INVESTIGATING THE PERCEIVED EFFECTS OF STARTING A SECOND FL ON HUNGARIAN EFL LEARNERS

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Abstract: Learning a foreign language (FL) in itself is emotionally challenging for learners demanding substantial motivation on their behalf. Learning two FLs in parallel might only increase the number of obstacles to overcome. The present qualitative research aims at discovering the possible effects of starting a new FL on 18-19-year-old Hungarian English as a Foreign Language (EFL) students. The data analysis revealed that the introduction of a second foreign language (FL2) did have an impact on students' EFL learning in most cases and resulted in changes in their language learning motivation and emotions towards their FLs. Based on students' attitudes these changes were identified as four different emerging themes. Overall, it may be stated that students' language learning motivation and emotions seemingly depended on their previous EFL learning experiences and on their reception of the FL2. It can be concluded that none of the students mentioned that they had managed to acquire both FLs at a desired level before the data collection, and none of them described the same positive attitude towards learning the two FLs.

Keywords: emotions, motivation, EFL learning, FL1, FL2

1 Introduction

As speaking English has grown to be just as basic a skill as reading or writing in the globalised world, it has received special attention in education as well. However, unsuccessful EFL learning might still be a problematic phenomenon, and it needs to be addressed by further research (Csizér et al., 2010; Graddol, 2006). Just as learning a FL might affect the degree of success achieved in the subsequently learned FLs (Pimsleur et al., 1962), the starting of a new FL might be one of the many factors that influence the learning of a previously started one. Therefore, this research focuses on the effects of starting a FL2 with special regard to emotions and language learning motivation. It might be worth examining whether one of the two FLs make an impact on the learning processes of the other, as learning in both cases takes place in the same educational context in which students are affected in many ways, their emotions and language learning motivations being only two of these factors. Examining these aspects might provide an answer for what leads to students preferring one FL over another, or on the contrary, why they succeed in both of them.

By analysing the collected data, the present research attempts to provide an answer to whether starting to learn a FL2 has an influence on the emotions or the perception of emotions about learning English, the first FL (FL1) of the participants, and if yes, what changes take place. The research furthermore investigates how students' earlier EFL learning experiences determine

their later FL learning when a new FL is introduced to their curricula parallel with their later EFL learning experiences. As there seems to be a research gap regarding this topic (Pimsleur et al., 1962), the study would be relevant in understanding the problems and difficulties of the emotional and language learning motivational correlates of learning a FL2. Overall, the paper aims at providing additional information and offers new perspectives on this more and more popular area of research in the field of applied linguistics.

2 Theoretical background

2.1 Emotions

The role of emotions and language learning motivation in language learning and in education in general has been widely and long recognized. Numerous authors mention, however, the low number of studies on the role of emotions in education (Pekrun & Linnenbrink-Garcia, 2014; Schutz & Pekrun, 2007). This is not in line with the fact that the classroom as a place to experience emotions has been considered to be of paramount importance in learning (Pekrun et al., 2007). The amount of time spent in school and the experiences gained there become defining not only in all areas of students' lives at school age, but they remain influential after leaving school.

Emotions can be defined as "affective experiences that are directly tied to language learning activities and resulting learning outcomes, a dynamic process which is determined by appraisals of socio-culturally shaped L2 learning tasks" (Shao et al., 2019, p. 2). It has been pointed out that emotions are able to act as driving forces and can trigger great development regarding personal growth as well as learning outcomes (Dewaele, 2015; Pekrun et al., 2017). Consequently, experiencing emotions can have negative or positive impacts on students' performance in school or in their private lives. At the same time, the issue of the effect of positive-negative emotions is much more complex and nuanced than this, as unpleasant emotions might lead students toward avoiding failure or other disadvantageous situations (Pekrun, 2011).

A kind of duality can be discovered between the importance of the role of teachers and the extent to which they are aware of this. Their influence is to be emphasized as they set examples and provide a good source of inspiration about their subjects, or at best learning in general:

> […] passion and excitement are the most elusive because teachers receive little or no training in the principles of affect and learning. If they succeed at inspiring excitement about the course content, the motivational benefits should extend far beyond the course itself. If they fail, however, the ensuing negative emotions, such as anxiety or boredom, can quickly undermine motivation and the will to remain in the class. (Pekrun & Linnenbrink-Garcia, 2014, p. 1)

It can be seen that teachers can have an impact both on students' educational success and on other parts of their lives, and in the absence of the awareness of the influencing factors of

students' emotions, the very different effects teachers may have on students might go unnoticed. The influence of teachers on students can range across a wide spectrum, resulting in both success and failure stories. The emotions generated by teachers, may they be of any nature, interact with language learning motivation, which is closely related to the quality of learning achievements.

2.1.1   Object focus of emotions

According to Pekrun (2006), emotions can be distinguished and categorised based on what they are focused on. Identifying them according to their object focus is of paramount importance because it makes it possible to measure the origin and trigger of students' emotions, which might enable the right interpretation and management of them. Pekrun and Linnenbrink-Garcia (2014) identified four different categories into which emotions related to education can be classified, these are achievement emotions, topic emotions, epistemic emotions, and social emotions. They emphasise that the examination of achievement emotions does not provide a complete picture in connection with emotions in education and that the use of the previously introduced three additional categories is essential. Additionally, they suggest emotions from outside the classroom, called incidental emotions, should also be considered.

These emotions are significant in learning and have an influential force on students' achievements as well as the level of success in teaching (Dewaele, 2015; Pekrun et al., 2017). For this very reason, it is essential that teachers identify and deal with these feelings properly either by relying on their studies or by their own emotional experiences. Teachers have to be prepared to deal with both positive and negative emotions, as it seems inevitable that students will sometimes develop negative emotions, for example, as a result of exam situations.

2.2 Language learning motivation

The process of language learning and the motivation required for it are different from the ones essential for learning other subjects in schools (Lamb et al., 2019). Language learning can be a process that requires patience and consistent perseverance on the part of students, with a number of difficult transition periods and failures that make it challenging to maintain the motivated state. Schools often base language learning on previously acquired knowledge or use skills that presuppose a certain level of development. Lamb and colleagues (2019) pointed out that the process of language learning already presupposes certain competencies and that the FL itself that is being learned may involve specific challenging aspects in itself. Challenging factors can, of course, also depend on students' individual differences.

The process by which students acquire FLs at a more and more proficient level, the process of overcoming the obstacles inherent in this development, and the process of acquiring the set of skills needed for all of this to happen is influenced by, among many other factors, language learning motivation. Deci and Ryan (1985) wrote about the study of motivation as "the exploration of the energization and direction of behaviour" (p. 3). Furthermore, they pointed out that motivation research examines the possible causes of a particular behaviour, which is exactly the thinking that provided the basic idea of the present research topic, as it seeks to explore the factors behind a phenomenon and attempts to provide answers to the causes of the behaviour seen

in the phenomenon in question. Therefore, the present research is also guided by this type of investigation and approach.

2.2.1   The socio-educational model

Gardner (2006) suggested that instead of using a very specific definition for motivation, motivated individuals should be identified based on the following qualities in the context of the given situation: "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)" (p. 2). Lambert (1955) proposed that in the process of learning foreign or second languages the learner has to overcome numerous difficult stages and called these a series of barriers. He marked the vocabulary barrier as the easiest and the cultural barrier as the most demanding one of such barriers, indicating that native-like skills, proficiency and partial identification with the language community are inherent in the latter. He later distinguished two different reasons that may underlie the fact that students are able to master the second language at the highest level on the indicated scale. These two reasons were instrumental and integrative ones.

According to Gardner (1985), individuals exhibiting integrative motivation show interest in a specific language community, they approach it with positive feelings, perhaps even associating desirable values with the members of this community, and they feel the urge to engage in social interaction with them. The instrumental counterpart of this motivation is defined as the motivation that is aimed at acquiring a language to gain practical advantages (e.g., for being hired for a position).

In the case of the comparative analysis of students' earlier and later motivations, the use of the socio-educational model might raise the possibility of only a semi-satisfactory mapping and might not provide adequate reasons for any change taking place. The socio-educational model might not be able to map and discuss the background of such behaviours that, for example, motivate a student to avoid momentary bad experiences and failures, or to enhance their egos. Integrative and instrumental orientations might not cover every behavioural pattern fully in the case of younger learners who might tend to report less complex, more short-term goals about language learning – if they have any at all in mind. Elementary, or younger students' short-term goals might be for example passing a test, earning a reward or avoiding punishment in a situation in the first place. Focusing on and understanding the consequences of their learning choices and behaviour might be realised later for some of them when they decide what subjects they want to learn in a higher number of hours, which subjects to graduate from and at what level, and finally, towards the end of their high school studies, what decision to make about their further education. Making these decisions requires thinking ahead and considering such aspects as their ideas about the desirable profession they want to pursue and the necessary skills they have to acquire or improve in order for that. At this point, instrumental or integrative motivation may arise, which may encourage them to acquire the knowledge necessary to achieve the goals already defined and set and to recognize certain values that they wish to embrace. Hallenbeck and Fleming (2011) suggest that elementary school age students might require long-term goals to be broken down for them to smaller sections and that for the completion of larger and more time-consuming tasks, smaller steps are essential to be taken. With careful consideration and examination of all of these factors, the use of Comanaru and Noels' (2009) self-determination theory might seem to be a

preferable choice to examine the motivation the participants felt during the earlier years of their language learning, when they were also at a considerably younger age.

2.2.2   Self-determination theory

According to Deci and Ryan (1985), "self-determination is a quality of human functioning that involves the experience of choice, in other words, the experience of an internal perceived locus of causality" (p. 38). Using this theory as a basis, Noels (2001) explained the positive effects of the internalization of language learning regulation into language learners' self-concepts. Intrinsic motivation is typically fuelled by a student's personal interest in a given field or topic and as described by Deci and Ryan (1985), the resulting activity performed might be continued and the motivated state might be maintained without external reinforcement, rewards or expected other benefits. In terms of FL learning, this is welcomed as students' participation in learning becomes voluntary and active and is accompanied by numerous positive emotions such as enthusiasm, excitement and willingness, to mention just a few.

In contrast, extrinsic motivation can be broken down into several subcategories based on how much students feel in control of their own learning process and how much it is influenced more by some external factor. These subtypes are external regulation, introjected regulation, identified regulation and integrated regulation (Comanaru & Noels, 2009). The definitions of these concepts are presented in Table 2 below.

Examining the necessary conditions for successful learning in the light of self-determination theory, it is necessary to mention that students should not be left to rely solely on their internal strength to maintain enthusiasm, but should also be supported from the outside. This process means the support of "the learner's sense of competence, autonomy, and relatedness" (Comanaru & Noels, 2009, p. 135). Comanaru and Noels (2009) called attention to the fact that this also supports the development of intrinsic motivation as well as self-determined extrinsic motivation. Moreover, the three factors mentioned above are necessary and of fundamental importance for balanced mental development and functioning from a psychological point of view.

The present study attempts to examine as many influential aspects as possible when it comes to mapping the emotional and motivational background of learning different FLs as well as the effect of starting a new one after learning English previously. Additionally, further attempts are made to understand if emotional and motivational factors contribute to successful FL learning and if yes, in what way. During this comparison it might be possible to discover the motivational and emotional differences in the two learning processes and by obtaining this information, perhaps more attention and effort can be devoted to filling in the gaps in the learning process of the FL1 as well.

Based on the theoretical framework and after considering the research goals the research question can be formulated as follows:

(1) How does starting to learn a FL2 affect students' initial self-reported emotions and motivation about learning English, the FL1 of the participants?

3 Method

In order to gain insight into the relationships between EFL students' emotions, language learning motivations and FL preferences, the qualitative research paradigm was used and an interview study was conducted. The purpose of using semi-structured interviews was to reveal as many influencing factors as possible through the exploration of the personal experiences of the interviewees. In the following sections, a detailed description of the interviewees will be given and the creation of the instrument and the data collection procedures will be described.

3.1 Participants

Altogether eleven participants took part in the study, eight females and three males, whose basic data are presented in Table 1. Seven interviewees were 18 at the time of the interview and four were 19. Eight students were attending high school and were in the 12th, graduating year of their studies at the time of the interviews, two of them had already graduated and enrolled in further courses and trainings, and one participant was working as an au pair abroad. The FL1 of the interviewees was English with only one exception where it was German instead. Although English as a FL1 was a basic requirement in the selection of interview candidates, one exception was made as the participant met the basic research objectives. The interview with this exceptional student was conducted and the data was used because even though her FL1 was not English but German, the main focus of the research was centred around the impact of starting a new foreign language after previous EFL studies. It might be possible that her experiences may differ somewhat from the experiences of those whose first foreign language was English, but numerous similar phenomena can be discovered in her case as well, and the differences provide opportunity to examine specific and unique cases, providing insights as to whether a similar study on English as a FL2 would be worth conducting in the future.

Pseudonym	Gender	Age	FL1	FL2	FL1 and FL2 parallel
Csongor	m	18	English, 9 years	Italian, 4 years	4 years
Péter	m	18	English, 9 years	Italian, 4 years	4 years
Emese	f	18	English, 9 years	Italian, 4 years	4 years
Lilla	f	18	English, 8 years	Italian, 2 years	2 years
Réka	f	18	English, 9 years	Italian, 4 years	4 years
Júlia	f	19	English, 12 years	Spanish, 4 years	4 years
Petra	f	18	English, 8 years	Italian, 4 years	4 years
Adél	f	18	German, 8 years	English, 6 years	*
Balázs	m	18	English, 9 years	Italian, 4 years	4 years
Tímea	f	19	English, 8 years	German, 4 years	4 years
Krisztina	f	19	English, 10 years	Italian, 4 years	4 years

*Her FL1 was German, FL2 was English and FL3 was Italian.

Table 1. Participants

3.2 Instrument

The interview guide was developed after a thorough consideration of the language learning motivation and emotion related theories presented earlier. The questions were formulated with the purpose of targeting students' emotions and language learning motivation in connection with their FL studies. The interview guide consisted of three large units highlighting personal experiences first from the time when only English, the participants' FL1, was learnt, then continuing with the second section focusing on their impressions in connection with the FL2, and the closing part investigating experiences with English from the time the FL2 was already started. The interview guide included 9 main questions and their sub-questions. The guide was formulated in order to learn about the influences that the start of the interviewees' FL2 had on the emotions and language motivation perceived in connection with the first one. The interview guide was piloted, and subtle changes were made to target previous experiences as well the contrast between learning different FLs. After the changes had been finalised, a second pilot interview was conducted, and as it was revealed that no further changes were necessary, this second pilot interview was kept and included in the research. The interview guide was not changed after this. The final version is to be found in Appendix A in English and in Appendix B in Hungarian.

3.3 Procedure

The information about the present research and the call for potential interviewees was advertised through social media platforms. In the description of the research, the indicated aim was to identify students' emotions and motivation related to learning English. It was a basic criterion for students to attend 11 or 12 grades in school as in some schools English is learnt exclusively until the 11th grade. Older high school students were deliberately selected in order to collect established opinion and experiences in connection with starting another FL after English. The description also included the condition of English as the FL1. Application and participation were voluntary, and participants were assured about their anonymity in the research.

Given the restrictions and safety requirements associated with COVID-19, the interviews were conducted online using Zoom as the platform. Zoom was chosen as the platform offers the possibility of voice recording during the conversations. The participants were allowed to choose a convenient time for the interview, and they were sent the link to the call through which they could join. No other preparation was required on their part. Participants were first read the information at the beginning of the interview guide, which indicated the purpose of the research, introduced the researcher, and assured the confidentiality of the identity of the participants and any personal data. At the end of the introduction, participants were asked for their permission to record the sound for later analysis. The interview was conducted in the native language of the participants, Hungarian, in order for the students to express themselves as accurately as possible.

Code	Definition
Achievement emotions	"Emotions that relate to activities or outcomes that are judged according to competence-related standards of quality" (Pekrun & Linnenbrink-Garcia, 2014, p. 4).
Epistemic emotions	Emotions that "can be caused by cognitive qualities of task information and of the processing of such information" (Pekrun & Linnenbrink-Garcia, 2014, p. 4).
Topic emotions	These emotions may be related to the topics that are addressed in the curriculum and to which students are personally connected, such as historical or political ones. These evoked emotions are not necessarily related to the act of learning, but at the same time, they can have a retroactive effect on it, in terms of success and efficiency (Ainley, 2007).
Social emotions	Emotions that "include both social achievement emotions, such as admiration, envy, contempt, or empathy related to the success and failure of others, as well as nonachievement emotions, such as love or hate in the relationships with classmates or teachers" (Pekrun & Linnenbrink-Garcia, 2014, p. 5).
Incidental emotions	Emotions that can be traced to sources outside the school environment, not inside. Incidental emotions and moods are not associated primarily with school-related activities but have an impact on them. They can also increase the risk of learning failure or a low willingness to actively participate in the class (Pekrun & Linnenbrink-Garcia, 2014).
Intrinsic type of self-regulated motivation	It is typically fueled by a student's personal interest in a given field or topic and the resulting activity performed might be continued and the motivated state might be maintained without external reinforcement, rewards or expected other benefits (Deci & Ryan, 1985).
External regulation type of self-regulated motivation	It is motivated by the students' intentions to elicit positive consequences, such as winning some kind of reward or to be praised, or, on the contrary, to avoid negative outcomes, such as punishment (Comanaru & Noels, 2009).
Introjected type of self-regulated motivation	"When one carries out an activity in order to temper internal pressures, particularly a sense of guilt, or for ego enhancement" (Comanaru & Noels, 2009, p.134).
Identified type of self-regulated motivation	Identified regulation applies to an activity that is performed for personal reasons and purposes (Comanaru & Noels, 2009).
Integrated type of self-regulated motivation	It is felt when the individual has already fully embraced the learning process, and the goals associated with it already have an impact on an area of his or her life (Comanaru & Noels, 2009).
Instrumental type of motivation	It is defined as the motivation that is aimed at acquiring a language to gain practical advantages from (e.g., for being hired for a position) (Gardner, 1985).
Integrative type of motivation	Individuals exhibiting this type of motivation show interest in a specific language community, they approach them with positive feelings, perhaps they even associate desirable values with the members of this community, and they feel the urge to engage in social interaction with them (Gardner, 1985).
Competence	When learners feel that they possess the skills and pre-requisite knowledge needed to perform a task or activity (meaning they are "competent" to do so) (Comanaru & Noels, 2009, p. 135).
Autonomy	A sense of autonomy is when students feel that they voluntarily participate in a learning activity without any external pressure and that learning is done of their own free will and for their own pleasure (Comanaru & Noels, 2009).
Relatedness	"A sense of warmth, security, and connection between the learner and other people in that social context" (Comanaru & Noels, 2009, p. 135).

Table 2. Codes used in the deductive analysis

3.4 Data analysis

The data analysis first began with the transcription of all 11 interviews with the use of an internet software, Vocalmatic. The transcribed interviews were theme coded following the theoretical views of Pekrun and Linnenbrink-Garcia (2014), Comanaru and Noels (2009) and Gardner (2019). The types of emotions and motivations presented in the literature review were identified in the texts. As the interview questions were already sectioned into three different parts examining different periods of students' lives, their different FLs and different experiences, accordingly three sections were made for the analysis as well. These were the period of learning English as an only FL, the period of learning the FL2, and thirdly the period of learning two FLs in parallel. Following the chronological order of students' experiences, the participants were first grouped according to their first English learning experiences from the time when they had not started learning their subsequent FL. This provided a starting point as the scope of the present research was to discover the different impacts of starting a new FL after learning EFL, and it was presumed that students with different former experiences would react differently to the introduction of a new FL and therefore, would be less or more successful in learning it. The comparison of data was guided by this sectioning so that the relationships needed to answer the research questions could be explored. The data analysis was approached in a deductive manner as described by Howitt (2019). Fifteen categories were established before the start of the analysis based on the chosen theories of Pekrun and Linnenbrink-Garcia (2014), Comanaru and Noels (2009) and Gardner (2019); these categories are to be found in Table 2. The transcribed interviews were coded using these pre-established categories and each code was assigned a colour. The texts were highlighted accordingly when one of the categories appeared. The pattern and the relationship of the codes were analysed until common patterns could be discovered. These were highlighted as frequently emerging themes.

The steps taken to ensure the reliability and validity of the research were based on the guidance provided by Howitt (2019). During the analysis, the patterns and themes were thoroughly examined regarding their consistency and their frequency, making sure the coded fifteen categories could be discovered multiple times and that they were consistent with other pieces of information in the interviews. The interview guide was piloted before starting the actual data collection. Changes in the interview guide were carried out based on the piloting process. Interviewees were ensured they would have access to the audio files and the transcribed interviews if requested in order for them to be able to verify the authenticity of the documentation. Data collection was thoroughly documented in order to establish an audit trail.

4 Results and discussion

The results can be linked to the literature review, and they were interpreted according to the concepts presented in it. As part of the deductive analysis, the theoretical background served as a basis for contextualizing and interpreting what was discovered during the analysis. The presentation of the analysis is divided into three different parts, starting with the participants' earlier EFL learning experiences from the time when they had not started their subsequent FL. This period provided the basis for the categorisation of the students, who were grouped into three different categories according to whether they had positive, negative, or mixed experiences. In

the second section, the students' experiences are presented about their subsequent FL, and the results here are compared to their previous EFL learning experiences. Thirdly, the interviewees' answers in connection with EFL learning from the time when they learned the two FLs parallel are analysed and compared to all their other experiences mentioned in the interview. The initial grouping was kept throughout the whole analysis. The categories of positive, negative and mixed experiences were determined based on how the students described these periods in their FL learning. In cases when positive characteristics were not mentioned and there was no reference to positive emotions, the experiences were recorded as negative, when negative characteristics and feelings were not mentioned, the experiences were recorded as positive, and when both occurred, they were registered as mixed.

4.1 Experiences of learning English as a FL1

Participants/11	Experiences
6	Negative
3	Mixed
2	Positive

Table 3. Experiences of learning English as a FL1

Five of the six students who indicated that that their English studies were mainly determined by negative emotions when they had not yet started their next FL recalled bad experiences related to their relationships with their elementary school teachers. One participant, Tímea, who mentioned positive experiences from this period of EFL learning overall, also reported negative social emotions in connection with her teacher. This experience, however, led to her greater sense of being motivated and resulted in positive emotions in the end; therefore, her case is discussed separately below. The students and their experiences are presented in Table 3.

The negative emotions related to teachers experienced by interviewees having either negative or mixed experiences were identified as negative social emotions. Balázs mentioned that "in elementary school, our teacher was the school's most dreaded teacher" (01:24)[1] and that "the teacher stressed out the students quite a bit, especially the ones who weren't sometimes good at English, and I wasn't that much, so he did me" (01:40). Furthermore, several detailed and unpleasant memories in connection with the interviewees' relationship with their teachers were mentioned.

Students in this group also recalled negative experiences that could be linked to negative achievement emotions, "Oral exams or unannounced vocabulary tests, or even grammar, or mastery passages were very negative […], I felt quite vulnerable and humiliated, but I understand that it was helpful, it just affected my English learning enthusiasm a little negatively" (Péter, 04:51). Moreover, negative epistemic emotions were mentioned by them without exceptions, "In elementary school, my knowledge wasn't really grounded and because of that later [...] I had to catch up […] because I just wasn't on the same level as the others in the group. [...] I didn't know English grammar" (Adél, 02:42). These participants, as a result of these emotions, lost their sense of competence in learning and relatedness in the social context, as well as their autonomy.

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[1] The interviews' data extracts are referred to by the timing of the original audio recordings.

Comanaru and Noels (2009) mentioned relatedness and competence among the three essentials for successful learning and mental development. As indicated by them, external support of these is indispensable for the development of intrinsic motivation as well as self-determined extrinsic motivation. This might provide a reason why the majority of interviewees with overwhelmingly negative early English learning experiences failed to develop self-regulated intrinsic motivation. It might be stated in general terms that participants with mostly negative experiences with English completely lacked intrinsic motivation from this period of their studies. These students rather highlighted that they had only taken part in the lessons and fulfilled the requirements because they had had their personal goals with the language they had wanted to reach, which has the characteristic of identified regulation. These goals focused on the later usability of the language as well as personal desires in connection with communities they appreciated.

> […] in 7th and 8th (grade) I didn't know (my goals with English) so specifically, just a language exam. I had already learned German by then and I (thought) I had to learn English properly, and then I knew in high school here that I needed it for university (Adél, 16:20).

Additionally, some of the interviewees in this group talked about how their sole motivation to take part in English lessons and meet the minimum requirements was because it was a compulsory subject in their curriculum which can be categorised as external regulation. Csongor mentioned that "I was looking at it as one of the many compulsory subjects. (My goal) was to meet the requirements and to get fours and fives in grades" (11:23) and that "I tried to get the best grades with the least possible energy investment" (12:45).

Four students (with either negative or mixed experiences) reported the frequent replacement of their elementary school English language teachers, from whom three interviewees mentioned the changing of teachers and the inherent emotional involvement in negative terms, and they saw a link between it and the failures of their language learning or their dissatisfaction with it. These interviewees highlighted as difficulties the adaptation to the "different lesson styles" (Emese, 01:42) and that "everyone was teaching differently" (Réka, 01:15). These interviewees linked the change of teachers to the fact that they did not consider their own level of language knowledge to be sufficient, resulting in negative epistemic emotions, for example: "Thus (because of the different teachers), I'm not really that good at English […]. I mean I understand what is said, but I'm not that good because I'm still lost at the basics" (Réka, 01:18). By the constant change of teachers, participants appear to have lost the sense of relatedness in the social context as well as a sense of their own competence in English learning. This is a similar effect that could be observed during the analysis of the negative social emotions related to teachers:

> [...] As a matter of fact, not only me, but the whole group was discouraged from learning English so practically we don't like our current English classes either. We'd rather not even take part in them because we were simply so discouraged from English. I only speak English because I use it on a daily basis, I have friends who only know English. In that sense, it's good to know the language, but basically, it's because of these teachers that we get discouraged (Adél, 04:16).

These students with negative experiences and some of the students with mixed experiences generally experienced negative social, epistemic and achievement emotions in this first stage of their language learning. These feelings resulted in the students' perception of their own lack of competence, like Réka's (01:18) example above suggests. Another probable outcome of such negative social emotions was the lack of motivation to engage with the related materials and losing their sense of autonomy (Petra, 01:13). Thirdly, it is also necessary to mention that the problem of the lack of relatedness is present here as well, as it could be seen in the examples of all the above-mentioned interviewees.

In two interviews, students evoked positive memories from the same time period, when they were only learning English. Júlia mentioned a good atmosphere during the lessons in the classroom: "I really, really enjoyed it [...] and it all seemed very simple, [...] I had a great time in class and [...] I was very proud that I [...] was there" (02:26). The two students reporting good experiences frequently mentioned positive topic emotions, positive social emotions and positive achievement emotions that were very strongly connected and bound together with positive epistemic emotions as well. The separation of these emotions was often difficult as one positive experience covered several different positive emotions making it multi-faceted. Tímea explained experiences through which not only enjoyment was triggered, but they had a practical side as students were able to acquire additional cultural knowledge during the lessons.

These two interviewees frequently mentioned both intrinsic and extrinsic types of self-regulated motivation. These motivations were fuelled by the desire to do well in the activities and achieve either good grades or win the approval of the teacher or to widen their knowledge. Students desired to use this knowledge during their free-time activities as well. Nevertheless, Tímea explained that even though she had negative experiences with her then English teacher, challenge was exactly what she saw in it, so it encouraged her to rely on her intrinsic motivation and do better in studying: "[…] obviously I'm a pretty ambitious type, so […] there were situations when I thought this was a kind of challenge, and I just tried even harder to do better in performing and learning" (Tímea, 10:08). Based on what the students said, it can be concluded that these types of occasions motivated students to believe that their English competence was either enough to take part in these activities, or they managed to gain useful knowledge for the moment and for their future studies as well, as it was also reported by Tímea. When they were asked about their negative experiences in connection with their English learning through this period, one of them could not mention any aspect that she considered in negative terms, and the other student suggested the previously mentioned motivating factor inherent in her somewhat negative experiences.

According to three of the participants, their experiences were somewhat ambivalent over the many years learning English. As presented above, these interviewees also had experiences with either the changes of teachers or with other problematic aspects and the resulting negative feelings in connection with them. However, they highlighted that negative emotions were not the only ones they could recall, or sometimes they even started with the introduction of rather positive feelings and mentioned difficulties additionally. One participant, Lilla, mentioned that as she experienced the effects of the frequent change of teachers, this also provided her the opportunity to gain mixed experiences with many different teachers. She said: "I had a lot of English teachers […], which made (learning English) a bit difficult for me, but that was also why I had both positive and negative experiences" (03:28). Most of these participants reported having

both negative and positive epistemic emotions during the process of English learning or their participation in class as well as both positive and negative achievement emotions. In these interviews, there was no obvious consistency in either emotions or motivations. They all talked about positive topic emotions too. As indicated, their experiences were completely mixed, including emotions and motivations likewise experienced by students with negative and positive early English learning experiences. They all talked about phases in their studies where they experienced some of the emotions and motivations more and then later, on the contrary, much less or not at all. This was true about their perception of competence, autonomy, and relatedness, which on the whole contributed to the fact that they did not regard their English knowledge to be on the level they desire or find sufficient.

Comparing interviewees with negative experiences and students with positive and mixed experiences, gamification was a frequently mentioned common element that triggered positive topic emotions as well as positive activity-related achievement emotions in them at that time. Réka highlighted that gamification did not only cause the appearance of positive emotions but helped in the effectiveness of learning:

> […] We had a teacher who always made us play games, and then there was such a thing as […] Jim and Joe, or something like that and then I had to guess words and I really enjoyed it, it was good (02:18).

Even though all the participants were able to recall at least one occasion that they regard as a positive event, gamification was not among the listed experiences in the case of those students who remembered this period in their studies negatively. Comparing participants with positive and mixed experiences with those with negative impressions, it can be discovered that the group with negative experiences lacked these types of positive effects in their early studies and could rather list events where they felt positive topic emotions that – according to them – did not have a later effect on their learning: "[...] when we watched a movie in English, for example, or baked together, and as part of an international program an English teacher came to us from abroad and we had classes with them" (Péter, 02:43). Participants with mostly negative early experiences highlighted their non-learning-related English class activities like watching movies, where they were not obliged to speak or to contribute to the lesson in any form. These participants with mostly negative experiences felt motivated to deal with English through their personal free-time activities like watching movies at home or reading about topics they were interested in in English on the internet. Finally, throughout the analysis of the first section no negative topic or negative incidental emotions were identified in any of the interviews.

4.2 Experiences related to starting the FL2

Proceeding to the interviewees' experiences related to their FL2, a relationship could be established between students' previous FL learning experiences and their impressions about the introduction of another FL into their curricula. The three student groups created based on their first EFL learning experiences were kept in order to be able to compare them accordingly. Those participants who had a majority of negative or mixed experiences of learning English often had positive experiences with the FL that followed, which was Italian in every case. Their FL1 and FL2 learning experiences are shown side by side in Table 4 below.

Participants/11	FL1 Experiences	FL2 Experiences
6	Negative	Mainly positive
3	Mixed	Positive
2	Positive	Mixed

Table 4. Experiences related to starting the FL2

These students associated positive emotions with their FL2 (or FL3) and a great variety of positive emotion types could be discovered. They all without exception reported very powerful positive epistemic and achievement emotions related to the learning process and any additional activity.

Those participants in this category who talked about positive social emotions often highlighted the teacher as a person as a positive factor that not only stimulated their interest, but they said they were thus willing to put more effort into learning their FL2, Italian. These students who showed positive social emotions in connection with their teachers and a sense of relatedness to the social context also often talked about their cultural interest in Italy: "Well, I willingly sit down to study [...] and I really feel like I pick (knowledge) up easily, because I'm interested in the Italian customs, the Italian traditions, and the everyday (things) that are related to Italian [...]" (Petra, 23:57).

These students also added that after negative experiences, they find it easier to regain their state of being motivated, enthusiasm or any positive emotion they usually felt in connection with Italian or the lessons. Petra explained negative experiences as: "Well, a negative experience was actually at most the same as in English, if, let's say, I didn't understand something I was told or I couldn't answer well, but I don't think I had a more negative experience from Italian (24:39). She continued with: "Somehow I didn't feel so bad here because they usually see that I can answer and when sometimes I fail, I don't think it's such a big problem" (25:19).

Students speaking positively about their FL2 reported motivation that can be regarded as intrinsic motivation, since a few of the participants had already felt curious about learning another FL before actually starting their studies. This self-regulated intrinsic motivation later was frequently complemented with the identified regulation type of extrinsic motivation after students set goals in connection with the language itself. Here the instrumental and integrative types of motivation also appeared which were identified based on Gardner's socio-educational model (2019). Csongor explained that he would like to play water polo professionally in Italy, and for this purpose it is essential that he learns the language. Réka detailed how her outside of class relationships and experiences greatly determined her Italian language learning, and therefore, she had a combination of instrumental and integrative types of motivation:

> I was also thinking about [...] working for an Italian company, because [...] many in our family speak Italian, and my brother also works for an Italian company, and he has been in Italy a lot. It's a family thing for us […] (10:45).

Three interviewees (Réka, Emese and Csongor) had an integrated type of extrinsic motivation as well, as they embraced or aimed to embrace learning Italian in order to achieve

their additional goals in life not only the learning-related ones, and this also had an important effect on their decision making.

Two participants who previously talked about negative experiences in connection with English from the time when they had not started learning Italian talked about strong negative emotions and the lack of motivation in connection with Italian learning. They pointed out that they generally believed that their language learning skills were not good enough prior to starting Italian and that they had several difficulties with learning this new FL. These two male interviewees uniformly appeared to have very negative achievement and epistemic emotions:

> I've been sitting in Italian classes for three years, but I don't really feel it or understand much. I mean, I understand why I am sitting there, […] but I don't see the point in learning Italian. [...] I don't know if it just annoys me, but I am annoyed by the intonation and temperament of the Italians themselves, it gets on my nerves. (Péter, 10:01).

These two male students pointed out that they felt that they came to the realisation that because of their poor language learning skills, they were not going to be able to learn another FL, as they had perceived that they had failed in acquiring the first one. They also added that as taking a final school leaving exam in one FL was compulsory for them as it is for all students in the Hungarian educational system, they felt like they had a better chance with English that they had been learning for many years already: "I definitely appreciate English better since then. I see it as more positive, that's for sure [...]. I find English better and more understandable since I got into Italian learning" (Péter, 25:26). Balázs displayed the same pattern by emphasising how he has negative feelings towards learning FLs in general and how he experienced the same difficulties with Italian as he did with English. Their motivation types – if they had mentioned any – were external or introjected regulation, as they were mostly fuelled by the desire to avoid negative outcomes, such as bad grades or failing at this subject, as well as to avoid negative interactions with the teachers in front of whom they felt uncomfortable, and they often felt they disappointed their teachers in a way by not succeeding. They mentioned no motivation to continue learning the language in the future; however, beside the negative achievement and epistemic emotions, they also mentioned negative incidental emotions that they brought with them from their English learning experiences. They experienced no positive epistemic emotions overall but managed to recall occasions that they thought back to in positive terms, these could be identified as positive achievement emotions. However, they added that these experiences had only momentary good effects. Their positive social emotions similarly did not make a lasting impact on their performance or change their attitude.

Those two students who had previously positive experiences with EFL mentioned rather mixed memories in connection with starting their new FLs; therefore, for this reason and due to the low number of students in the group, no clear conclusion could be drawn. They emphasised their initial positive emotions and intrinsic motivation to learn the language (Spanish and German); nevertheless, later due to negative achievement and epistemic emotions, they started having very negative feelings, and they lost their intrinsic type of motivation as well as their sense of competence and autonomy. Their motivation became solely of the external regulation type as they proceeded with their FL2 learning.

4.3 Learning English parallel with another language

Lastly the students – according to the previously mentioned categorisation – were compared with their English learning experiences from the time when they were learning the two languages parallel. The majority of the students overall spoke about mostly positive feelings in connection with their English learning during this period of time.

Four of the participants who reacted well to the introduction of the FL2 (or FL3) reported positive experiences in connection with their EFL learning after the new FL became a part of their curricula. These four participants without exception mentioned very strong negative feelings in connection with their earlier EFL teachers, and they contrasted these with their positive social emotions they felt later:

> Well, I could really say that (I feel) better because the classes are a bit easy-going here, we laugh a lot with the teacher. With him, the lessons are actually well-spent, because he is such a cool teacher. Obviously, it also contributes to this that he is younger than the average teachers. He is closer to us in age. I think these have a good effect on the lessons. I actually feel good here overall (Emese, 13:22).

These students had either strong negative or mixed experiences with their earlier EFL learning. They mentioned positive achievement and epistemic emotions and that they regarded themselves as being more competent in EFL learning in general as well in this later period. Despite their more positive attitude to their EFL classes from the time when they were learning their subsequent FL as well, they emphasised their more positive feelings and bigger motivation towards learning Italian and the language itself. They perceived themselves to have greater competence in learning Italian as well as stronger autonomy. Emese explained in positive terms that she considered learning Italian a more recent experience and that she, unlike in English, had to thoroughly think when she used Italian, which posed a positive challenge she had to overcome, so this was identified as a positive epistemic emotion.

Adél mentioned her previous experiences still having an after effect on her later EFL learning: "It must have had an effect that I had many negative experiences in the past" (29:43). These students claimed that when comparing the extent of their efforts in the two FLs, they were more willing to engage with their subsequent FL, and they ranked it more important to invest in it than in English.

> For me, Italian is more important than English, somehow I feel it's more important. I don't even like English itself as much as I do Italian. So, I could put a lot more into English, but I think I'm really lazy, or I don't feel like doing so. Regardless, I love it and love English classes, but I don't practice or prepare for it as much as I do for an Italian class (Adél, 27:14).

Their motivation could be categorised as an external type of regulation and identified type of motivation, as they recognised the importance and usability of their EFL knowledge and learning, but still did not internalise it to have intrinsic motivation. They talked about the instrumental orientation of their motivation as well. Even though all three basic requirements of feeling competent, related, and autonomous were met for these students in EFL learning in this

period, they still did not mention that they felt competent in learning EFL, or that regardless of their previous experiences, they managed to overcome their initial negative experiences. The very strong preference for their subsequent FL (Italian) was present during all of these interviews.

Two of the participants who spoke about English positively at the time when they had not started learning their subsequent FL had mixed experiences concerning learning their two languages in this later period. They reported having mixed impressions about their FL2 which they had started learning with great expectations and positive feelings; however, later they lost their intrinsic type of motivation as well as their positive feelings. They both had more mixed feeling about English later and talked about negative social emotions when they mentioned their high school English teachers; for example, Tímea said that:

> I had completely normal pronunciation, but (the teacher) was always convinced that my accent was not British, and it bothered her a lot. I have no idea why, and I still remember that even my oral school leaving exam was not 100% because she said […] that I had an American accent anyway, why would I want 100% on my oral (exam) and I will never forget that (33:35).

It is essential to mention that these two interviewees, who had positive experiences with English generally, especially early on, both felt very strong instrumental and integrative type of motivations from very early on in their EFL learning. They both stressed the importance of the inspiration and support they got from their families as well as that they felt a desire to deepen their family ties by acquiring English that had held a high prestige for them, as Júlia's example illustrates:

> It's always been a big motivation that if (my family) could speak English, and they said I should (speak English) too, and it's important then I really should. So, I understood that this was important and that it was necessary and that is why it was always in me [...] that I had to learn English properly. [...] It made a big impression on me how good it is that they have acquaintances abroad, and then they can talk to them, and they can apply (their knowledge) in their work (Júlia, 06:47).

When they were asked about how they perceived the impact of starting another FL on their English language learning, they said that they lost their motivation and positive attitude towards learning the FL2 easily and very early on. The reasons were in both cases that they did not regard themselves competent enough to learn another FL despite the fact that they had felt motivated and had positive emotions earlier during their EFL learning. Even though they felt competent in English and had a sense of autonomy as well as intrinsic and external regulation types of motivation, they did not have the same in German and Spanish: "I knew I had no chance of achieving anything from Spanish, and I knew I had to do English, and then I was more concerned with English than writing Spanish homework or something" (Júlia, 24:40).

A similar phenomenon was discovered in the case of two of the interviewees who reported negatively about their FL2, Italian, and who both talked positively about learning English parallel with Italian. As it was previously presented, it was discovered that because of their negative or mixed experiences, they felt like they were not skilled or competent enough to acquire another FL, and thus, made greater efforts to acquire English, partly because it is a

compulsory subject to take a final school leaving exam in, and on the other hand, because they regarded English as necessary for their further plans. These students showed both external regulation and identified types of motivation. It was discovered that their motivation was guided by strong instrumental orientations, which differed from their elementary school introjected and external regulation types of motivation which were often based on negative emotions or experiences: ("My goal was) to survive on the one hand, and obviously [...] to be able to perform at a medium level in grades, [...] so that I did not have to fight against failing, but have stability" (Péter, 08:19). Balázs explained his motivations from the time when he had already started learning Italian as: "[...] Most of all it (motivated me) that I realized, as I think everyone realizes at this age, how important English really is, and that whatever I am interested in, English is needed for it" (32:31). Péter talked about his future goals with English as: "(my goal is) being able to make myself understood with foreigners because it is likely that I will need it in my future job and that I could use English journals and possibly literature" (22:22). Their positive emotions were mostly positive achievement and positive epistemic emotions, which were the exact opposites of what they had experienced earlier before learning Italian. Péter contrasted his earlier experiences with his later experiences in English as follows: "Well I think it's the opposite of the elementary school (experiences) because I'm much freer now. […] I don't feel nervousness, a frustration of having an English class, but I go positively, openly" (18:59). When they were asked about the possible reasons for the change in their feelings and their motivations, Balázs pointed out his realisation that he regarded English as a global language and as essential for his learning and free time activities, and that he would feel very limited without speaking the language. These two participants both mentioned that they felt somewhat more motivated, and that they felt that this motivation was of a different type as the scope of it has changed. They both stated feeling better during their high school English lessons especially compared to their previous experiences. Their sense of competence might have increased, and the factors that made feeling integrated impossible for them were not present anymore. Overall, they reported a bigger sense of autonomy.

This showed that those students who reacted negatively to the introduction of a new FL had a strong tendency to display stronger positive emotions and a greater sense of motivation during their EFL learning parallel with the new FL. Regardless of the quality of their earlier experiences, they perceived that they had little or no chance learning a new FL, so they focused their effort on EFL learning rather.

5 Conclusion

The research investigated the effects of introducing a new FL into students' curricula in addition to their EFL learning, which had already been introduced before. It was discovered that most of the students who had previous negative experiences with EFL learning mostly reacted well to the introduction of a new FL to their curricula. Even though there were some exceptions, these participants felt competent, autonomous, and related in their new FL, despite the lack or the low level of these in their previous EFL learning. The introduction of a new FL triggered positive epistemic, achievement, social and topic emotions as well as intrinsic types of self-regulation motivation, which had not been present in their previous language learning at all. The students were more willing to invest in their subsequent FL learning, and they also gained the state of

being motivated quickly after negative events. Interviewees in this group had both instrumental and integrative types of orientation in their motivation, and they were more likely to have an integrated type of self-regulation motivation as well. After the introduction of the new FL into their curricula, they generally started to feel more positive in connection with their EFL learning including positive epistemic, achievement and social emotions. However, intrinsic motivation was still not triggered in them, only the previously already existing external and identified types of regulation could be found, and they still could also identify instrumental reasons why they desired to master their English language skills.

Students who originally had been very positive in connection with their EFL learning during the period when their FL2 had not been introduced, had mixed experiences with their FL2. Their initial enthusiasm and curiosity were lessened as they proceeded in their FL2 learning, and they lost their intrinsic motivation which they had experienced before with English. Their only motivation type was external self-regulation after the change they experienced. These interviewees explained that although they had mixed feelings in connection with their later EFL learning, it was not due to the impact of the introduction of a new FL into their curricula. These students had very strong instrumental and integrative types of motivation in their EFL learning after their FL2 was started.

Those students who had very negative experiences with EFL learning and reacted poorly to the start of a new FL with negative emotions and a lack of intrinsic motivation embraced their EFL learning more. This resulted in a similar phenomenon to the previously mentioned case of the students who had positive early EFL experiences but overall did not react well to the introduction of the subsequent FL. Students in this third group felt more related, autonomous and competent in learning English after starting a FL2 despite having missed these earlier.

It can be seen, therefore, that the introduction of a new FL possibly has both emotional and motivational impacts on students' language learning. Students in general felt more positive in connection with EFL learning after the introduction of their subsequent FL and were willing to put more effort into learning it. According to some students, this happened because they did not feel competent enough in their new FL, but they were still obliged to acquire at least one of the languages, or because they had even greater positive emotions or motivation in connection with English.

Most frequently students with previous negative experiences with English tended to prefer learning their new FL, and they claimed that they ranked it as more important in their studies, goals, and lives, and they felt strong intrinsic and sometimes integrated self-regulated motivation, which they had not experienced before with English. They also stated that they did not have negative feelings or a state of demotivation in their later EFL learning when they had their new FLs in parallel, but many still mentioned having incidental negative emotions. No student mentioned liking their two FLs the same, nor did any of them state that they perceived that they managed to acquire both FLs on a desired level.

The established emerging themes are presented in Table 5 below. These emerging themes were related to students' experiences in connection with EFL learning before starting a subsequent FL, the experiences in connection with their subsequent FL, and their EFL learning experiences after starting their subsequent FL.

Emerging theme
Students' loss of motivation and their negative emotions towards learning a new FL after negative experiences in EFL learning
Students' loss of motivation and their negative emotions towards learning a new FL after positive experiences in EFL learning.
Students' positive reception of a new FL after negative experiences in EFL learning
Positive attitudes towards EFL learning after the introduction of a new FL

Table 5. Emerging themes

The limitations of this study include the relatively low number of students interviewed as well as the disproportionate gender distribution. For future research, it would be worth collecting a larger data set in order to be able to conduct a more extensive analysis of what factors might influence the good reception of the introduction of a new FL. It might be worth complementing the interview guide with further questions in order to be able to map the deeper layers of students' motivation and emotions. This might include further examples asked about participants' FL experiences as well as questions aiming to filter momentary and not generally felt emotions and states of being motivated. Such questions might make the interpretation of seemingly conflicting information easier. Finally, the present research emphasises the need to understand students' emotions and motivation in connection with language learning, as in Hungarian public education learning two FLs is generally part of the curriculum, but based on the results of the present research, this may not reach the maximum achievable results, efficiency and success that would potentially be possible for students.

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APPENDIX A

English language interview guide

Dear XY! My name is Adria Kürtös and I am conducting this interview for the research of my master's thesis in applied linguistics. The topic of my research is about emotions and motivation in language learning. Answering the questions below will provide me with data to conduct my research, I would like to ask for your help in this.

During the discussion, I would like to listen to your personal experiences, thoughts and opinions on the two main topics of the thesis, there are no right or wrong answers.
Participation in the interview is voluntary and anonymity is guaranteed for all participants. Please allow me to record the sound.

Thank you for your participation!

Gender:

How old are you?

Which grade are you in?

When did you start learning English?

How many years did you learn only English?

When was the second foreign language introduced?

How long have you been learning the two foreign languages parallel?

Now I would like to ask you about the time when you were only learning English.

(1) Tell me about the elementary school English lessons? How did you feel during these classes?

- Mention particularly good experiences!
- How did these make you feel?
- How did these affect your language learning?
- If you had negative experiences, could you mention them?
- How did they make you feel?
- How did these affect your language learning?

(2) According to your recollections, what motivated you to learn English during that period?

- What affected the extent of your efforts?
- How has these efforts changed?

(3) What were your goals for learning English in elementary school?

- How did you manage to achieve these goals?

Please tell me a little bit about when you started learning your second foreign language!
(4) How do you feel during these lessons?

- Mention particularly good experiences!
- How did these make you feel?
- How did they affect your language learning?
- If you had negative experiences, could you mention them?
- How did these make you feel?
- How did these affect your language learning?

(5) According to your recollections, what motivated you to learn your second foreign language during that period?

I would like to ask about English again, but about the period when you had already started learning a second language.
(6) How did / do you feel during these classes?

- Mention particularly good experiences!
- How did these make you feel?
- How did these affect your language learning?
- If you had negative experiences, could you mention them?
- How did these make you feel?
- How did these affect your language learning?

(7) (According to your recollections) what motivates / motivated you to learn English (during that period)?

- How has the extent of this effort changed compared to your elementary school efforts?
- What could be the possible reason for the change?

(8) In your opinion, how did the fact that you started learning a second foreign language affect your learning of English?

- Why do you think so?

(9) Is there anything else you might find important or interesting to say about learning the two languages in parallel, but I didn't ask? What would that be?

Thank you very much for your help and cooperation!

APPENDIX B

Hungarian language interview guide

Kedves XY! Kürtös Adriának hívnak és a jelen interjút alkalmazott nyelvészet mesterszakos szakdolgozatom kutatásához készítem, melynek témája az érzelmek és a motiváció a nyelvtanulásban. Az alábbi kérdések megválaszolása adatokat szolgáltat számomra kutatásom elvégzéséhez, ebben szeretném segítségedet kérni.

A beszélgetés során a személyes tapasztalataidat, gondolataidat és véleményedet szeretném meghallgatni a dolgozat két fő témájával kapcsolatban, sem helyes, sem hibás válaszok nincsenek.

Az interjún való részvétel önkéntes, az anonimitás pedig biztosított minden alany számára. Kérlek, engedélyezd, hogy a hangot rögzíthessem.

Köszönöm a részvételt!

Nem:

Hány éves vagy?

Hányadik osztályba jársz?

Mikor kezdtél el angolul tanulni?

Hány évet tanultad csak az angolt?

Mikor jött be a második idegen nyelv?

Hány éve tanulod őket párhuzamosan?

Most arról az időszakról szeretnélek kérdezni, amikor csak angolul tanultál.
(1) Mesélj az általános iskolai angol órákról! Hogy érezted magad ezeken az órákon?

- Említs különösen jó élményeket!
- Milyen érzéseket keltettek ezek benned?
- Hogyan hatottak ezek a nyelvtanulásodra?
- Ha voltak negatív élményeid, említeni tudnál közülük?
- Milyen érzéseket keltettek ezek benned?
- Hogyan hatottak ezek a nyelvtanulásodra?

(2) Emlékeid szerint mi ösztönzött téged angoltanulásra abban az időszakban?

- Mi befolyásolta az erőfeszítésed mértékét?

- Hogy változott az erőfeszítésed?

(3) Milyen céljaid voltak az angol tanulással az általános iskolában?

- Hogyan sikerült ezeket a célokat megvalósítanod?

Kérlek, egy kicsit mesélj arról, amikor elkezdted a második nyelvet tanulni!
(4) Hogy érzed / érezted magad ezeken az órákon?

- Említs különösen jó élményeket!
- Milyen érzéseket keltettek ezek benned?
- Hogyan hatottak ezek a nyelvtanulásodra?
- Ha voltak negatív élményeid, említeni tudnál közülük?
- Milyen érzéseket keltettek ezek benned?
- Hogyan hatottak ezek a nyelvtanulásodra?

(5) Emlékeid szerint mi ösztönöz / ösztönzött téged a második idegen nyelv tanulására abban az időszakban?

Megint az angolról szeretnélek kérdezni, de arról az időszakról, amikor már elkezdted a második nyelvet tanulni.
(6) Hogy érzed / érezted magad (abban az időben) az angol órákon?

- Említs különösen jó élményeket!
- Milyen érzéseket keltettek ezek benned?
- Hogyan hatottak ezek a nyelvtanulásodra?
- Említs különösen rossz élményeket!
- Milyen érzéseket keltettek ezek benned?
- Hogyan hatottak a nyelvtanulásodra?

(7) (Emlékeid szerint) mi ösztönöz / ösztönzött téged angoltanulásra abban az időszakban?

- Hogyan változott meg ennek az erőfeszítésnek a mértéke az általános iskolai erőfeszítéseidhez képest?
- Mi lehet a változás lehetséges oka?

(8) Véleményed szerint hogyan hatott az angoltanulásodra az, hogy elkezdted a második idegen nyelvet tanulni?

- Miért gondolod ezt?

(9) Van-e esetleg még valami, amit fontosnak, vagy érdekesnek találnál elmondani a két nyelv párhuzamos tanulásáról, de nem kérdeztem meg? Mi lenne ez?
Köszönöm szépen a segítséget és közreműködést!