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Investigating Hungarian EFL Teachers' Attitudes Towards Motivation

As motivation is a key component of successful language acquisition (Lamb, 2017), it is vital that English as a foreign language (EFL) teachers identify struggling students and aid them, especially as some teachers may not have the fullest understanding of student motivation and motivating strategies (Hennebry-Leung, 2020). Considering the theoretical gap of teachers' perceptions and management of students' language learning motivation (Guilloteaux and Dörnyei, 2008), this paper examines the characteristics of Hungarian EFL teachers' attitudes towards student motivation to learn English. This qualitative study investigates the beliefs of 10 Hungarian EFL teachers of the motivation of secondary school students. Semi-structured interviews were conducted by the MTA-ELTE Foreign Language Teaching Research Group. We analysed the data for relevant themes considering Comanaru and Noels's (2009) self-determination theory and Benson's (2011) definition of learner autonomy. We discovered that Hungarian EFL teachers identify learners struggling with motivation, but they fail to recognise the cause and fail to apply effective solutions.

Keywords**:** motivation, EFL, teacher, Hungary, motivating strategies

1. Introduction
As EFL learning still seems to remain a problematic phenomenon in general, it needs to be addressed in further research (Csizér et al., 2010; Graddol, 2006). Hungarian English as a foreign language (EFL) learners' success and learning efficiency has received increasing attention in the Hungarian educational context, thus a plethora of new research has been conducted to address related issues and to map the field for a better understanding (i.e., Albert, Dóczi, Piniel, & Csizér, 2022; Csizér, Albert, & Piniel, 2021; Albert & Piniel, 2021). Besides the fact that motivation is a crucial element of successful language learning (Lamb, 2017), currently it is apparent that teachers appearing in the social context of learning have a significant impact on students' motivation. Therefore, new research has focused on EFL teachers' role as facilitators of language learners (i.e., Mikusová, 2019) and their role in motivating their students, emphasising that it is of utmost importance that teachers can identify their struggling pupils and can find ways to facilitate their learning.

Despite the importance of these recognitions, previous research shows some misunderstanding among teachers as to what motivation, as well as motivational

strategies and their implementations are (Hennebry-Leung, 2020). Furthermore, despite the vast amount of new research conducted with the aim of understanding and exploring language learning motivation (Guilloteaux and Dörnyei, 2008), a niche can be noticed in relation to mapping teachers' perception and management of students' language learning motivation (Patrick & Pintrich, 2001).

With Holliday (1994) calling attention to pedagogical implications of empirical research and their questionable applicability in all social contexts, as well as looking at the sparsity of studies on the roles and perceptions of teachers carried out in the Hungarian educational context, there might be space and need for further investigations in the Hungarian field. As pointed out, the methodology linked to the motivation of learners might need adaptations, especially considering the present efficiency issues.

Considering this gap, this paper focuses on Hungarian EFL teachers' attitudes toward motivation. Examining these aspects might provide a clearer image of students' learning experiences from the side of their instructors and it might help find the right aid to support teachers to make learners' process more efficient, therefore providing them with better opportunities on the large scale as well.

2. Literature review
2.1 Language learning motivation
Pekrun and Linnenbrink-Garcia (2014: 1) point out the importance of the role of teachers and the extent to which they are aware of this. Teachers' influence is to be emphasized, as they set examples and provide a good source of inspiration about their subjects, or even better, 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: 1)

This way teachers might influence students' achievements in education, as well as achievements in other aspects of their lives, and in the absence of awareness, the very diverse impacts of this might go unnoticed. There are many ways teachers can influence their students, leading them on a journey to either success or failure.

The process of language learning and the motivation required for it are different from the ones essential for learning other subjects in school (Lamb et al., 2019). Students may find that learning a foreign language is a process which calls for patience and effort over time, with a lot of challenging transitional phases and setbacks, making it difficult to stay motivated. Language instruction in schools frequently builds on previously learned material or employs techniques which

assume a certain degree of maturity. According to Lamb et al. (2019: 4), the process of learning a language already assumes several already acquired skills:

It involves the deployment of the four skills, with their own sub-skills and strategies, which in turn rely on the acquisition of pragmatic, sociolinguistic, textual, and grammatical knowledge that is difficult for teachers to convey even when linguists have managed to accurately describe it. (Lamb et al., 2019: 4)

Additionally, Lamb et al. (2019) point out that learning a foreign language itself can pose some inherent and specific difficulties for individuals.

Motivation affects not only the process of gaining the set of skills required to reach an increasingly proficient level in a foreign language but also overcoming the obstacles posed by this development. Deci and Ryan (1985: 3) define motivation as "the exploration of the energization and direction of behaviour". Additionally, they note that motivational research seeks to explore the factors underlying the related phenomenon in question and tries to offer explanations for the causes of the behaviour, which is precisely the thought process that provided the basic idea of the present research topic.

Deci and Ryan describe self-determination as "a quality of human functioning that involves the experience of choice, in other words, the experience of an internal perceived locus of causality" (1985: 38). Accordingly, Noels (2001) outlines the advantages of internalizing language learning regulation into language learners' self-concepts using this theory as a foundation. According to Deci and Ryan (1985), intrinsic motivation is typically fuelled by a student's personal interest in a particular field or topic. The resulting activity may be continued, and the motivated state may be maintained without external reinforcement, rewards, or anticipated other benefits. Regarding foreign language learning, this is especially welcome since students' participation in the learning process becomes voluntary, active and is associated with a variety of positive emotions, like enthusiasm, joy, and willingness, to name just a few. Extrinsic motivation, on the other hand, may be divided into several subcategories depending on how much a student feels in control of their own learning process and how much it is impacted by outside elements. External regulation, introjected regulation, identifiable regulation, and integrated regulation are known as differentiated types of extrinsic motivation (Comanaru & Noels, 2009).

In light of self-determination theory, it is important to note that for students to remain motivated about their learning, they should also have external support, which is one of the prerequisites of successful learning. Comanaru and Noels (2009: 135) describe this as the support of "the learner's sense of competence, autonomy, and relatedness", which then results in the support of both intrinsic and extrinsic motivation types. Furthermore, from a psychological perspective, the three qualities described above are essential and important for healthy mental development and functioning. According to Comanaru and Noels (2009), students

experience a sense of autonomy when they feel free to choose to engage in a learning activity without feeling compelled to do so. Their sense of competence is enhanced when learners believe they have the abilities and background knowledge required to do a task or activity (i.e., they are "competent" to do so). Finally, relatedness is "a sense of warmth, security, and connection between the learner and other people in that social context" (2009: 135).

Deci and Ryan's (1985) self-determination theory introduces the concept of autonomy to second language (L2) motivation studies, which was defined by Benson (2011: 2) as "the capacity to take control over one's own learning". Benson (2007) notes the detectable similarities between the characteristics of motivation and autonomy, the active participation of students in the learning process being only one of these parallels. He points out that autonomy incorporates multiple sets of abilities and attitudes people can have, obtain, or, most of all, improve to an extent specified by individual factors. Nevertheless, it becomes challenging to determine when a student becomes an autonomous language learner or their degree of autonomy due to the difficulty of defining the concept, deciding the appropriate learning goals set, and the results expected and obtained, which all depend on a variety of diversified factors. The identification and description of the autonomous learner might be realized following the three dimensions of the concept (i.e., control over learning management, cognitive processing, and learning content) determined by Benson (2011).

2.2 Teachers' motivational strategies

As can be seen, the role of teachers in arousing, maintaining, and revitalizing students' motivation is now considered non-debatable. The purpose of these motivational strategies as defined by Dörnyei and Ushioda (2011: 103) are "to consciously generate and enhance student motivation, as well as maintain ongoing motivated behaviour and protect it from distracting and/or competing action tendencies". The importance of such strategies was highlighted by Comanaru and Noels (2009) pointing out students' need for external support in their learning, which might also happen in the form of teachers' motivational strategies.

Yet the obtained research outcomes and the theoretical frameworks we have today seem to contradict the phenomenon that teachers might still tend to turn less towards the use of these motivational strategies. As Lamb (2017) states, teachers tend not use such motivational strategies who still hold Gardner's view. Until the 1990s, the dominant view, put forward by Gardner and Lambert (1959), emphasised the significance of the underlying motives and attitudes of language learners compared to in-class impacts. Addressing this issue, in their research Yang and Wyatt (2021) explored the differences between teachers' espoused beliefs about their teaching, student motivation and their practices in class. It was revealed that even when they were fully aware of the importance of applying motivating strategies and assisting students' learning externally, this was not in line with the methodology used and actions performed during their lessons. The

main finding of this was, therefore, that insufficient and outdated knowledge of student motivation shapes foreign language teachers' beliefs and practices in an undesirable way.

In the Hungarian educational system, the success of foreign language acquisition might be regarded as a topic of significant interest, especially in light of the efficiency concerns raised by Öveges and Csizér (2018). Among the many causes of the problematic phenomenon, they suggest that teachers frequently struggle to make the learning process effective for their students because they find it difficult to internalise how certain learner behaviours might benefit in-class learning.

Considering all aspects mentioned, by analysing the data available to the authors, the present study attempts to investigate the characteristics of EFL teachers' perception and management of students' L2 motivation in the case of the high school context in Hungary. Considering the related theories, the following research question was formulated:

How can EFL teachers' perception and management of students' L2 motivation be characterised in the case of the high school context in Hungary?

3. Methods

As this paper aims at discovering the attitudes of EFL teachers towards language learning motivation in the case of high-school students in Hungary, a qualitative research paradigm was chosen. 10 semi-structured interviews were used with the intention of exploring the personal experiences of Hungarian teachers of English as a foreign language to uncover as many individual factors as possible. The teachers were interviewed in Hungarian within the framework of the MTA-ELTE Foreign Language Teaching Research Group.

The Research Group based the data collection on the 19 counties of Hungary which can be grouped into eight different regions. These include the capital city, Budapest which has its category of its own. The remaining seven are Pest, Northern Hungary, the Northern Great Plain, the Southern Great Plain, Central Transdanubia, Western Transdanubia, and Southern Transdanubia. Data collection was from the Budapest, Pest, Northern Hungary, the Northern Great Plain, Central Transdanubia, Western Transdanubia, and Southern Transdanubia regions, so all the above-mentioned ones with the exception of the Southern Great Plain. The rationale behind the decision was made based on the consideration of economic and well-being differences between the regions and to provide a thorough representation of these differences (Csizér et al., in press). Quota sampling (Dörnyei, 2007) was used to ensure that schools from each region were selected, which included 11 schools altogether and 32 English language teachers, from which 10 were selected randomly for our research.

The instrument used in our research was developed by the MTA-ELTE Foreign Language Teaching Research Group. It was written in Hungarian, the mother tongue of the teachers interviewed. It was piloted in several different steps which

included expert judgement and pilot interviews from which the third one was included in the actual body of used data (Csizér et al., in press).

The data collection began in the autumn of 2019 and lasted until 2021 spring due to the COVID-19 pandemic. The collection first began in person in a paper-based, written format and then was moved online due to the related restrictions of the pandemic. In the case of teacher interviews the collection started in person and was complemented with online ones as well with the use of the participants' individually preferred platforms. Participation was voluntary, interviewees were ensured of their anonymity and the protection of their personal data. The obtained audio recordings were then transcribed, and this was the large body of data which the authors of the present paper worked with (Csizér et al., in press).

4. Participants

The 10 teacher interviews belong to the large body of data collected by the MTA-ELTE Foreign Language Teaching Research Group. The interviews analysed in the present study were selected by the authors from this body randomly. All 10 teachers, without exception, were female and, at the time the interviews were completed, they were employed by Hungarian public education institutions, with all participants being between the ages of 35 and 56 (mean age: 42.1). With two exceptions, all interviewees were teaching exclusively in secondary school grades and had gained their main experience from these age groups during their careers. The summary of participants' personal data is presented in Table 1.

Table 1. Participants

Pseudonyms of the participants	Gender	Age	Number of years teaching in Hungarian public education	Students taught by the teacher
Abigél	f	42	13	9-12 graders
Alexandra	f	50	27	9-12 graders
Amália	f	53	30	5-12 graders
Anasztázia	f	43	20	9-12 graders
Anett	f	35	3	9-12 graders
Anikó	f	56	22	4-12 graders
Anna	f	47	20	9-12 graders
Aranka	f	47	15	9-12 graders
Bettina	f	45	22	9-12 graders
Borbála	f	50	26	9-12 graders

5. Results and discussion

A total of four emerging themes were identified during the analysis of the interviews. In each of the 10 selected interviews, the teachers perceived their students as generally motivated. Their conclusions were mainly drawn from the efforts and willingness of the students related to their learning processes, which is in line with the definition and identification of learner motivation provided by

Deci and Ryan (1985). Accordingly, it can be said that the interviewees primarily considered the students' active participation, and completing in-class and homework assignments to be the key signs of motivation. As an illustration, Anna said that "enthusiasm is really the best sign, so when they do [the tasks] and [they do them] enthusiastically, and [...] solve them in seconds, [...] then you can see that they are motivated".

It was not only the engagement itself that made the impressions of the motivated state on teachers, but also the number of contributions, their extent, and feedback from the learners. Talking about her motivated students, Bettina said the following: "Well, on the one hand, body language says a lot [...] and verbal feedback, [...] how much they talk, how they answer, how many people interact, so whether I can energize the whole group [...]".

Without exception, the teachers indicated external factors as a source of their students' motivation, which presupposes extrinsic motivation on behalf of their learners (Comanaru & Noels, 2009). As exam-focused preparation is generally widespread in Hungary (Öveges & Csizér, 2018), in line with this, the participants mentioned the English language exam to be completed as part of the matura exams. In addition, passing the language exam was mentioned with the same frequency. Based on this, internal motivation and non-instrumental goals are less prominent from the teachers' point of view. The completion of matura exams and language exams by the end of students' high school studies might seem very culture and context specific in Hungary.

During the interviews, the interviewees mentioned numerous times that their students seem tired to them. They often used terms to describe these students which contrasted with the previously described behavior identified as motivated, and gave examples opposite to willingness, contribution, and positive body language. This might indicate that teachers have a difficult time differentiating between tiredness and a lack of motivation:

They don't do homework, they are lying [on the desk] during the lessons, they are always tired... so when you see them with their heads down, and you go, "Are you sick?", […] [the answer is] "no, just tired", they are always tired. (Anikó)

Regarding how teachers react when they perceive their students to be tired, the majority of those interviewed reported that they change the lesson plan for that day's lesson. As Anett claimed, "I always have 1 or 2 games that I keep at hand, and then when I see that they are not buzzing so much, I let go of the lesson completely, and then [...] we play something."

"[...] if they have a positive attitude, even if they are tired or if they have too much to do, they will still take the time to do the task they were given". (Anikó) Half of the interviewed teachers felt unable to motivate their students in situations when the students did not show the signs of motivated behavior described earlier

in this paper. These are the participants who believed they already did everything to promote their students' learning. Anasztázia stated as follows: "I'm clueless, I have no idea what else could be done. Because I often feel that I've already done everything, I've already explained it from five different viewpoints, I've already uploaded everything in (Google) classroom, everything is already there [...]." Some participants did not only refer to the lack of knowledge of motivational techniques used in practice but also expressed the lack of theoretical knowledge to do so: "The question is good. [...] because people often say 'wow, I'm exhausted, I can't take it anymore'. I don't know, I haven't thought about it until now. Well, I'd like to pass on this question now, if you don't mind" (Borbála).

It appeared several times during the interviews that the teachers felt that they had achieved the greatest extent of learning facilitation, or, on the contrary, that motivating students was not part of their roles as teachers.

> [...] it is not always possible to deal with the emotional world and specific mood of every child. [...] a little bit of lethargy can be attributed to the fact that they have been sitting (in lessons) for many hours. Well, I don't attribute that much importance to this. Not only me but my female colleagues don't either. It is important for me to see that they are active, that they are there, that they are paying attention, and that the fact that sometimes a lesson does not go well [...] is not such a big problem. (Abigél)

While teachers are supposed to be familiar with several different motivational strategies, they are not expected to apply all of them, but rather to have the ability to choose a suitable one in any given situation or context (Dörnyei & Ushioda, 2011). As it can be seen in the examples introduced above, the interviewed teachers either believed that they had used all their tools or that they had none to spark student motivation.

During the interview, the teachers were asked to describe in their own words what they think a successful student is like. In most cases the successful learner was described as autonomous and motivated. Abigél said her idea of the successful learner was that they were "[...] persistent, hardworking, and willing to put in the work to achieve results [...]. I think that motivation, diligence, and perseverance are the most important factors here".

In addition to all of this, the characteristics of the autonomous learner were also discovered in the responses of the interviewees, which presupposed the students' independent preparation, understanding of their learning processes and needs, and taking the necessary steps for their improvement.

> Independent. In my opinion, a successful language learner is one who not only learns the language in class but is also motivated to deal with it independently at home. This presents in behaviours such as having questions that they ask their language teacher afterwards, nagging their language teacher to show (…)

an application, to send related links, to show them a youtuber they can possibly follow, because they want to learn. (Alexandra)

6. Conclusion

This paper claims that the Hungarian EFL teachers under investigation do perceive their own students to be motivated in general, and external factors such as passing the language exam or the matura exam are identified as sources of their motivated state.

Teachers find it difficult to pinpoint the source of it and often struggle to find ways to counteract these effects. Since teachers have an important influence on students' motivation (Hennebry-Leung, 2020), this result has serious implications for language teaching in Hungary. The authors suggest that it might be beneficial for teachers to be aided in understanding the concept of motivation, and further research is needed to find techniques to help teachers motivate their students in the classroom.

Based on the results, it can be said that the interviewed teachers found the popularity of the English language and the English language matura exam to be sufficient in themselves to arouse and retain the motivation of their students. The designation of this external factor is in line with the conclusions drawn in the literature review that the inner motives of language learners as the most important source of their motivation.

The pedagogical implications of the authors are, therefore, that EFL teachers consider themselves as active influencing factors in this matter, recognizing their capability and pedagogical obligation to act and facilitate students' learning beyond providing learning materials and instructions. Thus, the success rate of foreign language learning might increase, addressing the problem recognized in the Hungarian educational context.

Avenues of further research on the topic, the authors believe, may include supplementing the interviews with classroom observations. This would illustrate in practice the experiences of the teachers as well as provide the opportunity to observe not only the teachers but also their students at the same time.

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APPENDIX A

Hungarian language interview guide

Kedves XY! Nagyon köszönjük, hogy vállalkoztál erre a beszélgetésre és ezzel segíted a kutatócsoportunk munkáját. ZW vagyok, az ELTE-n dolgozom az Angol Alkalmazott Nyelvészeti Tanszéken, kollégáimmal a nyelvtanárok tapasztalataival és véleményével kapcsolatos információkat szeretnénk gyűjteni egy olyan kutatási projekthez, melyben a középiskolások nyelvtanuláshoz kapcsolódó egyéni különbségeit vizsgáljuk. Az interjút kutatási célokra fogjuk felhasználni, az adatokat összegezve elemezzük. Természetesen a kutatásban teljesen név nélkül szerepelsz és semmilyen azonosító jellemzőt nem fogok nyilvánosságra hozni. Az interjú során a személyes véleményedre vagyunk kíváncsiak, nem „jó" válaszokat szeretnénk hallani, mert ilyen válaszok nincsenek. Az interjú körülbelül 35-40 perc lesz, és ha beleegyezel, hogy felvegyem a beszélgetésünket, akkor kezdhetjük is.

Először arról beszélnénk, hogy milyen nyelvtanítási tapasztalatokat szereztél eddigi munkádban.

- A mintaleírás miatt meg kell kérdeznem, hogy hány éves vagy és mióta tanítasz? Mióta tanítasz angolt?
- Angolon kívül tanítasz-e még más nyelvet? Ha igen, mit?
- Milyen nyelvtanári végzettséggel rendelkezel?
- Milyen iskolatípusokban tanítottál angolt? Hol mennyi ideig?
- Milyen életkorú/évfolyamú gyerekeknek tanítottál angolt? És most milyen életkorú/évfolyamú gyerekeket tanítasz?

Most a nyelvóráidról teszünk fel néhány kérdést. Először a tervezéssel kapcsolatban szeretnék néhány kérdést feltenni.

- Milyen tényezőket veszel figyelembe, amikor egy csoporttal megkezded a munkát az új tanévben? Hogyan készülsz fel a különböző csoportjaidra?
- Milyen csoportok közti különbségeket veszel figyelembe a nyelvi szinten kívül a tervezésnél?
- A tanév során milyen tényezőket veszel leginkább figyelembe az órák tervezése során?
- Mit mondanál, mennyire valósulnak meg az előzetes terveid általában az éves tanmenettel kapcsolatban? És az óratervekkel kapcsolatban?

Most az osztálytermi munkával kapcsolatosan lesz néhány kérdésem.

- Milyen tananyagokat használsz a tanórákon?
- Hogyan választod ki, hogy milyen feladatokat használsz egy adott csoportban? [CSAK HA VISSZAKÉRDEZ A FELADATRA: Mi arra vagyunk kíváncsiak, Te mit értesz feladat alatt. Innen az ő definíciójával folytatjuk az interjút.]
- Mik a kedvenc feladataid? Miért kedveled ezeket?
- Milyen feladatokat kerülsz? Miért kerülöd őket?
- Szerinted a gyerekeknek melyek a kedvenc feladatai? Mennyire veszed ezt figyelembe?
- Szerinted a gyerekek mely feladatokat nem kedvelik? Mennyire veszed ezt figyelembe?
- Fel tudnád idézni, hogy konkrétan milyen feladatokat használtál a legutóbbi angolórádon és milyen tevékenységeket végeztek ezek során a tanulók?
- Hogyan differenciálsz a nyelvórán? Milyen egyéni különbségeket veszel figyelembe? A nyelvtudáson kívül más egyéni különbséget figyelembe veszel?
- Hogyan segíted a tanulókat, vagy egy tanulót, ha az órán elakad egy tevékenység során, vagy egy feladat megoldásában? Mit teszel, ha az egész csoport elakad valami miatt a tanulásban?
- Most a nyelvtanulókkal és a tanár szerepével kapcsolatban szeretnék feltenni kérdéseket.
- Milyen szerinted egy sikeres nyelvtanuló?
- Milyen érzelmeket látsz a tanulókon a nyelvórákon a nyelvtanulással kapcsolatosan? Milyen jelekből következtetsz erre?
- Szerinted miért fontos vagy miért nem fontos, hogy a tanulók milyen nyelvtanulással kapcsolatos érzelmeket élnek át a tanórán?
- Mi a tanárnak a feladata a tanulók által az órán átélt érzelmekkel kapcsolatban?
- Te általában hogyan érzed magad a nyelvórán?
- Hogyan hatnak a tanulók által átélt érzelmek rád?
- Hogyan hat a te érzelmi állapotod a tanulókra?
- Mennyire látod a tanulókat motiváltnak általában? Milyen jelekből ítéled ezt meg?
- Hogyan lehetne még inkább motiválni a tanulókat, amikor kevésbé motiváltak?
- Mennyire gondolod fontos tényezőnek a tanulók magabiztosságát a nyelvtanulás sikerében?
- Milyen szerepe van a nyelvtanárnak a tanulók magabiztosságával kapcsolatban?
- Mit jelent neked az, hogy a tanulók vállaljanak felelősséget saját nyelvtanulásukért? A te tanulóid mennyire képesek erre?

- Milyen szereped van szerinted neked abban, hogy a tanulók megtanuljanak tanulni és önállóan is képesek legyenek fejleszteni nyelvtudásukat?

Végül az iskolán kívüli nyelvtanulásról is szeretnék feltenni pár kérdést.

- A nyelvóra szempontjából miért fontos vagy miért nem fontos, hogy a nyelvtanulóknak legyen kapcsolata az angol nyelvvel nyelvórán kívül is?
- Hogyan hat szerinted a nyelvtanulás folyamatára az angol nyelvvel való tanórán kívüli kapcsolat?
- Hogyan készíted fel tanulóidat az iskolán kívüli nyelvtanulásra, nyelvhasználatra?
- Milyen hozadékokat vársz a 9. és 11. osztályos tanulók külföldi tanulmányútjaitól?

Van még esetleg valami, amit szívesen elmondanál?
Köszönjük szépen, hogy vállalkoztál erre az interjúra!

APPENDIX B

English language interview guide

Dear xy! Thank you very much for agreeing to this conversation and thus helping the work of our research group. I am ZW, I work at ELTE in the Department of English Applied Linguistics, my colleagues and I want to collect information about the experiences and opinions of language teachers for a research project in which we examine the individual differences of secondary school students related to language learning. The interview will be used for research purposes, and the data will be summarized and analyzed. Of course, you are completely anonymous in the research, and I will not disclose any identifying characteristics. During the interview, we are interested in your opinion, we don't want to hear "good" answers, because there are no such answers. The interview will be about 35-40 minutes and if you agree to me recording our conversation then we can begin.

First, we would like to talk about what kind of language teaching experience you have gained in your work so far.

- Because of the sample description, I have to ask how old you are and how long have you been teaching? How long have you been teaching English?
- Do you teach other languages besides English? If so, what?
- What language teacher qualification do you have?
- What types of schools did you teach English in? Where, for how long?
- What age/grade level did you teach English to? And what age/grade of children do you teach now?

Now we will ask you some questions about your language lessons. First, I would like to ask a few questions about the design.
- What factors do you take into account when you start working with a group in the new school year? How do you prepare for your different groups?
- What differences between groups do you take into account when planning, apart from the language level?
- During the school year, what factors do you take into account the most when planning lessons?
- How well would you say your preliminary plans for the annual course are generally realized? What about lesson plans?

Now I have some questions about classroom work.

- What teaching materials do you use in the lessons?
- How do you choose which tasks to use in a given group? [ONLY IF YOU ARE INQUIRING ABOUT THE TASK: We are wondering what you mean by task. From there, we continue the interview with his definition.]
- What are your favorite tasks? Why do you like these?
- What tasks do you avoid? Why do you avoid them?
- What do you think are the children's favorite tasks? How much do you take this into account?
- Which tasks do you think children don't like? How much do you take this into account?
- Could you recall what specific tasks you used in your last English lesson and what activities the students did during them?
- How do you differentiate in the language class? What individual differences do you take into account? Apart from language skills, do you take other individual differences into account?
- How do you help the students or a student if they get stuck during an activity or solving a task in class? What do you do if the whole group gets stuck in learning because of something?

Now I would like to ask questions about language learners and the role of the teacher.

- What do you think a successful language learner is like?
- What emotions do you see in the students in language classes regarding language learning? From what signs do you infer this?
- Why do you think it is important or not important what emotions the students experience during the lesson related to language learning?
- What is the teacher's role in relation to the emotions experienced by students in class?
- How do you usually feel in language class?
- How do the emotions experienced by the students affect you?
- How does your emotional state affect the students?
- How motivated do you see the students in general? By what signs do you conclude this?
- How could students be motivated even more when they are less motivated?
- To what extent do you think students' self-confidence is an important factor in the success of language learning?
- What is the role of the language teacher in relation to students' self-confidence?
- What does it mean to you that students take responsibility for their own language learning? How capable are your students of this?

- What role do you think you have in ensuring that students learn to study and are able to develop their language skills independently?

Finally, I would like to ask a few questions about language learning outside of school.

- From the point of view of the language class, why is it important or why is it not important for the language learning students to have contact with the English language outside of the language class?
- How do you think the extracurricular contact with English affects the language learning process?
- How do you prepare your students for language learning and language use outside of school?
- What returns do you expect from 9th and 11th grade students' study trips abroad?

Is there anything else you would like to say?

Thank you very much for agreeing to this interview!