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foreign language teachers with two foreign languages.“

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TABLE OF CONTENTS

| | |
|--|----|
| TABLE OF CONTENTS | 3 |
| INTRODUCTION | 1 |
| 1. RESEARCH RATIONALE | 2 |
| 1.1. PURPOSE AND AIM OF THE THESIS..... | 2 |
| 1.2. RESEARCH AREAS..... | 3 |
| 1.3. RESEARCH DESIGN | 5 |
| 2. IDENTITY CONSTRUCTION AND TEACHER IDENTITY | 5 |
| 2.1. THE CONCEPT OF IDENTITY | 5 |
| 2.2. IDENTITY DEVELOPMENT | 7 |
| 2.2.1. DEVELOPMENTAL THEORIES..... | 7 |
| 2.2.2. THE PRINCIPLES OF DEVELOPMENT – EXPERIENCE AND EMOTION | 11 |
| 2.2.3. IDENTITY AND LANGUAGE | 14 |
| 2.3. SOCIOCULTURAL IDENTITY DEVELOPMENT..... | 16 |
| 2.3.1. A GLOBALISED WORLD AS A REASON FOR MULTILINGUAL IDENTITIES | 16 |
| 2.3.2. THE SOCIOCULTURAL APPROACH TO FOREIGN LANGUAGE LEARNING | 17 |
| 2.3.3. LANGUAGE COMMUNITIES AND EXPERIENCES ABROAD AS INTEGRAL PART OF TEACHER IDENTITY DEVELOPMENT | 21 |
| 2.4. FOREIGN LANGUAGE TEACHER IDENTITY | 26 |
| NON-NATIVE STATUS OF FOREIGN LANGUAGE TEACHERS | 28 |
| 3. PERSONALITY TRAITS OF FOREIGN LANGUAGE TEACHERS | 30 |
| 3.1. INDIVIDUAL DIFFERENCES (IDS) AND PERSONALITY | 31 |
| 3.2. LANGUAGE APTITUDE | 32 |
| 3.3. MOTIVATION | 33 |
| 3.3.1. MOTIVATIONAL THEORIES..... | 34 |
| 3.3.2. INTEREST | 36 |
| 3.3.3. PREFERENCE | 37 |
| 4. METHODOLOGY..... | 38 |
| 4.1. QUALITATIVE DATA AND INTERVIEWS..... | 39 |
| 4.2. DEVELOPMENT OF GUIDING QUESTIONS | 40 |
| 4.3. PILOT INTERVIEW AND ADJUSTMENTS | 45 |
| 4.4. SAMPLING AND CONDUCTING THE INTERVIEWS | 46 |
| 4.5. TRANSCRIPTION AND CODING WITH MAXQDA | 47 |

| | |
|--|------------|
| 5. FINDINGS AND DISCUSSION OF RESULTS | 49 |
| 5.1. FINDINGS..... | 49 |
| 5.2. DISCUSSION OF RESULTS..... | 53 |
| 5.2.1. LEARNING BIOGRAPHY | 53 |
| 5.2.2. EXPERIENCES ABROAD | 61 |
| 5.2.3. TEACHING EXPERIENCE AND ITS INFLUENCE ON A TEACHER’S PROFESSIONAL IDENTITY.... | 66 |
| 5.2.4. DIFFICULTY IN LEARNING FRENCH | 71 |
| 5.3. IMPLICATIONS AND OUTLOOK..... | 73 |
| 5.3.1. THEORETICAL IMPLICATIONS..... | 73 |
| 5.3.2. PRACTICAL IMPLICATIONS..... | 74 |
| 5.4. LIMITATIONS | 75 |
| CONCLUSION..... | 76 |
| REFERENCES | 78 |
| ABSTRACT ENGLISH | 82 |
| ABSTRACT GERMAN | 82 |
| APPENDICES | 83 |
| APPENDIX 1: INTERVIEW GUIDELINES | 83 |
| APPENDIX 2: TRANSCRIPTS..... | 87 |
| APPENDIX 3: LIST OF CODINGS..... | 121 |

List of abbreviations

| | |
|-----------------|---------------------------------|
| <i>AHS</i> | Allgemeinbildende Höhere Schule |
| <i>e.g.</i> | for the sake of example |
| <i>EFL</i> | English as a foreign language |
| <i>FLE</i> | Français comme langue étrangère |
| <i>L1</i> | first language |
| <i>L2</i> | second language |
| <i>NESTs</i> | Native English Speaker Teachers |
| <i>qtd. in.</i> | quoted in |
| <i>s.v.</i> | under the given word or heading |
| <i>SLA</i> | Second Language Acquisition |

Introduction

The modern world needs people with a complex identity who are intellectually autonomous and prepared to cope with uncertainty; who are able to tolerate ambiguity and not be driven by fear into a rigid, single-solution approach to problems, who are rational, foresightful and who look for facts; who can draw inferences and can control their behavior in the light of foreseen consequences, who are altruistic and enjoy doing for others, and who understand social forces and trends. – Robert J. Havighurst (1972: 2)

Identities and their development are a highly interesting and complex topic in general, but even more so in professions where identity has a considerable effect on others, as, for example, in school. When it comes to teachers, it is even more significant, as teachers function through their identity in their teaching practice. This is even more true for foreign language teachers, because they not only represent their own cultural identity, but are in some cases influenced by more than one language as well as by their professional context. Therefore, this thesis will examine the professional identity development of foreign language teachers with two foreign languages, and its possible reasons. Its interest is based on their professional, but also cultural identity development, regarding the preference or equal status of one of the subjects/languages. The thesis will hence analyse and evaluate different areas and their development over a longer period of time, with respect to personal learning history and education, teaching profession, private environment and time spent abroad. Qualitative interviews will be used to gather this information, coded and then analysed according to research area to see whether they are relevant for the teachers' identity and preference development.

The first section of the paper will present the underlying hypotheses and the research design. It will give a detailed account of the aim of this thesis and of previous research in this field. Furthermore, the different research areas of this study will be outlined. The second and third section will provide the necessary theoretical framework to analyse the findings of the study and will present important previous research in the different fields that focus on identity and preference development. They will be divided into general remarks about identity and a detailed section about personality. The fourth section will introduce the methodology used in this study and will explain choices of guidelines and procedures of transcription and coding. The final part of this thesis, section five, will present the findings and discuss the results according to research interest. Finally, it will consider the importance of this study with regard to possible implications for future research as well as teacher education and practice.

1. Research rationale

This section of the paper is intended to present an introduction to the topic and to provide an overview of the structure of this paper. Further, the aim of the thesis, research questions and hypotheses will be introduced. This functions as a support for the following theoretical background, which is presented in section 2 of this paper and it will also explain the methodology used, which is presented in section 4.

1.1. Purpose and aim of the thesis

When it comes to the choice of studying and choosing a teacher programme for becoming a secondary school teacher here in Austria, ongoing students must reach a decision, which will influence their entire professional life. They have to decide which subject they want to teach. To many people, this might seem to be an easy choice, as one is either highly interested in natural sciences or more gifted in languages, and one can choose whatever one is interested in. This is certainly true to some extent, however, when it comes to students who are very talented in languages and might have previous knowledge and experience because of school, they often choose two different foreign languages. This also happened to be the case with me. My choice was English and French, because I had already had many experiences in school and abroad with both languages and was also, what my teachers called, “talented”. What I realized however, is that many people, although they have a high level of language aptitude, do not behave and feel the same when they use the other respective foreign language. They even have a specific preference for one language. This is highly important for language teachers with two foreign languages, as they act in and experience their classes differently, when they use the language they prefer. Therefore, this study focuses on English as a foreign language (EFL) and Français comme langue étrangère (FLE) teachers. The purpose of this thesis is hence to examine whether language teachers with those two languages have a preference for one language and whether this preference can be considered an influence for the teacher’s cultural and professional identity. This is of vital importance, as it could be reflected in their teaching and could also be relevant for future teacher training.

Various research has already been conducted, concerning teacher career motives (Bergmark, Lundström et al. 2018, Özkul 2011, Zwettler-Otte 1981) and possible reasons for their career choice in their learning biographies (Gerlach and Steininger 2016, Treptow 2006). Further, different studies about the non-native status of foreign language teachers (Moussu and Llorca 2008, Medgyes 1994), as well as their professional identity development (Pennington and Richards 2016, Kiely 2015, Tsui 2007) has been covered recently. There is also a growing number of studies

focusing on possible different selves and multiple identities in foreign language teaching and learning (Rivers and Houghton 2013, Faircloth 2012, Kramsch 2009, Kubanyiova 2009).

However, there is little or no evidence for foreign language teachers expressing preferences for one of their subjects, which must certainly influence their teaching, as well as their (professional) identity development. The aim of this thesis is therefore, to demonstrate whether teachers with English and French as their subjects have a preference and to examine whether this preference can change throughout time. Therefore, this study also seeks to show that there are different factors or experiences that can function as potential triggers for preference shift or sometimes even for identity shift. For this purpose, different areas will be analysed and demonstrated with examples of real language teachers. It further evaluates whether this could lead to generalisations about identity development of language teachers with two languages and tries to highlight the importance of certain experiences in a teacher's life. Since research on identity development often focuses on earlier stages (Lohaus and Vierhaus 2013: 5), this thesis also tries to show that many developmental changes not only take place during childhood and youth, but also throughout one's professional life. This could be of great importance especially for foreign language teachers as it could enhance future research and the development of teacher programmes.

1.2. Research areas

As mentioned above, the general hypothesis that certain factors lead to a preference, a preference change or even an identity change, is based on the assumption that language teachers have different experiences in their lives that trigger those shifts. Therefore, several areas of teachers' biographies need to be considered.

The first area is the teacher's own learning biography and educational background. Concerning the learning history, teachers themselves, as former foreign language learners, experience various situations that could be significant for their preference, such as relationships with their own teachers or experiences in classrooms, or native speaker contacts. Furthermore, by choosing to study a foreign language in a teacher programme, student teachers start shifting their identity from student to teacher, creating, therefore, a professional identity by applying individual characteristics to characteristics of the field. For many students this might lead to an 'identity crisis', based on the struggle between their mother tongue, two foreign languages, and the cultural affiliation with regard to the status of being a 'non-native speaker'.

Hence, this leads to second area of research, the actual teaching profession itself. There is also a constant struggle of what it means to be a professional language teacher, concerning stereotypes that are manifested in each mind. Additionally, the teaching experience itself might play a major role in the teacher's identity development, as it might adapt while teaching the different subjects, which implies the co-existence of multiple identities (Kubanyiova 2009, Tsui 2007). Furthermore, language as a transcultural competence, by mediating culture is another important part of teaching (Medgyes 1994). However, if a teacher's identity or preference shifts towards one language, cultural competence might be represented differently in the classroom.

Apart from those areas, language teachers usually have a great personal interest in the languages and the respective cultures. Thus, a part that must be covered are experiences abroad, since the passion for a specific language and culture is also reflected in negotiation processes outside the classroom, such as holidays or educational stays abroad (Boye 2016, Ehrenreich 2004). This even goes further, concerning their social environment, meaning that many language teachers make friends or partners abroad, who speak one of the respective languages (De Frederico de la Rúa 2008, Perrefort 2008). Hence, people might associate and connect such experiences with the language.

In addition, there are also factors that might influence a teacher's preference due to circumstances beyond one's control. Those external circumstances, such as the curriculum or course distribution¹ at a teacher's school, can have a big effect on a teacher's life if one is not able to teach one of the languages over a longer period of time. Also, the prestige and reputation of a language in society might be influential to the teacher's preference, as it might force schools to choose other language subjects and reduce classes of other foreign languages (Özkul 2011). If therefore, a teacher is not able to teach one of the respective languages, it might lead to concerns about their own language proficiency.

Besides those areas which will be covered in the empirical part of this study, there are some aspects that need to be considered, such as personality traits, like interest and motivation. Further, the social position of the teacher as part of a language community or professional language community, needs to be considered as a potential influence on a foreign language teacher's development.

¹ Lehrfächerverteilung

1.3. Research design

The research itself focuses exclusively on non-native foreign language teachers of French and English at Academic Secondary School (AHS) in Austria. Therefore, qualitative interviews with five teachers who are currently teaching, were conducted and then transcribed. The interviews were also coded according to research areas², and the findings and possible implications are discussed in section 5.

2. Identity construction and teacher identity

Since we talk about teachers and their shift in preference, a teacher's identity and its development need to be a main research focus. Preference change as part of psychological processes within one's identity may also trigger potential identity developments, when those shifts occur constantly throughout a teacher's life. So therefore, one needs to have a closer look at what identity is, how it develops and how or what influences potential changes. At this point however, it is still questionable whether we can talk about identity change or simply about preference change that is caused by factors such as positive or negative experience in a specific language. As a start, various definitions and theories about identity in different fields of research and its development must be considered before talking about teacher identity in particular.

2.1. The concept of identity

Identity as part of everyday culture is a term, often used and misused in common language and context, simply because every individual has his or her own individual interpretation to it. When it comes to identity with regard to academic research, there are various definitions and perceptions of the term and its related concepts.

To start with a more general definition, identity is usually referred to the idea about one's individual characteristics or traits associated with a person (*English Oxford Living Dictionary 2018: s.v. identity*). This may also apply to one's national identity, meaning being a member of a particular culture, which will also be discussed further on. One of the main researching areas that focuses on identity, its definition and the processes involved in its development, is psychology and even further, developmental psychology. The latter will be a primary focus of this paper, since it concentrates on explaining and examining "the changes —physical, mental, and behavioral—that occur from conception to old age and investigates the various biological, neurobiological, genetic,

² For a detailed account of the methodology, see section 4.

psychological, social, cultural, and environmental factors that affect development throughout the lifespan” (APA 2018: *s.v. developmental psychology*).

With regard to identity, the American Psychological Association (APA) (2018: *s.v. identity*) dictionary defines identity as follows:

Identity, n.

1. an individual’s sense of self defined by (a) a set of physical, psychological, and interpersonal characteristics that is not wholly shared with any other person and (b) a range of affiliations (e.g., ethnicity) and social roles. Identity involves a sense of continuity, or the feeling that one is the same person today that one was yesterday or last year (despite physical or other changes). Such a sense is derived from one’s body sensations; one’s body image; and the feeling that one’s memories, goals, values, expectations, and beliefs belong to the self. Also called personal identity.

2. in cognitive development, awareness that an object is the same even though it may undergo transformations. For example, a coffee cup remains the same object despite differences in distance, size, color, lighting, orientation, and even shape. Also called object identity.

In other words, this definition clearly shows that identity, as commonly understood, not only refers to interpersonal characteristics of a person, but indeed, is deeply connected with one’s own social status and one’s role in society. It further talks about a temporal dimension to identity that needs to be considered. This sense of continuity might also be of great importance for this research, because certain traits or attitudes of the individual may change or adapt throughout time when it seems to be necessary. Faircloth (2012: 186) presents the following definition:

[...] theorists conceive of identity as the pattern of practices and choices that emerge (and potentially shift) within the interaction of person and context. Identity can be seen therefore as a type of ongoing negotiation of participation, shaped by – and shaping in response – the context(s) in which it occurs.

Potential factors which might affect these negotiation processes will also be analysed and discussed in more detail throughout this chapter.

As a start, reasons why identity construction nowadays takes place at so many different levels need to be taken into consideration. From a sociological perspective, the emergence and spread of capitalism and globalisation, resulting in a dynamic of change in previous established identity factors, such as class, profession, neighbourhood, family and gender, leads to a fusion of these distinct borders. This means that identity construction becomes one of the main tasks to achieve in life, since biographies tend to be removed in these times of progressing differentiation, pluralism and detraditionalization (Eickelpasch and Rademacher 2004: 6). Therefore, the individual turns into the agent of actively developing and constructing their own identity, by choosing from different

offers of institutionalized biographical possibilities, but also from socially available lifestyles and identity supplies, such as fashion, media and pop culture.

2.2. Identity development

This section focuses on identity development in general, in order to interpret and understand the concept of teacher identity. It will furthermore help to draw conclusions about teacher identity development and the results of this study. Therefore, this section presents developmental theories, discusses the importance of experiences and emotions for development, and demonstrates how language and identity is connected.

2.2.1. Developmental theories

Since one's identity and its construction is one of the main, if not the biggest, aspects of life, developmental psychology deals with it on various levels. As the name already indicates, developmental psychology studies human development throughout the lifespan, the so-called ontogeny. But it also focuses on different stages of development in different age groups. Here it is also important to mention that development not only takes place at an early age, such as childhood or youth, but throughout one's life (Lohaus and Vierhaus 2013: 4-5). It is evident why much research focuses on the early lifespans, since most of the developmental processes occur at that time. However, many developmental changes also start right after youth, especially in early adulthood and even further, which may not be as obvious as in the earlier stages but are nevertheless also of great importance for future research. Hence, this is even more significant when it comes to the teaching profession, as language teachers mainly function through their identity.

Some of the main aspects of developmental research are different developmental stages/dimensions (speaking about cognitive, motor or social development), which should not be considered as a stringent and continuous course, but which are often individual and differentiated developmental processes that adapt to various factors (Lohaus and Vierhaus 2013: 6-8). This also leads to the question of whether the factors which initiate development might be of an endogenous (meaning that they come from within oneself) or of an exogenous (controlled by surrounding, outside factors) nature. With regard to learning, there are still many theories that consider learning a result of experience. This means that in this case, natural dispositions or abilities are not as influential as the children's environment and social surroundings (Lohaus and Vierhaus 2013: 15). If we therefore consider identity development as a learning process, this must be taken into account. Since development at an early stage in life is primarily triggered by endogenous factors, development at later points in life are mostly exogenous factors and therefore the importance of endogenous

factors decreases continuously over time (Lohaus and Vierhaus 2013: 8-9). Hence, surrounding influences become more important with increasing age. Thus, exogenous factors are significant for identity changes during adulthood, which could, hence, also be relevant in educational research. Nevertheless, both factors must be considered when talking about these alterations throughout lifetime, as development in general is always the result of both factors functioning mutually.

There are several basic theories in developmental psychology, such as Freud's Psychoanalysis, Jean Piaget's theory of cognitive development, or Thorndike's and Skinner's conditioning concepts. However, when it comes to identity development, one needs to talk about Erik Erikson's concept of psychoanalysis, which is based on Freud's theory. Erikson largely focuses on the development of the ego and sees it as a life-long development. Additionally, he argues that the social environment is another important factor that works as a source of identity and self-awareness. His point is that each individual needs to master different psychosocial challenges at various stages in life, not only at the beginning of life. By overcoming these challenges, the individual develops its personality and identity (Lohaus and Vierhaus 2013: 12-13). For Erikson one of the most crucial phases is puberty and adolescence. The stage of identity versus role confusion is marked by a constant questioning of the self with regard to its position within social contexts. What Erikson means by role confusion, is that people at that age constantly reflect on their identity by adapting to different roles in society, behaving accordingly to their social environment. Although Erikson puts the focus of identity development at the time of adolescence, he also considers its development a life-long process (Lohaus and Vierhaus 2013: 13). During this stage individuals often experience "identity crises" which, according to the APA (2018: *s.v. identity crisis*), are defined as follows:

identity crisis

a phase of life marked by experimentation; changing, conflicting, or newly emerging values; and a lack of commitment to one's usual roles in society (especially in work and family relationships). Erik Erikson claimed that it is natural and desirable for adolescents to go through a period of identity crisis and that greater maturity results from the experience. The concept has been expanded to refer to adult midlife crises and other periods marked by change or uncertainty about the self.

As stated, these crises are usually of conflicting nature with a result in a change of values, a lack of self-value, or at least the positioning of oneself in a social context. This timeframe is hence also important with regard to future language teachers in Austria, as it lays the foundation for future education as a foreign language teacher. Students in Austria must already choose their subsequent school type at the age of ten and then again at the age of fourteen (OeAD 2014). So, if they decide

to attend an upper secondary level school, such as AHS or Berufsbildende Höhere Schule (BHS), it is often followed by a university education. With regard to language teaching, student language teachers often decide their future career at a very critical age and are in contrast to other professions, already confronted with their career goal right after the beginning of their studies (Özkul 2011: 21). Therefore, foreign language teachers take their professional decision and also start their professional identification at an age that is actually marked by a continuous identity search. Nonetheless, there are certainly also exceptions to this, such as people who start their professional career in a second educational path.

Another concept which, corresponding with Erikson's theory of developmental crises, is Robert J. Havighurst's concept of developmental tasks. Its roots can also be found in Freudian psychology as well in the research of Frankwood Williams, Caroline Zachry and Lawrence K. Frank (Havighurst 1956: 215). Havighurst (1956: 215) defines a developmental task as "a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks." According to this definition, facing and managing these challenges are a crucial part of forming personality, by shaping feelings for certain situations or social contexts and evaluating their importance. As Lohaus and Vierhaus (2013: 20-22) also state, some of these developmental tasks have to be faced by all members of a society, while others must be overcome by parts of society. General developmental tasks in the Western world can be prepared anticipatorily (e.g. beginning of school), while some must be managed unexpectedly (e.g. illness). There are various forms of developmental tasks, such as everyday tasks (e.g. dealing with arguments), extensive tasks (e.g. a pregnancy) or life-long tasks (e.g. preservation of health). Hence, it is arguable that some of these tasks might only be found in foreign language teachers with two languages. Professionalization processes as part of teacher education and at the beginning of teaching careers, might thus be seen as an extensive task, considering the amount of time that is necessary for it and also its possible effects. As previously stated, managing this professional step and finding one's own position in the classroom and professional field will certainly lead to a successful achievement of the task, whereas 'failure' will lead to a continuous questioning of identity.

Another variation of Havighurst's idea, is the appraisal theory by Lazarus (Lohaus and Vierhaus 2013: 20). Lazarus introduces three steps of appraisal for different developmental tasks. In other words, every developmental task or situation, elicits emotion. By appraising and evaluating those

tasks in three steps, each task can either be considered as irrelevant (meaning not stressful) or stressful, which might then be considered a burden. During the first stage, primary appraisal, the potential stressor (an event, condition that leads to emotional stress) is interpreted as either positive, irrelevant, or dangerous/challenging. If it is considered stressful, coping mechanisms need to be activated. This will lead to the next step, secondary appraisal, during which one must re-evaluate the resources and options for coping with the stressor. By starting these mechanisms, resulting in either positive or negative outcomes, the third stage of appraisal is initiated; another evaluation of the situation. With regard to these coping strategies, one can differentiate between direct or indirect mechanisms. The direct one primarily focuses on changing the stressful situation, whereas the indirect one (an emotion-focused approach) tries to tackle the way one relates to a problem (for example, by controlling emotions) without changing the situation itself. At this point, it is important to mention, that direct mechanisms decrease constantly towards youth and adulthood, because there is simply a broader variety and flexibility of mechanisms available (Lohaus and Vierhaus 2013: 21-22). There are also two forms of resources available. The first form of resources are personal resources, meaning one's own coping potential, in contrast to the second form of resources, namely social resources. In other words, social networks can actively support our coping mechanisms as they assist in finding other solutions or ways of coping (Lohaus and Vierhaus 2013: 22). To activate suitable coping mechanisms, a wide repertoire of coping strategies should be developed by engaging in different learning situations. This theory might be important, as it explains what happens when people have to deal with difficult situations. Especially, language teachers often face situations in their own learning biography, in situations abroad or in their professional development, that are considered challenging, and which influence their future teaching practice. It is therefore evident that if coping mechanisms were presented throughout teacher education programs, teachers would be able to reflect on past experiences or would engage more in social networks as part of professional reflection.

Since research is constantly progressing, social psychologists seek adaptations to previously developed theories. According to the German psychologist Heinrich Keupp, one needs to talk about a so-called 'patchwork identity'. Keupp argues that Erikson's concept of identity development as a process of lifelong development is nearly impossible to fulfil in our modern world. He claims that under these late-modern conditions, one faces identity development on a daily basis and that there is a constant struggle to adapt to this world. Hence, the matching of internal and external concepts becomes necessary in our complex and pluralised world (Eickelpasch and Rademacher 2004: 26,27). Hall (1994:183, qtd. in Eickelpasch and Rademacher 2004: 27) also confirms this

theory when he states that “In uns wirken widersprüchliche Identitäten, die in verschiedene Richtungen drängen, so dass unsere Identifikationen beständig wechseln. [...] Die völlig vereinheitlichte, vervollkommnete, sichere und kohärente Identität ist eine Illusion.“³

So when it comes to the processes of identity construction, it is therefore essential to consider “the interplay of personal, social, critical, and cultural situational factors in our understanding of identity” (Faircloth 2012: 186). Faircloth highlights the idea of contexts as figured worlds even more, meaning that the contexts we experience situations in cannot be regarded neutrally, but are socially constructed concepts and clearly distinguishable. She further mentions the importance of Lave and Wenger’s framework of identities-in-practice⁴. This concept refers to the idea that individuals adapt their identities according to particular situations and that they can actively choose and switch their identities (Faircloth 2012: 187). Faircloth (2012: 187) assumes:

Therefore, at any given moment, individuals have access to a variety of practices, some of which may be imposed; identity (i.e., identity-in-practice) can be understood as an ongoing positioning of self reflected [sic!] in how individuals receive, resist, or revise those contextual affordances or constraints (Davies, 2000). It may be important therefore to consider identities as negotiated, fluid, and multiple, rather than achieved, unitary, or consistent.

On account of this, it is rather difficult to argue about which processes are directly involved in identity construction and there has to be more than one answer to this question. According to Imhof (2012: 30-33) there are several areas of development that in any case must be considered. The first areas refer to cognitive and physical development, which will not be further discussed in this paper, and others which are of great importance for this study. These fields will cover language development, emotional development and motivational development (structure and change of interests). Here it is important to mention, and Imhof emphasizes it particularly, that changes in all of these areas can mutually influence themselves. Regardless, it is undeniable that some of these factors influence the individual’s decisions, and hence, also their identity construction. Therefore, the most important concepts and definitions will be presented in the following sections.

2.2.2. The principles of development – Experience and emotion

Experience and emotion can be considered the principles of development, as they form the basis of every developmental process. As Lohaus and Vierhaus (2013: 137-138) mention, there are different theoretical approaches according to the different research areas. One approach is the structuralist approach, presuming that there are eight basic emotions (fear, anger, joy, sadness, trust,

³ Contradictory identities are at work within us, pushing us in different directions, so that our identification is constantly changing. [...] Completely unified, perfect, secure and coherent identity is illusion.

⁴ Concept will be further discussed in section 2.3.2.

disgust, surprise and anticipation) that can be found right from the beginning of birth and that can be differentiated because of subjective experience, physiological reaction and expression. In contrast, the functional approach, as the name suggests, argues that underlying emotions must also have a function. In other words, after appraising an environmental stimulus as either motivating or goal-achieving, the emotion itself finds expression in action-readiness, hence resulting in taking-action. Emotional regulation, however, increases with age and therefore, people learn to separate emotions from particular actions. Hence, this makes it possible to deal with emotion in other ways (Lohaus and Vierhaus 2013: 139)⁵.

One of the most important emotions in human behaviour is joy. It is one of the emotions that we learn right after birth. Unsurprisingly, infants start smiling because they initiate bonding with their caregivers. Here, one can already see the main function of joy. Happiness is a motivating factor⁶ as it triggers the individual to continue with an activity and also strengthens the social bond with the interaction partner (Lohaus and Vierhaus 2013: 141).

Sadly, most of life's biggest challenges are highly connected with negative emotions such as fear and anger. Lohaus and Vierhaus (2013: 142) define fear as an emotional experience that occurs in situations where the individual considers him or herself endangered or threatened. Therefore, it supports the identification of a threat and promotes flight reactions or avoidance tendencies, but at the same time works as a signal to demand help or support from interaction partners in case of emergency. Once school begins, children's self-worth is increasingly based on school performance or on acceptance by the peer group. Hence, these issues become more important and social and appraisal anxieties increase with age.

In addition to fear, there is one emotion that is deeply connected with it – namely anger and frustration. Anger is usually experienced when the individual is hindered in reaching his or her goal. Thus anger actually motivates the individual to eliminate this barrier and further activates mechanisms to either warn the interactional partner about a possible offense or to attack if other coping solutions are not available (Lohaus and Vierhaus 2013: 144).

Apart from obvious emotions such as anger and fear, children also start to develop confident emotions, such as shame, envy, pride or guilt. The development of these feelings is important, since it not only initiates the regulation of feelings but it is also evidence for objective self-confidence in the individual (Lohaus and Vierhaus 2013: 144-145).

⁵ Another approach, namely the sociocultural approach to learning will be discussed in section 2.3.2.

⁶ For a detailed account of motivation, see section 3.3.1

At this point however, it is essential to say that emotions always occur in situations that the individual experiences. Those experiences serve as the basis for the universal principles of development, such as adaptations. Humans change their knowledge and behaviour according to their reality, meaning situations they experience (Imhof 2012: 25). Therefore, a definition of experience should be given. According to the APA (2018: s.v. *experience*) experience can be either defined as “1. an event that is actually lived through, as opposed to one that is imagined or thought about” or “2. the present contents of consciousness” or “3. a stimulus that has resulted in learning”. As evident in the first two definitions, experience is a situation that an individual really goes through in a conscious state of mind. However, with regard to identity and development, this definition is not enough, as all kinds of experiences have a more or less significant effect on us. In other words, an experience is always a possibility to adapt our behaviour and thoughts, because we either want to change or to repeat the experience. Hence, it is consequently a result of learning. George G. Haydu (2011: 1-2) demonstrates the consequences of experience and thus its importance for development in a very precise way:

Experience is not a continuous stream. It is a sequence of events, and each event is an experience entity. The experience entity is an integration of many components, chiefly an aroused need that seeks and finds its instrumentalities, concepts, images and action. Action is then fed back to the smallest unity that is still a full-fledged psychological happening. It has particular shape or form quality. Experience entities cluster and combine chiefly according to their most significant features, mainly around significant persons or powerful vents. Such structures are the experience forms. They can be expressed and they can be communicated. They are basic to interpersonal relations. They depend on and can be encoded in the semiotic ecology of which the person is member. Relations, objects, and intentions are viewed and weighed through the outcome of these events [...].

As Haydu implies, experience cannot be regarded as a constant change but happens on smaller levels. Those experience entities that he refers to, are strongly connected with subjective interpretations and inner representations of those happenings, hence resulting in either favourable or not-favourable outcomes, which are then clustered accordingly. This is obviously the point at which adaptations take place. Similarly, Imhof (2012: 25-26) claims that this cognitive structure is the most crucial step for adaptations because this regularity makes processes of thinking and learning possible. In addition to what Haydu refers to as semiotic ecology, she points out that the organisation of these real and subjective orders is based on schemas. In other words, actions and mental processes that can be repeated and activated if necessary.

Furthermore, Haydu indicates that experience is highly connected with influential events or people and is therefore essential in forming attachment. Hence, it is obvious that adaptations also take

place in interpersonal relations, based on emotions that one connects with interpersonal experiences and events.

What should be further added, is the theory of somatic experience that Claire Kramsch (2009: 66-70) refers to in her approach to a multilingual self. She introduces the concept of emotions and their somatic relation to body and mind, which is based on neuroscientist Antonio Damasio's work. There is a clear distinction between emotions and feelings. Kramsch (2009: 68) therefore explains:

Emotions are movements of the organism [...], unconscious neural patterns that come before (and sometimes independently of) any feeling. Feelings emerge from these neural patterns or bodymaps generated by the brain. They are image-representations of the state of our body relative to itself and to external objects.

So, the feeling itself can be considered a reaction to the emotion that the body 'produces'. She further marks a difference between primary emotions (the basic emotions that have already been introduced) and secondary emotions that can be explained as a specific distinction of the basic ones, such as panic in contrast to fear or socially connected emotions, like sympathy, gratitude, shame or admiration. Those secondary emotions, hence, generate feelings that are called somatic markers, which could be compared to what we consider 'gut feelings'. Therefore, this specific differentiation is absolutely necessary when it comes to second language acquisition (SLA), as it might help to explain "phenomena [such] as empathy, identification and alienation" (Kramsch 2009: 75). It should be noted at this point that people often face situations while learning a language, that are not as pleasant as others and those might even have severe unfavourable effects on students. Those negative emotions in learning that complicate or even hinder language acquisition, are so-called affective factors. Yule (2006: 164) states that:

[t]his type of emotional reaction, or 'affect', may also be caused by dull textbooks, unpleasant classroom surroundings or an exhausting schedule of study and/or work. All these negative feelings or experiences are affective factors that can create a barrier to acquisition.

As previously stated, such unpleasant experiences slow down the learning process. Yule (2006: 164) also explains that especially teenagers at that very self-conscious age, may be hindered in language acquisition if they do not feel attached to the target culture, meaning to the traditions and its speakers because they cannot identify with it.

2.2.3. Identity and language

We can see that experiences and emotions as a driving force of development, are often linked with interpersonal experiences that happen to involve communication. Hence, this communication process is also relevant for identity construction, because identity is strongly connected with the

language the individual speaks. Therefore, if a person decides to learn (and further, even to teach) a foreign language, the relevance of the language and its effects on identity development must be considered.

With regard to foreign language learning, first language acquisition is a prerequisite. Since our neurological development shows a high plasticity in the first years of our lives, this period is highly sensitive for language acquisition and learning. With aging, the ability for language acquisition constantly decreases and it is said that neurological specialization is nearly finished by the age of 13^{1/2}. Therefore, L1 acquisition is highly doubtful and rarely possible after the beginning of puberty (Lohaus and Vierhaus 2013: 156-157). With regard to this, it is also important to mention that it is pretty easy to acquire two languages at the same time, meaning that children who are brought up bilingually, usually do not get confused and acquire both languages without dramatic inferences (Lohaus and Vierhaus 2013: 157). Therefore, children have a higher willingness and special potential to acquire and learn new languages during childhood (Lohaus and Vierhaus 2013: 155-157). Lohaus and Vierhaus (2013: 166) thus argue: “Da die Sprachlernfähigkeiten gerade im Kindesalter besonders ausgeprägt sind, spricht einiges dafür, dieses Zeitfenster zu nutzen, um die (Fremd-) Sprachkompetenzen von Kindern zu fördern.”⁷

However, by learning a foreign language, people not only study grammar rules and vocabulary, but also cultural traditions and the language community. Hence, this implies, as Lave and Wenger (1991: 51) emphasize: “Knowledge of the world is produced and can be reproduced and adapted throughout activity ‘which includes speech and thought, but cannot be reduced to one or the other’”.

Furthermore, language learning and cultural competence are deeply connected in Austria as the curriculum for foreign languages clearly depicts the duty to develop a social and intercultural competence through language learning. It (BMB 2004) says: “Fremdsprache ist Ausdruck von Kultur- und Lebensformen. Der Erwerb einer Fremdsprache dient ua. dem Kennen lernen von Fremdem, der bewussten Auseinandersetzung mit kultureller Verschiedenheit und diesbezüglichen Wahrnehmungen und Wertungen [...] [und soll] zum gleichberechtigten und friedlichen Zusammenleben beitragen.”⁸ This already highlights the social function of language by becoming a part of a language community, sharing not only the same linguistic norms, but also social customs.

⁷ Since language acquisition abilities are particularly developed during childhood, using this timeframe in order to promote (foreign-) language competence should be considered.

⁸ A foreign language is an expression of cultural forms and forms of life. Foreign language acquisition helps to get acquainted with the other, to examine cultural differences and their cognition and valuation and should contribute to an equal and peaceful coexistence.

Therefore, it must be considered that by adapting and integrating several foreign language practices, the speaker's identity transforms throughout the learning process. This is particularly true for people who speak and use more than one foreign language, as well as their mother tongue, which Kramsch (2006: 100) refers to as 'multilingual subject'. As Kramsch (2009: 189) claims: "The self that gets constructed through learning the standard forms of grammar, vocabulary, or pragmatics is a symbolic order of another language. [...] The symbolic power exercised by a multilingual subject is less a communicative competence than a symbolic competence". Hence, this indicates that a speaker of several foreign languages excels in a competence of adapting to different socially accepted norms and forms, which further underlines the hypotheses of multiple identities or 'patchwork' identities. According to Drummond and Schleef (2016: 53), "identities are regarded as being constructed and reconstructed; they are dynamic and changeable. Language and identity cannot be separated or correlated; they are co-constitutive". Hence, as they imply, language use is identity construction and vice versa; therefore, multiple foreign language learning and use cannot be neglected when talking about identity development.

2.3. Sociocultural identity development

As previously mentioned, individuals adapt according to experiences and linked emotions. Since people develop and structure those empirical events and relate them to their outside world and surrounding social community, a person-environment interaction is undeniable. As Imhof (cf. 2012: 44) also points out, development always needs to be analysed with regard to cultural contexts and is subjected to historical change. At this point one needs to rethink whether or not this could also be true for cultural experiences that one has not been brought up in and whether this could be also transferred onto language usage.

2.3.1. A globalised world as a reason for multilingual identities

Globalisation means the experienceable de-territorialisation and dissolution of boundaries of daily actions in areas such as economy, politics, information, social interactions and cultural forms of identity. Further, one of the most crucial aspects of globalisation is the transformation of cultural identities because of newly developed time-place connections. These previously established connections cut through national borders, local communities, organisations and they integrate new ways of life and put them into relation (Eickelpasch and Rademacher 2004: 58). The crux of this globalised concept is therefore, to broaden the world's horizon, hence intensifying social relations all over the planet. At the same time however, this global mobilisation and diaspora of ethnic groups destabilises individual and cultural identities. Nederveen Pieterse (1998:103, qtd. in

Eickelpasch and Rademacher 2004: 59) argues that “[...] die Auflösung vertrauter soziokultureller ›Verortungen‹ durch die wechselseitige Durchdringung von Lokalem und Globalem führt zu einem permanenten Ringen um biografische und kulturelle Identität und Selbstverortung in einer global vernetzten »Crossover-Kultur«“⁹.

Even basic identity markers, such as gender, class and ethnic identity can no longer be considered guaranties for identity construction, simply because if they disappear in this globalized world, there is the risk of dissociation, a gradual fragmentation of the subject (Eickelpasch and Rademacher 2004: 28). Nevertheless, it should be stated that people can also benefit from living this global village, since it not only sharpens their awareness of other cultures and traditions, but it can also be a creative source of self-discovery. With regard to language learning, this is highly significant, as learning language dissolves boundaries even more and makes it possible for the individual to dive into another cultural environment. Kramsch (2006: 101) thus states:

In the same manner as the subject comes into being in interaction with others, desire, as positive or negative identification with the other, is by essence dialogic and intersubjective. [...] Cultural studies scholars have suggested that in this age of migration, diaspora and internet communication, identification and ways of belonging have become more important than stable identities attached to fixed places on the map.

This clearly shows, that especially multilingual individuals are confronted with flexible identities and fluid adaptations throughout their contacts in a globalised world and particularly throughout their learning processes of foreign languages.

2.3.2. The sociocultural approach to foreign language learning

As one can therefore see, identity development in general, but also for foreign language teachers, is highly dependent on contact with ‘others’. Hence, this leads to another aspect of language learning, namely the sociocultural approach (Lohaus and Vierhaus 2013: 139). This approach claims that emotions and their regulation are only constructed through social community and interpersonal interactions. Therefore, socialisation seems key for successful emotional development. Since culture can be considered a system of norms, attitudes and behaviours of a community, each individual and its experienced emotions are highly influenced by its surrounding social system. The base of this approach forms the appraisal of environmental stimuli, since it is the foundation for emotional experience. Furthermore, it claims that the appraisal of these emotions can be found in

⁹ The dissolution of familiar sociocultural placement by mutual interference of local and global factors leads to a permanent struggle for biographical and cultural identity and self-placement in a global network of a »crossover culture«.

the individual's culture. Via socializing, people learn to associate different types of situations with different emotions. According to Lave and Wenger (1991: 51) participation in social contexts always triggers interaction, both of understanding and experience, and hence they claim, that "persons, actions, and the world are implicated in all thought, speech, knowing and learning." However, what it is often neglected, is the role of the individual. As it is mainly seen as a working agent in the social community, one of the implied meanings is omitted - the crucial meaning of the self. Lave and Wenger (1991: 53) hence depict:

Viewing learning as legitimate peripheral participation means that learning is not merely a condition for membership, but is itself an evolving form of membership. We conceive of identities as long-term, living relations between persons and their place and participation in communities of practice. Thus identity, knowing, and social membership entail one another.

So even if learning and experiencing the world is based on participation in a social context, it is still connected with the identity formation process itself. As people live in a socialised environment and participate in social relations, they are also influenced by other people in their thoughts and actions, constructing meaning and concepts based on social impacts. Therefore, both identity and social participation are mutually constitutive and cannot be discussed individually.

Initially however, different stages of social participation of the individual should be examined. In the first stage of socialising, family is one of the key determinants, as it is the first developmental stage of social bonding. At this point, children normally experience secure attachment with their caregivers and become more self-confident in new social situations, act more pro-socially and tend to be more socially competent. Therefore, the quality of this relationship is of great importance for the future social development of the child (Lohaus and Vierhaus 2013: 202). With regard to future language teachers, Özkul (2011) has shown that foreign language competence of the parents, as well as their teaching profession influence the child's decision to choose a teaching career. Since children experience various factors for this career, such as education, income, possibilities of social engagement, leisure-time possibilities and others, they often develop a more positive attitude towards school and the teaching profession (Özkul 2011: 187).

In addition, attachment to peers is nearly as meaningful for social development, since it fulfils many different social functions. These relationships not only help to develop self-image and strategies for resolving conflicts, but they are also relevant to the child's well-being and let them experience emotional and social support in difficult situations (Lohaus and Vierhaus 2013: 209). Furthermore, positive and close friendships offer the possibility of discovering oneself, of

exchanging ideas and problems, and are of fundamental importance for future, intimate relationships. Therefore, all aspects of a working friendship must be considered valuable for children's psychological health and life -competence (Lohaus and Vierhaus 2013: 213).

Besides the aforementioned social contexts, school is one of the main settings for social encounters and hence is also relevant for foreign language teachers. Considering the amount of time spent with their teachers, they should be taken into account as a profound factor in students' development. According to the Österreichischer Kinder- und Jugendgesundheitsbericht (BMGF 2016: 142), school is one of the most important environments for children and it has been shown that the better children and adolescents experience their everyday school life, the better they feel and decrease their risk of physical and psychological issues. The same is true for their social integration with regard to their teachers if students feel accepted and supported by them. This is also reflected in recent studies about motives for choosing a teaching career (Özkul 2011, Treptow 2006, Caspari 2003). With regard to teachers' own learning biography, experiences and relationship with their own teachers should hence be considered important interaction partners and possible influences on their future professional development.

Zwettler-Otte (1981: 18-19) even mentioned this connection in 1981, when she talked about past experience in teachers' own learning biography:

Die Idealisierung der Vergangenheit schließt die Lehrer der eigenen Schulzeit mit ein. Sie werden entweder als Vorbilder akzeptiert, oder es wird, wenn die Kritik an den Mängeln sich Durchbruch verschaffen konnte, doch zumindest der Beruf an sich in eher abstrakter Vorstellung als eine Chance aufgefaßt, es besser zu machen als jene Erzieher, die einem vorenthielten, was man von ihnen gebraucht hätte – was immer das gewesen sein mag. Eine Identifizierung mit einem Lehrer oder mit mehreren geht der Berufswahl also ebenfalls voraus, ob mit positiven oder negativem Vorzeichen [...]¹⁰

Although she could not prove it empirically at that time, it already implied a strong connection between student-teacher relationships and their future teaching profession. Caspari (2003) focused on foreign language teachers in her studies, defining several areas of motives for becoming a teacher, among others, either a positive experience with school in general or one's own teacher as impression/ role model. That is also evident in their school subject choice, which correlates with Treptow's (2006: 135) claim that subject choice in the teaching profession highly depends on what

¹⁰ An idealisation of the past includes the teachers of one's own school days. They are either accepted as role models, or, if the critique of insufficiencies emerges, the profession itself in an abstract notion can rather be perceived as a chance to make it better, at least as those educators, who withheld what was needed – whatever that may have been. An identification with one or many teachers is hence a prerequisite for the choice of profession, whether with a positive or a negative notion.

is similar to teachers' previous socio-biographical learning experiences. She further argues that subject choice is associated with anticipated expectations and promising success, which will however lead to disappointment if those expectations are not met. Özkul (2011) also focused on motives for the teaching profession with regard to teaching English. She also showed that extrinsic motives based on experiences are highly relevant for future teachers, especially experiences with their own teachers in general and positive experiences. Özkul (2011: 142) further discovered that those experiences are even more prominent in female teachers and concludes that negative, as well as positive experiences and relationships with teachers are critical factors for professional development.

Kunter, Tsai et al. (2008) concentrated on another factor that could be of importance, namely the teacher's enthusiasm. They (Kunter, Tsai et al. 2008: 469) consider "[e]nthusiasm as a manifestation of intrinsic motivation [that] may promote teachers' active involvement in their work and is likely reflected in high quality instructional behaviour." As their results showed, higher enthusiasm in teachers correlated not only with better quality of instruction, but also with higher social support for the students. So it can be acknowledged that teaching styles with regard to enthusiasm and motivation do have a considerable effect on students (Imhof 2012: 33). It is hence relevant, as previously discussed, that if students find better emotional support, they will also build a stronger emotional relationship with their teachers. Therefore, a teacher's enthusiasm is significant for idealization and identification with the teacher and is hence also influential for future teachers.

As we have seen so far, social encounters of all areas have a significant effect on language learners and hence, future foreign language teachers. Kramsch (2009: 75) therefore highlights the importance of these contacts with regard to self-development:

Intersubjectivity is not just a matter of interacting with an Other. It is, rather, an appropriateness or coordination of bodies with themselves and their environment, language learners with themselves and the foreign language, non-native speakers with other non-native and native speakers, teachers with their students.

As Kramsch indicates in this statement, contacts with other non-native and native speakers are also influential experiences for language learners and teach the learner how to behave accordingly. Especially foreign language learners and teachers often seek contact with language communities of their target language, and these are considered important for their cultural and hence, professional development (Perrefort 2008, Ehrenreich 2004).

2.3.3. Language communities and experiences abroad as integral part of teacher identity development

As explained above, language learning and successful teaching is only possible if identity can develop in the target language. Therefore, finding a connection with the target language community is often one goal of language learners, because if there is a strong lack of identification with the target language, successful learning is not possible. Kramsch (2009: 103) demonstrates that “the language-learning Self cannot become a subject without acknowledging in itself the presence of the Other whose language he or she is appropriating”. This is, hence, particularly true for foreign language teachers who are not only speakers of their mother tongue, but who are speakers of more than one foreign language. Since language teachers were first and foremost language learners themselves, their experiences with a language community as language learners need to be considered, as they might be the cornerstone of their careers. Today’s globalised mobilisation offers different opportunities to experience the language in numerous situations, such as travel or cultural exchanges, or by meeting people from all over the world. Learning a foreign language hence aims at not only being able to reach communicative competence, but at engaging socially in a language community.

So for beginning language learners, the language itself is often associated with a certain value or imaginations about it. Kramsch (2009: 58) therefore conducted a survey of 953 students learning different languages, in order to show the wide range of experiences with learning a language and the underlying metaphorical patterns with regard to learning, speaking and writing a language. Interestingly, students often associated the speaking of a language with an aspiration to identify with the linguistic community, and their choice of metaphors was highly influenced by pre-existing imaginations of the country or the culture. For example, “French was perceived by many as having the mythic power to make learners feel ‘more intelligent’, ‘more educated’” (Kramsch 2009: 59). Further, learning a language was often perceived as a painful experience and process at the beginning, but also as a chance for self-enhancement, as the following example shows: “[It] makes me feel educated, cultured, and urbane all at once, distinguished” (example qtd. in Kramsch 2009: 64). However, this also implies that if there are pre-existing myths and imaginations about language communities, language learners either confirm those images or are disappointed and feel compelled if those are shattered, when in contact with the language community. This feeling of detachment and alienation will certainly lead to less identification with the target language, which will hence lead to emotional detachment.

One aspect that should be looked at, is short and long stays abroad. Particularly, foreign language teachers often have several contacts with native speaker communities. Ehrenreich (2004: 11,59) states that ongoing EFL teachers usually receive recommendations for a stay abroad, however it is still not obligatory at many German-speaking universities. She however argues that especially those stays abroad are of great importance for teacher education and professional development. Ehrenreich (2004: 72) refers to a previous study of experience knowledge of EFL teachers by Appel (2000, qtd. in Ehrenreich 2004) in which it becomes evident that a stay abroad is considered highly significant, not only with regard to language and culture, but it also works as a certain prestige marker in the professional field. Furthermore, she refers to stays abroad as identity-establishing experiences in their language-learning biography and depicts their importance and consequences for professionalisation (Caspari 2003, qtd. in Ehrenreich 2004). Boye (2016: 191) also purports that stays abroad have an influence on the development with regard to self and the knowledge about it. Therefore, Ehrenreich argues that every learning experience had throughout a stay can hence be seen as an integrative part of biographical development; and she highlights the importance of Meyer's (2001: 205, qtd. in Ehrenreich 2004) approach, who sees the core of teacher professionalisation in personality development.

Perrefort (2008: 57) also focuses on the identity-establishing function of language and interaction in her study, with regard to experiences had on language stays abroad, and whether those initiate learning processes of social competence. It is an analysis of the Voltaire Programme¹¹, which offers long-term individual exchange for German and French students of 15-16 years of age. This is a particularity of the programme, since students do the exchange at an important phase in their life and it is, hence, arguable whether they have experiences because of their exchange or because of their transition from adolescence to adulthood (Perrefort 2008: 59). Thus, this study could be significant, as many EFL and FLE teachers often have their first experiences in a foreign country before their university education.

However, there are different aspects of stays abroad that need to be examined in more detail.

Foreign language competence

According to Perrefort (2008: 61) one of the most inspiring moments for exchange students is the realization of growing communicative competence. This means that experiences in the language often get connected with memories, when the previous inability of interaction is replaced by new

¹¹ The Voltaire Programme is an exchange offered by the Franco-German Youth Office (FGYO).

subjective opportunities for action and hence, often leads to ‘happy’ speakers. This is also reflected in the Educational Results Study¹², which showed that nearly half of the participants reached an intermediate to near-native speaker level and are hence more satisfied with their exchange experience (Gisevius 2008: 49-51). However, with regard to assistant teaching programs, Ehrenreich (2004: 274) showed that the expected improvement in language competence could rather not be accomplished. Nevertheless, she (Ehrenreich 2004: 288) also mentions language-related key moments in which the learner considers himself fully integrated, such as dreaming in the foreign language. Also, situations with a feedback-function on their language competence, especially from native speakers seem to be desirable. Foreign language competence can hence be considered a personal development goal when it comes to stays abroad.

Intercultural communicative competence

Sarah Boye (2016) focused on the term *intercultural communicative competence* (ICC) with regard to foreign language learning and teaching of short stays abroad. She therefore concentrated on defining the term in the field of foreign language education, as there are various contradictory approaches to its definition (Boye 2016: 27-33) and chose to stick with the term introduced by Byram (1997), which conceives language learners “as *intercultural speakers* [original emphasis], who do not aim to match the sociolinguistic competence (or pronunciation) of mother tongue users and instead are able to explore the intricacies of how using a foreign language affects their communication and their sense of self” (Boye 2016: 31).

Perrefort (2008: 64) further talks about this as a benefit of stays abroad. She refers to it as the beginning of reflection processes in the speaker about themselves or their language-related behaviour, which could lead to an increase in their capability for empathy. Boye also states that this is gaining more prominence in research and claims (Boye 2016: 67) that “‘intercultural competence [is] being seen as necessary for the appreciation of one’s interlocutors [sic!] diversities as well as one’s own [...] These diversities could be read as multiple identities and roles that allow individuals to act in sometimes apparently contradictory ways in differing contexts.

Furthermore, Perrefort (2008: 64) mentions that *code-switching* can also be seen as evidence for the growing integration into the host community, which could then be regarded as an identity category of ‘melting together’.

¹² The Educational Results study was undertaken by the AFS-network from 2002 to 2004 with the help of nine different cooperating countries, in order to examine the intercultural sensitivity of exchange students.

Another aspect with regard to this development, is the competence of taking new risk, according to Perrefort (2008: 65). What she means by this, is that students are confronted with unknown customs and behaviour patterns in the foreign culture, which can either result in success or in misunderstandings and hence insecurities in the students. What is interesting though, is that, according to Gisevius (2008: 69), students who want to go abroad already have a more tolerant view towards different cultures in contrast to other students. These students already started with a higher level of intercultural development, considered cultural difference formalities, and focused on highlighting the similarities. Perrefort (2008: 67) thus refers to a term introduced by Agar (1994), namely *rich points*. Sensitive spots in intercultural communication are considered rich points, as they often depend on the existing cultural background and context, that are difficult to interpret as a language learner. These communicational misunderstandings or misinterpretations often cause smaller or bigger disagreements. Agar (1994, referred to in Perrefort 2008: 67) therefore calls such situations *languacultural incidents*. According to Ehrenreich's (2004: 291) study, many of those incidents refer to culture-contrastive observations of language and communicative behaviour, but nearly no one regards it as a possibility for intercultural interaction and as an issue that needs to be discussed. Thus, she argues for in-depth preparation in order to resolve such incidents in exchange programs.

Social systems abroad

One of the main accomplishments in going abroad is the development of social networks in another language community. A stay abroad is often only considered successful and enriching in retrospect, depending on the contacts established.

Ehrenreich (2004: 247) especially talks about 'key personalities' within the established networks, who either function as a language model or correction, cultural links, or even more importantly, as an emotional-support system. Depending on the exchange form, such as school exchange, assistant programmes or university programmes like the European mobility programme ERASMUS, these people include native speakers (host families, colleagues, native friends, etc.) and other non-natives (assistant colleagues, international friends, etc). What is particularly interesting, is the fact that native contact seems to be greater in school exchange programmes (Gisevius 2008) in contrast to Erasmus exchange (De Frederico de la Rúa 2008) or in assistant years abroad (Ehrenreich 2004). With regard to Erasmus, it is striking that Erasmus students do not seem to be locally integrated. According to De Frederico de la Rúa (2008: 94), "only 17% of all friends are from the host society". She (De Frederico de la Rúa 2008: 94) mentions three reasons for this phenomenon:

- 1) local students already have their friendship needs covered, while Erasmus students are in need of contact fast,

- 2) Erasmus students share the experience of being “strangers” [...] in an unknown context and have to learn new norms and codes of behaviour but may be slow and awkward in the process of adapting
- 3) the fact that Erasmus students only stay for a short time probably makes it of little interest for locals to befriend them while it is of great interest for Erasmus students to make friends with accessible and more tolerant Erasmus students.

With regard to the second reason, the previously mentioned argument for more suitable preparation and reflection opportunities on such linguacultural incidents becomes even more relevant.

However, the results (De Frederico de la Rúa 2008: 95) also show that about 60% and hence the most frequent form of friendship, are of a multicultural nature. This not only helps to develop intercultural competence, but it has also been found that if these friendships “occur, they are more reciprocal, that is, stronger than same-nationality friendships” (De Frederico de la Rúa 2008: 100). This implies the importance of the programme with regard to intercultural contacts of steady durability.

However, it also indicates that the Erasmus programme might not be appropriate for future foreign language teachers, although it is sometimes the only option to go abroad during university education. Ehrenreich (2004: 60) also mentions that most of the stays abroad while studying actually take place via Erasmus, because it is financially and organisationally supported by European universities. Therefore, it is an obvious choice for students of foreign languages, but it is time to rethink this and offer other possibilities for going abroad.

Further, previously established social networks, like family and friends at home, also need to be taken into account, as such networks often provide emotional support during stays abroad (Ehrenreich 2004: 251). This has become even more important in the last twenty years because of the growing number of technical devices that enable permanent and global availability.

Moreover, a special case of social encounters is a possible romantic partnership with a native-speaker. This condition reaches another quality of engagement, as such relationships not only function as an emotional-support system, but also as a gatekeeper for cultural integration, as Ehrenreich (2004: 251-252) claims, meaning that they open the doors of native culture that usually remain closed for the most part.

The results presented, hence underline the importance of stays abroad with regard to development in areas such as language competence, intercultural and social competence, and social networks. As demonstrated, all of the aforementioned experiences have deep influences on the language learner and are thus relevant for the development of their personality and identification - not only

towards themselves, but also towards the target language community. Perrefort (2008: 69) describes this process with precise words:

Der Austausch bedeutet zunächst eine intensive Auseinandersetzung mit sich selbst. Eine Art Prüfsituation über die und durch die es zu zahlreichen Erfahrungen, positiven Erlebnissen, aber auch Enttäuschungen und Fehlschlägen kommt. All dies wirkt und auf den Austauschschüler zunächst punktuell, verschmilzt mit der Zeit aber immer stärker zu einer Ganzheitserfahrung, deren Potential sich erst nach und nach voll entfaltet.¹³

As we can therefore see, all of these individual experiences function as triggers for underlying development of the self, the relevance of which can only be deduced after a longer period of time. Hence, it is essential to talk about its significance in connection with teacher identity development, as it is often a highly influential biographical phase for future foreign language teachers. Its consequences might not only be visible in the teachers themselves, but also in their teaching, and might affect others as well. Therefore, the future scientific relevance must be taken into account.

2.4. Foreign language teacher identity

What we have considered so far, are forms of identity development, theories and potential influences on identity development. Also, the term *teacher identity* has already been mentioned, but its professional aspect has not yet been defined.

However, to define teacher identity and hence its potential sphere of influence, different aspects of it need to be covered with a special focus on what it means to become and be a foreign language teacher. With regard to Erikson's theory of identity, Eickelpasch and Rademacher (2004: 30-31) claim that professional work is one of the most important cornerstones in identity development and identity stabilisation throughout life. Furthermore, the active choice of career can be seen as the most crucial point after facing the critical phase in adolescence. Eickelpasch and Rademacher (2004: 30,31) even state: "Das ›commitment‹, d.h. das Sich-Verpflichten auf einen gewählten Beruf, ist für Erikson das wesentliche Kriterium gelingender Identität"¹⁴. This means that career choice and entering a profession are, hence, substantial norms, whether or not adolescents succeed in the 'adult' society and will be appreciated for it (Eickelpasch and Rademacher 2004: 31). Also Faircloth (2012: 186) refers to a study by Flum and Kaplan (2006), confirming that students "learning with respect to their sense of who they are (or want to become) develop an exploratory orientation toward learning that involves actively seeking/processing information". In this sense,

¹³ First of all, the exchange stands for an intensive self-examination. It is a kind of test situation, which leads to several experiences – either positive or disappointing in nature – as well as to failures. All of this has an isolated effect on the exchange student at first, but melts into a holistic experience over time, whose potential gradually unfolds.

¹⁴ To Erikson, the commitment, meaning the active choice of a profession, is considered a fundamental criterion for a successful identity.

professionalisation in teacher education thus holds a very important identity-establishing function that not only needs to be acknowledged, but also researched and discussed.

Havighurst however, did not talk about teachers in the sense of professional identities, but rather of social roles. He (1956: 216) therefore defines it as such:

A social role is a pattern of behaviour that is defined and expected by a group of people who occupy a certain position in society. If a given social role is expected of people generally when they reach a given age period, this role will constitute a developmental task. [...] However, there are many social roles less pervasive in life, and less permanent, which **are not developmental tasks** [emphasis added], such as those of policeman, teacher [...]. It might be said that a developmental task is a social role which is expected of most people in a society and which most people come to expect and desire for themselves.

As we can see, Havighurst does not support the idea of teachers facing identity crises when becoming a teacher, as he considers it a social role that is not as prominent in life. However, if one considers the amount of time teachers spend in education and later in their professional environment, as well as the aspects that have already been discussed in this paper, this hypothesis is highly questionable.

This claim is also supported by Legutke and Schart (2016: 25), who strictly highlight the importance of teacher identity, since their decisions and actions in the classroom are shaped by biographical experiences, individual beliefs, motives and personality traits. Therefore, teachers' autobiographical experience as language learners needs to be considered as well. As already mentioned throughout the previous sections, this experience is crucial for the development of the foreign language speaking self. However, it is also relevant when it comes to the development of a professional identity. Through various experiences, the teacher is able to connect "his identity with the identities of his students" (Pennington and Richards 2016: 13), which will then help adapt to the needs of the learners. Pennington and Richards (2016: 6) therefore refer to teacher identity as "[...] a dynamic construct that is shaped by the context in which the teacher works (e.g. a teacher of young learners or a teacher of adults) and that may have different features at different times". They also point out the importance of biographical factors, when teachers take on their institutional role as teacher with projections of their own individual identity. Therefore, it is clear that:

a teacher identity is evolved through processes of interpretation and negotiation of meanings, as well as of social roles and positions in the classroom. These classroom-internal identity-shaping processes are interactive with the classroom-external interpretive and negotiational processes in which teachers engage in their daily lives in other contexts (Pennington and Richards 2016: 9).

It is thus evident that external experiences, throughout teachers' lives and education, are indeed of importance with regard to the professional identity formation process. This further implies a

temporal connection, as those outside negotiation processes are certainly not isolated incidents, but rather a prerequisite for future reflections that initiate identity development. As those incidents, however, also occur throughout the actual teaching profession, teacher identity must be considered a fluid construction.

Furthermore, this not only applies to the teacher's classroom practice, but the profession in general and relationships with colleagues. Pennington and Richards (2016: 10) emphasize that teaching always depends on the person standing in the classroom, whose personality seems to be key when it comes to the 'art' of teaching. However, this personality is not enough, as it must be applied to the discipline of language teaching. Pennington and Richards (2016: 10) therefore state:

Thus, a teacher creates a professional identity by connecting individual characteristics to the characteristics of the field as a whole (Pennington 1999). A teacher is expected not only to know things and know how to do things, but also to be her/himself – that is, to adapt and personalize disciplinary or professional knowledge to her/his own individual identity and contexts of teaching.

Hence, it is obvious that teacher identity and professionalisation is only possible, when the personal side is acknowledged. This is also reflected by being part of a 'community of practice'. Lave and Wenger (1991: 98) define it as "a set of relations among persons, activity, and world over time and in relation with other tangential and overlapping communities of practice. A community of practice is an intrinsic condition for the existence of knowledge [...]". With regard to the teaching profession, these relations not only concern other foreign language teachers, either in other schools or communities, but also institutions and professional academic networks that share a professional knowledge of language teaching. These communities make it possible to exchange and engage in professional discussions about values, beliefs and reflections. Pennington and Richards highlight the importance of such communities as follows: "Through such participation, teachers' connections to communities of practice develop their identity as language teaching professionals in collaboration with those of other practitioners and of the wider field" (Pennington and Richards 2016: 20).

Non-native status of foreign language teachers

One aspect that many foreign language teachers here in Austria have to deal with is the fact, that they are often barely of native-speaking status. Thus, many of them face situations in which their 'teaching self' or their language competence is questioned.

Medgyes (1994) therefore introduces two terms with regard to non-native English speaker teachers (NNESTs), namely 'schizophrenia' and 'inferiority complex'. He defines the first one as follows:

In my experience, the better the command of English, the more difficult it is for non-NESTs to keep their L1 and L2 behaviours separated. At a near-native level, we may, in fact become so much imbued with the English language and the cultures it conveys that we tend to carry them over into our L1 behaviour as well. With some exaggeration, I would say we behave in the classroom (and sometimes even in our private lives) like plasticine Brits or Americans. We have two characters, both of them sham; we display signs of ‘schizophrenia’ (Medgyes 1994: 39).

What he is referring to here is in fact a type of role-playing. Although foreign language teachers are ‘forced’ to present the foreign language with all its aspects (linguistically, but also culturally), they still keep their native language present, which could lead to various issues in the classroom. This further implies that in the case of a foreign language teacher with two language subjects, there are *three* different roles in one teaching identity to consider and hence, also the amount of representations within it, if that is even possible. It is therefore arguable whether the preferred language, and probably the one in which the teacher shows a higher language competence, can be regarded as ‘melted’ together with the mother tongue, whereas the third one is considered separate. This might be the perfect place for the introduction of the term ‘inferiority complex’. Medgyes (1994: 40) introduces this term in order to refer to identity crises that some foreign language teachers experience, regarding their language competence. He therefore explains:

[...] most of us are doing our best to acquire a bit more ‘Englishness’. Instead of schizophrenia, we suffer from an *inferiority complex* [original emphasis] caused by glaring defects in our knowledge of English. We are in constant distress as we realize how little we know about the language we are supposed to teach. Indeed, most non-NESTs are all too aware that they are teachers *and* [original emphasis] learners of the same subject (Medgyes 1994: 40).

Concerning teaching English and French, it is hard to argue whether these phenomena occur. However, it is evident that many of us have a higher language competence in one of the languages and therefore experience both phenomena, but with the opposite language.

However, not only Medgyes (1994) but also Pennington and Richards (2016) underline the advantages of being a non-NEST, like providing a good role model and sharing understanding of their students. Pennington and Richards (2016: 13) thus adequately state: “Although ‘native speaker’ status may seem to confer an advantage in teaching a language, it has the disadvantage that a key aspect of the teacher’s identity is not shared with the students”. What is meant by this is that “they can empathize very well with their students’ learning difficulties and understand what it is to be homesick and to experience culture shock” (Moussu and Llorca 2008: 322). Therefore, the impact of native or non-native language teachers on students must also be considered when it comes to learning biographies of teachers, as they might have already been influenced by their own foreign language learning experience.

3. Personality traits of foreign language teachers

To a certain extent people are the same regardless of context, and to a certain extent they also are different depending on the context (Pervin and John 2001: 290, qtd. in Dörnyei 2005) .

As we have already had a closer look at foreign language teacher identity as well as factors contributing to its construction, there is one aspect that needs to be discussed in more detail in order to understand the developments in identity and potential triggers initiating change in preference. This is the role of personality, or of the self in a more individual sense.

In contrast to identity, personality is actually part of one's identity and is based on cognitive preconditions, such as intelligence and memory, and affective preconditions, such as motivation and interest (Imhof 2012: 80-81). According to the APA (2018: *s.v. personality*) personality can be defined as follows:

Personality, n.
the enduring configuration of characteristics and behavior that comprises an individual's unique adjustment to life, including major traits, interests, drives, values, self-concept, abilities, and emotional patterns. Personality is generally viewed as a complex, dynamic integration or totality shaped by many forces, including hereditary and constitutional tendencies; physical maturation; early training; identification with significant individuals and groups; culturally conditioned values and roles; and critical experiences and relationships. Various theories explain the structure and development of personality in different ways, but all agree that personality helps determine behavior.

As stated, personality is regarded as the complex and dynamic part of identity, that is subject to emotional and environmental changes, resulting in different behavioural patterns. Lohaus and Vierhaus (2013: 169) present a similar definition of the self:

Das Selbstkonzept besteht als kognitive Komponente des Selbst aus der Selbstwahrnehmung und dem Wissen um das, was die eigene Person ausmacht. Neben persönlichen Eigenschaften und Fähigkeiten, die man besitzt, gehören zu diesem Wissen auch Neigungen, Interessen und typische Verhaltensweisen.¹⁵

As we can see, the concept of the self is part of identity. But when it comes to the self, it is important to consider personality traits and interests, as they shape and adapt one's identity. Especially during adolescence, people must go through situations that are marked by higher self-awareness and self-reflection in order to grow into a distinct individual. These situations and reflections also help develop new knowledge about oneself by reflecting on past experiences and their

¹⁵ The self-concept exists as the cognitive component of introspection and of the knowledge, what one is made of. Apart from personal characteristics and abilities, also tendencies, interests and typical behaviour are part of this knowledge.

influence on current experiences. These ideational predicates lead to the formation of a self-concept (Lohaus and Vierhaus 2013: 178).

According to Imhof (2012: 82-83), personality traits are not observable, but there are always indicators that one could assume their presence. Therefore, personality traits are mainly hypotheses which are used to explain a certain behaviour. They are called hypothetical constructs. The indicators consequently define the hypothetical construct, whereas the construct itself functions as a theoretical basis for the empirically observable indicators. So, if someone wants to prove the presence of personality traits, a hypothetical construct is necessary.

3.1. Individual differences (IDs) and personality

These hypothetical constructs are also referred to as individual differences (IDs), whose function is to “explore the uniqueness of the individual mind” (Dörnyei 2005: 1). Therefore, it is important reveal the underlying differences that non-native foreign language teachers possess, as this might help to understand their professional identity development and choices they made throughout their progress from a foreign language learner to a teacher. Dörnyei also considers it a necessary step to integrate this field into academic research as IDs “can be meaningfully linked to the most important processes underlying SLA” (Dörnyei 2005: 3).

Before diving into a more detailed account of these differences, a more specific explanation of this term should be given. IDs are concepts of character traits that highlight the distinctness of others. What must be recognized however, is a certain endurance of these constructs. In other words, these IDs must feature a temporal dimension of continuity (Dörnyei 2005: 4).

IDs are also necessary for this research, as they cover two basic principles of foreign language learning, namely language aptitude and motivation. Hence, these will be covered in more detail throughout the next sections.

As a start however, a link between personality and foreign language learning must be established. According to (Dörnyei 2005: 20-29), two basic features connected with learning are the fact that foreign language learners are often more open to experience, and that they show a dimension of conscientiousness, which means they have a strong sense of duty. With reference to a study by Lalonde, Lee and Gardner, (1987, qtd. in Dörnyei 2005: 26), eleven traits associated with a good language learner were as follows: “meticulous, preserving, sociable, independent, inquisitive, involved, organized, active, flexible, assertive, and imaginative”. However, as Dörnyei (2005: 30) correctly points out:

Although there does not seem to be a powerful direct link between personality traits and holistic learning outcomes [...], if we conceptualize ‘learning’ in a more situated and process-oriented manner, personality variables can shed light on several subprocesses [...] [and] they certainly shape the way people respond to their learning environment.

What he is referring to in this context, is a situational learning experience of language in an institutionalized form, but this can also be relevant for foreign language teachers. Firstly, they all were language learners themselves, they hold those personality traits, and they experienced some of these subprocesses mentioned. Secondly, this concept can be easily adapted to foreign language teachers’ experiences throughout their development, if we consider those experiences parts of learning and responses to their ‘learning’ environment, such as events or people.

3.2. Language aptitude

One aspect that is familiar to many foreign language teachers is that we sometimes teach students who show a certain ‘talent’ for foreign language learning. This is often referred to as language aptitude, meaning that people show a great potential or skill for learning languages. Although it seems obvious and is recognizable to many people, Dörnyei emphasizes that the umbrella term of ‘language aptitude’ can no longer be considered appropriate, as he explains:

The crux of the problem is that, strictly speaking, there is no such thing as ‘language aptitude’. Instead, we have a number of cognitive factors making up a composite measure that can be referred to as the learner’s overall capacity to master a foreign language (Dörnyei 2005: 33).

As shown in the developed language aptitude test, such as the Modern Language Aptitude Test (MLAT) and the Pimsleur Language Aptitude Battery (PLAB), factors include a student’s phonetic coding ability, grammatical sensitivity, rote learning ability (meaning the capacity to establish links between sounds and meaning) and inductive language learning ability (meaning the ability to easily identify underlying language patterns) (Dörnyei 2005: 39-40). Therefore, it has been agreed that language aptitude itself cannot be regarded as an ability to predict whether one is successful in mastering a language. Although, there are several tests (MLAT, PLAB) which measure language learning ability, the scores only indicate their potential success in a perfect learning environment:

Knowing the individual’s level of ability, we may infer the level of effort and motivation he must expend to learn successfully. A student with a somewhat low aptitude score will need to work harder in an academic language course than a student with a high aptitude test score. If the score is very low, the student may not succeed in any event (Carroll and Sapon 1959: 14, qtd. in Dörnyei 2005: 43)

Therefore, it is arguable that foreign language teachers with more than one language, would show a higher score in language aptitude test, but might need to experience the ideal environment in order to master both foreign languages successfully. Dörnyei thus emphasizes the need to “view language aptitude in a situated manner, examining the dynamic interplay between aptitude and context” (Dörnyei 2005: 63).

What should be mentioned at this point, is that there is a generally accepted assumption that girls are better at language learning, hence showing a higher language aptitude. In contrast to previous studies, it has been shown however, that there is nearly no empirical evidence that girls have a better language competence than boys. However, there is clear evidence that shows that girls have some distinct advantages when it comes to language learning. Generally speaking, girls’ language development usually starts earlier, and it also continues smoothly in contrast to the boys’. Hence, boys are more likely to face language development difficulties or disorders (Lohaus and Vierhaus 2013: 184). As presented in a study by Özkul (2011), this could also be an indication why 20,7% of female EFL teachers during elementary and 53,6% during lower secondary, already showed interest in the English language (Özkul 2011: 107). Furthermore, she demonstrated that about 41,1% of the female teachers combined English with another language subject, in contrast to only 22,2% of the male teachers (Özkul 2011: 105).

3.3. Motivation

One of the most important IDs involved in language learning and teaching is motivation and is hence significant for many SLA research topics. “It provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in SLA presuppose motivation to some extent”, highlights Dörnyei (2009: 65). According to the APA (2018: *s.v. motivation*) there are, however, various levels that could be of importance for the language learning process:

Motivation, n.

1. the impetus that gives purpose or direction to behavior and operates in humans at a conscious or unconscious level (see unconscious motivation). Motives are frequently divided into (a) physiological, primary, or organic motives, such as hunger, thirst, and need for sleep; and (b) personal, social, or secondary motives, such as affiliation, competition, and individual interests and goals. An important distinction must also be drawn between internal motivating forces and external factors, such as rewards or punishments, that can encourage or discourage certain behaviors. [...]
3. a person’s willingness to exert physical or mental effort in pursuit of a goal or outcome.
4. the act or process of encouraging others to exert themselves in pursuit of a group or organizational goal. The ability to motivate followers is an important function of leadership.

With regard to the last definition, a motivating factor can also be found in teachers when they hold a role model function and influence their students¹⁶. Definition number three points to the language learner's motivation to continue and to intensify the language learning process. With regard to the first definition, there is a distinction between two forms of motivation. The first one has got an instrumental function, meaning that the L2 speaker wants to achieve an academic or purposeful goal by speaking it. Whereas the other form of motivation is an integrative motivation. In this case, the L2 speaker wants to become a part of a social community (Yule 2006: 167-168). It is also relevant to consider the difference between motivation and motive, which can be explained as the reason for a certain behaviour (APA 2018: *s.v. motive*), that can also be differentiated into intrinsic motives and extrinsic motives. With regard to foreign language teaching, these motives are also important when it comes to the choice of foreign language teaching profession (Özkul 2011). Therefore, it can be said that motivated behaviour can be seen as an interplay of personal motives and situational stimuli. Hence, interest and importance of a certain topic or action must be a precondition for the person to achieve a personal goal within one's own scope (Imhof 2012: 95).

3.3.1. Motivational theories

However, it is important to mention that there are many different concepts of motivation in SLA, such as attribution theory, Gardner's motivation theory (Gardner 2001), and the L2 motivational elf system (Dörnyei 2005, Kubanyiova 2009)¹⁷. A short description is therefore given.

Attribution theory

People tend to explain their success or failures by a lack of ability or bad luck. These 'reasons' are hence called causal attributions (Imhof 2012: 98). Therefore, the theory links successful or failed experiences in the past with our ability and hence influence our motivational disposition (Dörnyei 2005: 79). Those attributes can either be positive or negative, depending on the past result and can shape students' attitudes towards specific subjects in school.

Gardner's motivation theory

Gardner developed a schematic model of how motivation is connected with other ID factors and demonstrates their influence, such as language aptitude or integrativeness on foreign language achievement. His concept of integrativeness is based on three sub-motivational factors, like integrative orientation, interest in foreign languages and attitudes towards the L2 community.

¹⁶ This has already been covered, see Section 2.3.2.

¹⁷ Due to lack of space and time, the concepts presented are those relevant for the interpretation of the study.

However, Dörnyei (2005) argues for a re-evaluation of his concept, as it has been shown that there is a contradiction within his terminology of attitudes towards foreign language communities. Therefore, he interprets it as follows:

Thus, a core aspect of the integrative disposition is some sort of a psychological and emotional *identification* [original emphasis]. [...] Thus, one way of extending the concept of 'integrativeness' is to talk about some sort of virtual or metaphorical identification with the sociocultural loading of a language, and in the case of the undisputed world language, English, this identification would be associated with a non-parochial, cosmopolitan, globalized world citizen (Dörnyei 2005: 96-97).

In this case, Dörnyei highlights the importance of an imagined L2 community, that the language learner uses as a primary motivational factor for his success, by taking part in a global English speaking community. However, he also acknowledges that his concept of possible selves seems to be more appropriate to explain motivational processes.

L2 possible selves theory

Dörnyei (2005: 105) therefore introduces three dimensions relevant to L2 motivation. He proposes the *Ideal L2 Self*, which can be regarded as "the person we would like to become" (Dörnyei 2005: 105). Then, the *Ought-to L2 Self*, referring to all the aspects that the L2 learner thinks are necessary in order to have the most successful outcomes. And finally, the third dimension, the *L2 Learning Experience*, "which concerns situation-specific motives related to the immediate learning environment" (Dörnyei 2005: 106).

Kubanyiova (2009) therefore applied and adapted this concept to language teachers' development and focused on motivational factors as a driving force behind language teacher learning and identity development. She presents three different types of teacher selves. The first one, *the Ideal Language Teacher Self*, "constitutes identity goals and aspirations of the language teachers" (Kubanyiova 2009: 315). The second one, *the Ought-To Language Teacher Self*, constitutes external factors, such as responsibilities and expectations by society and lastly, *the Feared Language Teacher Self*, that "refers to someone that the teacher could become if either the ideals or perceived obligations and responsibilities are not lived up to" (Kubanyiova 2009: 316). Hence, she discovered that two key patterns of motivation can be found within EFL teachers: a positive attitude towards the subject, and 'ego-related' motivations, such as appreciation or recognition in their profession. Also Özkul (2011: 138) showed that intrinsic motives, such as interest in the language and hence an implied attitude towards the subject, is important for the teachers to study the subject. However, she showed that motives such as appreciation were only relevant to nine percent of the teachers (Özkul 2011: 127).

Kubanyiova (2009: 319-321) discovered that there is a strong link between motivation and self-concept with regard to their motivation to continue their profession, as well as with their engagement in teacher development initiatives, which was reflected in their teachers' classroom behaviour. When there was a high discrepancy between teachers' ideal self and their actual selves, but they did not receive any input on how to reflect on their future identity goals, "the possibility of development was significantly reduced" (Kubanyiova 2009: 321). This was also shown to be true for teachers' ought-to self, when they 'failed' in their obligations and expectations of themselves as teachers. Therefore, it is arguable that underlying identity processes based on motivation factors need to be made visible and are hence relevant for teacher education.

3.3.2. Interest

One aspect worth looking at is the role of interest in teachers' motivational development. Although it appears in foreign language research, it is often considered and treated as part of intrinsic motivation. However, educational psychology researchers are now focusing more on interest (Hidi 2006, Tin 2013).

With regard to foreign language learning, interest is not clearly defined and hence, is mostly linked with enjoyment. According to Hidi (2006: 71-72), interest constitutes two components, namely an affective one, that is mainly positive and leads to developing further interest, and a cognitive one that usually combines with affect. So, development of interest is usually considered an interplay between the emotional and cognitive sides. She further supports a distinction between two types of interest. The situational interest, that "is environmentally triggered, involves an affective reaction and focused attention" (Hidi 2006: 72) and usually develops in two phases. The first one triggers the interest and the second phase is there to maintain the interest. It is therefore often of a temporary nature and nurtured by attractive stimuli (Tin 2013: 132).

The individual interest on the other hand "is an evolving relation of a person and a particular subject content that is specific to the individual. It includes stored knowledge and stored value that refers to both positive feelings and feelings of competence related to particular engagements" (Hidi 2006: 73). In other words, when students start asking questions out of curiosity, it is a sign that they already have enough previous knowledge to organize the content. Its development is thus moderate and is linked to positive emotions towards the object of interest (Tin 2013: 173).

This type of interest can be regarded as a predisposition and at the same time as a psychological state (Hidi 2006: 73). This means that a student with an individual interest in English thinks about using it in order to become part of a language community, it can be considered a predisposition. If

the same student, however, faces the need to use English in a communication context, the task and his/her predisposition create the psychological state of interest.

As one can see, it is relevant to have a closer look at interest in addition to other motivational factors in order to explain or find reasons for preference change in multiple language use.

3.3.3. Preference

Preference can be seen as “the act of choosing one alternative over others” (APA 2018: *s.v. preference*) and is strongly connected with underlying motivation, which is regarded as a driving force behind decisions and human behaviour (Rothermund and Eder 2011: 16-17). According to Rothermund and Eder (2011: 44) especially environmental influences can be regarded as a structured and subjective representation of a situation, that includes not only goals or threats, but also vehicles to reach a goal or escape dangers. They therefore state that professional careers can be considered such subjective representations, as this development is often marked by different stages towards a successful working life, including motivating and demotivating experiences throughout it. During these experiences, the individual is usually confronted with reaching decisions and hence, sometimes preference reversals can occur. In this case, people often decide by means of their subjective utility, meaning that the appraisal of a situation or experience is based on their preference and other contributing factors of the situation (Rothermund and Eder 2011: 58-59, Pfister 2017: 40-41). This helps to determine whether a situation or experience is considered ‘useful’ for an individual and hence defines its preference. Although it must be acknowledged that the utility is sometimes reached on an unconscious level and its assessment can also be influenced by other experiences (Pfister 2017: 41). Therefore, preferences always need to be examined in a wider scope.

To conclude the theoretical background, it needs to be acknowledged that there is broad agreement on the necessity to ingrate the subjective factor into teacher education research and to consider parts of teacher professionalisation as identity construction (Legutke and Schart 2016, Pennington and Richards 2016). Although Legutke and Schart say that identity formation can only be accomplished by oneself, they also claim:

Aus- und Fortbildung können diesen Prozess anstoßen und unterstützen, indem kontinuierlich Möglichkeiten und Anreize geschaffen werden, die Selbstkompetenzen als Lehrkraft weiterzuentwickeln (Legutke and Schart 2016: 27).¹⁸

¹⁸ Education and further training can initiate and support this process by providing opportunities and incentives that help develop the self-competence as a teacher.

What they mean by this, is that (future) teachers receive enough possibilities in their education to reflect on their own attitudes, professional motivation or character traits. This is hence even more important for foreign language teachers, as their own language competence is a fundamental part of their professional identity. As Legutke and Schart (2016: 27) correctly point out, foreign language teachers nearly always operate in between cultures, whether as foreign language teachers or assistants abroad. Therefore, this part of *interculturality* and its effects on teachers is even more relevant for foreign language teachers and needs to find its necessary space in teacher education.

4. Methodology

The theoretical background that we already had a closer look at in the second and third section, builds the framework to analyse different aspects that are linked to identity construction. However, it also clearly demonstrates that there is a certain information gap concerning findings about non-native foreign language teachers with two language subjects. Only little is known about language teachers who teach more than one language and how that influences their professional and cultural identity development with regard to a preference or equal status of one of the languages. Therefore, this qualitative study aims to shed light on different aspects of their professional identity construction.

Since we are dealing with the identity of foreign language teachers and want to examine influential aspects of its construction that are based on personal experiences, qualitative interviews seemed to be the best way to gather these factors in the form of narratives. As Eickelpasch and Rademacher (2004: 31) point out, biographies and identities are both narrative constructions, hence their meaning develops through stories. Heiko Ernst (1996:202, qtd. in Eickelpasch and Rademacher 2004: 31) thus states:

Erst in einer Geschichte, in einer geordneten Sequenz von Ereignissen und deren Interpretation gewinnt das Chaos von Eindrücken und Erfahrungen, dem jeder Mensch täglich unterworfen ist, eine gewisse Struktur, vielleicht sogar einen Sinn.¹⁹

In this sense, if foreign language teachers get the chance to talk about the life stages that contribute to their professional identity development, they must, hence, imply and/or talk about experiences that were fundamental to it. Also Kramsch (2009: 124) claimed that “[i]t became evident that autobiographical narratives yield a more complex truth than informational statements of a more bureaucratic kind”. Therefore, narratives are of importance as research methods, since they “are

¹⁹ Only in a story, in an organized sequence of events and their interpretation, can the chaos of impressions and experiences that every human being is subject to on a daily basis, gain a certain structure, if not a meaning.

an excellent way to describe a situation or experience, giving it full internal coherence, in such a way that the narrated story becomes a transforming reality in itself" (Moussu and Llurda 2008: 333-334). Those narrated interviews will be transcribed, and passages will then be assorted according to different areas, which will hence be analysed one after another. The results for each area will be evaluated and might demonstrate similar experiences that could be useful for future theoretical research, as well as for teacher training.

4.1. Qualitative data and interviews

However, one needs to have a closer look at the reasons for choosing a qualitative study. Since the aspects of identity are very subjective and quantitative analysis would exceed the amount of work for this paper, qualitative interviews seemed to be the most appropriate form of methodology. An enormous advantage of qualitative research is that it is seen as a very effective process of exploring new fields without relying on previous literature, which in this area is not as researched as it could be. As this is also a very broad and complex matter that is not easy to define, qualitative research helps, as Dörnyei (2007: 40) points out, to open up "the repertoire of possible interpretations of human experience". With regard to foreign language education research, Legutke (2016: 63) emphasizes the importance of narrative data, as it represents biographical and professional experience. Namely the experience that is relevant for the choice and development of becoming a teacher, for remaining in the profession, and for one's preferences in teaching.

As this topic is based on teachers' personal experiences and "the way they perceive, interpret, and remember things, their accounts will show considerable variation across individuals" (Dörnyei 2007: 27). Therefore, one must keep in mind that the results presented in this paper are only a representation of the research participants who are only a small sample of representatives of foreign language teachers. Nevertheless, this qualitative data forms the basis for reconstructive research and could hence initiate further research in this area.

As already mentioned, narrative constructions can work as evidence for underlying processes that constitute professional identity development. Therefore, qualitative data, "which usually involves recorded spoken data (for example, interview data) that is transcribed to textual form as well as written (field) notes and documents of various sorts" (Dörnyei 2007: 19) needs to be gathered. Therefore, qualitative interviews that focus on the EFL and FLE teachers' personal experiences, seemed to be the most appropriate form for the research. The aim of the interviews was to elicit narrative passages by the participants that cover the different areas of interest.

Hence, the most suitable form for these interviews are semi-structured interviews. By combining both extreme forms, structured and unstructured interviews, one is able to target the needed topic area without restricting the participants in their narration. This is also beneficial, according to Dörnyei (2007: 135-136), as it ensures that "the interview covers a well-defined domain, which makes the answers comparable across different respondents [...] and to let the interviewee elaborate on certain issues". These qualitative interviews aim to create a friendly, supportive atmosphere with a smooth to neutral interview style in order to encourage the interviewee's narration, states Halbmayer (2011). This is basically used in narrative interviews, but also risks digressing to the wrong topic and could neglect other areas that would be important for the study. The interviews also had an introduction and explanation phase in order to provide information about the scientific expectations, as well as the background of the study. During the interview, the interviewer himself tries to be an attentive listener who concentrates fully on his partner and tries to support the narration phase by nodding or interest-signalling phrases and only clarifies misunderstanding afterwards with supporting questions (Riemer 2016: 167-168).

4.2. Development of guiding questions

One of the first steps in developing guiding questions was to conduct a detailed research on the focused topic with regard to the research questions. The research indicated that there is little background information on how a teacher's identity and preference develop over a longer period of time. In other words, their own development from foreign language learner to foreign language teacher and how this might affect their identity is rarely evident in academic research. Furthermore, many of those teachers with two language subjects, such as French and English, have a clear preference for one of their subjects²⁰. There is, however, no research in the field on how this preference develops and what could cause the preferences to change over time.

Therefore, an initial plan of ideas and areas of potential triggers for preference change, was developed and hence formed the basis for the guiding questions. While researching, one could deduce five important areas of foreign language teachers' experience, such as the teacher's own learning biography, their teaching experience, their social environment, experiences abroad, and possible external influences.

²⁰ For findings, see section 5.1.

In contrast to quantitative research where a questionnaire functions as a link between theory and empirical knowledge, qualitative research purely relies on the interviewee's narration to get the target information. In order to make sure that the point in those narrations is not lost, qualitative researchers therefore often make use of the guided interview. The researcher makes use of previously developed guiding questions, as they take up a controlling and structural function for the interview, as Misoch (2015: 65) points out. According to Dörnyei (2007: 137) the use of structured guiding questions is thus necessary, as it helps the interviewer:

(a) by ensuring that the domain is properly covered and nothing important is left out by accident; (b) by suggesting appropriate question wordings; (c) by offering a list of useful probe questions to be used if needed; (d) by offering a template for the opening statement; and (e) by listing some comments to bear in mind.

It is often recommended to work with lists of topics or general lists of keywords but depending on various factors, an interview guideline can also include pre-formulated questions. Misoch (2015: 66) also denotes that:

Der Grad der Strukturierung des Leitfadens hängt von verschiedenen Faktoren ab: von der Forschungsfrage, von der gewählten Interviewmethode oder dem Grad der Erfahrung des Forschenden. So hat sich gezeigt, dass unerfahrene Forschende lieber mit vorab ausformulierten Fragen arbeiten und mit zunehmender Erfahrung und Souveränität in der Interviewsituation häufiger mit stichwortartigen Leitfäden gearbeitet wird.²¹

Since one cannot consider myself very experienced in the field of qualitative research, a highly structured guideline with previously formulated questions and keywords was developed in order to ensure that all of the areas would be sufficiently covered. Hence, the risk of getting off the subject in the interviews without retrieving the desired information was highly reduced. Therefore, for each of the above-mentioned areas, open questions were formulated that could be used, as Halbmayer (2011) suggests, in a random structure which supports the interviewee's flow of words. The guideline was developed in German and English, so that participants could choose freely. Altogether, there were six main questions that covered the areas, as well as supporting questions and keywords that helped the interviewer clarify answers if necessary. They were combined with an interview log at the beginning of each interview to provide space for general information about the participant. This log not only contains general information about the participant, like age and gender, but also information concerning their mother tongue and teaching experience, as this information could also be relevant for the results. The interview log is followed by a short

²¹ The degree of structuring the guideline depends on various factors: on the hypothesis, on the chosen interview method or on the degree of experience of the interviewer. It has been shown that inexperienced researchers are more likely to work with previously formulated questions, whereas they often work with keyword guidelines with growing experience and sovereignty in an interview situation.

introduction of the purpose of this interview. Misoch (2015: 68) explains that this is called the information phase, as it informs the participant about the study, its aims and about the confidential handling of their personal data. Further details on this account will be given in section 4.4. Since the interview log here already works as an introductory phase to the interview, which covers personal information, special introductory questions did not seem to be necessary. Although Dörnyei (2007: 137) correctly states that those questions help to establish the tone and initial rapport between the interviewer and the participant, which hence influence the climate of the following questions. Misoch (2015: 68) also suggests a warm-up phase at the beginning of each interview in order to gain entrance to the interview situation and research topic. She further claims that it is necessary to get them talking, as many people are afraid of giving possibly wrong answers and it is important to give them a feeling that there is no such thing as a correct or wrong answer in an interview. This will also help to create a calm, relaxed and confidential atmosphere. As Kvale (qtd. in Misoch 2015: 68) puts it:

The first minutes of an interview are decisive. The interviewees will want to have a grasp of the interviewer before they allow themselves to talk freely and expose their experiences and feelings to a stranger.

However, as the participants in this study were already familiar colleagues, this was not as necessary, as it would have been with unknown participants. There was only a short introduction to the interview guideline²² in German that helped to inform the participant about the research area.

Vielen Dank für Ihr Erscheinen. Wie Sie bereits bei der Terminvereinbarung gehört haben, werden wir uns heute über Ihre Erfahrungen hinsichtlich Ihrer Unterrichtsfächer unterhalten, um Rückschlüsse auf Ihre Identitätsentwicklung als Lehrerin zu ziehen. Dabei werden wir chronologisch vorgehen und Bereiche, wie Ihre eigenen Lernerfahrungen und Unterrichtstätigkeit abdecken. Die Daten werden für meine Forschung in meiner Diplomarbeit anonymisiert und gerne kann ich Ihnen die Ergebnisse am Ende der Arbeit zukommen lassen. Sie können sich nun gerne entscheiden, ob Sie das Interview auf Deutsch oder auf Englisch halten möchten.²³

This introduction was followed by the interview log and the guiding questions. The guiding questions were so-called content questions that focused on the participants' behaviour and experiences, their opinions and values or feelings and knowledge, like Dörnyei (2007: 137) suggests.

²² For the complete guidelines in German and English, see Appendix.

²³ Thank you for coming. As you have already heard when arranging the appointment, we are going to talk about your experience regarding your teaching subjects in order to retrieve information about your identity development as a teacher. We are going to proceed in chronological order and cover areas such as your own learning and teaching experience. The data will be anonymised and used for my diploma thesis and I would be glad to present you the results at the end of my research. Now you can decide whether to conduct the interview in German or English.

These [...] categories concern different aspects of the participant's overall view/experience of the phenomenon and therefore we can get a rounded picture by including in our interview a guide that taps into each dimension. (Dörnyei 2007: 138)

These content questions mainly focus on specific areas and/or participants' experiences, concerning the different research areas. Misoch (2015: 68) calls this the main phase of the interview, in which the interview can elaborate on certain issues, and she suggests particularly keeping an eye on those topic areas during the interview. While developing the guideline, it was discovered that the areas could be compressed into three main areas for the conducting the interview, namely learning history and education, teaching experience and experiences abroad.

Learning biography

One of the first areas was the teacher's learning biography which covers the teacher's own learning history and education. The first area was divided into three main guiding questions according to three different development stages of the participant. The first one was their experiences up to their Matura (secondary school graduation), the second one, their decision to study French and English at university and their development and experiences during their studies. The sub-keywords/questions in italics were supporting questions that would help if the participant got lost, did not have any input for a certain area or if the interviewer wanted to get additional information, as explained beforehand.

Since the research focuses on development as a foreign language teacher, it is inevitable to talk about the teacher's own personal experience as a foreign language learner and speaker. Furthermore, their experience in communication in foreign language contexts is relevant for identity development and should hence be integrated. Here, not only learning experiences in schools should be included, but also learning experiences outside the institutional setting. Therefore, the first guiding question needed to include all of the possible situations without restricting the interviewee.

Area – Learning history & education:

- From the earliest moment on that you can remember, up to your Matura, what kind of experience did you personally have with the English and French languages?
 - *Social/personal environment?*
 - *Please tell me what you can remember of learning both languages.*
- Please tell me, why did you choose to study both languages?
- If you think about your studies at the university, can you think of similarities and differences in both subjects?
 - *Did that lead to preferences?*
 - *Are they still the same?*

Teaching experiences

As we have seen in the theoretical part, the teaching profession itself is evidently part of their professional identity. One bigger aspect that has already been mentioned is their non-native status and its reflection in their identity. Therefore, it was regarded as the content question that also aimed at getting information about their language proficiency. Furthermore, as teachers know from experience, external factors like the curriculum can cause class reduction which leaves teachers to focus on one of the languages. If these aspects did not come up during the interview, the support questions were asked to retrieve the desired information.

The second content questions aimed at the teachers' current interest in the languages by actively choosing the word 'passion' in order to let them talk about their preferred language and aimed at reflection on their behaviour in class.

Area – Teaching experience:

- How did your non-native status influence you as a language teacher?
 - *How did your own language proficiency influence your teaching?*
 - *Did that influence your preference for one of the languages?*
 - *Were there external influences?*
- How does your own passion for one of the languages influence your teaching?

Experiences abroad

The third part of the interview guideline covered the area of experiences abroad. As I could not assume whether the teachers already had experiences abroad and if they had, what kind of programmes they experienced, this question was formulated in a very open way to cover all of the possible aspects. With regard to key personalities (Ehrenreich 2004), a supporting question was added if the interviewees did not elaborate on it.

Area – Experiences abroad:

- In what way do you think did experiences abroad, language-learning holidays or holidays in general, contributed to your language preference?
 - *Were there certain people that contributed to it as well?*

At the end of the interview there was a closing phrase that not only ended the interview but offered the participant the opportunity to give further information or details if desired. This conscious final point is necessary as "we need to re-express our gratefulness and respect, and discuss the ways by which the material will be used and the logistics of how to keep in touch in the future" (Dörnyei 2007: 143).

4.3. Pilot interview and adjustments

After developing the interview guideline, the first interview was conducted as a pilot interview in order to verify that all of the questions are understandable and to avoid possible misunderstandings in the following interviews.

The first interview was conducted with a female colleague P1²⁴, at a small and quiet coffeeshop. The interview was recorded with the researcher's smartphone to also ensure that no other technical devices would be necessary. Since it was a quiet surrounding and there were hardly any people, the audio recording was perfectly understandable for transcription. After the introduction in German, the interviewee could decide to conduct the interview in English or German. P1 therefore decided to speak English and switch to German, if she could not find the words to elaborate on an issue.

Generally speaking, this interview ran smoothly without any mishaps, but it became evident that a part of the introduction and one of the guiding questions needed rephrasing. After the interview log was done, I wanted to continue to the main phase to interview and introduce the narrative form of the interview, but the transition and the form of the narratives were not clear to P1:

I: *Perfect. Okay, so now as you heard why I am interested in the topic, I would appreciate it if you could tell me all your experiences in an open and spontaneous way, kind of. Okay, so just.*

P1: Oh >P1 interrupts< what do you mean?

I: *Just narrate it, whatever comes to your mind.*

P1: When teaching? Just generally about teaching?

I: *Generally, about my questions that I offer you, okay. So, we'll start with the first question...*

P1: So, you're going to ask me some more questions. I thought I should just tell you what comes to my mind. So that was confusing. (I1 28-33)

As evident, it was not clear that the interview would consist of more questions and she thought that she could just narrate about her teaching experience in general. Therefore, I rephrased the introduction for future interviews and replaced it with the following:

So now, as you have heard why I am interested in this topic, I am going to ask you a few questions and I would appreciate it if you could tell me something about your experiences in an open and spontaneous way. (Interview guidelines)

Concerning the area of teaching experiences, the following question was answered but there were underlying difficulties or insufficient answers:

I: *Okay. Good. How does your own passion for one of the languages, as you already mentioned, in somehow, influence your teaching?*

²⁴ Abbreviation to ensure anonymity, detailed account will be given in section 4.5.

P1: It's exactly the same. I love English more, obviously.

I: *How is this reflected?*

P1: I love teaching English a lot more. It's reflected in my whole, I don't know.

You can simply see it if you go into my lessons. That I live more for the English language, than I do for the French language. [...]

I: *So how is your own passion reflected in your everyday life? For both languages?*

(I1 132-143)

As shown, the first main interest was to see whether their behaviour in class is influenced by an interest in one of the languages, but the passage clearly shows that it needed some supporting questions to help elicit the desired answer, namely that the interviewee talks about his/her behaviour. While talking, it was obvious that the interest in the languages and hence the teacher's behaviour is not only reflected in an institutionalized context, but also outside the school setting. Therefore, the question was rephrased to get general information about that topic, concerning their daily life, into a more detailed account of the teaching behaviour that was added as sub-question if it was not stated by the interviewee. Therefore, the question "How does your own passion for one of the languages influence your teaching?" was replaced by the following questions:

Area – Teaching experience:

- How did your non-native status influence you as a language teacher?
 - *How did your own language proficiency influence your teaching?*
 - *Did that influence your preference for one of the languages?*
 - *Were there external influences?*
- Could you say that your own passion for English/French influences your daily life?
 - *In what way?*
 - *What differences hence appear in your English and French classes?*

4.4. Sampling and conducting the interviews

For the interview, five EFL and FLE teachers were asked to take part in the study. As I was currently teaching at an AHS, finding the interview partners was not difficult because my colleagues volunteered to participate in the study. The interview partners were between 20 and 60 years of age and of different teaching experience. At the beginning of this research, a gender balance was desired, but as there are more female language teachers, there were hardly any male interview partners with both subjects to be found. So therefore, there was only one male interview participant.

The interviews were conducted in quiet atmospheres either at their home or in a quiet room at school. They usually lasted for about 15 – 20 minutes and were generally marked by a calm and

relaxed atmosphere. This could have been the case because they were all colleagues who I knew before this study.

After the short introduction of the interviewer about the interview's scientific background, the interviewee had to decide if he or she wanted to conduct the interview in German or in English. As all the participants are non-native foreign language teachers and their mother tongue is German, language choice could have an influence on the potential answers. Usually participants can elaborate more on issues in their mother tongue and hence might not disclose as much information when confronted with difficulties in finding the right words. Therefore, language choice was handed over to the interviewees. Further, they had to give general information about their age, gender, mother tongue, and teaching experience and the interview log was filled by the researcher. Since sometimes, the speaking pace was quite fast, the log was adapted if necessary, during transcription. The participants were also informed about the anonymity of this study, so every interview and interview partner received a coded abbreviation in order to differentiate between them and refer to them in the findings.

As already mentioned, the recording equipment used was the researcher's smartphone, as it was the simplest method to record the interviews and showed a favourable result in the pilot interview. Furthermore, it allowed fast and easy transfer of the audio data onto the computer, which was necessary for the following transcription.

4.5. Transcription and coding with MAXQDA

Since the recordings of interviews are just a complex form of information, containing spoken language, transcription of these audio files is a necessary step for systemic analysis (Misoch 2015: 249). In contrast to other research areas where detailed transcription, including pitch or speaking pace is necessary, plain verbal transcription was considered sufficient for this research aspect. Therefore, standard orthography was used with seldomly included dialect words in the German transcripts. This type of transcription was used to make comparison easier and since this paper is written in English, translation would also be easier.

For the transcription itself, consecutive line numbering was used, so that the interviews could be cited without any problems and identified precisely, including the interview name and the respective line number (e.g. I1 65). Furthermore, every transcript includes one transcription head including the following information: title of the interview, information about the participant, communication data, recording data and general remarks (if they seemed to be necessary).

Concerning the personal information of the participant, all participants received an abbreviation *P+ number of interview*, and it included their age, gender, occupation, mother tongue, years of

teaching and the approximate intensity of teaching English and French. Recording data included information about the interviewer and the researcher who transcribed it, and also the recording status and general information, such as time and date, location and length.

The transcription was typed with use of the software programme MAXQDA, as it is a helpful tool to not only transcribe the interviews but also to help archive codes and text passages in a database for further analysis (Burwitz-Melzer and Steininger 2016: 263). Furthermore, rules for transcription were used in order to ensure standardisation of all the interviews:

Transcription rules

Standard orthography

Format

- Font: Times New Roman 10
- Line spacing: double
- Consecutive line numbering

Labelling in the text

| | |
|-------------------------|--|
| Coding for participants | I= Interviewer, P (1-5) = participants |
| I = text in italics | P= standard format |
| >...< | Longer pause |
| > inaudible < | Audio recording was not understandable |
| > < | other remarks |

When the transcription was finished, MAXQDA was used to code various text passages according to the research areas and subcategories. What is important to mention at this point, is that by choosing the text passages for each code, one has already interpreted those parts of the texts and codes them according to topic-related passages (Burwitz-Melzer and Steininger 2016: 264).

Furthermore, throughout analysis it became necessary to establish other codes²⁵ as well, since other topic-related aspects emerged. A detailed account of this will, however, be discussed in the findings.

²⁵ The list of codes is also available in the appendix.

5. Findings and discussion of results

The following section aims to present and discuss the findings of this study. It will give a precise analysis of the results found, according to the different research areas with the support of the theoretical framework that was presented in sections 2 and 3. Furthermore, it will provide a detailed account of what the results mean with regard to theoretical, as well as practical implications.

5.1. Findings

As stated at the beginning of this paper, this study is based on the assumption that foreign language teachers with two foreign language subjects, like English and French, have a preference for one of the subjects. It was hence considered that this preference not only influences their teaching practice, but is also reflected in their professional identity. Furthermore, it was assumed that different experiences throughout the teacher's development functions as triggers for a preference change. Therefore, five EFL and FLE teachers of an Austrian AHS of different age and experiences, were interviewed to see whether they have a clear preference and if this could be seen as an identity influencing factor, which is based on different aspects of their biography.

As the study shows, there were about seventeen passages in the interviews that clearly indicated a preference for one of the languages. Every single one of them mentioned a preference at least one time throughout the interview, hence it can be argued that it is likely that many foreign language teachers with two language subjects have a preference.

| Participant | Current preference | Change in preference |
|-------------|--------------------|---------------------------------------|
| P1 | English | change during studies |
| P2 | French | change during stay abroad |
| P3 | English | change throughout teaching experience |
| P4 | English | no change – constant preference |
| P5 | English | change during studies |

However, it was interesting to see that the aspect of preference had different levels of importance for the participants. For example, P1 mentioned and explained her preference for English seven times in contrast to P2, who mentioned it only once.

P1: [...] So, English is a >...< it's inside of me. It's just intricate. And >...< I sometimes speak English without noticing it. So yeah, It's just there all the time. That would never happen to me in French.

(I1 148-149)

What is even more interesting, is the fact that four of the participants clearly prefer English over French, and only one participant prefers French:

P2: Also bevor ich nach Frankreich bin, habe ich ganz klar Englisch präferiert. Seitdem ist mir Französisch viel lieber und da geht mir das Herz auf, wenn ich Französisch höre oder so. Also ich könnte den ganzen Tag Französisch hören und reden, lesen und ja. >P2 laughs<

I: *Also besteht die ursprüngliche Präferenz vom Studium nicht weiter?*

P2: Nein.

I: *Nein. Und heute präferierst du?*

P2: Französisch.

(I2 90-94)

As this passage already mentions, every one of the participants experienced at least one preference change throughout his or her life that was sometimes due to experiences in their university education (“Unfortunately, due to my experiences throughout my studies, I think that my preference for French moved a little bit to the background (I5 142)”) or due to the fact that they teach more English, as P3 explains:

I: Okay. Wie sieht das heute aus? Gibt es eine Präferenz?

P3: Ähm. Durch die Tatsache, dass ich fast ausschließlich Englisch unterrichtet habe, bin ich da jetzt, fühl ich mich hier eigentlich >...< ganz gut vorbereitet und wohl in der Sprache.

Und Französisch und Spanisch habe ich eher so einen privaten Charakter, für wenn ich halt in Gesprächen mit Freunden, Bekannten etc. bin. Aber so als Unterrichtssprache ist Englisch für mich mehr irgendwie die klare Präferenz.

(I3 70-72)

The study further demonstrates that all of the teachers had crucial experiences in different biographical areas²⁶ that somehow influenced their professional identity. It was, however, interesting to see that most experiences mentioned, occurred in the teachers’ own learning biographies, meaning that they either happened during their school or university education. While analysing the different interviews, it also became necessary to create further subcategories in the learning biography, namely when the teachers referred to their language aptitude or talked about significant experiences linked to their own teacher.

The second area that seemed to have a profound influence on their development, was experiences abroad. As the findings showed, all of the teachers not only had one experience within the desired language community, but several. Further, they even worked as language assistants, au-pairs or

²⁶ A detailed discussion of those areas will be presented in the following section.

joined study programmes like Erasmus. Therefore, the teachers mentioned many positive experiences with the language community, which was also reflected in their preference afterwards.

P1: Well, I already told you about my ERASMUS semester which really darkened my love for French and my relationship that I have with the French language and also with the French people and the French culture, as such.

And basically, every stay abroad in an English-speaking country, especially in British Columbia, Canada, where I was as an Au-pair for two and a half months.

All those experiences, they were just awesome and enriching.

(I1 152-154)

As one can see, this passage already indicates the strong emotional influence that such an experience abroad has on the teacher. Further, it showed that other subcategories were essential, namely negative experiences abroad, since they can actively work as demotivating factors; but also, relationships that were established in those countries, including native speakers but also international connections.

Another aspect of teachers' biographies were their experiences throughout teaching. The results showed that their teaching experience had a profound influence on them. One aspect that was often mentioned was that teaching the language was often connected with their own language competence in the subject:

P4: Ich glaube je mehr man kann, umso mehr kann man vermitteln. Das heißt, nachdem >...< man lernt ja immer etwas dazu.

Mein Englisch hat sich sicher verbessert seit ich unterrichte, weil ich lerne ja immer noch. Je länger ich unterrichte, desto mehr weiß ich.

I: *Mhm. Und in Französisch?*

P4: Nichts mehr, weil ich unterrichte es ja nicht mehr. Ich habe schon alles vergessen.

I: *Und wie ist es dir da am Anfang gegangen vom Sprachniveau her?*

P4: Also, gar nicht so schlecht, weil ich habe damals eine Sechste unterrichtet, die grundständig Französisch hatte.

Also, schon sechs Jahre Französisch und das war okay. Also, jetzt könnte ich das glaube ich nicht mehr.

(I4 116-122)

This was also evident in the area of external causes, which showed that if teachers are confronted with a reduction of their classes in one of the languages over a longer period of time, they experienced a decrease in their language competence and hence could no longer identify with being a foreign language teacher of this subject. Also, with regard to their non-native status as foreign language teachers, the study revealed that it is often linked to their language competence but is often seen as an advantage when it comes to the teaching profession itself.

One of the most surprising findings, however, was experiences related to differences in the two languages that were not considered beforehand. As the findings showed, there were several

passages that talked about differences concerning the languages as such, from their linguistic viewpoint:

P2: Also Englisch ist mir leichter gefallen, was ich halt jetzt auch immer Hinterkopf behalte, wenn ich die Schüler unterrichte, weil ich weiß das von mir selber auch, dass Französisch einfach etwas völlig anderes ist.

Ähm, was einem das irgendwie so natürlich kommt *>inaudible<*, weil man es selten hört auch. Man hört auch weniger französische Lieder und so weiter.

Und irgendwie musste ich mich schon sehr an die Aussprache gewöhnen und ans Schreiben natürlich auch.

Aber da hat es mich dann beruhigt, als ich dann irgendwann in Frankreich war und ich gemerkt habe, dass die Franzosen selber Schwierigkeiten haben.

(I2 66-69)

Moreover, there were some instances that included differences that the teachers experienced while studying those languages in different departments at their university, as P3 explains:

P3: Mhm. In der Anglistik war die, also ohne Frage, die Unterrichtssprache immer Englisch. Das war in der Romanistik nicht der Fall.

Sowohl in Französisch, wie auch in Spanisch.

Das war schon mal ein Unterschied.

Es wurde vorausgesetzt, man macht sich da als angehender Student da eigentlich keine Gedanken, dass man die Sprache schon perfekt beherrscht, was in Englisch *>...<* da hat man natürlich ein besseres Niveau als in Französisch oder in Spanisch habe ich z.B. keinerlei Kenntnisse gehabt, als ich angefangen habe zu studieren.

Also ich habe dann so einen Grundkurs gemacht, ja.

Aber da ist mein Spanisch nicht viel besser geworden. Und das Latinum musste man auch noch nachholen.

Das heißt also, Romanistik war sehr deutsch lastig, sag ich jetzt mal, und Anglistik war insofern schon ein bisschen professioneller.

Genau und sonst von den Kursen her, die angeboten wurden, war es eigentlich ähnlich.

Aber man hat schon das Gefühl gehabt, dass die Anglistik ein Stück weiter ist, als die Romanistik in der Hinsicht.

(I3 58-67)

What should be mentioned at this point, is that several passages occur in more than one area, simply because sometimes they are not clearly distinguishable and are tied to other aspects that influence each other mutually. However, the study could show that all of the areas are of fundamental influence for a foreign language teacher's identity. Those experiences that are grouped into research areas, are not only relevant as motives for becoming a foreign language teacher, but also demonstrate that they have a significant importance for a teacher's professional identity throughout his or her education and teaching practice. Furthermore, it demonstrates that external factors can also contribute to their development with regard to a preference.

5.2. Discussion of results

As demonstrated, the study showed that experiences of foreign language teachers which have an influence on a teacher's professional development can be found in different areas and stages throughout a teacher's life. Therefore, this section provides a detailed discussion of the above-mentioned findings, to see how these experiences can be linked to the teacher's identity and influence the preference for one language. It also establishes a connection between the presented theoretical background that was discussed in sections 2 and 3 and previous research. Moreover, the discussion includes the expected findings but also analyses the surprising outcome of the language differences in more detail. The findings will be presented according to the research area, as already seen in the previous part.

5.2.1. Learning biography

The fact that a teacher's individual learning biography is of significant importance for future teachers has already been discussed in research (Treptow 2006, Zwettler-Otte 1981). It was however, interesting to see that this was also the case with regard to the preference of one language, and also opened up different sub-categories that needed to be analysed.

First language contacts

As the interviews showed, all of the teachers experienced their first language contacts in an institutionalized environment, when they were asked about their experiences with the languages up to their Matura. However, as the following passage shows, also influences like travel, contacts with native speakers or music were stated:

P2: Das waren immer meine zwei Lieblingsfächer.

Also Englisch hatte ich ab der ersten Klasse. *<P2 means Gymnasium>*

Also in Deutschland, ab der fünften.

Und dann zwei Jahre später kam Französisch dazu und das war irgendwie von Anfang an hatte ich das am Liebsten. Und das ist mir auch am Leichtesten gefallen.

I: *Mhm. Hast du davor schon Erfahrungen ...?*

P2: Mit Englisch und Französisch? Englisch habe ich halt über meine Geschwister so ein bisschen mitbekommen, die älter sind und von der Musik und so weiter.

Oder ich war auch mit meiner Familie in England zweimal.

Und Französisch habe ich irgendwie unbedingt lernen wollen, weil wir ah. Meine Eltern hatten mal so einen Austauschlehrer oder so zuhause und haben den halt bewirtet sozusagen und beherbergt.

Und mein Bruder hat auch Französisch gelernt und hatte einen Austauschpartner und so weiter.

Und so hat mich das irgendwie, fand ich die Sprache halt total schön.

(I2 39-48)

It further indicates that people nowadays have a wider access to different cultures and communities already at a young age, because of global mobilisation and exposure to different languages through media.

Furthermore, the four female teachers also remarked that both of their subjects were preferred subjects where they hardly experienced difficulties; and all of the teachers had both subjects in their school career. However, the male teacher did not intend to focus on languages during his own school career and experienced demotivation through his teacher:

P3: Englisch Französisch.

Also, Englisch war ein Pflichtfach und aus meiner Erinnerung hat mir der Lehrer auch damals abgeraten zu maturieren.

Und Französisch habe ich genommen, weil ich Latein für verschwendete Energie gehalten habe.

Und Französisch hat mir aber dann ganz gut gefallen und da habe ich auch maturiert dann in Französisch.

Genau, aber ich hatte jetzt keine besondere Vorliebe eben für Fremdsprachen bis zur Matura eigentlich.

I: *Okay. Also, auch keine Erfahrungen im persönlichen Umfeld?*

P3: Nein. Also wir hatten sogar die Möglichkeit einen Zweig zu wählen und ich habe eher den naturwissenschaftlichen Zweig gewählt. Genau und Französisch hat mir immer ganz gut gefallen und da habe ich dann auch maturiert.

(I3 28-34)

Influence of foreign language teachers on participants

This leads to one further subcategory that needs to be analysed in more detail, namely their own teachers as a highly influential factor. This was also reflected in the interviews, as the following example shows:

P3: Meine Französischlehrerin war wahrscheinlich relativ jung und hatte auch ein paar gute Ideen und insofern hat mich das mehr interessiert vermutlich. > *P3 thinks about it*<

Englisch, da kann ich mich an einen Lehrer erinnern, der viele Geschichten von Schweden und seinen Urlauben erzählt hat und einen der eher so den Standardunterricht gemacht hat.

Das ist mir wenig in Erinnerung geblieben.

Aber an die Französischlehrerin kann ich mich noch erinnern.

Also ich vermute mal, dass sie der Ausschlaggeber war, dass ich Französisch dann lieber gemocht habe.

(I3 42-46)

Interestingly, four of the teachers talked about at least one influential teacher, often attributed with positive emotions towards the teacher, such as ‘inspiring’, ‘impressive’ or simply ‘friendly’:

P5: [...] But still my French teacher, she inspired me, well she was a very young teacher and she inspired me to study French afterwards.

(I5 37)

P1: [...] So, I’m just generally a language person and I think that the learning experience at school is also very closely connected with the teacher you have.

If you feel, you know, sympathy towards the teacher, if you don’t really like the teacher.

I think, that you know, learning or learning progress basically is closely linked to the relationship you have with your teacher.

So, when thinking back to the lessons themselves, I would say that I would probably had a closer relationship or a more intense relationship with my French teacher than with my English teacher, but still I somehow always really liked the English language.

I also really liked French. So, actually, I could never really decide which one I like better, so that's also why I decided to study both.

(I1 39-43)

This is only more supported by the research of Özkul (2011), Treptow (2006) and Caspari (2003), who showed that especially positive experiences and relationships with previous teachers are highly relevant when it comes to choosing a career. As P1 emphasizes, she experienced 'a more intense' relationship with her French teacher, which could imply that she experienced higher educational support, but maybe also higher emotional support from her teacher. Furthermore, as Caspari (2003: 164) points out, in retrospect the motivating factor for deeper interest in foreign languages seems to be more important than the acquisition of knowledge through the teacher. This could be true, as four of the participants talked about their French teachers as a motivating influence, although they considered their actual French language competence not sufficient. Also, P5 talked about her French teacher in a very positive way, that her teacher made it more interesting for the students:

P5: [...] And for French, it was >...< since the teacher was very young, it was with a lot of fun.

French breakfasts, videos and YouTube videos.

And not a lot of 'chalk-and-talk', like the usual teachers back then, lecturing the students.

She made the language quite attractive to us.

I mean not for everyone, but for me basically.

(I5 46-50)

As the participant points out, she attributes French class with a very positive atmosphere, experiencing joy, in contrast to other classes that seemed to focus more on teaching and increasing knowledge. Nevertheless, this also goes in hand with the findings of Kunter, Tsai et al. (2008), in the sense that the teacher's enthusiasm is also very influential when it comes to teachers' behaviour in class. P2 and P5 for example, both talked about their teachers' behaviour and motivation in their classes and how it impressed them:

P2: Vielleicht noch eins... in Französisch hat mich auch meine letzte Französischlehrerin sehr beeinflusst. Die hat mich total beeindruckt und die spricht nach wie vor super Französisch und bei der hat man halt auch einfach gemerkt, dass sie so richtig in der Sprache auflebt.

Und ich hatte vorher noch zwei andere Französischlehrer. Da war es so >...< irgendwie, ich weiß es nicht.

Da hat so die Begeisterung gefehlt und bei der letzten >...<

Die hat eben so gesprüht irgendwie so vor Freude, wenn sie Französisch unterrichtet hat und das hat mich so beeindruckt.

Und da war ich dann auch viel mehr motiviert, noch mehr zu lernen und von ihrer Aussprache noch mehr zu lernen und habe mir vorgenommen:
Wenn ich Lehrerin werde möchte ich so sein wie sie. Hat überhaupt nicht funktioniert. > P2
laughs loudly<
Ja, aber trotzdem, war ein großes Vorbild.

(I2 139-145)

P5: [...] But then again, after school I still tend to fall back into my youth when I saw my French teacher when she taught French with so much motivation and told us a lot about France and the culture and the people there.

(I5 99)

As the study results of Kunter, Tsai et al. (2008: 479) show, “teachers’ enthusiasm is reflected in their instructional behaviours. [The] enthusiasm for teaching that subject matter [...] was consistently associated with higher teaching quality in teachers’ self-reports and students’ ratings”. P2 particularly highlights her teacher’s own joy of teaching, that she missed in her previous teachers and that finally motivated her to focus more on the language. Obviously, this enthusiasm was reflected in the participants’ teachers as well and hence had a big impact on their own career choice. Özkul (2011: 147) showed in her study that approximately 41,6 % of female teachers and 40,1% of male teachers felt motivated towards a teaching profession when they had positive experiences with their own teachers. This clearly shows that teachers cannot only function as positive (or sometimes negative) role models, but they also increase motivation and interest towards a specific subject through their behaviour in class.

Language learning ability

It was captivating to see that all of the teachers also referred to their own language learning ability throughout their learning biographies. Most of them stated that they hardly faced any difficulties in learning the languages and they remembered it as an easy task compared to other subjects in school. P1 for example stated:

P1: I mean I learned English at school for eight years and I learned French for four years only.

However, as I am, I would say, **a language person** [emphasis added], I was always one very opened and eager to learn new languages. I also learned Spanish, by the way.

(I1 38)

As one can see, they even refer to themselves as ‘a language person’, implying that the learning process itself was not considered difficult.

P2: Das hört sich jetzt so doof an, gell. Aber Englisch und Französisch, vor allem Englisch, ist mir zum Glück relativ leichtgefallen.

Jetzt so im Unterschied zu Physik, zum Beispiel oder so.

Wahrscheinlich hat es mir deswegen auch viel Spaß gemacht.

Und ich habe auch oft halt die Texte oft zuhause noch einmal durchgelesen und habe halt auch einfach selbstständig, glaube ich, noch viel gemacht. Einfach weil es mich interessiert hat.

(I2 54-57)

In this segment, P2 highlights the ‘ease’ of learning the languages in contrast to natural sciences. She further indicates that she experienced the learning process of the languages as fun, which lead her to actively invest more of her energy into the learning process and to independently expose herself more to language-related contexts on a private level. In this case, she experienced the interest in language not only as a predisposition towards languages, but by attributing it to positive and fun feelings; her interest can also be regarded as what Hidi (2006) refers to as a psychological state of interest.

The only one who did not mention any instance of an easy language learning experience was the male participant. However, he also indicated a general ability for learning:

P3: Mhm. Mir ist generell die Schule vom Aufwand eher leichtgefallen.

Ich habe jetzt keine konkreten Erinnerungen ans Spracherlernen, abgesehen von den gängigen Sachen, die man halt hat, dass man Vokabel lernen muss bzw. ich bin zu einer Zeit zur Schule gegangen wo es Sprachlabore gab.

(I3 36-37)

As already discussed in the theoretical part of this paper, language aptitude is considered the potential to master a foreign language but must always be related to the context (Dörnyei 2005). Since the interviews already indicate that all of the participants had a positive attitude towards school, language learning and also their teachers, it could be argued that they faced perfect conditions to fully unfold their potential in order to master more than one foreign language. Furthermore, it implies that the participants experienced enough intrinsic motivation and interest to not only maintain their language learning process, but also to intensify it in a university education.

University education – choosing two foreign languages

By choosing to study both languages at the university in a teaching program, foreign language teachers decide on their professional career at a very young age. At this point, they already ‘know’ what to expect or at least have underlying beliefs and expectations towards their education, but also towards their profession in contrast to other professions. Therefore, teachers already start to identify with their future professional selves before they actively enter their career. This was also evident in the interviews, when they were asked why they chose to study both foreign language subjects:

P2: Eben weil es meine Lieblingsfächer waren. Und ich habe es am Liebsten gelernt und es ist mir am Leichtesten gefallen. Hm.

Und ans Korrigieren habe ich nicht gedacht.

Bzw. Ich habe, wenn andere Lehrer gesagt haben, bist du verrückt, habe ich gesagt oder habe ich gedacht, naja das wird schon nicht so schlimm sein.

I: *Mhm. Und warum hast du dich definitiv für das Lehramt entschieden?*

P2: Mhm. Also erstens machen mir halt die zwei Sprachen voll Spaß und ich habe irgendwie keinen anderen Job gefunden, wo man einfach nur mit den Sprachen arbeitet.

Außer Übersetzen, aber das war mir dann doch irgendwie zu langweilig für mich.

Also ich wollte unbedingt mit vielen Leuten arbeiten.

Und meine Eltern waren beide Lehrer und da habe ich mitgekriegt, dass es auch ein sehr erfüllender Job ist.

Ja und das war dann irgendwie für mich die perfekte Kombi. Mit Jugendlichen zu arbeiten und mit der Sprache. Und sonst nichts, nichts irgendwie BWL oder sonst irgendwas.

(I2 77-81)

As this passage of P2 shows, it perfectly agrees with Özkul's (2011: 117) study results that 90% of female English teachers decide to study English because they are enthusiastic about foreign languages. Furthermore, she (Özkul 2011: 126) found that 61% of the female teachers chose this profession because they like working with children or adolescents, which was also a reason for P2 and other participants. P2 also talks about her parents as a motivating factor for her career choice, as she had experienced it as a very fulfilling profession. There were only two participants who were not sure about their decision, P4 who worked before and did not know what to study, so she just chose her preferred languages; and P3 who wanted to study business administration, but changed after experiencing positive situations while working with children in an English context:

P3: Ursprünglich wollte ich Internationale BWL studieren, aber ich habe nach der Matura einen Auslandsaufenthalt in den USA gemacht, wo ich im Sommercamp gearbeitet habe und habe mich da dann umentschieden.

Weg von der Wirtschaft und habe gedacht, wie kann ich >...< Also ich habe schon viel Jugendarbeit gemacht gehabt.

Sprachen haben mich schon auch begeistert, zwar jetzt nicht so präsent, aber das wahrscheinlich eher so gegen Ende von der Matura.

Bzw. nachdem ich dann auch dieses Sommercamp gemacht habe, dass dann ich mir gedacht habe: Ja, Fremdsprachen sind eigentlich etwas das mich begeistert.

Da kam ich auch mit internationalen Leuten zusammen.

Und dann war die Überlegung eben, wie kann ich das kombinieren?

Jugendarbeit oder mit Jugendlichen und Kindern arbeiten und Fremdsprachen.

Und dann habe ich mir halt gedacht: Okay, Englisch und Französisch auf Lehramt.

Genau, ich habe auch noch Spanisch dann hinzugenommen, aber das habe ich nicht abgeschlossen.

(I3 48-56)

However, as soon as the participants studied the subjects at university, there was total agreement that the university education in both departments was highly different and lead to various changes in their preference:

P1: Ehm >...< the first thing that comes to my mind is that studying English at the university was a lot harder than studying French because I always had the experience that the English Language Department was or is a lot more structured and organized and a lot stricter.

Also, when it comes to, you know, the work that you do. They always require you to work very thoroughly, very detailed.

However, in French, I actually made the experience that the progress in the language itself, didn't really come from the studies at university but more from my time abroad, because I did an ERASMUS semester in Paris. [...]

And at the French Department it was different because most of the classes I took were in German and I somehow had the feeling: „All right guys, I want to study French but why do I constantly speak German? Why do I constantly have to write seminar papers in German?“

I know people who took their French studies without having one presentation in French, without having one seminar paper in French.

And I ask myself, how do you want to improve your language if you do not practice it?

So that's when somehow, you know, at the beginning, I thought, French is so much easier because of the fact that I didn't have to speak French.

But at some point, I realized that that was not the point of studying a language.

So, it kind of shifted. I started out liking French more than English and it shifted.

(I1 63-87)

As P1 clearly points out, and it is in accord with the other interviews, studying in the French Department was often conceived as easy and not challenging, although the language acquisition was considered challenging by the fact that the participants' language competence did not seem to progress. Furthermore, the general education, as well as the instruction in the French Department, was often thought of as not being up-to-date and focusing more on German, which, hence, resulted in demotivation towards the French language and can be considered an affective factor in the language learning process because identification is gradually lost (Yule 2006). This was not only the case with the teachers who studied in Austria, but also with those who studied in Germany:

P2: Also ein großer Unterschied ist, dass im Englischstudium alles auf Englisch war. Von Anfang an und es wurde schon vorausgesetzt, dass man sehr gut ist in Englisch.

Aber es wurde immer gefördert. Also es gab auch noch Sprachkurse zusätzlich, damit man sich noch verbessern kann usw. und man sich vertiefen kann.

Und in Französisch wurde natürlich auch erwartet, dass man das schon super kann. Was aber in Französisch nicht der Fall war. Also ich habe zwar in Französisch maturiert, aber irgendwie habe ich mich trotzdem nicht so gut vorbereitet gefühlt. Also gut genug für ein Studium, ja.

Und dann habe ich aber festgestellt, dass in Freiburg zumindest, also in Deutschland im Studium, dass fast alle Kurse auf Deutsch waren. Was ich dann total skurril fand.

Und ähm, das fand ich dann sehr schade und dadurch habe ich dann über die Jahre hinweg so irgendwie den Bezug zum Französischen verloren und hätte fast das Studium hinge-schmissen und bin daraufhin ein halbes Jahr nach Frankreich, weil ich dachte:

Okay, also entweder gebe ich jetzt Französisch auf, weil es mir keinen Spaß mehr macht, weil ich keinen Bezug mehr dazu habe wegen dem Studium oder ich finde halt wieder irgendwie einen Bezug und mache weiter. Und so war es dann auch zum Glück.

(I2 83-88)

As we can see, P2 clearly experienced a certain ‘detachment’ from the language, implying that the she could no longer identify with the language nor with the professional language speaking community at university. Furthermore, this even lead to an identity crisis when she actually thought about ‘dropping out’ of French studies, which was only resolved when she actively looked for opportunities to further identify with the language and community, namely by going abroad.

In contrast, English studies were very often attributed as being more ‘strict’ and ‘challenging’ and students needed to put more effort into their work; however, this was somehow also regarded as being ‘professional’ and students seemed to feel more supported by the courses that the department offered. Therefore, it might indicate that English Studies programmes offer the appropriate learning environment in order to let students not only master their language ability, but also introduce them to a ‘community of practice’, and hence support their development towards a professional teacher identity, as P5 explains:

P5: Yes. Well, I enjoyed my English studies a lot more than my French studies.

Because I realized that >...< it was more professional, yes. Of course.

And also, the didactic courses >...< the lecturers provided you with a lot of material that was up-to-date.

(I5 74-76)

After reviewing the participants’ learner biographies and the linked subcategories, it was recognizable that many of these experiences in early years had a formative influence on their development, not only towards foreign language learning, but also towards their career choice. As shown, positive experiences with their teachers and with the language learning process as such, might be of extraordinary importance for their professional identity. Not to mention the fact that it forms the cornerstones of potential future careers.

With regard to preference for one of the languages, it is not as evident, as it seems that during school, the initial interest in intensifying the languages is established. However, a clear preference for one language can only be found in some and is often related to the teacher’s own motivation and enthusiasm that the participants experienced throughout their school careers. Moreover, the results showed that university education in both languages seemed to be a profound trigger in preference change and professional identity development, as it can either function as demotivating factor or help unfold students’ language ability potential, as well as help through identity crises by offering the appropriate environment.

5.2.2. Experiences abroad

One research area that can be regarded as a dominant influence on foreign language teachers' identity development, were experiences abroad. As already mentioned, all of the participants undertook several opportunities to go abroad, either as language assistants, with the Erasmus programme or another exchange offer. Since these experiences can be seen as an identity-establishing function towards being part of a specific language community (Kramsch 2009), this was also reflected in the teachers' perception:

P3: Ich glaube, dass das eine sehr große Rolle gespielt hat.

Ich habe einen Austausch nach England gemacht, nach Frankreich und in die USA. Und das waren die Highlights meiner Schulzeit.

Da habe ich gute Freunde gemacht und auch das Land und die Kultur kennengelernt. Und das hat mich schon motiviert die Sprachen auch besser zu lernen, sage ich jetzt einmal. [emphasis added]

Ähm das war während der Schulzeit >...<

Und ich glaube, vor allem nach der USA Reise, gab es dann so einen Wandel, wo ich mich mehr oder weniger für Sprachen mehr interessiert habe.

Vorher, habe ich ja schon gesagt, war das Naturwissenschaften eine Rolle gespielt haben und nach der USA Reise; das war so mit sechzehn, siebzehn >...< also das muss schon gegen Ende der Oberstufe gewesen sein.

Da kam dann auch irgendwann die Idee auf internationale BWL bzw. Spracheninteresse war dann da.

Genau, also das hat auf jeden Fall eine Rolle gespielt.

Und dann später während dem Studium hat sich einfach aus der Fächerkombination ergeben, war ich natürlich auch viel im Ausland.

Also ich habe ein Jahr in Kanada studiert. Ich habe ein knappes Jahr in Frankreich eben als Fremdsprachenassistent unterrichtet.

Ich habe in Schottland zu meiner Abschlussarbeit geforscht und dort das Erasmus gemacht. Mehr oder weniger dort meine ganzen Daten erhoben für meine Abschlussarbeit.

Und nach dem Studium habe ich dann noch ein knappes Jahr in Spanien gelebt und da nach Arbeit gesucht und ***das hat mir natürlich die Faszination für die Sprachen gegeben und mich total motiviert.***

Also die Auslandsaufenthalte halte ich für den relevantesten Faktor [emphasis added] jetzt in meiner Biografie, was so das Interesse an Sprachen, Fremdsprachen anbelangt.

(I3 110-124)

P3 undoubtedly considers his experiences abroad the most relevant factor in his biography that triggered and increased his interest in foreign languages. This is in accord with Caspari's (2003) claim that stays abroad are one integral part of a foreign language teacher's self-concept on a personal and biographical level. Therefore, stays abroad can be considered a significant factor for establishing foreign language identity.

Furthermore, stays abroad often influence their language competence, which corresponded with the findings of the interviews:

P4: Ich habe während des Studiums, war ich, habe ich in Schottland gearbeitet. Das hat meine Sprache bereichert. Da habe ich viel gelernt, muss ich sagen.

Und auch in Frankreich.

Ich war in Frankreich Au-Pair und nach dem Frankreich Aufenthalt hat mir Französisch besser gefallen, als Englisch.

Aber das hat halt dann nicht angehalten. Ich habe mich trotzdem immer ein bisschen unsicher gefühlt und dann habe ich es halt nie unterrichtet.

(I4 172-175)

According to P4, both of her stays influenced her language competence in a positive way, however with regard to French this did not seem to last as long as in English. Interestingly, this phenomenon occurred to more than one participant:

P2: Also als ich aus Frankreich zurückkam, war ich total zufrieden mit meinem Französisch und dann war ich wieder, was weiß ich, ein Jahr oder so in Deutschland und dann war es schon wieder so, dass ich dachte: Ja, ich habe schon wieder so viel vergessen.

(I2 101)

One explanation for this, could be general differences in the languages, which will also be discussed in this chapter, but also simply the fact that French is not as present in Austria in contrast to English:

P1: Because I do know, and I can say that, without shame, I would say, that my English is a lot better than my French. As >...< simply because you are more >...< or the whole world is influenced more by English; you're surrounded by English a lot more. Everything you watch on TV nowadays is in English. I spend quite some time in English speaking countries.

(I1 129)

Relationship with key personalities

One research area within experiences abroad, were relationships that formed through such stays abroad. It was, however, interesting to see that some of the teachers already had first native contacts at a very young age which seemed to influence the teachers' preferences very early.

One example of this case, was participant 4, who had relatives in Scotland:

P4: Ja, ich habe Verwandte in England und in Amerika. Und meine englische Cousine, war, die ist einiges, fünf Jahre jünger als ich.

Die war schon als kleines Kind und bis sie so ungefähr vierzehn war, jeden Sommer in Österreich bei uns. >...<

Das heißt, mit der musste ich Englisch sprechen, weil die konnte kein Deutsch.

Und ja, das ist meine, die Person mit der ich immer Englisch sprechen musste.

(I4 29-32)

Also, P2 had one very strong emotional connection with a native speaker of French, when they had an exchange during school:

P2: [...] Und in Französisch hatte ich dann auch eine Austauschpartnerin und mit der hat sich so eine gute Freundschaft entwickelt, dass ich eigentlich würde ich sagen dadurch oder deswegen Englisch-/Französischlehrerin geworden bin.

Weil die Familie so nett war und meine Freundin. Und ich war immer wieder dort. Und nach dem Austausch, durfte ich einmal mehr mit als normal, weil ich halt so gebettelt habe. Und dann haben wir uns zusätzlich noch besucht danach. Ja.

(I2 49-50)

This situation perfectly shows how important ‘gate-keepers’ (Ehrenreich 2004) are during stays abroad. As P2 already had the chance to experience the language community from within, she showed more interest and motivation to keep those relationships, which she hence attributed to the language as well:

I: *Okay, gut. Wie haben beispielsweise, du hast es schon angedeutet teilweise, wie haben beispielsweise Auslandserfahrungen, Sprachreisen, Urlaube die Sprachpräferenz beeinflusst?*

P2: Also bei mir eben extrem.

Aber dadurch, dass ich auch eigentlich nur positive Erfahrungen gemacht habe, hat es halt auch nur positiv beeinflusst.

(I2 131-133)

This was also the case with P1, who as we will see, experienced one motivating and one demotivating stay abroad:

P1: Definitely my host family in Canada. All the people that I met because of them. They were all just so welcoming and nice and friendly. I am still in touch with them and that was in 2010.

I went back there three times to visit them and spent my summers there.

The last time I went was in 2015 for seven weeks and I’ve been with my former host family.

The country itself, like, I mean the best experiences that I have made so far, were in Canada.

You just connected with that whole experience and language is part of that experience obviously, right? So, and in France I didn’t really have particularly positive encounters with French people or the likes, so I always felt a little bit like an outsider, still.

(I1 164-169)

These interviews clearly show that these experiences abroad are often linked to emotions that support motivation towards one language, which can hence result in a preference for one. Hence, another coding area during analysis was established, namely negative experiences abroad.

Negative experiences abroad

According to Ehrenreich (2004: 73), these negative experiences or early terminations of stays abroad are hardly researched, and she argues that these un-reflected experiences could have severe

effects on foreign language teachers. Although for most of the participants, their stays abroad were positively attributed, there were some instances that could explain preferences for the other language. This was also the case with P1, who still prefers English and thinks that her Erasmus semester in Paris deeply influenced her preference.

As Kramsch (2009) demonstrated in her study, many language learners already have expectations and imaginations about a specific language and community and are, hence, disappointed if those expectations are not met:

P1: [...] Because I went there *having all these thoughts in my mind* [emphasis added], you know.

You're going to meet great people.

You're going to have a lot of fun, you're going to go out, you're going to travel etc., etc.

You know, based on everything other people told me from their ERASMUS semesters and I was really excited to go.

Also, because I really love Paris, you know, all from being a tourist, visiting the city.

And then I got there, and things were just so different [emphasis added]. I was twenty-one, I had to take on Master classes, courses; otherwise I wouldn't have gotten all the credits back here at Vienna.

Because I was basically finished with my French studies, I was basically done with my French studies. All I had to do were some required electives.

That's what I did there. And I simply, I don't know, did I pick the wrong classes, did I pick the wrong teachers, how was I supposed to know.

My teachers were awful. They were really mean. One of them failed me on purpose because she didn't like me.

The classes were really hard. I had to work a lot. I had to be at university a lot. I didn't really get to know French people because they were not very open and welcoming, I would say.

(I1 90-99)

P1's previous imaginations were completely shattered when she realized that her expectations could not be met. Hence, she experienced it as an 'awful' event that is reflected in her experience at university, and demotivated her also in language learning processes. Kramsch (2009: 112) explains such experiences in which the language learner cannot meet his own expectations, as follows: "The discrepancy between who he considers himself to be and who he is expected to be at that particular moment is experienced as traumatic". It can hence be considered an unsuccessful identifying moment for the learner. Furthermore, P1 also highlights the difficulties of the Erasmus programme that De Frederico de la Rúa (2008) mentioned, namely the problem of making local native friends:

P1: [...] So, most people that I met were other ERASMUS students, but it was only a small group, maybe five people. So, I didn't really have this awesome party time, meeting all kinds of people.

And it was really hard to connect with the Parisians themselves.

P1 particularly emphasizes the difficulty of connecting with locals, which further implies a strong longing for identification with the target language community that simply could not be reached throughout her stay. Although, P3 also took part in Erasmus, he did not mention anything about that difficulty. By only staying inside the Erasmus community, P1 could not find any gatekeeper (Ehrenreich 2004) who let her enter the language community with all its customs, in contrast to P1's stay in Canada:

P1: [...] So, yeah >...< ***I felt alienated*** [emphasis added] in Paris, whereas in British Columbia with my host family, I was part of the family from the first day onwards and that changes things, obviously.

(II 170)

This 'alienation' that she refers to her distance to the local community, particularly highlights the fact that she considered herself not a part of this (language) community. Since P1 could, hence, not develop any social support system in France, she was highly dependent on her support system at home:

P1: [...] And Paris the city, it completely overwhelmed me. I wouldn't have thought that living there would be such a challenge.

And a lot of stuff went wrong. I also had an accident in Paris, I had to go to hospital.

There were all kind of things that really went wrong terribly, and ***I actually wanted to quit***. I actually wanted to go home. ***I was on the phone with my mom a lot in that time and I cried, and I was like a child: „Mom I want to go home. Everything is so bad here “.***

And she always encouraged me. [emphasis added] And she was like: „Pull through, pull through, only a few more weeks. You can do it etc., etc.“

And I pulled through and I came back home a few months later on and luckily all my classes. You know I got the credit for the classes. So that was awesome.

(II 102-107)

This passage clearly shows that those home-based social support systems are thus more than necessary if the stay does not turn out as expected. Ehrenreich (2004: 243) also claims that events during stays abroad are often perceived as difficult if there is no established social support system, whereas such incidents become irrelevant if those systems are already established. This could have been the case for P1.

Although P1 states that she was happy when she finally pulled through that experience, it had a strong negative impact on her identification with the French language and was from then on reflected in her preference as well:

P1: And ehm >...< In the end I was kind of glad that I pulled through, that I didn't give up. But my whole experience in Paris, my whole experience with the French people, it kind of. How can I put it, my love for France, for the love of the French language went away.

Yeah, it kind of put some sort of dark shadow over French. And I was just happy to be back home, not to be in Paris anymore.

And this was, I think, the final trigger for my obvious preference for the English language and everything concerned with English culture, countries, etc., etc. Mhm.

(II 108-110)

In this passage the negative connotation towards the French language is precisely stated, she even refers to it as ‘a dark shadow’ that kind of covered her whole experience as well as her connection to the French language.

This example perfectly shows that such traumatic experiences while going abroad can indeed have a severe effect on future language teachers and hence needs some kind of evaluation and integration in university education, as Ehrenreich (2004) suggests; not only because it would help the teachers to reflect on their experiences abroad, but also because if it causes preferences to change, it is going to be reflected in their teaching, as the next section will show.

To conclude, it is evident that those experiences abroad influence foreign language teachers in a way. This is either due to positive and negative emotions, that can be seen as motivating factors towards one language preference, but it is often related to key personalities that allow for identification with the target language community. P1 found the most appropriate words for this:

P1: [...] So, everything that you experience in a positive or a negative way, it is closely connected with the people there, with the culture there, with the language spoken there.

So, it simply influences you. You can’t escape that, I think.

(II 159-160)

5.2.3. Teaching experience and its influence on a teacher’s professional identity

The third and last research area was the teaching experience itself and aimed at discovering whether the individual interest is reflected in their daily lives and hence, whether it is also reflected in their teaching. Furthermore, it was questioned whether their non-native status in both languages had an impact on their classroom practice and whether external factors, also have an influence on them. These coded passages were therefore analysed to see whether these factors contribute to a preference and also influence their professional development as a foreign language teacher in one of the languages.

External causes

An extraordinary force in preference development seems to be external factors that the teachers cannot influence. What is meant by this, is the fact that foreign language teachers often cannot teach one of their subjects, simply because there are not enough classes or enough colleagues with

the same subject, so that the teacher does not get a chance to teach it. This is however of significant importance to their preference, as this example by P4 will show:

I: *Aso. Wie intensiv hast du Englisch und Französisch bisher unterrichtet?*

P4: Englisch seit 31 Jahren. Französisch nur im Probejahr, im Unterrichtspraktikum jetzt. Früher hieß es Probejahr und da hat man damals nur sechs Wochen unterrichtet und nicht das ganze Schuljahr. Also nur sechs Wochen.

(I4 17-18)

P4 was forced to only teach English throughout her whole career as foreign language teacher; she therefore stated that identification with the French language is not possible anymore and also that her language competence suffered from it:

I: *Mhm. Auf welche Weise nimmt dein Sprachniveau Einfluss auf deine Unterrichtstätigkeit?*

P4: Ich glaube je mehr man kann, umso mehr kann man vermitteln. Das heißt, nachdem >...< man lernt ja immer etwas dazu.

Mein Englisch hat sich sicher verbessert seit ich unterrichte, weil ich lerne ja immer noch. Je länger ich unterrichte, desto mehr weiß ich.

I: *Mhm. Und in Französisch?*

P4: Nichts mehr, weil ich unterrichte es ja nicht mehr. Ich habe schon alles vergessen.

(I4 115-119)

Hence, her passion towards French also decreased constantly throughout the last years, meaning that she no longer exposed herself to French-related topics, nor did she travel to French-speaking countries (I4 147-170). However, her 'English identity' seemed to have increased because of the fact that all her classes were English classes.

I: *Und dein tägliches Leben wird wie davon beeinflusst?*

P4: Ich habe das Gefühl, dass das meine zweite Identität ist. Ich bin auch Englisch. Manche Dinge kann ich nur auf Englisch sagen oder so.

Das ist wie, wenn ich zweisprachig wäre. Bin aber nicht zweisprachig aufgewachsen. Aber inzwischen habe ich das Gefühl, ich bin zweisprachig.

(I4 147-148)

This passage precisely depicts that P4 has a strong emotional identification with the language, as she also considers herself to be 'English'. The amount of teaching seemed to have a profound effect on all teachers. This was also evident in younger colleagues, who did teach French, but not the same amount as English.

I: *So, how did your own language proficiency influence your teaching?*

P5: So, as I already mentioned, it naturally influences my teaching in French and English. I just feel more confident and professional in my English teaching than in my French teaching.

I: *So, did that influence your preference for one of the languages?*

P5: At school, yes. I prefer teaching English because I feel much more at ease to teach the language.

And also, the school where I teach, I always got more English classes than French ones. You tend to prepare more for English and so it did influence my preference.

(I5 93-98)

P1: And I do know that my language proficiency in English is a lot higher than in French. Also of course, based on the fact that I haven't really been teaching a lot of French and if you don't confront yourself with the language, it simply vanishes. It just goes away.

(I1 130)

P3: Ja das war eben durch die sieben Jahre Arbeitserfahrung jetzt, hat sich einfach eine ganze klare Präferenz entwickelt. Die war am Anfang nicht so klar.[...]

Naja die Tatsache, dass ich fast ausschließlich nur Englisch mache. Ich hatte nur eine einzige französisch Klasse während dem UP. Das war im zweiten Unterrichtsjahr. Und dann noch eine Krankenvertretung für viereinhalb Wochen oder so. Und sonst habe ich halt in den sieben Jahren keine Französischklassse unterrichtet. [...]

P3: Also meine Leidenschaft gilt mehreren Sprachen, aber im Unterricht verwende ich nur Englisch und das heißt, ich habe mich jetzt total auf Englisch spezialisiert, als Unterrichtsfach. Und ich verliere jetzt keine Gedanken mehr über Französisch- oder Spanischunterricht. Das hat für mich keine Relevanz mehr. Insofern konzentrier ich mich mehr auf das Englischunterrichten.

(I3 96-106)

Therefore, it is obvious that exposure to language and the amount of teaching of a foreign language can have a severe effect on the teacher's professional and personal identity.

How the preference influences classroom practice and personal life

Concerning their professional identity, it becomes apparent that their own interest and passion for their language is also influential for their classroom practice, as the following passages shows:

I: Okay. *Wie beeinflusst die Leidenschaft für eine Sprache deinen Unterricht und dein tägliches Leben? Hat deine Leidenschaft für eine Sprache einen Einfluss?*

P4: Sicher, weil wenn es mich nicht interessieren würde, dann würde ich es nicht unterrichten und naja. Ich kann mich schon begeistern für Verschiedenes.

Also für die Literatur, für die Sprache. Da muss ich dann aufpassen, dass ich nicht vom Hundertsten ins Tausendste komme. [...]

Ich glaube das macht den Unterricht lebendiger. [...]

Man ist selber motivierter.

Das motiviert die Schüler auch mehr, wenn es einen interessiert, was man selbst unterrichtet.

(I4 130-137)

I: *Und beeinflusst da deine Leidenschaft für Englisch deinen Unterricht?*

P3: Ja da würde ich schon sagen, dass ich versuche den Schülern das Interesse für die USA, für Großbritannien, für Irland, für Weltenglisch >inaudible< näherzubringen. Da denk ich mir, man muss irgendwie authentisch bleiben, wenn man unterrichtet. Und wenn man sich selber für die Fremdsprachen nicht interessieren würde, würde das anders rüberkommen,

nehme ich einmal an. Also insofern beeinflusst es, weil es die Sprachvermittlung authentisch macht.

(I3 105-106)

This was one of the most interesting aspects, that they feel more confident and ‘authentic’ when they teach the subject they prefer. They all agreed that it reflects their teaching practice as they seem to be more motivated and also perceive their teaching practice as a more joyful task when they can strengthen their own interest through teaching others:

P1: I love teaching English a lot more. It’s reflected in my whole, I don’t know.

You can simply see it if you go into my lessons. That I live more for the English language, than I do for the French language.

I love preparing articles or little video clips for kids in class and when I think of doing the *same for French, I simply don’t get as excited*. [emphasis added]

And I simply don’t like doing that much.

So, for me, *everything with English is just a lot more fun*. [emphasis added] It excites me a lot more and I know that I can teach the kids more because I know that I have really good English.

(I1 135-139)

P2: [...] Also ich habe so das Gefühl, dass ich in Französisch so irgendwie mit größerer Begeisterung dabei bin.

Auch wenn ich mich in Englisch auch anstrenge, die Begeisterung da irgendwie rüber zu bringen und das funktioniert hoffentlich auch. Aber ich habe so das Gefühl von Schülern kommt das dann *eher in Französisch zurück. Weil es da wahrscheinlich authentischer wirkt*. [emphasis added]

(I2 127-128)

These segments clearly show that there is an undeniable connection between preference and teaching practice, however this is also connected to their own language competence and their status of non-native teachers, as will be seen.

Non-native status

As the passages above indicates, a foreign language teacher’s preference is not only reflected in his or her classroom practice, but it is also reflected in his or her cultural identity, since many of them consider themselves ‘English’ or ‘French’. Medgyes (1994: 39), in this sense, talks about role-playing, meaning that teachers take on different behaviours when they ‘perform’ in class. With regard to the teaching of two foreign language subjects, it is interesting to observe that foreign language teachers seem to identify more with their language preference, because of obvious reasons and experiences, what Medgyes (1994) refers to as ‘schizophrenia’.

P1: Ehm >...< I do speak English more than I speak German sometimes.

Ehm > ... < many of my friends are English speaking, so obviously I will communicate with them in English. Even my, you know, German speaking friends, people that I know from, let's say, university, my friends that are teachers as well, we sometimes speak in English.

I sometimes don't know the German words for certain concepts or certain, or you know. I want to say something. I speak German and I want to say something and the words simply won't come to my mind, but the English word comes to my mind.

(I1 145-147)

As mentioned in several passages above, this phenomenon might occur because they develop a higher level of language competence. This, however, leads to the fact that a lot of the teachers do not feel as comfortable with teaching the subject they do not prefer:

P1: [...] And it's just a matter of fact that in French, my whole vocabulary repertoire is not as vast as in English. It is > ... < my whole being in French is not as spontaneous and flexible as it would be in English. I know that my French lessons, I do have to prepare a lot more, or as in English I can be a lot more spontaneous and flexible.

(I1 142)

P5: Well, in French, my non-native status influences my teaching much more than in English. Because I really have to do a lot for my language.

For example, watching TV or reading books or trying to skype with people abroad so that I don't lose my nice French accent and my grammar skills.

And well, then again when I read the news, I try to focus on reading French newspapers at the moment.

With English I think it is much easier because you're more surrounded by that language in Austria and it's easier to meet people who speak English.

So, also when teaching English, I feel much more professional and it's much easier for me to explain things than in French.

(I5 87-92)

When the teachers feel uncomfortable with teaching the language, because they doubt their own language ability, they experience an inferiority complex (Medgyes 1994). As Pennington and Richards (2016: 12) point out: "Teachers who wish to teach 100% in the second language [...] but are unable to do so [...] may feel that their performance as a teacher does not match up to their ideal image of a language teacher, so that they may be judged [...] as 'deficient'".

P3: [...] Als ich aber mit dem Unterrichten begonnen habe, war sowohl mein Englisch, als auch mein Französisch schon auf einem guten Niveau. Von daher hat das keinen Unterschied gemacht.

Vielleicht... also in Englisch habe ich mich immer sicherer gefühlt, weil ich glaube, dass ich da ein höheres Niveau erreicht habe von der Sprache.

(I3 93-94)

Hence, these feelings have a severe influence on the teacher's professional development, because they consider their language competence not developed enough to teach. Kubanyiova (2009: 327) further explains: "the fear of not meeting student's expectations becomes a factor inhibiting change

when it is associated with an imminent threat to the teachers' identity goals, irrespective of whether or not the students' real expectations are at play". It can therefore be argued that multilingual foreign language teachers always operate within a dilemma, switching between different roles, and since preference plays an important role, they seem to experience affinity and detachment towards both languages at the same time throughout their professional development.

P2: [...] Also für die Schüler ist das kein Problem, aber ich selber fühle mich selber nie so richtig >...< Nie gut genug. Weder in Englisch, noch in Französisch.

Das war auch im Studium so.

Weil es ist immer eine Sprache ein bisschen besser als die andere, aber trotzdem habe ich immer so das Gefühl, dadurch dass ich zwei Sprachen mache, bin ich mit keiner zufrieden.

(I2 98-200)

Although all of them stated these inner conflicts, they also emphasized an advantage of being a foreign language teacher, who knows the struggles of foreign language learning. Hence, this shows that by going through the process of language learning oneself, foreign language teachers provide a good role model and show higher understanding for their students:

P1: And I do believe that, the fact that I myself had to study English and French at school, gives me a big advantage because even though you might be a native speaker, it does not necessarily mean that you can teach the language.

But *me having the insight in to what it means to learn the language itself*, going to university, gradually becoming better at it, gives me a big preference, because I know how to explain grammar in a way that kids understand.

So, I would say that that is actually, being a foreign language teacher; *it is an advantage having a different mother tongue*. And other than that, I simply know how tricky it is to learn the target language, especially in French, because I've been there, right?

I know what it means to study French grammar. It's not the easiest thing to do or learning how to really pronounce the words correctly, which is always tricky for the kids to get the pronunciation right. So I do have some sort of tricks how to teach them. [...] *And for me, I know how tricky it is to get there, to really get it right*. So, I do have my tricks how to teach the kids to get it right. *Because I don't take it for granted*. I just don't take it for granted that they should know. [...] [emphasis added]

(I1 117-122)

This segment perfectly underlines the advantages of being a non-native foreign language teacher, because as P1 emphasizes, by being a previous language learner, teachers can easily identify with their students. It might be arguable therefore, that teachers with two foreign languages, who have one preferred and one 'deficient' language, might even be more supportive and understanding because they experience these feelings constantly throughout their professional careers.

5.2.4. Difficulty in learning French

One aspect that was not considered beforehand as probably being influential, is general differences between English and French; the nature of these two languages, English as a Germanic language

and French as a Romance language, and of course, their acquisition by German speakers. However, four out of five teachers mentioned having difficulties with learning French in contrast to English, despite their general ability to learn languages:

P1: [...] So, it just came naturally, however for French, I mean, I always had an easy time studying and learning, but I had to sit down more and study the new phrases, study the prepositions, study the vocabulary, study grammar, remembering, I don't know, les phrases conditionnelles, for example.

What tense here, what tense there?

But having this solid basis from English, it wasn't that hard for me to remember.

Generally, *learning French was harder than learning English*. [...]

Even though, *French would be the more challenging language to learn*, I would say and speak. [emphasis added]

(I1 57-75)

P4: Das war ähnlich. Ich habe mir mit Sprachen nicht schwergetan, aber ich habe es *schwieriger gefunden Französisch zu sprechen*, weil ich im Deutschen ein Zungenspitzen /r/ habe. Und im Französischen das /ch/ ist mir schwergefallen.

Überhaupt habe ich den Eindruck gehabt, dass mir Französisch zu sprechen, von der Aussprache her schwerer gefallen ist.

Und auch weil man es kürzer hat, habe ich den Eindruck gehabt, dass ich Französisch nicht so spontan sprechen kann wie Englisch. [emphasis added]

(I4 59-61)

These segments highlight the perceived difficulty of learning French, often stated as a reason for not reaching the same language competence as in English. Sigott (1993: 24) also declared that native speakers of German generally tend to perceive English as an easy and French as a difficult language.

According to Bierbaumer (2003: 32-33) “no language can be described as intrinsically easy or difficult (which is a view supported by linguistic research), there are nevertheless differences with regard to the amount of time and effort we need to invest in different languages to achieve proficiency”. It could be therefore argued that acquiring French is simply more time-consuming for German speakers and requires more effort for the students to acquire it. Due to the fact that learning English here in Austria nowadays already starts in kindergarten and is often the first foreign language, learning French would, hence, require more investment to reach the same level as in English. What must be considered, however, is the similarity to one's mother tongue, as Bierbaumer (2003) points out. Since English has its linguistic roots in Germanic languages and is part of the Indo-European language family, “English words are quickly acquired by speakers of Germanic languages” (Bierbaumer 2003: 38) and due to its “lack of grammatical endings [...] is perceived

as an easy language” (Bierbaumer 2003: 38). Further, learning French can benefit from already knowing English or other Romanic languages (Bierbaumer 2003: 38).

Therefore, it could be argued that German native speakers need to invest more and probably should start earlier with learning French in order to reach the same language proficiency. However, the language process itself would probably still be perceived as difficult.

5.3. Implications and outlook

The present study indicates that foreign language teachers with two language subjects have a preference for one of the languages. The interviews further reveal that there are various factors in different biographical areas that contribute to the development of a preference. Hence this preference also influences their personal lives, their classroom practice and forms an integrative part of their cultural and professional identity. Therefore, several implications should be considered.

5.3.1. Theoretical implications

According to Imhof (2012: 23-24), development forms the basis of education and teaching and is hence also its requirement. Nevertheless, it is also its result, since it often takes place in pedagogical settings. Therefore, developmental psychology needs to be part of teacher education as it also analyses former developmental processes, meaning that it researches previous changes with regards to previous experiences and their influence. As this study shows, different experiences throughout foreign language teachers’ careers have significant effects on their identity development on a cultural, but also professional level. Furthermore, opening up the scientific space to acknowledge the existence of multilingual teachers and their preferences, which can be reflected in their classroom practice, will initiate further research in this area and can, hence, help foster a deeper knowledge about how identity develops in foreign language teachers with two language subjects and what consequences this might have on the teaching practice. Kramsch (2009: 201) also argues for an integration of multilingualism:

The multilingual subject is defined by his or her growing symbolic competence. [...] If being a multilingual subject means having the choice of belonging to different communities of sign users, resonating to events differently when expressed through different semiotic systems, positioning oneself differently in different languages, and ultimately having the words to reflect upon this experience and to cast it into an appropriate symbolic form, then we need to revisit the notion of imagination and its link to language. For teachers, learners, and language users of all kinds, a multilingual [...] imagination opens up spaces of possibility not in abstract theories or in random flights of fancy, but in the particularity of day-to-day language practices, in, through, and across various languages.

By integrating it into further scientific research, the topic will be discussed and analysed in order to create spaces and opportunities for reflections on multilingual identities and their manifestations in the teaching practice. Since the present study indicated that teachers' preference is reflected in their classroom practice and how this also influences their professional perception of being a foreign language teacher, it implies that multiple professional identities in foreign language teachers exist. Hence, if one language is further developed as the other, teachers might feel uncomfortable and deficient as a professional. By acknowledging this, teachers receive:

the choice of foregrounding either their familiarity with the dominant language, or their multilingual sensibility. If they focus on the latter, their broader and more complex understanding of people and events can increase their opportunities for reflection on self and others and for a reappraisal of commonly held assumptions (Kramsch 2009: 125).

Therefore, as long as this preference is not made explicit and teachers do not get a chance to reflect upon it, professionalization seems questionable and might be in constant adaptation distress.

Furthermore, since teacher identity studies often focus on foreign language teachers from one perspective or language, future research should take into account that many teachers, at least in Austria, are also teachers of another subject which forms an important part of their professional identity. As the interviews also implied that teachers who prefer one of their languages and show higher enthusiasm for teaching it, they will probably show a higher quality in their teaching. Thus, this area and preferential dispositions in subjects must not be neglected in further research.

5.3.2. Practical implications

One of the most important findings in the present study suggests that foreign language teachers can already function as role models for future foreign language teachers. Therefore, teachers should always take this into account when they teach their preferred, but even more when they teach their 'rejected' subject, as this might have severe influences on some of our students.

Moreover, the results indicate that there are particularly strong differences between English and French studies in Austria, that have considerable effects on their students. As the analysis showed, most of the teachers did not feel that their studies in French helped to develop language competence, which is highly alarming when it comes to the professionalization of future teachers. Medgyes (1994: 52-53), for example, discovered in his study that "better qualified teachers felt less hampered by linguistic issues. This may be explained by the fact that university education provided them with a better command of English." Therefore, this difference in education must somehow be discussed and questioned.

In addition, the consequences of experiences abroad and the offer of exchange programmes for future language teachers must be taken into consideration for future teacher education. The study

suggests that teachers' experiences, either positive or negative, are of fundamental importance for their professional and personal development. Ehrenreich (2004: 74) therefore correctly emphasizes:

Zwar wäre ein Auslandsaufenthalt als Pflichtbestandteil der Fremdsprachenlehrerausbildung ein Schritt in die richtige Richtung [...] Erst eine inhaltliche Integration in den Ausbildungsgang kann das Potential an relevantem persönlichkeits- und professionsbezogenem Erfahrungswissen ausschöpfen und negative Erlebnisse durch entsprechende Reflexionsangebote abfedern.

[Indeed, a stay abroad as an obligatory part of foreign language teacher education would be a step in the right direction [...] However, a content-related integration into education could exploit the full potential of relevant personal and professional experience knowledge and could reduce negative experiences through appropriate opportunities for reflection.]

Those opportunities for reflection are not only important throughout a foreign language teacher's education, but also throughout his or her professional career. As demonstrated, some of these preference changes that had influences on the teachers' professional perceptions, took place throughout their teaching experience. Therefore, teacher training should integrate possibilities for reflection upon preference, as it might help to reduce the feeling of inferiority towards one subject. Pennington (2015, qtd. in Pennington and Richards 2016: 21) thus claims:

Language teachers at any stage of their career can engage in reflective activity and practice-centred research that begins with discussion or individual reflection on identity as the basis for professional development or action research to examine practice and implement changes, possibly together with others.

Hence, this implies that if teachers can engage in such offers, they will receive a chance to focus on their professional development and might become better foreign language teachers of both languages.

5.4. Limitations

Certainly, this study cannot be regarded as a general and representative sample of foreign language teachers with two foreign language subjects. However, it aimed to examine an area that was hardly existent in research and which might be of interest for future investigation.

This study and its findings are perhaps limited due to lack of time and resources to investigate this topic in more detail. Furthermore, the findings are not representative because of the small sample size of interviews as well as their reliability. On the one hand, since all of the interview participants were colleagues of mine, they opened up easily and could probably narrate more than with an external interviewer. On the other hand, this could also be a possible threat to the research validity, when the participants desired to meet expectations, which in this particular study means that they "try to meet social expectations and over-report desirable attitudes and behaviours while

underreporting those that are socially not respected" (Dörnyei 2007: 54). Moreover, since the topic of preference and how it relates to teacher identity is not as researched, the theoretical framework might not be as profound as it would have been with more time to research it.

Conclusion

P5: [...] So actually, it's quite a dilemma that we are in with two languages.

I: Yes.

P5: Yes, it's a dilemma.

I: Yes, that's it. That's the word. Dilemma.

(I5 103-106)

As the previous discussion has indicated, foreign language teachers with two language subjects find themselves in a constant dilemma of teaching both. Hence, it has been argued that foreign language teachers might have a preference for one language, which might also be reflected in their classroom behaviour and private life. It has further been assumed that this preference is also influential to their professional and cultural identity as a foreign language teacher.

Therefore, the study conducted has aimed to examine reasons for this preference and factors initiating preference change. By conducting theoretical research, the fact that behaviour is highly dependent on previous experiences and influences throughout different stages in life was discovered. Thus, this study has focused on various influential stages in a foreign language teacher's life that seem to have significant importance for the teacher's identity development, including the teacher's learning biography and education, experiences abroad and experiences during the teaching practice. The literature review has provided the necessary base for this study and revealed several factors contributing to identity development, such as experiences and linked emotions. Furthermore, it has discussed different fields of foreign language learning and teacher identity, which has helped establish a link between research and the present study. Moreover, it has revealed an information gap concerning a foreign language teacher's identity development with two language subjects.

The empirical part of this study consists of qualitative interviews with five EFL and FLE teachers at an Austrian AHS. Therefore, guiding questions which covered all the different research areas were developed and helped elicit narratives by the teachers. These interviews were recorded, transcribed and coded according to research area. By coding, it was easy to analyse whether the areas are of importance for preference and whether there had been experiences that triggered a preference change.

The study shows that foreign language teachers, indeed, have a preference for one of their language subjects which is also reflected in their classroom behaviour and private lives. It has further examined different reasons for preference change and it shows that experiences in foreign language teachers' biographies are of significant importance. Particularly their own foreign language teacher seems to be a highly influential factor in the first place, and their own language learning ability might be of importance when it comes to the choice of studying two foreign languages. Furthermore, the study has revealed considerable differences in the English and French study programmes which can, hence, have demotivating effects on the student teachers. A fundamental area on foreign language teachers' identity development were experiences abroad, as they were often positively attributed, including relationships with key personalities, which hence, allowed identification with the target language community. Thus, experiences abroad can be considered a trigger for preference change. Additionally, the teaching experience itself is a profound factor in influencing a teacher's preference and vice versa. As the interviews have shown, foreign language teachers prefer teaching their favoured language subject and consider themselves more professional in their teaching practice. Furthermore, external causes like class reduction can lower identification with a language and lead to teachers' perception of feeling 'deficient' in one subject, whereas the attitude towards the other subject increases. One of the most surprising findings was that general differences between English and French seem to be important, because French is often perceived as difficult to learn in contrast to English and requires more effort for German speakers to reach the same level in as in English. This fact is thus also considered influential for preference.

Since preference for one language subject plays a highly subjective but also influential role for a foreign language teacher's professional and cultural development, its existence needs to be acknowledged. This preference and its underlying experiences must, hence, no longer be neglected in research and teacher education. By providing its necessary place, this study could encourage future scientific research and better reflection with regard to foreign language teacher education as well as classroom practice. A reasonable conclusion therefore is that research in the field of language and subject preference and its reasons allows critical thinking and reflection of teaching practice, which will, hence, facilitate improved teaching quality in both language subjects.

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Abstract English

The present thesis aims to examine how professional identity of foreign language teachers with two language subjects develops and whether this leads to preference of one language. Different research areas, such as the teachers' own learning biographies, education, stays abroad, and their teaching practice are analysed through qualitative interviews and are discussed afterwards. For this study, foreign language teachers of French and English at an Austrian AHS were interviewed. The findings show a preference for one language if teachers had defining experiences in the researched areas. Especially a teacher's own learning biography as well as experiences during stays abroad seem to have formative effects. Furthermore, external factors, such as class reduction, as well as general differences between the two languages are of importance. The resulting preference thus leads to a stronger professional identification with the preferred language and insecurities in the other foreign language.

Abstract German

Das Ziel der vorliegenden Diplomarbeit liegt darin, herauszufinden, wie die professionelle Identitätsentwicklung bei FremdsprachenlehrerInnen mit zwei Fremdsprachen abläuft und ob sich dadurch auch eine Präferenz gegenüber einem Fach ergibt. Es werden die Einflussfaktoren wie die eigene Lernbiografie, Ausbildung, Auslandsaufenthalte sowie die Unterrichtstätigkeit anhand qualitativer Interviews analysiert und die Ergebnisse anschließend diskutiert. Für die Studie wurden AHS-FremdsprachenlehrerInnen mit der Fächerkombination Englisch und Französisch befragt. Die Ergebnisse zeigen eine Präferenz gegenüber einer Sprache, wenn es prägende Erlebnisse in den unterschiedlichen Bereichen gab. Vor allem die eigenen Lernerfahrungen und Erfahrungen während des Auslandsaufenthalts scheinen von Bedeutung. Außerdem spielen externe Faktoren, wie etwa Stundenreduzierung, sowie linguistische Unterschiede zwischen den beiden Sprachen eine große Rolle. Die Präferenz führte daher auch zu einer stärkeren professionellen Identifikation als FremdsprachenlehrerIn in der einen Fremdsprache und zu Unsicherheiten in der anderen.

APPENDICES

Appendix 1: Interview guidelines

Interviewleitfaden

Einleitung:

Vielen Dank für Ihr Erscheinen. Wie Sie bereits bei der Terminvereinbarung gehört haben, werden wir uns heute über Ihre Erfahrungen hinsichtlich Ihrer Unterrichtsfächer unterhalten, um Rückschlüsse auf Ihre Identitätsentwicklung als Lehrerin zu ziehen. Dabei werden wir chronologisch vorgehen und Bereiche, wie Ihre eigenen Lernerfahrungen und Unterrichtstätigkeit abdecken. Die Daten werden für meine Forschung in meiner Diplomarbeit anonymisiert und gerne kann ich Ihnen die Ergebnisse am Ende der Arbeit zukommen lassen.

Sie können sich nun gerne entscheiden, ob Sie das Interview auf Deutsch oder auf Englisch halten möchten.

Interviewleitfaden DEUTSCH:

Anfangs bräuchte ich nur ein paar allgemeine Daten zu Ihrer Person:

Interviewnummer:

Datum:

Alter:

Geschlecht:

Muttersprache:

Wie viele Jahre Unterrichtserfahrung haben Sie?

An welchen Bildungseinrichtungen haben Sie bisher unterrichtet?

Wie intensiv haben Sie Englisch und Französisch unterrichtet?

Englisch:

Französisch:

Du hast/Sie haben ja nun gehört, warum mich dieses Thema interessiert, werde ich dir/Ihnen ein paar Fragen stellen und deshalb würde ich mich freuen, wenn du/Sie mir spontan und offen über deine/Ihre Erfahrungen berichten würdest.

Bereich Lernbiografie & Ausbildung:

- Vom frühesten Augenblick an, an den Sie sich erinnern bis zur Matura, welche Erfahrungen haben Sie persönlich mit der englischen und französischen Sprache gemacht?
 - Persönliches Umfeld?
 - Erzählen Sie bitte, wie Sie das Erlernen beider Sprachen in Erinnerung haben.
- Erzählen Sie bitte warum Sie sich dafür entschieden haben beide Sprachen zu studieren.
- Wenn Sie sich an Ihre Ausbildung an der Universität erinnern, fallen Ihnen dann Gemeinsamkeiten und Unterschiede im Studium beider Sprachen ein?
 - Hat das zu Präferenzen geführt?
 - Bestehen die weiter? Wie sieht es heute aus?

Bereich Unterrichtstätigkeit:

- Welche Rolle hat Ihr nicht-muttersprachlicher Status als Fremdsprachenlehrer/in gespielt?
 - Auf welche Weise, nimmt Ihr Sprachniveau Einfluss auf Ihre Unterrichtstätigkeit?
 - Hat das Auswirkung auf die Präferenz eines Faches genommen?
 - Gab es externe Einflüsse?
- Wie beeinflusst Ihre Leidenschaft für eine Sprache Ihren Unterricht und Ihr tägliches Leben?
 - Welche Unterschiede zeigen sich dadurch im Englisch- und Französischunterricht?

Bereich Auslandserfahrungen:

- Wie haben bspw. Auslandserfahrungen, Sprachreisen, Urlaube Ihre Sprachpräferenz beeinflusst?
 - Gab es bestimmte Personen, die das zusätzlich beeinflusst haben?

Interview guideline ENGLISH:

As a start, I would need some general information about you:

Interview number:

Date:

Age:

Gender:

Mother tongue:

How many years have you already been teaching?

In what kind of educational institutions have you taught so far?

How intense did you teach French and English?

English:

French:

So now, as you heard why I am interested in this topic, I am going to ask you a few questions and I would appreciate it if you could tell me something about your experiences in an open and spontaneous way.

Area - Learning history & education:

- From the earliest moment on that you can remember, up to your Matura, what kind of experience did you personally have with the English and French language?
 - *Social/personal environment?*
 - *Please tell me, what you can remember of learning both languages.*
- Please tell me, why did you choose to study both languages at the university?
- If you think about your studies at the university, can you think of similarities and differences in both subjects?
 - *Did that lead to preferences?*
 - *Are they still the same?*

Area - Teaching experience:

- How did your non-native status influence you as a language teacher?
 - *How did your own language proficiency influence your teaching?*
 - *Did that influence your preference for one of the languages?*
 - *Were there external influences?*
- Could you say that your own passion for English/French influences your daily life?
 - *In what way?*
 - *What differences hence appear in your English and French classes?*

Area - Experiences abroad:

- In what way do you think experiences abroad, language-learning holidays or holidays in general, contributed to your language preference?
 - *Were there certain people that contributed to it as well?*

Appendix 2: Transcripts

Interview 1 - Pilot interview

Interviewee

| Abbr. | Age | Gender | Job | Mother tongue | Years of teaching | Intensity of teaching English and French |
|-------|-----|--------|---------|---------------|-------------------|--|
| P1 | 29 | Female | Teacher | German | 5 years | Mostly English |

Communication data

| | |
|-------------------------|---|
| Communication situation | Calm and quiet, hardly any other people |
|-------------------------|---|

Recording data

| | |
|------------------|--|
| Interviewer | Stefanie Propst |
| Typed by | Stefanie Propst |
| Recording Status | Open recording |
| Date/ Time | 20 th of July 2017 / 15:15 - 15: 41 |
| Location | Vienna, Coffee shop |
| Length | 26:30 Minutes |

General remarks

- Relaxed atmosphere
- Fast speaking pace

Transcription

| | |
|---|---|
| 1 | I: Liebe P1, vielen Dank für dein Erscheinen! |
| 2 | Wie du bereits bei unserer Terminvereinbarung gehört hast, werden wir uns heute über deine Erfahrungen hinsichtlich deiner Unterrichtsfächer unterhalten, um Rückschlüsse auf deine Identitätsentwicklung als Lehrerin zu ziehen. |
| 3 | Dabei werden wir chronologisch vorgehen und Bereiche, wie deine eigenen Lernerfahrungen und Unterrichtstätigkeit abdecken. |
| 4 | Die Daten werden für meine Forschung in meiner Diplomarbeit anonymisiert und gerne kann ich dir dann die Ergebnisse am Ende der Arbeit zukommen lassen. |
| 5 | Du kannst dich nun gerne entscheiden, ob du das Interview auf Deutsch oder auf Englisch halten möchtest. Das überlasse ich dir. |
| 6 | P1: Das ist mir eigentlich ziemlich egal, wie ist es dir lieber? |
| 7 | I: Mir ist es ganz egal. |

| | |
|----|--|
| 8 | P1: Können wir switchen auch dazwischen? |
| 9 | Weil mir werden ein paar Sachen auf Deutsch nicht einfallen. |
| 10 | I: <i>Ja, klar.</i> |
| 11 | P1: Then let's speak in English. |
| 12 | I: <i>First of all, I need some general information about yourself.</i> |
| 13 | <i>How many years have you already been teaching?</i> |
| 14 | P1: I've been teaching at a regular high school in Austria, for about five years now. |
| 15 | However, before that, I could also collect a lot of teaching experience because I worked at all kinds of tutoring institutions, like <i>Schülerhilfe</i> , where I taught kids German, Latin, French and English. |
| 16 | I: <i>For how long?</i> |
| 17 | P1: For how long >...< I think I started right after school basically. |
| 18 | Well, actually, I think when I was 19 or so. I started tutoring kids. It was my part time job, next to studying. |
| 19 | And before that, even at high school I had some students that I tutored, you know, from the lower classes. |
| 20 | So, I don't know if you consider tutoring a teaching experience? |
| 21 | I: <i>All kinds of teaching experiences.</i> |
| 22 | P1: All kinds >...< So for two summers I worked as an English teacher at a language camp in Styria, where we had morning classes with the kids and yeah after university I immediately started my Unterrichtspraktikum. |
| 23 | And the school where I did my UP immediately gave me a job, a fulltime job, so that's where I am still. |
| 24 | I: <i>Perfect. How intense did you teach French and English?</i> |
| 25 | P1: Most of my classes where English classes, so far during my UP I had one English class, a sixth form of AHS, and then I had a fifth form in the following year in French. |
| 26 | And later on, in my 3rd year I had the same class in their sixth form, but I always only had one French class and the majority of my classes was English. |
| 27 | So, for the last two years, I've only been teaching English, five classes. |
| 28 | I: <i>Perfect. Okay, so now as you heard why I am interested in the topic, I would appreciate it if you could tell me all your experiences in an open and spontaneous way, kind of. Okay, so just.</i> |
| 29 | P1: Oh >P interrupts< what do you mean? |
| 30 | I: <i>Just narrate it, whatever comes to your mind.</i> |
| 31 | P1: When teaching? Just generally about teaching? |
| 32 | I: <i>Generally, about my questions that I offer you, okay. So, we'll start with the first question.</i> |
| 33 | P1: So, you're going to ask me some more questions. I thought I should just tell you what comes to my mind. So that was confusing. |
| 34 | I: <i>No.</i> |
| 35 | I: <i>Okay, so from the earliest moment on that you can remember, up to your Matura, what kind of experience did you personally have with the English and French language?</i> |
| 36 | P1: Ehm >...< well, basically I only had positive ones because I afterwards also decided to take both subjects at university. |
| 37 | I mean I learned English at school for eight years and I learned French for four years only. |
| 38 | However, as I am, I would say, a language person, I was always one very opened and eager to learn new languages. I also learned Spanish, by the way. |

| | |
|----|--|
| 39 | So, I'm just generally a language person and I think that the learning experience at school is also very closely connected with the teacher you have. |
| 40 | If you feel, you know, sympathy towards the teacher, if you don't really like the teacher. |
| 41 | I think, that you know, learning or learning progress basically is closely linked to the relationship you have with your teacher. |
| 42 | So, when thinking back to the lessons themselves, I would say that I would probably had a closer relationship or a more intense relationship with my French teacher than with my English teacher, but still I somehow always really liked the English language. |
| 43 | I also really liked French. So, actually, I could never really decide which one I like better, so that's also why I decided to study both. |
| 44 | And generally speaking, I only had positive experiences. |
| 45 | But that's simply based on the fact that I love learning languages, I love reading, I love learning, you know, new vocabulary and interestingly, I also love grammar. |
| 46 | Even as a student, I liked learning new grammar because I knew, with new grammar I could express myself better. So yeah. |
| 47 | <i>I: Okay.</i> |
| 48 | P1: So, I basically had very positive experiences with language learning. That's cool. |
| 49 | <i>I: Please tell me, what you can remember of learning both languages with focus on learning the languages.</i> |
| 50 | P1: Well, at the time that I started having French classes, English, for me, was not really a subject anymore where I had to study, if you know what I mean. |
| 51 | <i>I: Mhmm.</i> |
| 52 | P1: Because I started four years earlier. |
| 53 | So, all the grammar, all the basic vocabulary, etc., etc. |
| 54 | It was already there, right, I already had a solid basis, so to say. So, for me, from like fifth grade onwards, studying French was, of course, a bigger challenge. |
| 55 | Because it was completely new and English, you know, at the same time parallel language learning, it wasn't that hard anymore because I was one of those kids >...< You tell me a new phrase, or a new word and I just simply stored it. |
| 56 | I didn't really have to study anymore for English because there was no new grammar and so on, right. |
| 57 | So, it just came naturally, however for French, I mean, I always had an easy time studying and learning, but I had to sit down more and study the new phrases, study the prepositions, study the vocabulary, study grammar, remembering, I don't know, les phrases conditionnelles, for example. |
| 58 | What tense here, what tense there? |
| 59 | But having this solid basis from English, it wasn't that hard for me to remember. |
| 60 | Generally, learning French was harder than learning English. |
| 61 | Because, as simple as it is, French is a more complex language than English. |
| 62 | <i>I: Okay, eh. If you think about your studies at the university, can you think of similarities and differences in both subjects?</i> |

| | |
|----|---|
| 63 | P1: Ehm >...< the first thing that comes to my mind is that studying English at the university was a lot harder than studying French because I always had the experience that the English Language Department was or is a lot more structured and organized and a lot stricter. |
| 64 | Also, when it comes to, you know, the work that you do. They always require you to work very thoroughly, very detailed. |
| 65 | However, in French, I actually made the experience that the progress in the language itself, didn't really come from the studies at university but more from my time abroad, because I did an ERASMUS semester in Paris. |
| 66 | When going there, my French, it was okay. |
| 67 | But then spending four months there in a purely French environment, I got back home speaking French fluently. However, I also lost it again, because in Austria you don't really practice it. |
| 68 | And going back to university, many of the classes were in German. |
| 69 | A lot of lectures, a lot of the seminars etc. etc., they were in German. |
| 70 | So, you didn't really practice your French. All you did was practicing French in your, in the language classes, in the designated language classes. You know, Französisch 1,2,3,4,5, etc. I don't know if they are still called like this. |
| 71 | I: Yes, they are. |
| 72 | P1: And, ehm, at the English Department, Anglistik, everything is in English, nobody would ever talk to you in German, except for maybe in their office hours. |
| 73 | And in generally, I had the feeling that the requirements set by the English Language Department were a lot higher and stricter than the ones at the French Department or Romanistik Department, or the Department for Romanic Languages. |
| 74 | So, doing French at university was a lot easier than English. |
| 75 | Even though, French would be the more challenging language to learn, I would say and speak. |
| 76 | I: So, did that lead to preferences? |
| 77 | P1: Interestingly, at first, I liked being at the French Department more than being at the English Department, because of the fact that at the English Department, especially at the beginning when you're a Freshman or a Sophomore, classes are really strict, and teachers are really strict and they actually. |
| 78 | I sometimes had the feeling that they really wanted to pick out the best of the best, if you know what I mean. |
| 79 | So, it was really hard keeping up with everything, but once you got used to it and you simply know how things went, it was easier for me because I had a clear view of what people expected from you and also my English became better and better at university because I dealt with it every single day. |
| 80 | Reading articles, reading books, speaking in classes, going to lectures, listening. |
| 81 | And at the French Department it was different because most of the classes I took were in German and I somehow had the feeling: „ All right guys, I want to study French but why do I constantly speak German? Why do I constantly have to write seminar papers in German?" |
| 82 | I know people who took their French studies without having one presentation in French, without having one seminar paper in French. |
| 83 | And I ask myself, how do you want to improve your language if you do not practice it. |
| 84 | So that's when somehow, you know, at the beginning, I thought, French is so much easier because of the fact that I didn't have to speak French. |

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| 85 | But at some point, I realized that that was not the point of studying a language. |
| 86 | So, it kind of shifted. I started out liking French more than English and it shifted. |
| 87 | Also because of the experiences that I made in my ERASMUS semester. I don't know if you still going to ask about that? |
| 88 | <i>I: Yes, we are going to talk about that later on but if you want to talk about it now, just tell me.</i> |
| 89 | P1: Well, when I was twenty or twenty-one I spent the winter semester in Paris at Sorbonne and the whole experience was really, really hard. |
| 90 | Because I went there having all these thoughts in my mind, you know. |
| 91 | You're going to meet great people. |
| 92 | You're going to have a lot of fun, you're going to go out, you're going to travel etc., etc. |
| 93 | You know, based on everything other people told me from their ERASMUS semesters and I was really excited to go. |
| 94 | Also, because I really love Paris, you know, all from being a tourist, visiting the city. |
| 95 | And then I got there, and things were just so different. I was twenty-one, I had to take on Master classes, courses; otherwise I wouldn't have gotten all the credits back here at Vienna. |
| 96 | Because I was basically finished with my French studies, I was basically done with my French studies. All I had to do were some required electives. |
| 97 | That's what I did there. And I simply, I don't know, did I pick the wrong classes, did I pick the wrong teachers, how was I supposed to know. |
| 98 | My teachers were awful. They were really mean. One of them failed me on purpose because she didn't like me. |
| 99 | The classes were really hard. I had to work a lot. I had to be at university a lot. I didn't really get to know French people because they were not very open and welcoming, I would say. |
| 100 | So, most people that I met were other ERASMUS students, but it was only a small group, maybe five people. So, I didn't really have this awesome party time, meeting all kinds of people. |
| 101 | And it was really hard to connect with the Parisians themselves. |
| 102 | And Paris the city, it completely overwhelmed me. I wouldn't have thought that living there would be such a challenge. |
| 103 | And a lot of stuff went wrong. I also had an accident in Paris, I had to go to hospital. |
| 104 | There were all kind of things that really went wrong terribly, and I actually wanted to quit. |
| 105 | I actually wanted to go home. I was on the phone with my mom a lot in that time and I cried, and I was like a child: „Mom I want to go home. Everything is so bad here “. |
| 106 | And she always encouraged me. And she was like: „Pull through, pull through, only a few more weeks. You can do it etc., etc.“ |
| 107 | And I pulled through and I came back home a few months later on and luckily all my classes. You know I got the credit for the classes. So that was awesome. |
| 108 | And ehm > ... < In the end I was kind of glad that I pulled through, that I didn't give up. But my whole experience in Paris, my whole experience with the French people, it kind of. How can I put it, my love for France, for the love of the French language went away. |
| 109 | Yeah, it kind of put some sort of dark shadow over French. And I was just happy to be back home, not to be in Paris anymore. |

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| 110 | And this was, I think, the final trigger for my obvious preference for the English language and everything concerned with English culture, countries, etc., etc. Mhm. |
| 111 | <i>I: Okay. Good. How do you think, your non-native status influences you as a language teacher?</i> |
| 112 | P1: My non-native status? |
| 113 | <i>I: Yes. How did it influence you as a language teacher?</i> |
| 114 | P1: The fact that I am not a native speaker of English or French? |
| 115 | <i>I: Yeah.</i> |
| 116 | P1: I think in Austria it's a fact that almost all the foreign language teachers are not native speakers, so it is actually a completely normal concept, I would say. |
| 117 | And I do believe that, the fact that I myself had to study English and French at school, gives me a big advantage because even though you might be a native speaker, it does not necessarily mean that you can teach the language. |
| 118 | But me having the insight in to what it means to learn the language itself, going to university, gradually becoming better at it, gives me a big preference, because I know how to explain grammar in a way that kids understand. |
| 119 | So, I would say that that is actually, being a foreign language teacher; it is an advantage having a different mother tongue. And other than that, I simply know how tricky it is to learn the target language, especially in French, because I've been there, right? |
| 120 | I know what it means to study French grammar. It's not the easiest thing to do or learning how to really pronounce the words correctly, which is always tricky for the kids to get the pronunciation right. So I do have some sort of tricks how to teach them. Or for example, when it comes to English, in German we do not have the th-sounds /the thing/ for example, right? |
| 121 | So German language, German natives they tend to say /f/ or /s/ instead; /se/ or /fe/ or /se fing/, because they simply don't know how to do it. For an English speaker it's completely natural, having that kind of sound in their sound repertoire, so for them it's probably hard to understand why they can't produce the sound, yeah. |
| 122 | And for me, I know how tricky it is to get there, to really get it right. So, I do have my tricks how to teach the kids to get it right. Because I don't take it for granted. I just don't take it for granted that they should know. It's the same if an English speaker learns German. The /ch/ sound. You don't have it in English. |
| 123 | So obviously, /Ik liebe dik/ would be the natural outcome because they simply don't know how to produce it and you then have to give them the tools to, how can I put it, to develop the sound for their sound repertoire. |
| 124 | <i>I: Okay. Ehm >...< So, how do you think, did your own language proficiency influence your teaching in both subjects?</i> |
| 125 | P1: In how far? |
| 126 | <i>I: I don't know.</i> |
| 127 | P1: It definitely did. |
| 128 | <i>I: It definitely did, okay?</i> |
| 129 | P1: Because I do know, and I can say that, without shame, I would say, that my English is a lot better than my French. As >...< simply because you are more >...< or the whole world is influenced more by English, you're surrounded by English a lot more. Everything you watch on TV nowadays is in English. I spend quite some time in English speaking countries. |

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| 130 | And I do know that my language proficiency in English is a lot higher than in French. Also of course, based on the fact that I haven't really been teaching a lot of French and if you don't confront yourself with the language, it simply vanishes. It just goes away. |
| 131 | So, I would say that my own language proficiency definitely influences my preference, that I love English more and that I love teaching English more. |
| 132 | <i>I: Okay. Good. How does your own passion for one of the languages, as you already mentioned, in somehow, influence your teaching?</i> |
| 133 | P1: It's exactly the same. I love English more, obviously. |
| 134 | <i>I: How is this reflected?</i> |
| 135 | P1: I love teaching English a lot more. It's reflected in my whole, I don't know. |
| 136 | You can simply see it if you go into my lessons. That I live more for the English language, than I do for the French language. |
| 137 | I love preparing articles or little video clips for kids in class and when I think of doing the same for French, I simply don't get as excited. |
| 138 | And I simply don't like doing that much. |
| 139 | So, for me, everything with English is just a lot more fun. It excites me a lot more and I know that I can teach the kids more because I know that I have really good English. |
| 140 | And that I know a lot of phrases. |
| 141 | That I can explain vocabulary well, giving good examples. |
| 142 | And it's just a matter of fact that in French my whole vocabulary repertoire is not as vast as in English. It is >...< my whole being in French is not as spontaneous and flexible as it would be in English. I know that my French lessons, I do have to prepare a lot more, or as in English I can be a lot more spontaneous and flexible. |
| 143 | <i>I: So how is your own passion reflected in your everyday life? For both languages?</i> |
| 144 | P1: Ehm >...< I do speak English more than I speak German sometimes. |
| 145 | Ehm >...< many of my friends are English speaking, so obviously I will communicate with them in English. Even my, you know, German speaking friends, people that I know from, let's say, university, my friends that are teachers as well, we sometimes speak in English. |
| 146 | I sometimes don't know the German words for certain concepts or certain, or you know. |
| 147 | I want to say something. I speak German and I want to say something and the words simply won't come to my mind, but the English word comes to my mind. |
| 148 | So, English is a >...< it's inside of me. It's just intricate. |
| 149 | And >...< I sometimes speak English without noticing it. So yeah, It's just there all the time. That would never happen to me in French. |
| 150 | <i>I: Okay. Good. So, the last question we have, and you already told me that kind of before.</i> |
| 151 | <i>In what way do you think did experiences abroad, language-learning holidays or holidays in general contribute to your language preference?</i> |
| 152 | P1: Well, I already told you about my ERASMUS semester which really darkened my love for French and my relationship that I have with the French language and also with the French people and the French culture, as such. |

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| 153 | And basically, every stay abroad in an English-speaking country, especially in British Columbia, Canada, where I was as an Au-pair for two and a half months. |
| 154 | All those experiences, they were just awesome and enriching. |
| 155 | I felt great and of course, you closely connected with the language that is spoken there. Yeah so, eh, all the experiences you have in life will influence this. |
| 156 | So, I know >P2<, for example, I know that she prefers French over English. |
| 157 | And she, for example, did an ERASMUS semester in Strasbourg. |
| 158 | And I know that she had a great, great time there. |
| 159 | So, everything that you experience in a positive or a negative way, it is closely connected with the people there, with the culture there, with the language spoken there. |
| 160 | So, it simply influences you. You can't escape that, I think. |
| 161 | <i>I: Okay and were there some kind of experiences with certain people that did contribute to it as well?</i> |
| 162 | P1: Abroad you mean? |
| 163 | <i>I: Yes, abroad.</i> |
| 164 | P1: Definitely my host family in Canada. All the people that I met because of them. They were all just so welcoming and nice and friendly. I am still in touch with them and that was in 2010. |
| 165 | I went back there three times to visit them and spent my summers there. |
| 166 | The last time I went was in 2015 for seven weeks and I've been with my former host family. |
| 167 | The country itself, like, I mean the best experiences that I have made so far, were in Canada. |
| 168 | And I went on this big road trip, I've basically seen a lot of Canadian countryside and it's just breathtaking. And everything you see, everything you experience. |
| 169 | You just connected with that whole experience and language is part of that experience obviously, right? So, and in France I didn't really have particularly positive encounters with French people or the likes, so I always felt a little bit like an outsider, still. |
| 170 | So, yeah >...< I felt alienated in Paris, whereas in British Columbia with my host family, I was part of the family from the first day onwards and that changes things, obviously. |
| 171 | <i>I: Okay, good. So, thank you for taking your time. And I will call you and inform you about my findings when I'm done.</i> |
| 172 | P1: Perfect. |
| 173 | I: Thank you. |
| 174 | P1: You're welcome. |

Interview 2

Interviewee

| Abbr. | Age | Gender | Job | Mother tongue | Years of teaching | Intensity of teaching English and French |
|-------|-----|--------|---------|---------------|-------------------|--|
| P2 | 34 | Female | Teacher | German | 6 years | Always one class more in English |

Communication data

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| Communication situation | Quiet, alone |
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Recording data

| | |
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| Interviewer | Stefanie Propst |
| Typed by | Stefanie Propst |
| Recording Status | Open recording |
| Date/ Time | 1 st of September 2017 / 17:05 - 17:22 |
| Location | Vienna, at P2's home |
| Length | 16: 23 Minutes |

General remarks

- Relaxed atmosphere
- Very fast speaking pace

Transcription

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| 1 | <i>I: Also liebe P2, vielen Dank für dein Erscheinen. >I laughs<</i> |
| 2 | <i>Wie du bereits bei der Terminvereinbarung kurz gehört hast, werden wir heute über deine Erfahrungen hinsichtlich deiner Unterrichtsfächer sprechen, um Rückschlüsse auf deine Identitätsentwicklung als Lehrerin zu ziehen.</i> |
| 3 | P2: Okay. |
| 4 | <i>I: Mhm. Wir gehen dabei chronologisch vor und Bereiche, wie deine eigene Lernerfahrung und deine Unterrichtstätigkeit werden auch abgedeckt.</i> |
| 5 | <i>Und die Daten werden für meine Forschung an meiner Diplomarbeit anonymisiert und gerne kann ich dir dann die Ergebnisse am Ende meiner Arbeit mitteilen.</i> |
| 6 | P2: Wunderbar. |
| 7 | <i>I: Ja und du kannst dich jetzt entscheiden, ob du das Interview auf Deutsch oder auf Englisch halten möchtest.</i> |
| 8 | P2: Auf Deutsch, bitte. |
| 9 | <i>I: Okay auf Deutsch. Dann brauche ich einmal ein paar Daten zu deiner Person.</i> |
| 10 | P2: Mhm. |
| 11 | <i>I: Heute ist der erste September 2017. So, wie alt bist du?</i> |

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| 12 | P2: 34. |
| 13 | I: 34. Deine Muttersprache ist ...? |
| 14 | P2: Deutsch. |
| 15 | I: Deutsch und du bist weiblich. |
| 16 | Wie viele Jahre Unterrichtserfahrung hast du? |
| 17 | P2: Zählt da das UP auch schon rein? |
| 18 | I: Ja. |
| 19 | P2: Okay. 2010 bin ich nach Wien gekommen. 2011 habe ich das UP angefangen. > P2 counts < Sechs Jahre. |
| 20 | I: Sechs Jahre? Okay. An welchen Bildungseinrichtungen hast du bisher unterrichtet? |
| 21 | P2: Also gilt da jetzt auch schon so ein Praktikum im... |
| 22 | I: Ja, alles. |
| 23 | P2: ... im Schuljahr. |
| 24 | I: Mhm. |
| 25 | P2: Okay. Nur wie viel? |
| 26 | I: Ja oder warst du auch an einem Nachhilfeinstitut? |
| 27 | P2: Ah okay. |
| 28 | I: Ja, alles. Bildungseinrichtungen. |
| 29 | P2: Okay, ja ne dann an drei verschiedenen Gymnasien. |
| 30 | I: Mhm > ... < Wie intensiv hast du Englisch und Französisch unterrichtet? |
| 31 | P2: Wie intensiv? |
| 32 | I: Ja von den Jahren her und der Verteilung. |
| 33 | P2: Also immer voll, also außer halt im UP. Da hatte ich jeweils nur eine Klasse. Und danach voll. Mhm. |
| 34 | Immer eine Klasse mehr Englisch, als Französisch. Also zwei Französischklassen, drei Englischklassen. |
| 35 | Und halt noch Team-Teaching in Englisch. > laughing break because of noise< |
| 36 | I: Okay. Nun nachdem du gehört hast, warum mich dieses Thema interessiert, werde ich dir ein paar Fragen stellen und ich würde mich freuen, wenn du sie mir spontan und offen über deine Erfahrungen erzählen würdest. Sind wir bereit? |
| 37 | P2: Ja. |
| 38 | I: Okay. Vom frühesten Augenblick an, an den du dich erinnerst, bis zur Matura, welche Erfahrungen hast du persönlich mit der englischen und französischen Sprache gemacht? |
| 39 | P2: Das waren immer meine zwei Lieblingsfächer. |
| 40 | Also Englisch hatte ich ab der ersten Klasse. <P2 means Gymnasium> |
| 41 | Also in Deutschland, ab der fünften. |
| 42 | Und dann zwei Jahre später kam Französisch dazu und das war irgendwie von Anfang an hatte ich das am Liebsten. Und das ist mir auch am Leichtesten gefallen. |
| 43 | I: Mhm. Hast du davor schon Erfahrungen ...? |
| 44 | P2: Mit Englisch und Französisch? Englisch habe ich halt über meine Geschwister so ein bisschen mitbekommen, die älter sind und von der Musik und so weiter. |
| 45 | Oder ich war auch mit meiner Familie in England zweimal. |

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| 46 | Und Französisch habe ich irgendwie unbedingt lernen wollen, weil wir ah. Meine Eltern hatten mal so einen Austauschlehrer oder so zuhause und haben den halt bewirtet sozusagen und beherbergt. |
| 47 | Und mein Bruder hat auch Französisch gelernt und hatte einen Austauschpartner und so weiter. |
| 48 | Und so hat mich das irgendwie, fand ich die Sprache halt total schön. |
| 49 | Und in Französisch hatte ich dann auch eine Austauschpartnerin und mit der hat sich so eine gute Freundschaft entwickelt, dass ich eigentlich würde ich sagen dadurch oder deswegen Englisch-/Französischlehrerin geworden bin. |
| 50 | Weil die Familie so nett war und meine Freundin. Und ich war immer wieder dort. Und nach dem Austausch, durfte ich einmal mehr mit als normal, weil ich halt so gebettelt habe. Und dann haben wir uns zusätzlich noch besucht danach. Ja. |
| 51 | <i>I: Hm. Okay. Noch irgendetwas an das du dich erinnerst? Während deiner Schulzeit?</i> |
| 52 | <i>P2: Ne, also während der Schulzeit ist es glaube ich so alles.</i> |
| 53 | <i>I: Okay. Erzähl bitte was du vom Erlernen beider Sprachen in Erinnerung hast. Oder wie du das Erlernen beider Sprachen in Erinnerung hast.</i> |
| 54 | <i>P2: Das hört sich jetzt so doof an, gell. Aber Englisch und Französisch, vor allem Englisch, ist mir zum Glück relativ leichtgefallen.</i> |
| 55 | Jetzt so im Unterschied zu Physik, zum Beispiel oder so. |
| 56 | Wahrscheinlich hat es mir deswegen auch viel Spaß gemacht. |
| 57 | Und ich habe auch oft halt die Texte oft zuhause noch einmal durchgelesen und habe halt auch einfach selbstständig, glaube ich, noch viel gemacht. Einfach weil es mich interessiert hat. |
| 58 | <i>I: Okay.</i> |
| 59 | <i>P2: Ja genau. Aber der Unterricht war schon anders, als jetzt.</i> |
| 60 | Also wir hatten auch einen Lehrer, der teilweise sehr viel Deutsch gesprochen hat im Unterricht, im Englisch Unterricht. |
| 61 | <i>I: Okay. Und Französisch? Was hast du da in Erinnerung?</i> |
| 62 | <i>P2: Mhm.</i> |
| 63 | <i>I: Also vom Lernen?</i> |
| 64 | <i>P2: Okay, also vom Erlernen.</i> |
| 65 | <i>I: Wie du das Erlernen beider Sprachen in Erinnerung hast.</i> |
| 66 | <i>P2: Also Englisch ist mir leichter gefallen, was ich halt jetzt auch immer Hinterkopf behalte, wenn ich die Schüler unterrichte, weil ich weiß das von mir selber auch, dass Französisch einfach etwas völlig anderes ist.</i> |
| 67 | Ähm, was einem das irgendwie so natürlich kommt >inaudible<, weil man es selten hört auch. Man hört auch weniger französische Lieder und so weiter. |
| 68 | Und irgendwie musste ich mich schon sehr an die Aussprache gewöhnen und ans Schreiben natürlich auch. |
| 69 | Aber da hat es mich dann beruhigt, als ich dann irgendwann in Frankreich war und ich gemerkt habe, dass die Franzosen selber Schwierigkeiten haben. |
| 70 | <i>I: Okay.</i> |
| 71 | <i>P2: Ja.</i> |
| 72 | <i>I: Genau. Du hast das schon angedeutet. Aber warum hast du dich dafür entschieden beide Sprachen zu studieren?</i> |

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| 73 | P2: Eben weil es meine Lieblingsfächer waren. Und ich habe es am Liebsten gelernt und es ist mir am Leichtesten gefallen. Hm. |
| 74 | Und ans Korrigieren habe ich nicht gedacht. |
| 75 | Bzw. Ich habe, wenn andere Lehrer gesagt haben, bist du verrückt, habe ich gesagt oder habe ich gedacht, naja das wird schon nicht so schlimm sein. |
| 76 | I: <i>Mhm. Und warum hast du dich definitiv für das Lehramt entschieden?</i> |
| 77 | P2: Mhm. Also erstens machen mir halt die zwei Sprachen voll Spaß und ich habe irgendwie keinen anderen Job gefunden, wo man einfach nur mit den Sprachen arbeitet. |
| 78 | Außer Übersetzen, aber das war mir dann doch irgendwie zu langweilig für mich. |
| 79 | Also ich wollte unbedingt mit vielen Leuten arbeiten. |
| 80 | Und meine Eltern waren beide Lehrer und da habe ich mitgekriegt, dass es auch ein sehr erfüllender Job ist. |
| 81 | Ja und das war dann irgendwie für mich die perfekte Kombi. Mit Jugendlichen zu arbeiten und mit der Sprache. Und sonst nichts, nichts irgendwie BWL oder sonst irgendwas. |
| 82 | I: <i>Okay. Wenn du dich an deine Ausbildung an deiner Universität erinnerst, fallen dir dann Gemeinsamkeiten und Unterschiede im Studium auf? Oder ein?</i> |
| 83 | P2: Also ein großer Unterschied ist, dass im Englischstudium alles auf Englisch war. Von Anfang an und es wurde schon vorausgesetzt, dass man sehr gut ist in Englisch. |
| 84 | Aber es wurde immer gefördert. Also es gab auch noch Sprachkurse zusätzlich, damit man sich noch verbessern kann usw. und man sich vertiefen kann. |
| 85 | Und in Französisch wurde natürlich auch erwartet, dass man das schon super kann. Was aber in Französisch nicht der Fall war. Also ich habe zwar in Französisch maturiert, aber irgendwie habe ich mich trotzdem nicht so gut vorbereitet gefühlt. Also gut genug für ein Studium, ja. |
| 86 | Und dann habe ich aber festgestellt, dass in Freiburg zumindest, also in Deutschland im Studium, dass fast alle Kurse auf Deutsch waren. Was ich dann total skurril fand. |
| 87 | Und ähm, das fand ich dann sehr schade und dadurch habe ich dann über die Jahre hinweg so irgendwie den Bezug zum Französischen verloren und hätte fast das Studium hingeschmissen und bin daraufhin ein halbes Jahr nach Frankreich, weil ich dachte: |
| 88 | Okay, also entweder gebe ich jetzt Französisch auf, weil es mir keinen Spaß mehr macht, weil ich keinen Bezug mehr dazu habe wegen dem Studium oder ich finde halt wieder irgendwie einen Bezug und mache weiter. Und so war es dann auch zum Glück. |
| 89 | I: <i>Mhm. Also hat das zu Präferenzen geführt hinsichtlich eines Faches?</i> |
| 90 | P2: Also bevor ich nach Frankreich bin, habe ich ganz klar Englisch präferiert. Seitdem ist mir Französisch viel lieber und da geht mir das Herz auf, wenn ich Französisch höre oder so. Also ich könnte den ganzen Tag Französisch hören und reden, lesen und ja. >P2 laughs< |
| 91 | I: <i>Also besteht die ursprüngliche Präferenz vom Studium nicht weiter?</i> |
| 92 | P2: Nein. |
| 93 | I: <i>Nein. Und heute präferierst du?</i> |
| 94 | P2: Französisch. |
| 95 | I: <i>Okay. Welche Rolle hat dein nicht-muttersprachlicher Status als Fremdsprachenlehrerin gespielt?</i> |

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| 96 | P2: Also die Schüler sind irgendwie nie kritisch oder ganz selten, wenn ich ihnen sage, okay das Wort kenne ich jetzt nicht oder weiß ich nicht. Und sie schauen mich beim ersten Mal fragend an; dann sage ich: Schaut ich bin ja kein Wörterbuch und es gibt auch im Deutschen Wörter, die ich nicht kenne. |
| 97 | Oder es fällt mir auf Englisch ein, aber auf Französisch nicht oder vielleicht andersrum und das akzeptieren sie ganz gut. |
| 98 | Also für die Schüler ist das kein Problem, aber ich selber fühle mich selber nie so richtig >...< Nie gut genug. Weder in Englisch, noch in Französisch. |
| 99 | Das war auch im Studium so. |
| 100 | Weil es ist immer eine Sprache ein bisschen besser als die andere, aber trotzdem habe ich immer so das Gefühl, dadurch dass ich zwei Sprachen mache, bin ich mit keiner zufrieden. |
| 101 | Also als ich aus Frankreich zurückkam, war ich total zufrieden mit meinem Französisch und dann war ich wieder, was weiß ich, ein Jahr oder so in Deutschland und dann war es schon wieder so, dass ich dachte: Ja, ich habe schon wieder so viel vergessen. |
| 102 | Und Englisch war ich dann eh irgendwie verunsichert. |
| 103 | Genau, und in der Schule habe ich jetzt nicht das Gefühl, dass es nicht reicht aber trotzdem für mich selber, ist es eigentlich nicht genug. |
| 104 | Aber es ist nicht machbar beides so aufrecht zu erhalten, zumindest mal für mich. |
| 105 | I: <i>Genau, das wollte ich dich gerade Fragen. Auf welche Weise nimmt dein Sprachniveau Einfluss auf deine Unterrichtstätigkeit?</i> |
| 106 | P2: Also ich persönlich finde ja, dass die Unterrichtstätigkeit Einfluss auf mein Sprachniveau nimmt. > <i>Both laughing</i> < Also, dass das Vokabular, zum Beispiel immer kleiner wird. |
| 107 | Der Wortschatz. Weil man sich halt gerade in Englisch so in einem bestimmten Rahmen bewegt oder vielleicht noch mehr in Französisch, weil man da normalerweise nicht so weit kommt. |
| 108 | Und ich viele Wörter, die ich zum Beispiel von meinen Vokabeln noch habe in meinen Karteikarten, wenn ich da einmal durchblättere, denke ich: Ach ja stimmt, die gab es ja auch. Und die brauche ich nie mehr... ja. |
| 109 | I: <i>Okay. Hat das irgendwie Auswirkungen auf die Präferenz deines Faches genommen?</i> |
| 110 | P2: Nein, überhaupt nicht. |
| 111 | I: <i>Okay. Kannst du dich an irgendwelche externe Einflüsse erinnern, die Einfluss gehabt hätten auf deine Präferenz?</i> |
| 112 | P2: Allgemein jetzt. |
| 113 | I: <i>Ja allgemein.</i> |
| 114 | P2: Ja, also extern war >...< ja da sind halt immer so die Bezüge zum Menschen, Freundschaften und so, die das dann geprägt haben. Oder irgendwelche Erfahrungen. |
| 115 | Also in der Schulzeit war es eben diese französische Freundin, die das so beeinflusst hat, wo ich dann total begeistert war von Frankreich und der Kultur und der Sprache, weil ich das einfach mit ihr verbunden habe. |
| 116 | Dann war ich ein halbes Jahr in Australien. Dann habe ich natürlich Englisch irgendwie lieber gehabt und dann bin ein halbes Jahr nach Frankreich und habe dort so tolle Leute kennengelernt, dass ich halt dann, dass das dann so Einfluss genommen hat. |
| 117 | I: <i>Okay.</i> |

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| 118 | P2: Also eigentlich immer die Erfahrung, wo ich immer denke, das ist eigentlich schade, dass man das den Schülern nicht so vermitteln kann. |
| 119 | Weil, wenn sie jetzt gerade keinen Austausch machen oder so, dann haben sie das halt nur als Unterrichtssprache und es fehlt ihnen so diese, keine Ahnung, diese tollen Erlebnisse, die man damit verknüpfen kann. |
| 120 | I: Okay. <i>Wie beeinflusst deine Leidenschaft für eine Sprache deinen Unterricht und dein tägliches Leben?</i> |
| 121 | P2: Ich fange mal mit dem täglichen Leben an. |
| 122 | Also ich versuche, ich komme wenig zum Lesen ja, aber wenn ich lese, dann versuche ich etwas Englisches oder Französisches zu lesen. Das Ergebnis ist, dass mein Deutsch immer schlechter wird und ständig nachlässt. |
| 123 | Und ähm, ja ich höre halt oft etwas, was weiß ich, BBC oder France info, damit ich ein bisschen drinnen bleibe. |
| 124 | Und Filme schauen mein Mann und ich auch oft dann auf Englisch oder Französisch an. |
| 125 | Und im Unterricht ... ähm.. sorry jetzt musst du mir noch einmal die Frage sagen. |
| 126 | I: <i>Wie beeinflusst deine Leidenschaft für eine Sprache deinen Unterricht? Reflektiert sich die irgendwie in deinem Unterricht?</i> |
| 127 | P2: Ah okay. Ich glaube schon. Also ich habe so das Gefühl, dass ich in Französisch so irgendwie mit größerer Begeisterung dabei bin. |
| 128 | Auch wenn ich mich in Englisch auch anstreng, die Begeisterung da irgendwie rüber zu bringen und das funktioniert hoffentlich auch. Aber ich habe so das Gefühl von Schülern kommt das dann eher in Französisch zurück. Weil es da wahrscheinlich authentischer wirkt. |
| 129 | I: Okay. <i>Somit hast du meine Sub-Frage auch schon beantwortet. >P2 laughs< Welche Unterschiede zeigen sich dadurch im Englisch- und Französischunterricht?</i> |
| 130 | P2: Ja eben. Es fehlt >...< Man merkt halt, finde ich, ob ein Lehrer wirklich mit dem Herzen dabei ist oder nicht. Und das ist bei mir vor Allem im Französischunterricht. |
| 131 | I: Okay, gut. <i>Wie haben beispielsweise, du hast es schon angedeutet teilweise, wie haben beispielsweise Auslandserfahrungen, Sprachreisen, Urlaube die Sprachpräferenz beeinflusst?</i> |
| 132 | P2: Also bei mir eben extrem. |
| 133 | Aber dadurch, dass ich auch eigentlich nur positive Erfahrungen gemacht habe, hat es halt auch nur positiv beeinflusst. |
| 134 | Also eine Freundin von mir, die kam dann aus Frankreich zurück und konnte dann weniger mit der Sprache anfangen, ja. |
| 135 | Aber bei mir war dann immer die Begeisterung ganz neu da. |
| 136 | I: Okay. <i>Gab es bestimmte Personen, die das zusätzlich beeinflusst haben?</i> |
| 137 | P2: Mhm. Also eben diese französische Freundin. Vor Allem meine Mitbewohner in Frankreich und in Australien, naja meine Schwester und zwei ihrer Freundinnen, die halt mit mir rumgereist sind. Wir haben uns viel auf Deutsch unterhalten, aber es ist halt trotzdem ein englischsprachiges Land. |
| 138 | I: Okay. <i>Fällt dir sonst noch irgendetwas zu dem Thema ein, was du mir zusätzlich erzählen möchtest?</i> |
| 139 | P2: Vielleicht noch eins...in Französisch hat mich auch meine letzte Französischlehrerin sehr beeinflusst. Die hat mich total beeindruckt und die spricht nach wie vor super Französisch und bei der hat man halt auch einfach gemerkt, dass sie so richtig in der Sprache auflebt. |
| 140 | Und ich hatte vorher noch zwei andere Französischlehrer. Da war es so >...< irgendwie, ich weiß es nicht. |

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| 141 | Da hat so die Begeisterung gefehlt und bei der letzten >...< |
| 142 | Die hat eben so gesprüht irgendwie so vor Freude, wenn sie Französisch unterrichtet hat und das hat mich so beeindruckt. |
| 143 | Und da war ich dann auch viel mehr motiviert, noch mehr zu lernen und von ihrer Aussprache noch mehr zu lernen und habe mir vorgenommen: |
| 144 | Wenn ich Lehrerin werde möchte ich so sein wie sie. Hat überhaupt nicht funktioniert. > P2 laughs loudly< |
| 145 | Ja, aber trotzdem, war ein großes Vorbild. |
| 146 | I: <i>Ja das war es jetzt dann auch eigentlich von meiner Seite.</i> |
| 147 | P2: Das ging ja schnell. |
| 148 | I: <i>Ja, möchtest du jetzt noch etwas dazufügen? Fällt dir noch etwas dazu ein?</i> |
| 149 | I: Nein das habe ich denke ich alles gesagt. |
| 150 | I: <i>Herzlichen Dank an dich.</i> |
| 151 | P2: Sehr gerne geschehen. |

Interview 3

Interviewee

| Abbr. | Age | Gender | Job | Mother tongue | Years of teaching | Intensity of teaching English and French |
|-------|-----|--------|---------|---------------|-------------------|--|
| P3 | 36 | Male | Teacher | German | 7 years | Mostly English |

Communication data

| | |
|-------------------------|----------------|
| Communication situation | Calm and quiet |
|-------------------------|----------------|

Recording data

| | |
|------------------|---|
| Interviewer | Stefanie Propst |
| Typed by | Stefanie Propst |
| Recording Status | Open recording |
| Date/ Time | 1 st of September 2017 / 16:30 - 16:49 |
| Location | Vienna, at P3's home |
| Length | 19:01 Minutes |

General remarks

- Interviewee seemed to be tense at the beginning
- Wife was in the same room during interview
- Slight dialect, not transcribed

Transcription

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| 1 | I: Vielen Dank für dein Erscheinen. Also wir werden heute über deine Erfahrungen hinsichtlich deiner Unterrichtsfächer unterhalten, um Rückschlüsse auf deine Identitätsentwicklung als Lehrer zu ziehen. |
| 2 | P3: Okay. |
| 3 | I: Und wir werden dabei chronologisch vorgehen und Bereiche, wie deine eigenen Lernerfahrungen und deine Unterrichtstätigkeit abdecken. Und die Daten werden für meine Forschung in meiner Diplomarbeit anonymisiert und gerne kann ich dir dann die Ergebnisse zukommen lassen. |
| 4 | P3: Was ist der Fachbereich? |
| 5 | I: Fachdidaktik. |
| 6 | P3: Ah okay. |
| 7 | I: Genau. Und du kannst dich jetzt gerne entscheiden, ob du das Interview auf Deutsch oder auf Englisch führen möchtest. |
| 8 | P3: Was ist dir lieber? |
| 9 | I: Mir ist das ganz gleich. Du kannst dich frei entscheiden. Je nachdem in welcher Sprache du lieber reden möchtest und in welcher du länger reden kannst. |

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| 10 | P3: Ja länger und ausführlicher kann ich wahrscheinlich auf meiner Muttersprache reden. |
| 11 | I: <i>Dann machen wir es auf Deutsch.</i> |
| 12 | <i>Zuerst einmal ein paar allgemeine Daten. Dein Alter bräuchte ich:</i> |
| 13 | P3: 36. |
| 14 | I: <i>Männlich und deine Muttersprache ist Deutsch.</i> |
| 15 | P3: Mhm. |
| 16 | I: <i>Wie viele Jahre Unterrichtserfahrung hast du?</i> |
| 17 | P3: Ähm. Sieben. |
| 18 | I: <i>Sieben. An welchen Bildungseinrichtungen hast du bisher unterrichtet?</i> |
| 19 | P3: Verschiedene französische Schulen, Sekundarstufe I und II. Und österreichisches Gymnasium. |
| 20 | I: <i>Okay. Nachhilfeeinstitute oder so auch?</i> |
| 21 | P3: Mhm. Nein. |
| 22 | I: <i>Wie intensiv hast du Englisch und Französisch unterrichtet?</i> |
| 23 | P3: Vollzeit für vier Jahre und Teilzeit für drei Jahre. Und in Frankreich als Fremdsprachenassistent für 12 Stunden die Woche. |
| 24 | I: <i>Hast du den Eindruck, dass du Englisch oder Französisch irgend etwas mehr unterrichtet hast?</i> |
| 25 | P3: Englisch. |
| 26 | I: <i>Englisch. Okay. Nun da du weißt, warum mich dieses Thema interessiert, werde ich dir ein paar Fragen stellen und würde mich freuen, wenn du mir spontan und offen über deine Erfahrungen berichten würdest. Okay dann starten wir.</i> |
| 27 | <i>Vom frühesten Augenblick an, an den du dich erinnerst, bis zur Matura, welche Erfahrungen hast du persönlich mit der englischen und französischen Sprache gemacht?</i> |
| 28 | P3: Englisch Französisch. |
| 29 | Also Englisch war ein Pflichtfach und aus meiner Erinnerung hat mir der Lehrer auch damals abgeraten zu maturieren. |
| 30 | Und Französisch habe ich genommen, weil ich Latein für verschwendete Energie gehalten habe. |
| 31 | Und Französisch hat mir aber dann ganz gut gefallen und da habe ich auch maturiert dann in Französisch. |
| 32 | Genau, aber ich hatte jetzt keine besondere Vorliebe eben für Fremdsprachen bis zur Matura eigentlich. |
| 33 | I: <i>Okay. Also auch keine Erfahrungen im persönlichen Umfeld?</i> |
| 34 | P3: Nein. Also wir hatten sogar die Möglichkeit einen Zweig zu wählen und ich habe eher den naturwissenschaftlichen Zweig gewählt. Genau und Französisch hat mir immer ganz gut gefallen und da habe ich dann auch maturiert. |
| 35 | I: <i>Okay. Wie hast du das Erlernen beider Sprachen in Erinnerung?</i> |
| 36 | P3: Mhm. Mir ist generell die Schule vom Aufwand eher leichtgefallen. |
| 37 | Ich habe jetzt keine konkreten Erinnerungen ans Sprachenerlernen, abgesehen von den gängigen Sachen, die man halt hat, dass man Vokabel lernen muss bzw. ich bin zu einer Zeit zur Schule gegangen wo es Sprachlabore gab. |
| 38 | Also das ist mir in Erinnerung geblieben, dass wir da ab und zu im Sprachlabor waren. |
| 39 | I: <i>Okay. Gab es Unterschiede zwischen Englisch und Französisch, die dir in Erinnerung wären, beim Erlernen selber?</i> |

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| 40 | P3: In Englisch und Französisch? Oder im Vergleich zu heute? |
| 41 | I: <i>Nein, bei dir damals persönlich.</i> |
| 42 | P3: Meine Französischlehrerin war wahrscheinlich relativ jung und hatte auch ein paar gute Ideen und insofern hat mich das mehr interessiert vermutlich. > <i>P3 thinks about it</i> < |
| 43 | Englisch, da kann ich mich an einen Lehrer erinnern, der viele Geschichten von Schweden und seinen Urlauben erzählt hat und einen der eher so den Standardunterricht gemacht hat. |
| 44 | Das ist mir wenig in Erinnerung geblieben. |
| 45 | Aber an die Französischlehrerin kann ich mich noch erinnern. |
| 46 | Also ich vermute mal, dass sie der Ausschlaggeber war, dass ich Französisch dann lieber gemocht habe. |
| 47 | I: <i>Mhm. Warum hast du dich dazu entschieden beide Sprachen zu studieren?</i> |
| 48 | P3: Ursprünglich wollte ich Internationale BWL studieren, aber ich habe nach der Matura einen Auslandsaufenthalt in den USA gemacht, wo ich im Sommercamp gearbeitet habe und habe mich da dann umentschieden. |
| 49 | Weg von der Wirtschaft und habe gedacht, wie kann ich >...< Also ich habe schon viel Jugendarbeit gemacht gehabt. |
| 50 | Sprachen haben mich schon auch begeistert, zwar jetzt nicht so präsent, aber das wahrscheinlich eher so gegen Ende von der Matura. |
| 51 | Bzw. nachdem ich dann auch dieses Sommercamp gemacht habe, dass dann ich mir gedacht habe: Ja, Fremdsprachen sind eigentlich etwas das mich begeistert. |
| 52 | Da kam ich auch mit internationalen Leuten zusammen. |
| 53 | Und dann war die Überlegung eben, wie kann ich das kombinieren? |
| 54 | Jugendarbeit oder mit Jugendlichen und Kindern arbeiten und Fremdsprachen. |
| 55 | Und dann habe ich mir halt gedacht: Okay, Englisch und Französisch auf Lehramt. |
| 56 | Genau, ich habe auch noch Spanisch dann hinzugenommen, aber das habe ich nicht abgeschlossen. |
| 57 | I: <i>Mhm. Wenn du dich an deine Ausbildung an der Universität erinnerst, fallen dir dann Gemeinsamkeiten und Unterschiede im Studium beider Sprachen auf?</i> |
| 58 | P3: Mhm. In der Anglistik war die, also ohne Frage, die Unterrichtssprache immer Englisch. |
| 59 | Das war in der Romanistik nicht der Fall. |
| 60 | Sowohl in Französisch, wie auch in Spanisch. |
| 61 | Das war schon mal ein Unterschied. |
| 62 | Es wurde vorausgesetzt, man macht sich da als angehender Student da eigentlich keine Gedanken, dass man die Sprache schon perfekt beherrscht, was in Englisch ... da hat man natürlich ein besseres Niveau als in Französisch oder in Spanisch habe ich z.B. keinerlei Kenntnisse gehabt, als ich angefangen habe zu studieren. |
| 63 | Also ich habe dann so einen Grundkurs gemacht, ja. |
| 64 | Aber da ist mein Spanisch nicht viel besser geworden. Und das Latein musste man auch noch nachholen. |
| 65 | Das heißt also, Romanistik war sehr deutsch lastig, sag ich jetzt mal, und Anglistik war in sofern schon ein bisschen professioneller. |
| 66 | Genau und sonst von den Kursen her, die angeboten wurden, war es eigentlich ähnlich. |
| 67 | Aber man hat schon das Gefühl gehabt, dass die Anglistik ein Stück weiter ist, als die Romanistik in der Hinsicht. |
| 68 | I: <i>Okay. Hat das irgendwie zu Präferenzen gegenüber einer Sprache geführt?</i> |

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| 69 | P3: Mhm. Würde ich nicht sagen. Während meines Studiums habe ich eigentlich ... Also nach meinem Studium hat mir eigentlich Spanisch am besten gefallen, obwohl ich das am schlechtesten sprechen konnte. Aber die Sprache bzw. die Erfahrungen damit, haben mir ganz gut gefallen. Also das Studium an sich hat jetzt zu keiner Sprachpräferenz geführt. |
| 70 | I: <i>Okay. Wie sieht das heute aus? Gibt es eine Präferenz?</i> |
| 71 | P3: Ähm. Durch die Tatsache, dass ich fast ausschließlich Englisch unterrichtet habe, bin ich da jetzt, fühl ich mich hier eigentlich >...< ganz gut vorbereitet und wohl in der Sprache. |
| 72 | Und Französisch und Spanisch habe ich eher so einen privaten Charakter, für wenn ich halt in Gesprächen mit Freunden, Bekannten etc. bin. Aber so als Unterrichtssprache ist Englisch für mich mehr irgendwie die klare Präferenz. |
| 73 | I: <i>Okay. Welche Rolle hat dein nicht-muttersprachlicher Status als Fremdsprachenlehrer gespielt?</i> |
| 74 | P3: Mhm. Inwiefern? |
| 75 | I: <i>Ganz allgemein. Hat er eine Rolle gespielt?</i> |
| 76 | P3: Beim Unterricht? Beim Studium? |
| 77 | I: <i>Beim Unterricht, beim Studium, was dir einfällt.</i> |
| 78 | P3: Also beim Studium ist das eigentlich ganz normal, sag ich jetzt einmal, weil sämtliche oder fast alle Studenten in der gleichen Situation sind und beim Unterricht auch weil es eher die Ausnahme, dass ein Muttersprachler in einem anderen Land, in so ein System einsteigt. |
| 79 | Insofern ist es eine normale Situation. Ich hatte ein bisschen einen Einblick. Weil ich hatte in Spanien nach einer Arbeit gesucht als Englisch-/Französischlehrer und da werden dann ganz klar Muttersprachler bevorzugt. Bzw. Leute die halt aus dem Land selber kommen. |
| 80 | Das heißt, je nachdem wo man arbeitet, muss man entweder die Landessprache beherrschen oder Muttersprachler sein und dadurch, dass ich hier in Österreich, die Landessprache beherrsche und in beiden Sprachen sehr firm bin, war das kein Problem. |
| 81 | Also ich denke mal, es wäre eher sehr die Ausnahmesituation, wenn du in einem System arbeitest, wo du dann als Muttersprachler die Sprachen unterrichtest. |
| 82 | I: <i>Aber hat das bis jetzt keine Rolle für dich gespielt?</i> |
| 83 | P3: Also Rolle >...< |
| 84 | I: <i>Also während der Unterrichtstätigkeit?</i> |
| 85 | P3: >...> es ist so vage was für eine Rolle das gespielt hat. Es entspricht ja der Normalsituation. Insofern hat das für mich keine Rolle gespielt. |
| 86 | Weil jeder andere bzw. 90 % sind ja in der gleichen Situation. |
| 87 | Und ja, als ich meine Muttersprache noch unterrichtet habe, in Frankreich da habe ich ja dann Deutsch unterrichtet. |
| 88 | Das war dann auch wieder eine besondere Situation. Weil als Fremdsprachenassistent bist du mehr oder weniger nur Beiwerk. |
| 89 | Ich war auch allein im Unterricht aber das war was anderes. |
| 90 | I: <i>Denkst du >...< auf welche Weise nimmt dein Sprachniveau Einfluss auf deine Unterrichtstätigkeit?</i> |

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| 91 | P3: Auf welche Weise nimmt das Einfluss. Ich würde sagen, dass ich, wenn ich jetzt Französisch unterrichten müsste, aufgrund der Tatsache, dass ich schon so lange nicht mehr drinnen war, würde ich mich natürlich unsicherer fühlen. |
| 92 | Insofern spielt das Niveau eine Rolle. |
| 93 | Als ich aber mit dem Unterrichten begonnen habe, war sowohl mein Englisch, als auch mein Französisch schon auf einem guten Niveau. Von daher hat das keinen Unterschied gemacht. |
| 94 | Vielleicht... also in Englisch habe ich mich immer sicherer gefühlt, weil ich glaube, dass ich da ein höheres Niveau erreicht habe von der Sprache. |
| 95 | <i>I: Hat das irgendwie Auswirkungen auf die Präferenz eines Faches genommen? Aber das hast du mir eigentlich schon quasi beantwortet.</i> |
| 96 | P3: Ja das war eben durch die sieben Jahre Arbeitserfahrung jetzt, hat sich einfach eine ganze klare Präferenz entwickelt. Die war am Anfang nicht so klar. |
| 97 | <i>I: Mhm. Genau das wäre meine nächste Frage. Gab es externe Einflüsse? Das wäre jetzt bei dir?</i> |
| 98 | P3: Naja die Tatsache, dass ich fast ausschließlich nur Englisch mache. Ich hatte nur eine einzige französisch Klasse während dem UP. Das war im zweiten Unterrichtsjahr. Und dann noch eine Krankenvertretung für vier-einhalb Wochen oder so. Und sonst habe ich halt in den sieben Jahren keine Französischklasse unterrichtet. |
| 99 | <i>I: Okay, ich verstehe. Wie beeinflusst deine Leidenschaft für eine Sprache deinen Unterricht und dein tägliches Leben?</i> |
| 100 | P3: Wie beeinflusst >...<? |
| 101 | <i>I: Also fangen wir einmal getrennt an. Wie beeinflusst deine Leidenschaft für eine Sprache deinen Unterricht?</i> |
| 102 | P3: Also bezieht sich das jetzt noch auf die Präferenz oder? |
| 103 | <i>I: Generell deine Leidenschaft für eine Sprache.</i> |
| 104 | P3: Also meine Leidenschaft gilt mehreren Sprachen, aber im Unterricht verwende ich nur Englisch und das heißt, ich habe mich jetzt total auf Englisch spezialisiert, als Unterrichtsfach. Und ich verliere jetzt keine Gedanken mehr über Französisch- oder Spanischunterricht. Das hat für mich keine Relevanz mehr. Insofern konzentriere ich mich mehr auf das Englischunterrichten. |
| 105 | <i>I: Und beeinflusst da deine Leidenschaft für Englisch deinen Unterricht?</i> |
| 106 | P3: Ja da würde ich schon sagen, dass ich versuche den Schülern das Interesse für die USA, für Großbritannien, für Irland, für Weltenglisch >inaudible< näherzubringen. Da denk ich mir, man muss irgendwie authentisch bleiben, wenn man unterrichtet. Und wenn man sich selber für die Fremdsprachen nicht interessieren würde, würde das anders rüberkommen, nehme ich einmal an. Also insofern beeinflusst es, weil es die Sprachvermittlung authentisch macht. |
| 107 | <i>I: Okay.</i> |
| 108 | P3: Und privat. Ähm ... will ich unser Kind auch zweisprachig aufziehen, also womöglich auch Englisch verwenden. Also ja, das hat sicher auch damit zutun, dass ich Englisch gut spreche, gerne mag und das für relevant halte. |
| 109 | <i>I: Okay, sehr gut. Wie haben beispielsweise Auslandserfahrungen, Sprachreisen Urlaube deine Sprachpräferenz beeinflusst?</i> |
| 110 | P3: Ich glaube, dass das eine sehr große Rolle gespielt hat. |

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| 111 | Ich habe einen Austausch nach England gemacht, nach Frankreich und in die USA. Und das waren die Highlights meiner Schulzeit. |
| 112 | Da habe ich gute Freunde gemacht und auch das Land und die Kultur kennengelernt. |
| 113 | Und das hat mich schon motiviert die Sprachen auch besser zu lernen, sage ich jetzt einmal. |
| 114 | Ähm das war während der Schulzeit >...< |
| 115 | Und ich glaube, vor allem nach der USA Reise, gab es dann so einen Wandel, wo ich mich mehr oder weniger für Sprachen mehr interessiert habe. |
| 116 | Vorher, habe ich ja schon gesagt, war das Naturwissenschaften eine Rolle gespielt haben und nach der USA Reise; das war so mit sechzehn, siebzehn >...< also das muss schon gegen Ende der Oberstufe gewesen sein. |
| 117 | Da kam dann auch irgendwann die Idee auf internationale BWL bzw. Spracheninteresse war dann da. |
| 118 | Genau, also das hat auf jeden Fall eine Rolle gespielt. |
| 119 | Und dann später während dem Studium hat sich einfach aus der Fächerkombination ergeben, war ich natürlich auch viel im Ausland. |
| 120 | Also ich habe ein Jahr in Kanada studiert. Ich habe ein knappes Jahr in Frankreich eben als Fremdsprachenassistent unterrichtet. |
| 121 | Ich habe in Schottland zu meiner Abschlussarbeit geforscht und dort das Erasmus gemacht. |
| 122 | Mehr oder weniger dort meine ganzen Daten erhoben für meine Abschlussarbeit. |
| 123 | Und nach dem Studium habe ich dann noch ein knappes Jahr in Spanien gelebt und da nach Arbeit gesucht und das hat mir natürlich die Faszination für die Sprachen gegeben und mich total motiviert. |
| 124 | Also die Auslandsaufenthalte halte ich für den relevantesten Faktor jetzt in meiner Biografie, was so das Interesse an Sprachen, Fremdsprachen anbelangt. |
| 125 | I: <i>Gab es bestimmte Personen, die das zusätzlich beeinflusst haben?</i> |
| 126 | P3: Mhm ... Ja, also ich habe bei dem Aufenthalt in Spanien, Frankreich, Leute kennengelernt mit denen ich jetzt auch noch Kontakt habe. |
| 127 | Das hat natürlich mein Interesse an den Fremdsprachen noch gestärkt. |
| 128 | Ich habe also bei jedem Aufenthalt Leute kennengelernt und zu denen auch Kontakt. |
| 129 | Genau, also das sind hauptsächlich Spanier, Franzosen oder Deutsche, Amerikaner, etc. |
| 130 | Genau und wenn man so einen persönlichen Kontakt, Bekanntschaften, Freunde hat, verstärkt das natürlich auch nur den Bezug zu den Ländern. |
| 131 | I: <i>Okay, gibt es sonst noch etwas zu dem Thema, das dir einfallen würde und wo du glaubst, das könnte relevant sein?</i> |
| 132 | P3: Mhm. Nein eigentlich nicht. Nein. |
| 133 | I: <i>Gut, dann war es das von meiner Seite. Möchtest du abschließend noch etwas dazu sagen?</i> |
| 134 | P3: Ehm. Nein, ich denke ich habe dir alles erzählt. |
| 135 | I: <i>Ich bedanke mich bei dir sehr herzlich.</i> |
| 136 | P3: Sehr, sehr gerne. |

Interview 4

Interviewee

| Abbr. | Age | Gender | Job | Mother tongue | Years of teaching | Intensity of teaching English and French |
|-------|-----|--------|---------|---------------|-------------------|--|
| P4 | 57 | Female | Teacher | German | 31 years | Only one year of teaching French |

Communication data

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| Communication situation | Quiet, alone |
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Recording data

| | |
|------------------|--|
| Interviewer | Stefanie Propst |
| Typed by | Stefanie Propst |
| Recording Status | Open recording |
| Date/ Time | 13 th of September 2017 / 11:10 - 11:29 |
| Location | Vienna, in break room at school |
| Length | 18:50 Minutes |

General remarks

- Interviewee was nervous at the beginning
- Slight dialect and vernacular, not transcribed

Transcription

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| 1 | I: Gut, also liebe P4, danke für dein Erscheinen. |
| 2 | <i>Also wie du bereits erfahren hast bei der Terminvereinbarung, geht es heute um deine Erfahrungen hinsichtlich deiner Unterrichtstätigkeit, um Rückschlüsse auf deine Identitätsentwicklung zu erhalten.</i> |
| 3 | <i>Also wir gehen dabei chronologisch vor und werden Bereiche wie deine eigene Lernerfahrung und deine Unterrichtstätigkeit abdecken.</i> |
| 4 | P4: Okay. |
| 5 | I: Und die Daten werden eben für meine Forschung verwendet und anonymisiert und ich kann dir gerne die Ergebnisse dann zukommen lassen, wenn du Interesse daran hast. |
| 6 | P4: Bitte. |
| 7 | I: Genau und du hast dich auch schon entschieden. |
| 8 | <i>Du möchtest dein Interview auf Deutsch halten. Also jetzt am Anfang bräuchte ich ein paar allgemeine Daten.</i> |
| 9 | <i>Heute ist der 13.09.2017. Wie alt bist du?</i> |
| 10 | P4: 57. |
| 11 | I: Und du bist weiblich und deine Muttersprache ist Deutsch. Wie viele Jahre Unterrichtserfahrung hast du? |
| 12 | P4: Puh >...< 31. Seit 1986. |

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| 13 | I: <i>An welchen Bildungseinrichtungen hast du bisher unterrichtet?</i> |
| 14 | P4: Willst du genau, oder willst du nur Gymnasium, oder willst du genaue Daten? |
| 15 | I: <i>Nein, nur welche Schulform.</i> |
| 16 | P4: Gymnasium, Handelsschule und dann wieder Gymnasium. Die ganze Zeit eigentlich, außer ein halbes Jahr an einer Handelsschule und dann bin ich in Karenz gegangen. |
| 17 | I: <i>Aso. Wie intensiv hast du Englisch und Französisch bisher unterrichtet?</i> |
| 18 | P4: Englisch seit 31 Jahren. Französisch nur im Probejahr, im Unterrichtspraktikum jetzt. Früher hieß es Probejahr und da hat man damals nur sechs Wochen unterrichtet und nicht das ganze Schuljahr. Also nur sechs Wochen. |
| 19 | I: <i>Und dann nie wieder?</i> |
| 20 | P4: Doch, einmal drei Wochen zu Schulschluss oder so, wie eine Kollegin in Karenz gegangen ist, in meinem ersten Dienstjahr hier. |
| 21 | I: <i>Okay, so. Nachdem du jetzt gehört hast, warum mich das Thema interessiert, werde ich dir ein paar Fragen stellen und würde mich freuen, wenn du mir spontan und offen über deine Erfahrungen berichten würdest.</i> |
| 22 | P4: Ja. |
| 23 | I: <i>Okay, also. Vom frühesten Augenblick an, an den du dich erinnerst bis zur Matura, welche Erfahrungen hast du persönlich mit der englischen und französischen Sprache gemacht?</i> |
| 24 | P4: Mit der Englischen immer nur positive Erfahrungen. |
| 25 | Mit Französisch, am Anfang positiv, dann gab es einen Lehrerwechsel und die Lehrerin hat dann festgestellt, dass wir viel zu wenig gelernt haben und dann war es ein bisschen schwieriger. |
| 26 | Aber bei der Matura war es wieder okay. |
| 27 | Da habe ich eine gute Note bekommen. Und in Englisch eine sehr gute. |
| 28 | I: <i>Gab es in deinem persönlichen Umfeld auch irgendwie Erfahrungen mit Englisch oder Französisch?</i> |
| 29 | P4: Ja, ich habe Verwandte in England und in Amerika. Und meine englische Cousine, war, die ist einiges, fünf Jahre jünger als ich. |
| 30 | Die war schon als kleines Kind und bis sie so ungefähr vierzehn war, jeden Sommer in Österreich bei uns. >...< |
| 31 | Das heißt, mit der musste ich Englisch sprechen, weil die konnte kein Deutsch. |
| 32 | Und ja, das ist meine, die Person mit der ich immer Englisch sprechen musste. |
| 33 | I: <i>Okay. Kannst du dich noch an deinen ersten Kontakt erinnern? Mit der englischen Sprache? Oder mit der französischen Sprache?</i> |
| 34 | P4: Da werde ich wahrscheinlich neun oder zehn gewesen sein. |
| 35 | Also mit native Speakern. Wahrscheinlich habe ich englische Popsongs oder so gehört im Radio. An das kann ich mich nicht mehr erinnern. |
| 36 | Und mit Französisch eigentlich, außer vielleicht Popsongs, da gab es auch welche so in den 70er - Jahren, aber sonst erst in der Schule, also in der höheren Schule. |
| 37 | Und ich habe dann fünf Jahre Französisch gelernt in der höheren Schule. |
| 38 | I: <i>Okay. Erzähle bitte wie du das Erlernen beider Sprachen in Erinnerung hast.</i> |
| 39 | P4: Englisch habe ich in Erinnerung >...< viel „Drill“, also „I like, you like, she likes, it likes, we like“. Also solche, dass man das ewig hat schreiben müssen. |
| 40 | Wir haben kaum gesprochen. |

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| 41 | Wir haben vorgelesen oder eben diese Grammatik gelernt und Vokabel gelernt. |
| 42 | In der höheren Schule hatte ich dann eine Lehrerin, nicht die ganze höhere Schule, sondern die letzten drei Jahre, glaube ich, die Native Speaker war, die Rosalind G****, S***** > anonymised < hat sie dann geheißten. |
| 43 | Also da haben wir dann einfach Englisch den Unterricht erlebt, die ganze Zeit. Es wurde aber auch, also ich hatte trotzdem den Eindruck, dass wir wenig gesprochen haben, also ich hatte auf der Uni immer noch Hemmungen Englisch zu sprechen. Es war mir immer noch irgendwie peinlich. |
| 44 | Das ist ganz anders, als heute. Ja, heute ist das ganz anders. |
| 45 | Und wir haben auch so, wie ich vielleicht dreizehn war, da gab es diese Methode, wo man dauernd im Sprachlabor gesessen ist und sich irgendwelche Sachen angehört hat und wiederholt. |
| 46 | Da gab es in der Schule ein Sprachlabor. Diese Audiomethode >...< |
| 47 | I: <i>Ja genau. Wir hatten das auch noch auf der Uni.</i> |
| 48 | P4: Ja, auf der Uni gab es auch ein Sprachlabor. Dort hat man die Aussprache geübt, aber dort haben die einem auch die Grammatik so eingebracht. Ohne Erklärungen. |
| 49 | Ich habe die Grammatik nicht erklärt bekommen. |
| 50 | Die Erklärungen für die Grammatik habe ich erst auf der Uni gelernt. Vorher habe ich nicht gewusst, warum ich „Present perfect tense“ verwende oder „Past tense“. |
| 51 | Das war irgendwie automatisiert. |
| 52 | I: <i>Das war halt einfach >...<</i> |
| 53 | P4: Ja ich weiß nicht. Die haben das einfach gemacht. |
| 54 | Ich hätte es nicht erklären können. Das ist nicht vorgekommen. Vielleicht im ersten, Gymnasium... ich war in der Hauptschule. Vielleicht in der ersten oder zweiten Klasse noch und dann kam dieses, das mit dem Sprachlabor. |
| 55 | Aber an das kann ich mich nicht mehr erinnern. Wir haben das irgendwie so eingebracht bekommen. |
| 56 | I: <i>Ah okay. Und bei Französisch?</i> |
| 57 | P4: An Französisch kann ich mich kaum erinnern, wie das genau abgelaufen ist. |
| 58 | I: <i>Wie hast du dir dabei getan beim Französisch lernen im Gegensatz zu Englisch? Oder war das ähnlich?</i> |
| 59 | P4: Das war ähnlich. Ich habe mir mit Sprachen nicht schwergetan, aber ich habe es schwieriger gefunden Französisch zu sprechen, weil ich im Deutschen ein Zungenspitzen /r/ habe. Und im Französischen das /ch/ ist mir schwergefallen. |
| 60 | Überhaupt habe ich den Eindruck gehabt, dass mir Französisch zu sprechen, von der Aussprache her schwerer gefallen ist. |
| 61 | Und auch weil man es kürzer hat, habe ich den Eindruck gehabt, dass ich Französisch nicht so spontan sprechen wie Englisch. |
| 62 | Das hat sich erst geändert, wie ich dann Au-pair war in Frankreich und dann ist es gegangen. |
| 63 | I: <i>Warum hast du dich dafür entschieden beide Sprachen zu studieren?</i> |
| 64 | P4: Das waren >...< Also ich habe zuerst einmal nach der Matura gearbeitet. |
| 65 | Das heißt >...< und dann habe ich mich entschieden zu studieren und habe aber nicht sicher gewusst, ob ich wirklich Lehrerin werden will oder welche Gegenstände. |
| 66 | Und dann wollte ich ursprünglich Englisch und PuP studieren. |

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| 67 | Damals war aber gerade eine Umstellung des Studienplanes und man konnte PuP nur als drittes Fach studieren, weil es das nur in der siebten und achten Klasse gibt. |
| 68 | Und dann habe ich mir gedacht, dann nehme ich halt Französisch dazu. |
| 69 | Dafür falls ich nicht Lehrerin werde, kann man mit Sprachen auch immer etwas anfangen. |
| 70 | Und dann habe ich PuP dann irgendwie >...< habe ich mir einmal so ein Proseminar angehört und habe mir gedacht >...< das war mir zu abgehoben. > <i>P4 laughs</i> < |
| 71 | I: <i>Also dann doch eher bei der Sprache?</i> |
| 72 | P4: Ja und ich habe mir bei Philosophie schon den Norbert L**** > <i>anonymised</i> < angehört oder so. Psychologie hat mich sehr interessiert, aber ja. Das wäre dann >...< dann habe ich diese zwei Fächer gewählt. PuP habe ich dann nicht weiterverfolgt, weil irgendwann hat sich herausgestellt, man hätte es eh auch als zweites machen können. |
| 73 | Man hätte nur zwei gebraucht, aber das war damals noch nicht ganz klar. |
| 74 | I: <i>Und dann wurde es Englisch und Französisch?</i> |
| 75 | P4: Genau. |
| 76 | I: <i>Okay. Wenn du dich an die Ausbildung an der Universität erinnerst, fallen dir da Gemeinsamkeiten und Unterschiede im Studium beider Sprachen ein?</i> |
| 77 | P4: Das sind die gleichen Sachen. Literatur, Linguistik, Fachdidaktik. |
| 78 | I: > <i>I interrupts</i> < <i>Aber an den Instituten. Gab es da einen Unterschied?</i> |
| 79 | P4: An den Instituten? |
| 80 | I: <i>Oder war das für dich komplett gleich? Die Vorlesungen?</i> |
| 81 | P4: Englisch war viel strenger. |
| 82 | I: <i>Auf welche Weise?</i> |
| 83 | P4: Da hat man das Gefühl gehabt, man ist nicht dort um etwas zu lernen, sondern sie wollen nur abtesten, ob man eh schon alles kann. > <i>P4 laughs</i> < |
| 84 | Und Französisch war anders. Da war es irgendwie lockerer. Da war eine andere Stimmung. Obwohl ich habe mich dort trotzdem immer ein bisschen unsicherer gefühlt. |
| 85 | Weil ich immer das Gefühl hatte, ich kann Französisch nicht so gut wie Englisch. |
| 86 | Und dort waren die Leute vom Lycée Français und ich habe mich dann immer hinter denen versteckt. > <i>P4 laughs</i> < |
| 87 | Also ich habe so immer das Gefühl gehabt, ich kann mit meiner Schule nicht gut genug Französisch. |
| 88 | Wir haben auch wirklich weniger gelernt, als die Leute vom Gymnasium oder die Leute vom Lycée. Das ist klar. |
| 89 | Und ich habe mir dann selbst Nachhilfe gegeben in Französisch. |
| 90 | Wir hatten ja nicht einmal den Subjonctif gemacht. |
| 91 | I: <i>Okay.</i> |
| 92 | P4: Das habe ich dann selber nachgelernt und dann ist es mir aber eh nicht so schlecht gegangen. |
| 93 | I: <i>Mhm. Von der Unterrichtssprache. Gab es da Unterschiede oder Gemeinsamkeiten?</i> |
| 94 | P4: Ich glaube in Französisch war manches auf Deutsch. |
| 95 | Aber da bin ich mir nicht mehr sicher. Das ist schon so lange her. |
| 96 | Da gab es manche Lehrveranstaltungen, wie zum Beispiel Fachdidaktik oder Landeskunde oder so etwas, die möglicherweise auf Deutsch waren. |

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| 97 | Aber das weiß ich nicht mehr. Da bin ich mir auch nicht sicher. |
| 98 | I: Okay. Hat das irgendwie zu Präferenzen geführt gegenüber einer Sprache? Dein Studium? oder die Erfahrungen im Studium? |
| 99 | P4: Das Studium selber nicht. Vorher war schon meine Präferenz Englisch. Ich habe aber trotzdem in Französisch meine Diplomarbeit geschrieben. |
| 100 | Weil es geheißen hat, dass es leichter ist. Und ich hatte damals schon mein Kind, also musste ich mit meinen Kräften haushalten. > P4 lacht auf < |
| 101 | I: Also die Präferenz besteht weiter gegenüber Englisch? |
| 102 | P4: Ja. |
| 103 | I: Definitiv? |
| 104 | P4: Ja. |
| 105 | I: Ah. Welche Rolle hatte dein nicht-muttersprachlicher Status als Fremdsprachenlehrerin gespielt? |
| 106 | P4: > laughs < Was ist denn damit gemeint? |
| 107 | I: Was ist damit gemeint. Also wie hat dich dein nicht-muttersprachlicher Status in der Fremdsprache, irgendwie beeinflusst in deinem Unterricht? Oder warst du verunsichert oder? |
| 108 | P4: Klar, hatte ich das Gefühl ich weiß nicht alles. |
| 109 | Am Anfang hat mich das vielleicht verunsichert, weil ich mir gedacht habe vielleicht fragen mich die Schüler irgendein Vokabel, dass ich nicht weiß. |
| 110 | Aber irgendwann weiß man > ... < Man kann nicht alles wissen. |
| 111 | Bald einmal findet man heraus, dass das eigentlich normal ist, dass man nicht alles wissen kann und dass es einem nicht peinlich sein muss. |
| 112 | Weil niemand kann alles wissen. |
| 113 | Und die Kinder wissen ja, dass ich nicht Native Speaker bin und dass ich nicht alles weiß, dass ich einen Akzent habe, weil es nicht meine Muttersprache ist. |
| 114 | Aber ich kann ihnen etwas beibringen. |
| 115 | I: Mhm. Auf welche Weise nimmt dein Sprachniveau Einfluss auf deine Unterrichtstätigkeit? |
| 116 | P4: Ich glaube je mehr man kann, umso mehr kann man vermitteln. Das heißt, nachdem > ... < man lernt ja immer etwas dazu. |
| 117 | Mein Englisch hat sich sicher verbessert seit ich unterrichte, weil ich lerne ja immer noch. Je länger ich unterrichte, desto mehr weiß ich. |
| 118 | I: Mhm. Und in Französisch? |
| 119 | P4: Nichts mehr, weil ich unterrichte es ja nicht mehr. Ich habe schon alles vergessen. |
| 120 | I: Und wie ist es dir da am Anfang gegangen vom Sprachniveau her? |
| 121 | P4: Also gar nicht so schlecht, weil ich habe damals eine Sechste unterrichtet, die grundständig Französisch hatte. |
| 122 | Also schon sechs Jahre Französisch und das war okay. Also jetzt könnte ich das glaube ich nicht mehr. |
| 123 | I: Gut. |
| 124 | P4: Ich habe mich aber immer schon in Französisch unsicherer gefühlt. Ich habe mich unsicherer gefühlt, als in Englisch. |
| 125 | I: Warum? |

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| 126 | P4: Ich glaube das kommt daher, dass man vor der Uni, also in den "Secondary Schools", nicht so lange hat. |
| 127 | Weil ich nur > ... < Ich habe eh fünf Jahre Französisch gehabt und Englisch halt viel länger. Ich glaube das kommt daher. |
| 128 | I: <i>Also einfach von der Kompetenz her?</i> |
| 129 | P4: Ja, also ich habe mich immer in Französisch unsicherer gefühlt. |
| 130 | I: <i>Okay. Wie beeinflusst die Leidenschaft für eine Sprache deinen Unterricht und dein tägliches Leben? Hat deine Leidenschaft für eine Sprache einen Einfluss?</i> |
| 131 | P4: Sicher, weil wenn es mich nicht interessieren würde, dann würde ich es nicht unterrichten und naja. Ich kann mich schon begeistern für Verschiedenes. |
| 132 | Also für die Literatur, für die Sprache. Da muss ich dann aufpassen, dass ich nicht vom Hundertsten ins Tausendste komme. |
| 133 | I: <i>Aber wie schaut das beim Unterrichten aus?</i> |
| 134 | P4: Ich glaube das macht den Unterricht lebendiger. |
| 135 | I: <i>Und wie schaut das in deinem Fall speziell aus?</i> |
| 136 | P4: Ich weiß es nicht. In meinem Fall speziell. Man ist selber motivierter. |
| 137 | Das motiviert die Schüler auch mehr, wenn es einen interessiert, was man selbst unterrichtet. |
| 138 | I: <i>Gibst du da deinen Schülern etwas mit oder sagst du ihnen da etwas?</i> |
| 139 | P4: Ich glaube das vermittelt sich eher in der Oberstufe, als in der Unterstufe. |
| 140 | Weil in der Unterstufe ist es eher sehr einfach. Das ist nicht so begeisternd. |
| 141 | I: <i>Und in der Oberstufe zum Beispiel?</i> |
| 142 | P4: Ja in der Oberstufe freue ich mich zum Beispiel, wenn ich auch kompliziertere Texte verwenden kann oder einmal ein Buch mit ihnen lesen kann und ihnen auch vermitteln kann, wie die Charaktere beschrieben werden. |
| 143 | Wie die Technik der Charakterbeschreibung da funktioniert oder wie der Plot aufgebaut ist. |
| 144 | Oder wie eine gewisse Atmosphäre mit der Sprache geschaffen wird und so. |
| 145 | Das geht halt in der Unterstufe nicht. |
| 146 | Aber in der Unterstufe ist es halt mehr die Freude an den Kindern, die motivierend ist. |
| 147 | I: <i>Und dein tägliches Leben wird wie davon beeinflusst?</i> |
| 148 | P4: Ich habe das Gefühl, dass das meine zweite Identität ist. Ich bin auch Englisch. Manche Dinge kann ich nur auf Englisch sagen oder so. |
| 149 | Das ist wie, wenn ich zweisprachig wäre. Bin aber nicht zweisprachig aufgewachsen. |
| 150 | Aber inzwischen habe ich das Gefühl, ich bin zweisprachig. |
| 151 | I: <i>Also gibt es irgendwelche anderen > ... < wie soll ich das jetzt ausdrücken. Wie Filme, Reisen, die dein tägliches Leben beeinflussen?</i> |
| 152 | P4: Also ich reise nicht nur in Länder, wo man Englisch spricht. Ich reise gerne in andere Länder. |
| 153 | Aber ich brauche nur im Ausland sein und spreche sofort Englisch, auch wenn sie Deutsch besser verstehen würden. Auch in Holland. Automatisch. |
| 154 | Ich schalte sofort auf Englisch um. |
| 155 | Aber ich lese fast nur englische Bücher. Ich lese selten, manchmal deutsch. |
| 156 | Also Zeitschriften lese ich auf Deutsch. Aber ich lese Bücher fast nur auf Englisch. |
| 157 | I: <i>Und Französisch?</i> |

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| 158 | P4: Selten. Gar nicht mehr, glaube ich. |
| 159 | I: <i>Gar nicht mehr? Auch keine Filme?</i> |
| 160 | P4: Ja >...< ich schaue mir gerne französische Filme auf Deutsch an. |
| 161 | Weil mir dieser Stil gefällt, aber es fällt mir schwer französische Filme zu verstehen. Französische Nachrichten verstehe ich problemlos. |
| 162 | Aber Filme fallen mir schon schwer. |
| 163 | I: <i>Und wenn du in Frankreich bist oder in einem französisch sprachigen Land?</i> |
| 164 | P4: War ich schon länger nicht. Da verstehe ich schon, was die sagen zu mir. |
| 165 | Ich kann auch reden, aber nicht, wenn ich mich aufregen muss. |
| 166 | Wenn ich mich beschwere, dann muss ich Englisch sprechen. |
| 167 | Weil man kann sich nicht so langsam beschweren. Da kommt das nicht rüber. |
| 168 | Ich kann Emotion nicht auf Französisch ausdrücken, weil da muss ich immer nachdenken, was die Wörter >...< die kommen und das geht nicht. |
| 169 | Auch in Frankreich rede ich lieber Englisch. > <i>both laugh</i> < |
| 170 | Egal wo ich bin. Sobald ich nicht in Österreich bin, schalte ich sofort auf Englisch um. |
| 171 | I: <i>Okay, gut. So dann kommen wir jetzt zur letzten Frage. Wie haben beispielsweise Auslandserfahrungen, Sprachreisen, Urlaube deine Sprachpräferenz beeinflusst?</i> |
| 172 | P4: Ich habe während des Studiums, war ich, habe ich in Schottland gearbeitet. Das hat meine Sprache bereichert. Da habe ich viel gelernt, muss ich sagen. |
| 173 | Und auch in Frankreich. |
| 174 | Ich war in Frankreich Au-Pair und nach dem Frankreich Aufenthalt hat mir Französisch besser gefallen, als Englisch. |
| 175 | Aber das hat halt dann nicht angehalten. Ich habe mich trotzdem immer ein bisschen unsicher gefühlt und dann habe ich es halt nie unterrichtet. |
| 176 | I: <i>Das heißt, das waren dann eigentlich externe Einflüsse, die dir das dann wieder >...<?</i> |
| 177 | P4: Ja, ich weiß es nicht. Ja, hier jetzt schon, weil ich ja nicht unterrichtet habe. Vielleicht wäre es geblieben. Ich hätte ja auch in Französisch weitergelernt, genau so wie in Englisch, wenn ich es unterrichtet hätte und würde mich jetzt sicher nicht mehr unsicher fühlen. |
| 178 | Aber gleich nach dem Frankreich Aufenthalt war es super. Da hatte ich Französisch dann lieber als Englisch. |
| 179 | I: <i>Okay. Gab es bestimmte Personen, die das zusätzlich beeinflusst hätten? So wie eine Liebe oder Freundschaften, dort im Ausland?</i> |
| 180 | P4: Nein. Meine Verwandten in England natürlich. Oder meine Verwandten in Amerika. Zu diesen Ländern habe ich mehr Beziehung, weil ich dort Familie habe. Und in Frankreich gibt es niemanden, obwohl Frankreich gefällt mir total gut. Ich war öfter auf Urlaub in Frankreich, als in England, weil es einfach interessant ist und schöner ist. |
| 181 | I: <i>Okay gut. Dann bedanke ich mich sehr herzlich. Und das war es auch schon.</i> |
| 182 | P4: Bitteschön. Sehr gerne. |

Interview 5

Interviewee

| Abbr. | Age | Gender | Job | Mother tongue | Years of teaching | Intensity of teaching English and French |
|-------|-----|--------|---------|---------------|-------------------|--|
| P5 | 28 | Female | Teacher | German | 4-5 years | Only one class of French per year |

Communication data

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| Communication situation | Quiet, no interruptions |
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Recording data

| | |
|------------------|--|
| Interviewer | Stefanie Propst |
| Typed by | Stefanie Propst |
| Recording Status | Open recording |
| Date/ Time | 13 th of September 2017 / 15:30 - 15:50 |
| Location | Vienna, at P5's home |
| Length | 19:59 Minutes |

General remarks

- Fast speaking pace
- No other people

Transcription

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| 1 | I: Vielen Dank für dein Erscheinen. |
| 2 | <i>Also wir werden heute über deine Erfahrungen hinsichtlich deiner Unterrichtsfächer unterhalten, um Rückschlüsse auf deine Identitätsentwicklung als Lehrer zu ziehen.</i> |
| 3 | <i>Und wir werden dabei chronologisch vorgehen und Bereiche, wie deine eigenen Lernerfahrungen und deine Unterrichtstätigkeit abdecken.</i> |
| 4 | <i>Und die Daten werden für meine Forschung in meiner Diplomarbeit anonymisiert und gerne kann ich dir dann die Ergebnisse zukommen lassen.</i> |
| 5 | P5: Okay. |
| 6 | I: Du kannst dich nun entscheiden, ob du dein Interview auf Deutsch oder Englisch führen möchtest. |
| 7 | P5: Auf jeden Fall Englisch. |
| 8 | I: Okay. So today is the 13 th of September 2017. |
| 9 | <i>How old are you? And what's your mother tongue?</i> |
| 10 | P5: 28 and German. |
| 11 | I: How many years have you already been teaching? |
| 12 | P5: I think for four years. |

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| 13 | I: <i>Okay. In what kind of educational institutions have you taught so far?</i> |
| 14 | P5: Well, actually I taught for five years. |
| 15 | I: <i>Four to five years.</i> |
| 16 | P5: Because after my studies I went abroad to Switzerland and I taught one year at a French School. |
| 17 | German as a Second Language and German as a Foreign Language and English. And French was one of the languages, which were spoken at the school. |
| 18 | As it was in the French part of Switzerland it was the language everyone spoke. |
| 19 | So, I taught at that school there for around ten months and then for the four years in Austria. |
| 20 | I: <i>Okay and this was an AHS?</i> |
| 21 | P5: Yes, it was an AHS. And that was a school for children from 11 - 15 years. |
| 22 | I: <i>So, lower secondary?</i> |
| 23 | P5: Yes, right. |
| 24 | I: <i>So, how intense did you teach French and English?</i> |
| 25 | P5: What's intense >...< |
| 26 | I: <i>So, was it for example divided, partially French and English?</i> |
| 27 | P5: Oh okay. The majority was English. |
| 28 | Well for that year > <i>in Switzerland</i> < I taught fifty percent English and fifty percent German. |
| 29 | And in Austria, the majority was English lessons and then just one class French. I think, like you do now. |
| 30 | I: <i>Yes. So now, as you heard why I am interested in this topic I am going to ask you a few questions and I would appreciate it if you could tell me something about your experiences in an open and spontaneous way.</i> |
| 31 | <i>So. From the earliest moment on that you can remember up to your Matura, what kind of experience did you personally have with the English and French language?</i> |
| 32 | P5: With the English language my experience reaches very far back because my parents and my siblings we spent three years abroad, during my childhood. |
| 33 | When I was eleven years old we went to Cyprus and we lived there for three years and I went to an International School, where English was the normal teaching language. |
| 34 | And all subjects were taught in English, so it was very normal for us to learn English from the first day onwards. And also, French, for example, was taught in English. |
| 35 | So, I think that my openness towards languages started when I was a child. |
| 36 | And then afterwards, when we came back to Austria I did not go to an International school here but to a normal 'Gymnasium'. |
| 37 | But still my French teacher, she inspired me, well she was a very young teacher and she inspired me to study French afterwards. |
| 38 | And well, that was it up to the Matura. |
| 39 | So, yeah that's it basically for the two languages. |
| 40 | I: <i>Okay. What can you remember of learning both languages?</i> |
| 41 | P5: During school time? |
| 42 | I: <i>Well, the differences and similarities.</i> |
| 43 | P5: Well, English was quite easy for me. |

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| 44 | Because when we came back to Austria, I did not have to study a lot for the tests and for the ‘Schularbeiten’ afterwards. |
| 45 | So, it was just like my mother tongue. |
| 46 | And for French, it was >...< since the teacher was very young, it was with a lot of fun. |
| 47 | French breakfasts, videos and YouTube videos. |
| 48 | And not a lot of ‘chalk-and-talk’, like the usual teachers back then, lecturing the students. |
| 49 | She made the language quite attractive to us. |
| 50 | I mean not for everyone, but for me basically. |
| 51 | I: <i>Okay. Why did you choose to study both languages?</i> |
| 52 | P5: Well, that’s quite >...< that was quite a spontaneous decision. > <i>P5 laughs</i> < |
| 53 | Because at the beginning I only wanted to study French. |
| 54 | And then when I decided to go to University, I think it was the Student Point where I needed to go to register, there they asked: What is your second subject, or do you want to study at the Translationswissenschaften? |
| 55 | And since French is not my native language, I thought, well let’s try teaching and choose a second subject. |
| 56 | So, I thought about what could be a second subject which could provide me with a job one day and so I chose English. |
| 57 | I: <i>Okay. Simply because >...<?</i> |
| 58 | P5: Simply because I needed a second subject. |
| 59 | But first and for all, it was French because I really loved the French language, the French people, France and the French lifestyle. |
| 60 | But English was a very spontaneous choice. |
| 61 | I: <i>Ok. If you think about your studies at University. Can you think of similarities and differences in both subjects?</i> |
| 62 | P5: Well, I think my English Studies were a lot more difficult than my French studies. And I had to study a lot for English. |
| 63 | And on the other hand, my French studies were quite ... Well, I was quite desperate when I saw the Curriculum and experienced that a lot of lectures were in German. |
| 64 | And a lot of lecturers didn’t really know, well they knew how to speak French, but their French was not really nice. |
| 65 | They had a strong German accent and there were also lectures, for example, which were for the whole Romanistik, like Romanian and French studies. |
| 66 | So, I was a bit disappointed with my French studies, so that’s why I also decided to spend all my holidays in France as an Au pair. |
| 67 | So, whenever I had time during the summer holidays, I contacted my Au-pair family and stayed for one or two months in France. |
| 68 | I: <i>Where?</i> |
| 69 | P5: Actually, it is near the border of Switzerland, but in France. |
| 70 | That’s why I actually looked for a job in Switzerland and I ended up in Geneva. |
| 71 | And I could live with my family and work in Geneva. |
| 72 | That’s what a lot of people do there because you gain a lot of money and France is not that expensive as Geneva. |
| 73 | I: <i>Okay. Did this lead to any preferences?</i> |

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| 74 | P5: Yes. Well, I enjoyed my English studies a lot more than my French studies. |
| 75 | Because I realized that >...< it was more professional, yes. Of course. |
| 76 | And also, the didactic courses >...< the lecturers provided you with a lot of material that was up-to-date. |
| 77 | And also, the pronunciation courses were much more better than the French courses. I don't really remember from my French studies. |
| 78 | I: <i>So, is your preference still the same?</i> |
| 79 | P5: Mhm >...< in Austria I am much more surrounded by English and I have to do a lot for my French, after school and before I go to sleep. |
| 80 | So, I have to do a lot to keep my skills and to be able to teach it. |
| 81 | I don't have a lot of friends in Austria who are Natives. |
| 82 | I have some friends in Switzerland or in France who sometimes come to visit. |
| 83 | Then I speak French for a few days but not a lot. |
| 84 | I: <i>Okay. So how did your non-native status influence you as a language teacher?</i> |
| 85 | P5 > ... < Mhm. |
| 86 | I: <i>Did it influence you in a kind of way? In French or in English?</i> |
| 87 | P5: Well, in French my non-native status influences my teaching much more than in English. |
| 88 | Because I really have to do a lot for my language. |
| 89 | For example, watching TV or reading books or trying to skype with people abroad so that I don't lose my nice French accent and my grammar skills. |
| 90 | And well, then again when I read the news I try to focus on reading French newspapers at the moment. |
| 91 | With English I think it is much easier because you're more surrounded by that language in Austria and it's easier to meet people who speak English. |
| 92 | So, also when teaching English, I feel much more professional and it's much easier for me to explain things than in French. |
| 93 | I: <i>So, how did your own language proficiency influence your teaching?</i> |
| 94 | P5: So, as I already mentioned, it naturally influences my teaching in French and English. |
| 95 | I just feel more confident and professional in my English teaching than in my French teaching. |
| 96 | I: <i>So, did that influence your preference for one of the languages?</i> |
| 97 | P5: At school, yes. I prefer teaching English because I feel much more at ease to teach the language. |
| 98 | And also, the school where I teach, I always got more English classes than French ones. You tend to prepare more for English and so it did influence my preference. |
| 99 | But then again, after school I still tend to fall back into my youth when I saw my French teacher when she taught French with so much motivation and told us a lot about France and the culture and the people there. |
| 100 | And then again about my friends in France and my time I spent there. |
| 101 | I spent several years abroad. |
| 102 | So, after school, I also tend to think about France and French and try to do a lot in this language. |
| 103 | So actually, it's quite a dilemma that we are in with two languages. |
| 104 | I: <i>Yes.</i> |
| 105 | P5: Yes, it's a dilemma. |
| 106 | I: <i>Yes, that's it. That's the word. Dilemma.</i> |

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| 107 | <i>Could you say that your own passion for English and French influences your daily life?</i> |
| 108 | <i>As you already mentioned the newspapers, for example.</i> |
| 109 | P5: Yes, definitely. I don't know when I last read a book, for example, in my mother tongue in German. |
| 110 | I only read books in English right now. |
| 111 | Then again, I decided to do my PhD in English, which is considered as my passion to write about an English subject that really interests me. |
| 112 | And >...< in what way does it influence me? |
| 113 | I've got two or three friends who are native speakers of English and who come and visit me regularly and we only speak English because I like the language. |
| 114 | And also, with my son, we only speak English. |
| 115 | I: <i>Really?</i> |
| 116 | P5: Well, that is one of my projects >laughs< to raise him bilingually. |
| 117 | So, I only sing in English, I only read in English and it's, well, we'll see whether that works or not. |
| 118 | So, English is definitely part of my daily life. |
| 119 | I: <i>So, are there any differences appearing hence in your English and French classes?</i> |
| 120 | P5: Well, actually there is no difference in my classes. |
| 121 | I: <i>No differences?</i> |
| 122 | P5: Even though I got more English classes and I'm much more exposed to the English in my daily life, I try to keep my passion for both subjects as natural as possible. |
| 123 | So that my students are also motivated about the languages. |
| 124 | I: <i>Mhm. And you already told me that before, but in what way do you think did experiences abroad, language-learning holidays or holidays in general contribute to your language preference?</i> |
| 125 | P5: As I said before >...< First of all before the Matura, we spent two weeks in Southern France and I really enjoyed these holidays. |
| 126 | So, this contributed to my interest in studying the language afterwards. |
| 127 | Then after the Matura, I spent one month with a family in Northern France and I didn't have to look after a child, but I just stayed in the family. |
| 128 | And I experienced the French way of life with all its differences to the Austrian way of life. And so, these two holidays influenced my interest for the language. |
| 129 | And then again during my studies, my longer stays abroad in Switzerland and in France and afterwards, after my studies, my ten months in Switzerland to teach there. |
| 130 | That was one of the things, one of the experiences I could benefit from. |
| 131 | I could recommend everyone to spend a long, long time in a country if you are interested in the language and to really experience the different cultures. |
| 132 | So, but you wanted to know about my preference. |
| 133 | I: <i>Yes, how did they contribute to your language preference?</i> |
| 134 | <i>What would you say generally?</i> |
| 135 | P5: Well, it depends. |
| 136 | And of course, I don't know whether you think the same thing; because we teach English and French all or nearly every holiday kind of ends up in an English speaking or French speaking country. More or less at least. |

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| 137 | But in the last years, I haven't thought about going to Spain or any other countries, because I always tried to connect my interests in languages with my holiday destination. |
| 138 | But do I really have a preference for a language? |
| 139 | Well, it depends. I think at the moment it is English. It is English. Because it is part of my life. |
| 140 | I: <i>So, it changes?</i> |
| 141 | P5: It changes, and it also changed throughout my life. |
| 142 | Unfortunately, due to my experiences throughout my studies, I think that my preference for French moved a little bit to the background. |
| 143 | I: <i>Mhm. Okay. So, were there any certain people that did contribute to it as well?</i> |
| 144 | P5: My friends abroad maybe. |
| 145 | But I've never had a relationship with a native, no. |
| 146 | I: <i>Okay. So, if you think back to all the questions, is there anything else that you would like to add?</i> |
| 147 | P5: No, I think I already mentioned a lot >laughs<. |
| 148 | I: <i>Then thank you very much for your time and I will keep you up to date with the results.</i> |

Appendix 3: List of codings

| MAXQDA 2018 | |
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| Liste der Codes | |
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| Codesystem | 207 |
| Language preference | 17 |
| Learner biography | 30 |
| language aptitude | 8 |
| Teacher relationship | 14 |
| Experiences abroad | 29 |
| Abroad relationships | 11 |
| Negative exp. abroad | 5 |
| Teaching experience | 21 |
| Non-native Status | 21 |
| External causes | 11 |
| Language differences | 30 |
| Linguistic differences | 7 |
| Structural issues | 3 |
| Sets | 0 |