for? What activities do you do in English/German?
42. How many hours a week do you learn English/German?
43. What do you do outside the classroom to improve your English/German skills?

11 Appendix B

Pseudonym: Sandra

Age: 25

Majors: German, Hungarian

1. Why did you choose to learn German?

In second grade of elementary school, we could choose between German and English. My mother chose German for several reasons: most people were learning English, so this was more unique; it's easier to learn English after German than the other way around; and we have a neighboring country where this language is spoken. I was able to choose my second language when I went to high school, and it was an obvious choice because alongside German, I also wanted to learn a global language, so I chose English.

2. How long have you been learning German?

In 2007.

3. How old were you when you started German? Which grade were you in?

When I was seven, in second grade.

4. Where did you start learning this language?

In primary school.

5. What languages do you use in your family?

We actively use only Hungarian.

6. Have you ever been to a native German-speaking environment? If yes, for how long?

I spent a week in a German camp in Austria when I was 13, and I spent another week in Germany when I was 15. Besides that, I stayed in Austria for one day on two occasions.

7. Where are you in German learning now? How do you see your proficiency level?

I have a C1 language certificate in German, and I feel that I have mastered the language very well. I occasionally still learn new words when I come across them.

8. What kinds of language exam certificates do you hold?

I have a C1 language certificate in German.

9. Can you share a bit about what inspired or motivated you to become a teacher?

I had teachers whom I considered role models, and I definitely wanted to work with children. Although I would have gladly become a kindergarten or elementary school teacher, as I find it easier to connect with younger children, I lack skills in handcraft. Therefore, teaching was my only option, as it allows me to focus on areas where I excel.

10. What drew you specifically to teaching a foreign language as opposed to other subjects?

My other major is Hungarian, but I chose German as one of my majors because it gave me knowledge where everything is interconnected, and I can have a stable, reliable understanding. I don't need to constantly review things like the correct formation of the past tense when teaching it to students.

11. What kind of teacher do you want to become in the future in relation to teacher qualities and characteristics?

I could list many qualities, but the most important ones are probably these: consistency, being up-to-date, preparedness, and flexibility.

12. What kinds of attributes and skills would you like to possess as a teacher?

I want to be helpful, someone that the students can turn to. I want to be respected and loved.

13. What are you like now as a teacher? How do you see your teacher qualities?

I still haven't fully grasped that I'm no longer a student but am being addressed as "Teacher" and working as a teacher myself. However, I feel that the group practice sessions provided me with the kind of support that helps me stand confidently in front of students without fear

14. What kinds of expectations do you have to meet at your current level in your studies?

I haven't taught a class yet during this teaching practice, but so far, aspects like differentiation, adherence to the RJR model, and utilizing my digital competencies have been important during my practice. Altogether, I have to implement a lot of the things I learned in university into my future lessons.

15. How do expectations from your family influence your language learning goals?

In my family, there were never any different expectations regarding my language learning compared to other subjects; they simply supported me in my goals when they noticed that I found language learning easy.

16. What is expected from you in your studies to achieve in language learning?

I had to master the language, but it is obvious... other than that the terminology played a huge part in the requirements.

17. What is or will be expected from you as a teacher?

It is obviously very important that I should know much more than the students I will be teaching, and I am also expected to acquire specialized terminology during my studies.

18. Who are the people that will have expectations for you to meet as a teacher?

I hold expectations for myself, and now, with the implementation of the performance evaluation system, the leaders of the work community and the principal also have expectations. In addition, the students certainly have their own expectations as well.

19. What will happen if you cannot meet requirements related to your proficiency level?

I don't think it's something that threatens me.

20. What will happen if you cannot meet requirements/expectations in your studies?

Again, I don't think it's relevant for me.

21. What about the expectations in your teaching? Is there anything you are afraid of?

I don't know who, besides the students, would become aware of something. It would be a very uncomfortable situation, if I didn't know something, and I might experience it as a failure. My fear is that I will suddenly freeze while teaching, and something won't come to my mind.

22. How far are you from where you want to be in German as a speaker?

I think I am at the level where I should be.

23. How far are you from where you want to be as a German teacher?

Not far, I think. Of course, I still need practice, but my performance in the short teaching practice was more successful than I expected, so I exceeded my own expectations.

24. Do you feel like you are not at the level as you should be as a German speaker? If yes, what kind of emotions do you feel when you think about or experience this gap?

I think I am at the level where I should be.

25. How has the German language influenced your life?

German is going to be part of my work, so it plays a huge role in my life. It has since I started studying German at the university. I got to know the language, the culture, and the history better. All this knowledge shaped my thinking, I would say.

26. How do you think differently in German and Hungarian?

I mostly think in Hungarian. I only think in German, when I read in German, for example. But I didn't notice any difference.

27. How do you see the world around you differently in the different languages you speak?

There are words and structures that don't even exist in Hungarian, and if I didn't know German, I wouldn't use them at all. I can't think of a specific example right now, but it could

be a type of food or a type of school that we learn about and talk about in German, but there is no equivalent in Hungarian. This expands my worldview.

28. How do you speak differently when using the German language and Hungarian?

I stress the vowels differently when speaking German.

29. How do you behave differently when using the German language and Hungarian?

I am more reserved when speaking German

30. How would you describe yourself as a teacher in relation to characteristics and teacher qualities?

I feel that I can consider myself lucky because children instinctively pay attention to me, although this may also stem from the fact that I have been able to work with supportive groups. I feel confident enough in my knowledge of the German language that during my practice, I no longer need to focus on reviewing the topics but can invest more energy into developing my teaching competencies.

31. How have you evolved as a teacher since you started to teach?

I speak much more confidently in foreign languages during lessons; I don't go in nervously to teach, and I can put together a lesson plan much more easily.

32. What are some of the biggest challenges you are facing as a future teacher? What challenges will you be facing as a teacher after graduation? You can rely on your experiences from your teaching practice, or you can name things you are afraid of but did not happen yet.

One clear challenge is the existence of artificial intelligence, as I have already observed that more students are using it to complete their homework assignments than those who are not. Another challenge is the declining prestige of the German language in favor of English, which results in fewer students choosing German as their first language. After learning English, it becomes much more difficult for them to learn German, and they often opt for Italian, Russian, or French instead.

33. What aspects of language teaching do you find most fulfilling and why?

Being able to open the world for the students.

34. What aspects of being a German speaker do you find most fulfilling and why?

I like that German is a logical language. It may sound strange, but I do feel fulfilled knowing that I know a language that is so rule bounded.

35. What aspects of language teaching do you find most rewarding and why?

The most rewarding part of language teaching is when one can converse in the target language, as this makes the practical benefits of language learning evident.

36. How do financial incentives, such as salary or job stability influence your motivation to teach languages?

When I started my teacher training, teacher salaries were still very low, so I would say that it wasn't an influencing factor; however, I consider job stability to be very important.

37. Do you like or follow any tradition or custom related to a German-speaking country? If yes, why and which one?

No.

38. Do you seek out opportunities to interact with – in person or online – native German speakers?

No.

39. Would you like to visit or live in a German-speaking country? Why or why not?

I would very much enjoy traveling to a German-speaking country, but I can't imagine living in a completely foreign place, far from my family, in a country that is entirely unfamiliar to me.

40. Why is it important for you to speak German?

Because not many people in the world speak Hungarian, and I may need to engage in conversation with non-native Hungarian speakers at any time.

41. What do you use German for? What activities do you do in German?

Aside from studying and teaching, I don't use German for anything else. However, if there is a movie or series that I can't find in Hungarian, I watch it in German.

42. How many hours a week do you learn German?

Apart from the preparation for the classes, I don't learn it anymore.

43. What do you do outside the classroom to improve your German skills?

I listen to music, read books, and watch TV.

12 Appendix C

Pseudonym: Marie

Age: 24

Majors: German, History

1. Why did you choose to learn German?

I have had a connection with German since kindergarten. I attended a German-speaking group, and for some reason, I really liked it and always enjoyed the language classes.

2. How long have you been learning German?

For 21 years.

3. How old were you when you started German? Which grade were you in?

I was three.

4. Where did you start learning this language? (school, at home, etc.)

In kindergarten.

5. What languages do you use in your family?

Only Hungarian.

6. Have you ever been to a German-speaking environment? If yes, for how long?

Yes, a few days during trips.

7. Where are you in German learning now? How do you see your proficiency level?

I will graduate in German from university this year, if everything goes according to plan. Because of this, I speak German at a relatively high level, but I still want to continue improving myself to get as close to a native level as possible.

8. What kinds of language exam certificates do you hold?

A B2 language exam in German, but I took the proficiency exam as well, which equals to a C1 – at least, I think.

9. Can you share a bit about what inspired or motivated you to become a teacher?

I've always enjoyed helping others with their learning, explaining things, and organizing programs, as well as bringing the team together. I enjoyed presenting things to others. Later on, I realized that I wanted to work with children and continue all these activities at a higher level (not just in a tutoring way).

10. What drew you specifically to teaching a foreign language as opposed to other subjects?

German is very dear to me, so it was clear to me that I definitely wanted to carry it on in some form.

11. What kind of teacher do you want to become in the future in relation to teacher qualities and characteristics?

I want to be a teacher who is liked by the children but also respected. A teacher who can set a good example for them, someone they can collaborate with as partners, and through our joint work, we can learn in a way that they enjoy the process.

12. What kinds of attributes and skills would you like to possess as a teacher?

Empathy, patience, understanding, good problem-solving skills, consistency, decisiveness, and love. These come to mind suddenly.

13. What are you like now as a teacher? How do you see your teacher qualities? How about your teaching skills and expertise?

I still have plenty of room to grow in terms of subject knowledge and methodological skills, but this will develop and crystallize gradually over the years. At the moment, I feel enthusiastic about discovering and trying new things, as well as developing myself. I already possess several of these qualities due to my personality, and I strive to work on the others.

14. What kinds of expectations do you have to meet at your current level in your studies?

The expectations of the university and of myself. I need to perform well in the teaching practice.

15. How do expectations from your family influence your language learning goals?

There are no specific expectations from my family towards me. My family supports me in my studies and work.

16. What is expected from you in your studies to achieve in language learning?

To become native-like in German.

17. What is or will be expected from you as a teacher?

To have a reliable knowledge, be fluent, be helpful, teach well.

18. Who are the people that will have expectations for you to meet as a teacher?

Fellow teachers, the current system itself.

19. What will happen if you cannot meet requirements related to your proficiency level?

I try to develop myself to succeed. At first, I might experience it as a bit of a failure, but then I gather my strength and try again.

20. What will happen if you cannot meet requirements/expectations in your studies?

I think it would motivate me to be better. It would make me anxious though.

21. What about the expectations in your teaching? Is there anything you are afraid of?

I have concerns, as I currently lack experience in teaching, but I approach it with the mindset that I will try to perform my tasks to the best of my ability. When a person does something, mistakes can happen, but there is always a solution to be found; the key is not to get discouraged or despair. The more experience someone gains, the less they may fear it.

22. How far are you from where you want to be in German as a speaker?

I am not far from my goal in German.

23. How far are you from where you want to be as a German teacher?

I am making good progress on the path I have set for myself. I am currently happy with where I am, and this will develop over time.

24. Do you feel like you are not at the level as you should be as a German speaker? If yes, what kind of emotions do you feel when you think about or experience this gap?

I still have to develop my language proficiency to achieve my goal, and it fills me with motivation.

25. How has the German language influenced your life?

It is a defining element of my life. It's good that I can speak multiple languages, so I don't feel lost in a foreign country. This way, things can be solved more easily.

26. How do you think differently in German and Hungarian?

I don't think there is any difference.

27. How do you see the world around you differently in the different languages you speak?

I think the same.

28. How do you speak differently when using the German language and Hungarian?

I didn't notice any difference. Maybe the intonation is different.

29. How do you behave differently when using the German language and Hungarian?

The same.

30. How would you describe yourself as a teacher in relation to characteristics and teacher qualities?

In terms of subject-specific and methodological knowledge, I still have a lot to develop, but I feel that I possess the essential qualities I mentioned earlier, and I especially strive to further enhance my consistency and confidence.

31. How have you evolved as a teacher since you started to teach?

Disciplining, or rather creating the appropriate atmosphere, is becoming easier for me. And I structure my lessons differently and organize the material more consciously.

32. What are some of the biggest challenges you are facing as a future teacher?

Although the training was long, I still have many gaps in my practical knowledge. The teaching practice now presents a good opportunity for me to gain more experience. Therefore, I try to spend as much time as possible at the school to get a better insight into things, especially since next year, if all goes well, I will have to do the same independently. I am a bit afraid of the extensive administration, worrying that I might miss something, not do it correctly, or fall behind.

33. What aspects of language teaching do you find most fulfilling and why?

I like working with children, and it feels great teaching them languages, because they open the world for them. With languages they will get plenty of opportunities in life. They will get to know new cultures, new people, etc.

34. What aspects of being a German speaker do you find most fulfilling and why?

That I get to know new people, and that I don't feel so lost in the world. It feels great that the language is not a barrier anymore.

35. What aspects of language teaching do you find most rewarding and why?

I believe teaching languages grants you more job opportunities than other subjects, it is very rewarding in this sense.

36. How do financial incentives, such as salary or job stability influence your motivation to teach languages?

They don't, because this has been a long-time dream of mine, and I don't want to do it for the benefits, but for the experience itself.

37. Do you like or follow any tradition or custom related to a German-speaking country? If yes, why and which one?

I follow some of the traditions of the German culture, because I am of German descent and it is close to my heart. I cook traditional German dishes often, such as Hefenknödel, Schmarren, or Grütze. Other than that, I regularly go to Swabian balls with my family, and we attend the Erntedankfest every autumn.

38. Do you seek out opportunities to interact with – in person or online – native German speakers?

Yes.

39. Would you like to visit or live in a German-speaking country? Why or why not?

Yes, because it offers a very good opportunity for practice and learning.

40. Why is it important for you to speak German?

The motivation for learning German comes from personal desire, but nowadays, knowing the language is essential for getting by because it is necessary for many things.

41. What do you use English for? What do you use German for? What activities do you do in German?

I teach German, speak it, sometimes help with translations, and read in German.

42. How many hours a week do you learn German?

I use it more than I learn it, but now, because of practice, I learn it relatively a lot—between 2 to 4 hours a day.

43. What do you do outside the classroom to improve your German skills?

I watch movies, listen to music, have conversations, and read.

13 Appendix D

Pseudonym: Vera

Age: 24

Majors: English, History

1. Why did you choose to learn English?

They told us in school that English was the easier option, and my parents didn't really speak foreign languages besides Russian so they told me to go with English, because that will give me better options in the future.

2. How long have you been learning English?

Since 3rd grade, so for about 15 years if we also count the ones spent here.

3. How old were you when you started English? Which grade were you in?

I was in 3rd grade, 8 years old.

4. Where did you start learning this language?

In school, my parents weren't sure if we would learn correctly at home with them not understanding the language, but by the time my youngest brother was born(2009) they gathered a lot of English learning material for kids (Disney learning books with DVD-s and such) and they let him watch English baby channels because they knew we would be there to help.

5. What languages do you use in your family?

Only Hungarian, sometimes we speak in English with my youngest brother, but always with a heavy Hungarian accent, in a joking way.

6. Have you ever been to a native English-speaking environment? If yes, for how long?

Not yet.

7. Where are you in English learning now? How do you see your proficiency level?

Sometimes I worry that I'm not even a steady B2...I have no idea honestly.

8. What kinds of language exam certificates do you hold?

I got a B2 certificate in 9th grade, then a C1 in 10th grade, and another B2 along with the "emelt érettségi".

9. Can you share a bit about what inspired or motivated you to become a teacher?

I didn't want to become a teacher, but instead use this degree to get into a masters programme in museum education. I mean, it can be viewed as wanting to be a teacher but instead of teaching in school, I always liked the idea of sharing my knowledge with groups of kids who

are on a trip to the museum where I work. This was my dream, then, as my studies went on I realised that I actually enjoy the school setting as well.

10. What drew you specifically to teaching a foreign language as opposed to other subjects?

I originally wanted to pair history with geography but found that too hard so I had to look for a substitute and English was the easiest option.

11. What kind of teacher do you want to become in the future in relation to teacher qualities and characteristics?

Someone who can keep the peace during lessons but is trusted by students. I'd like to be able to finish all the criteria by the end of the last semester, so my students won't start their further studies with a disadvantage.

12. What kinds of attributes and skills would you like to possess as a teacher?

All the "positive" ones, such as patience.

13. What are you like now as a teacher? How do you see your teacher qualities? How about your teaching skills and expertise?

Inexperienced, mostly. I still don't know how to act with students, though it is a lot easier with younger ones. I had a bad time during my teaching practice in Babits, my students did not respect me at all and sometimes I still fear the same thing happening. I also could not practice teaching grammar in Deák, because during my part of the group practice we only had vocab to learn, so I feel like I'm at a serious disadvantage to the others.

14. What kinds of expectations do you have to meet at your current level in your studies?

I have to fit in during my teaching practice. If I can manage to feel like I'm really one of the teachers there, then I probably did a good enough job.

15. How do expectations from your family influence your language learning goals?

Not really, at least not with my English studies. I did have to choose German as a second foreign language because of them, after which I suffered for 4 years and could not master it at all. They probably learned their lesson though, because my youngest brother could choose Spanish instead, which he loves.

16. What is expected from you in your studies to achieve in language learning?

If we're talking about university, probably native level language use, which is absurd in my opinion. I only had good experiences during my trainings in schools though, they told me what to really focus on in order to become a good teacher. After the talks I had in different schools, I feel more and more like we're not trained to become teachers, but professors, which is bad.

17. What is or will be expected from you as a teacher?

To help my students understand the subject, but also grab their attention enough for them to feel like they want to know more, possibly learning on their own.

18. Who are the people that will have expectations for you to meet as a teacher?

My colleagues, because we have to work together. The students, because they need the subjects for their further studies. The parents, because I'm the one preparing their children for the future.

19. What will happen if you cannot meet requirements related to your proficiency level?

After taking the complex exam, I am not that worried about the university anymore. I was anxious before because of it. But I still need to practice.

20. What will happen if you cannot meet requirements/expectations in your studies?

I would be very anxious.

21. What about the expectations in your teaching? Is there anything you are afraid of?

I feel like the further I get from the university setting, the more confident I feel. Lessons are not at all stressful like our professors showed them to be, you don't actually need to search for hours just to gather "fun enough" resources.

22. How far are you from where you want to be in English as a speaker?

Very far and it frustrates me a lot.

23. How far are you from where you want to be as an English teacher?

I feel like I'm doing great. I only chose to stay in the programme as long as I can so I'll have a higher degree, but I would much rather teach younger students than high schoolers.

24. Do you feel like you are not at the level as you should be as an English speaker? If yes, what kind of emotions do you feel when you think about or experience this gap?

Mostly frustration, like I could have done more to learn, because it's a lot harder now.

25. How has the English language influenced your life?

It opened new doors, helping me relax mostly. I feel like I'm still learning something new even if I'm only reading a book in English.

26. How do you think differently in English and Hungarian?

When I think in English, I always imagine an audience, probably because I almost never use it besides formal settings.

27. How do you see the world around you differently in the different languages you speak?

I don't really see it differently.

28. How do you speak differently when using the English language and Hungarian?

I speak in a lower voice in English, and much slower than in Hungarian.

29. How do you behave differently when using the English language and Hungarian?

I don't know, I never really thought about this. I probably use more hand gestures while speaking English.

30. How would you describe yourself as a teacher in relation to characteristics and teacher qualities?

I would say I am a beginner, and it shows on all levels. I'm not confident enough, and it pulls back all my abilities.

31. How have you evolved as a teacher since you started to teach?

I am not so scared anymore, leaving the professors behind definitely helped. I feel like all I needed were real teachers like I will be.

32. What are some of the biggest challenges you are facing as a future teacher?

I have to step out of the academic bubble, which will not be hard. I'm still worried about interacting with parents, as we did not learn anything about that.

33. What aspects of language teaching do you find most fulfilling and why?

Showing my students stuff that they find interesting enough to look up on their own. I have lots of video games and books for example that I plan on suggesting to them.

34. What aspects of being an English speaker do you find most fulfilling and why?

Being able to read in another language gives me the feeling of freedom.

35. What aspects of language teaching do you find most rewarding and why?

The interest of my students. When they won't let me leave the room after a history lesson for example, because they have so many questions.

36. How do financial incentives, such as salary or job stability influence your motivation to teach languages?

I am of course scared of not being able to find a job, that is probably the only thing that keeps me up at night nowadays, but I'm not afraid of not earning enough, because I'm not alone.

37. Do you like or follow any tradition or custom related to an English-speaking country? If yes, why and which one?

No, I don't.

38. Do you seek out opportunities to interact with – in person or online – native English speakers?

Not really, most communities can get toxic pretty quick, so I'm mostly a silent observer.

39. Would you like to visit or live in an English-speaking country? Why or why not?

Only as a tourist, I'm interested in food, museums and nature, but I don't know if I'll ever be brave enough to move.

40. Why is it important for you to speak English?

To not feel locked in, I can get information from different sources this way.

41. What do you use English for? What activities do you do in English?

I read, play games and teach.

42. How many hours a week do you learn English?

Apart from university, not really, sometimes I look up things that I'm not sure about.

43. What do you do outside the classroom to improve your English skills?

Read and play, those are the most effective ways for me. Social media is also good, just not for academic language use.

14 Appendix E

Pseudonym: John

Age: 24

Majors: English, History

1. Why did you choose to learn English?

Because it is one of the most popular languages of the world.

2. How long have you been learning English?

Approximately 15 years

3. How old were you when you started English? Which grade were you in?

I was 10, in 4th grade

4. Where did you start learning this language? (school, at home, etc.)

I started learning English in primary school

5. What languages do you use in your family?

Hungarian

6. Have you ever been to a native English-speaking environment? If yes, for how long?

Not yet

7. Where are you in English learning now? How do you see your proficiency level?

According to my studies, I'm at C1 level

8. What kinds of language exam certificates do you hold?

I have a B2 language exam, from 10 years ago.

9. Can you share a bit about what inspired or motivated you to become a teacher?

I've always wanted to be a teacher. I really liked the atmosphere of the school, the whole system. I liked the schedule, the breaks, I like to know early where am I going to be in six months time for example, and the school system gives you that.

10. What drew you specifically to teaching a foreign language as opposed to other subjects?

I teach history as well, but I wasn't really motivated to teach English. It was the only other subject I was good at at the time I had to apply for University.

11. What kind of teacher do you want to become in the future in relation to teacher qualities and characteristics?

I would like to be strict but not so strict, I would like to be popular, I don't want to be that kind of teacher that all the students hate. I think I will try to find a way when I'm friendly, but at the same time, efficient. And I will also try to work on improving my knowledge.

12. What kinds of attributes and skills would you like to possess as a teacher?

I would like to be more professional, now It takes me some time to prepare for a lesson, I would like to be better at that.

13. What are you like now as a teacher? How do you see your teacher qualities? How about your teaching skills and expertise?

Now I'm a newbie. I'm trying my best, and it's working for me, but as I said earlier, it takes me a lot of time to prepare for lessons, and I want to improve that. I think my personality is suitable for teaching.

14. What kinds of expectations do you have to meet at your current level in your studies?

I have to do the one year teaching practice, and take the complex exam.

15. How do expectations from your family influence your language learning goals?

I'm 24 now and my family leaves that question to me. They did not go to university, they do not fully understand the system. They believe in me and help me in any way they can.

16. What is expected from you in your studies to achieve in language learning?

I have to pass the proficiency test. And I passed it.

17. What is or will be expected from you as a teacher?

In my school, they expect me to come prepared for the lessons, arrive on time, 15 minutes before the lesson starts. Just basic things.

18. Who are the people that will have expectations for you to meet as a teacher?

My students, my mentor and principal.

19. What will happen if you cannot meet requirements related to your proficiency level?

I'm not afraid of not meeting the requirements but I would like to be better, and I'm working on it.

20. What will happen if you cannot meet requirements/expectations in your studies?

I'm not worried about that.

21. What about the expectations in your teaching? Is there anything you are afraid of?

I would like to be better, but there is nothing in particular that comes into my mind.

22. How far are you from where you want to be in English as a speaker?

I would like to achieve a native like level in English. I think it does not take too much to achieve a B2 or a C1 level. The hard part comes after that, for example from C1 to C2, I think I'm far away from native like proficiency.

23. How far are you from where you want to be as an English teacher?

I am getting there. I think after some practice I can achieve my goal.

24. Do you feel like you are not at the level as you should be as an English speaker? If yes, what kind of emotions do you feel when you think about or experience this gap?

I think I could be better, and that is why I chose to work in a primary school. Teaching made me feel better about that, because I could see that the material I'm using is way too easy for me.

25. How has the English language influenced your life?

Speaking English opened many doors for me, I used to be able to watch or read content made by only 10 million Hungarians, now I'm able to consume content created by hundreds of million people.

26. How do you think differently in English and Hungarian?

I usually think in Hungarian, and that is and will be my native language forever.

27. How do you see the world around you differently in the different languages you speak?

I don't see it any differently.

28. How do you speak differently when using the English language and Hungarian?

I don't have a wide range of vocabulary in English. Sometimes I have to describe things, or I have to find another word.

29. How do you behave differently when using the English language and Hungarian?

In English, I'm more sociable, it's easier for me to talk to strangers in English.

30. How would you describe yourself as a teacher in relation to characteristics and teacher qualities?

I'm patient, emphatic, funny, well-prepared, enthusiastic and appropriately strict.

31. How have you evolved as a teacher since you started to teach?

I've been only teaching for 2 weeks, so I cannot really answer this question. I don't see much difference since the group teaching practice.

32. What are some of the biggest challenges you are facing as a future teacher?

One of the biggest challenges is working with other teachers, I did not expect this to be so difficult. Some of them are friendly, but some teachers just envy you and try to make things harder for you.

33. What aspects of language teaching do you find most fulfilling and why?

I liked that in language teaching you can use a wide range of materials. I can use different kind of stories, books, movies, games. We can talk about jobs, illnesses, basically every aspect of life. It makes it easier and more enjoyable both for the students and the children.

34. What aspects of being an English speaker do you find most fulfilling and why?

Just as I said before, I like that I have access to lot more content.

35. What aspects of language teaching do you find most rewarding and why?

When I see students progressing.

36. How do financial incentives, such as salary or job stability influence your motivation to teach languages?

I'm not satisfied with the salary, but I would like to be a teacher no matter what. I like that teaching is a stable job, it's a very important factor for me.

37. Do you like or follow any tradition or custom related to an English-speaking country? If yes, why and which one?

I like Halloween, but I'm not really into these traditions.

38. Do you seek out opportunities to interact with – in person or online – native English speakers?

No.

39. Would you like to visit or live in a(n) English speaking country? Why or why not?

I would like to visit the USA, but I'm not sure whether I want to live there or not.

40. Why is it important for you to speak English?

I could not imagine my life without it. I would like to read and watch more content, and everything is in English now.

41. What do you use English for? What activities do you do in English?

I read or watch videos or films in English.

42. How many hours a week do you learn English?

I don't learn it anymore.

43. What do you do outside the classroom to improve your English skills?

Watch videos, read articles, books in English.