UNIVERZITA PALACKÉHO V OLOMOUCI

PEDAGOGICKÁ FAKULTA

Ústav cizích jazyků

Habits and their importance in language learning

Návyky a jejich důležitost při učení se cizímu jazyku

Magisterská diplomová práce

Autor: Bc. Matouš Feranec

Učitelství anglického jazyka pro základní školy (maior),

učitelství německého jazyka pro základní školy (minor)

Vedoucí práce: Mgr. Ondřej Duda

Olomouc 2022

Prohlašuji, že jsem tuto diplomovou práci vypracoval samostatně pouze pod dohledem svého vedoucího a uvedl jsem v ní veškeré použité zdroje a literaturu.

21.4.2022 V Olomouci   Matouš Feranec

Introduction

This diploma project deals with habits and their correlation with the language learning process. The choice of this topic was influenced by personal experience, as habits influence one's life to a serious degree. Throughout the study of this field, the researcher personally encountered a reoccurrence of action that was mostly happening automatically. The area of habits proved to be so important that this thesis is dedicated to this topic. Habits overlap in all aspects of one's life, therefore in learning as well. People's decision-making and problem-solving abilities are directly influenced by their behavioral patterns. Those systems, also known as habits, operate subconsciously and are involved in the mental processes of everyone. A set of habits can influence the majority of decisions, consequently defining one's identity. Essentially, habits are involved in every behavioral situation, so they can also influence the area of learning. Thus, positive learning habits can potentially lead to an effective language acquisition process. The concentration on the goals within the learning process could potentially hinder the overall progress. However, shifting the focus onto systems can provide an improvement and fulfillment of specific goals (Clear, 2018). Human behavior is an area that has been researched by scientists, psychologists, linguists, and other experts from various fields for many decades. Their insights and studies influenced the understanding of the functioning of the brain. With the provided awareness of brain operative manners, a person can then identify and tweak his/her behavioral patterns. By establishing specific routines and systems in the learning process, overall experience from the learning can highly improve, and so does studying the results of an individual (Skinner, 1965, Fogg, 2020).

The focus of learners within the educational system is frequently directed toward reaching specific goals, earning better grades, getting a diploma, or simply passing a course. Even though goals have essential meaning, their fulfillment is not always the right motivational tool. Many language learning approaches function on the goal-reaching systems with the absence of focus on developing specific working habits. As a result, students tend to concentrate on reaching specific grades while diminishing the establishment of highly functioning learning routines (Wyner, 2014).

Given that the focus on the working habits in the educational system is often overlooked, the understanding of habits and their functioning is necessary to introduce or change behavioral patterns.

In the theoretical part, the essential background knowledge from both fields of habits and language learning is provided. The theoretical part summarizes aspects of habits, identity, and language learning. The theoretical part aims to present enough information that, after reading it, one can reflect on the functioning of his/her behavioral patterns. It also provides framework for the practical part. Furthermore, the area of language learning suggests that, with the help of habits, one can transform their attitude toward learning foreign languages. In the practical part, the focus is on individuals with a positive attitude towards foreign languages. This research aims to discover people's habits and how they influence their language learning process. The research further concentrates on the perception of habits of an individual, how the change of a person's identity via habits is perceived, and what consequences they have on the language learning process. The research design is qualitative, and the data are collected via in-depth interviews, which are the primary research method. The method was chosen due to its interpersonal aspect and individual approach.

Moreover, the main advantage of the method lies in gaining in-depth information and a view of a personal relationship with the issue of the thesis. Therefore, the research mainly focuses on individuals with a positive attitude toward foreign language learning. Finally, at the end of the practical part, the results are evaluated and reflected upon with consideration of the issues of the thesis (Hennink, M. M., Hutter, I., & Bailey, A., 2020).

Theoretical Part

"*A thousand-mile journey begins with a single step*".

- Lao Tzu

1   Habits

Considering the importance of this field within the thesis, the following chapter aims to provide the necessary knowledgeable background of an area of habits. What behavior can be considered a habit, how it functions, and its importance are areas further explained throughout the chapter.

1.1   Definition of a Habit

To understand the underlying principles and importance of habits in language learning, it is necessary to clarify the terminology and provide multiple definitions. The following subchapter showcases different specialists and their views on this phenomenon.

After reviewing various psychological articles, definitions and their number could be misleading and confusing for the reader. For the purpose and clarity of this paper, only a few clear definitions are mentioned to provide a comprehensive understanding of the subject. All the definitions share that habits are directly connected to behavior; B. F. Skinner (1965), one of the frontiers in the research of this area, states that behavior is a very intricate system to study. It relies on human decisions, which are constantly changing and evolving, thus challenging for scientists and their observations. The penguin dictionary of psychology (2001, pg. 312) refers to a habit "as a pattern of activity that has, through repetition, become automatized and fixed and is easily and effortlessly carried out." It also compares the habit to a personality trait. It is suggested that habits can become connected to the perception of oneself. This phenomenon is later discussed in following chapter 3 (Identity and goals). Furthermore, Gardner (2012) refers to habits as consistently reaffirmed behaviors that evolve into full or partial automaticity. The repetition of the habits plays an important role, as it directly correlates with the habit's strength. He also mentions scientific definitions that consider outcomes and those that do not. The goal-oriented approach is also discussed in the following chapters. James Clear (2018) defines a habit as "a routine or behavior that is performed regularly - and, in many cases automatically." He compares a set of habits to a system. This approach draws itself from an outcome-based focus. Rather than placing the attention on goals, Clear believes that focusing on improvements of concrete systems will automatically provide goals as a side product. He stated that "goals are about the results you want to achieve. Systems are about the processes that lead to those results". This approach toward goals is further discussed in the thesis (Clear, 2018, pg. 12, 26). Habit can be referred to as a way of reaching a certain goal or the satisfaction of a dopamine-driven action. Habits systematically run programs within one's brain, from ordinary routines such as brushing teeth to more complex and complicated tasks. Suppose a person has no experience in an area of nutrition. In that case, they will probably not be able to build and sustain a diet plan without establishing a new identity that helps them to do so. In order for one to establish new routines and behavioral patterns, a certain distance to monitor and tweak those actions is required (Verplanken, 2018). The connection of habits with identity and tracking them is explained further in the thesis.

In order to fully understand the functioning of a habit, a neurological view is presented. In the neurological field, Hebb's law provides a clear explanation of how habits and neural circuitry are connected. The law says, "what fires together, wires together" to further explain its meaning; the wiring is associated with neural pathways, the more active

a certain connection is, the stronger it becomes, and the less energy is required to repeat the action. The patterns within the brain, when frequently used, create lasting connections, which lead to automatic behaviors, also known as habits (Dispenza, 2012, pg. 124).

1.2   Importance of action

As the title of this diploma project suggests, its focus is placed on habits and, moreover, their importance in language learning. This subchapter concerns itself with the implementation of tiny changes and their effects on everyday life. The meaning of the title of the book Atomic Habits by James Clear (2018, pg. 29) is further explained as "a regular practice or routine that is not only small and easy to do, but also the source of incredible power, a component of the system of compound growth." This emphasizes that a desirable outcome is not something gained over a short period of time with the use of great energy. It is quite the opposite, as it requires persistence and a certain amount of invested time. To provide a visual perspective, Clear[1] includes a graph that showcases how much improvement can be made with a one percent change. To complement this idea, a change of zero percent is also included. Furthermore, Clear believes that habits are the ultimate tool to support a

Figure 1Graph of 1 percent improvement

----
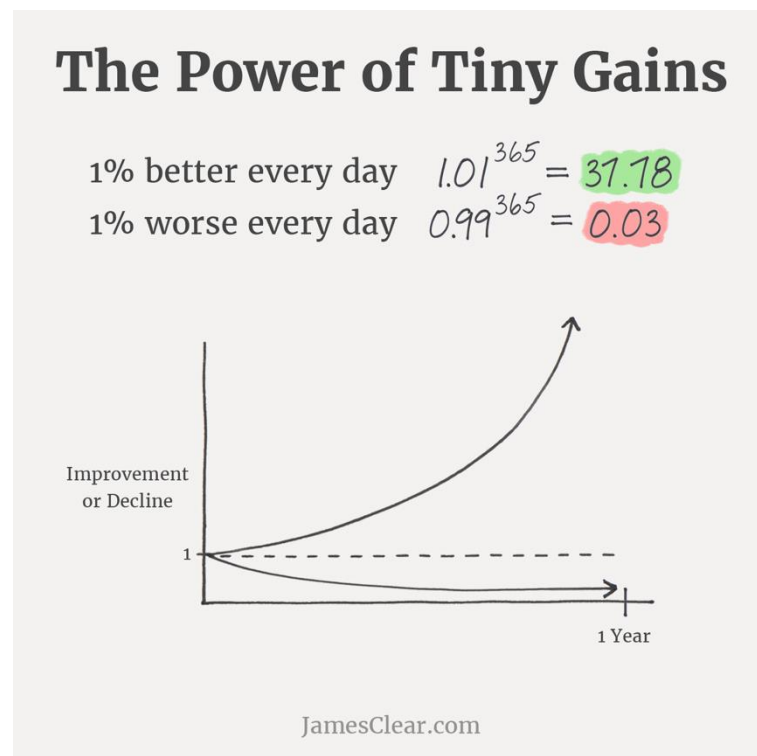
[1] Clear, James. The Power of Tiny Habits. In: jamesclear.com. Available at:
https://jamesclear.com/continuous-improvement

person on the way to the desired personality. Every tiny choice casts a vote for that favored identity, so it doesn't need to be a sudden change and a lot of effort, quite the opposite. Time is one of the key factors for long-lasting habits, and bursts of motivation and strong will won't last in the long run. Scaling down difficult tasks to their simplest versions enables a person to commit to them even when motivation is at its lowest point. The persistence of performance of habits strengthens the wiring in the brain, and thus every time a subject returns to a task, the level of difficulty lowers. Fogg (2020) supports the idea of scaling down habits to their simplest versions. He states that it relieves pressure and lowers the amount of effort one has to produce. Even the smallest action is better than no action, as it adds up to the frequency of performance. By gaining momentum, a habit gains its strength. Fogg mentions several positives in the idea of tiny habits. Performance of scaled-down actions is time-efficient, and it can be accomplished on almost every occasion. To provide an example, a person can perform two squats almost everywhere; the amount of will it would take can be considered minimal, and the time it would take is almost negligible. However, the effect of such action proves to be significant with the consideration of habit building. Oftentimes the subject gets demotivated by the difficulty of the effort, so small steps are safe in the way that they do not rely on motivation, or at least is the initial traction easy to overcome. Failure of not complete certain tasks can be detrimental. In the case of small habits, the failure is unnecessary as the performance of scaled-down habits is inevitable.

A natural approach when trying to reach a certain goal is to work hard as possible. It requires a lot of effort and can even be contra-productive for long-term memory. Language learning is a process that generally takes a significant amount of time; and overloading the memory at the beginning stages may even slow the progress. Rote repetition proves to be an unattractive strategy to learn; besides that, its effectivity proved to be lower than Wyner's approach. Instinctively it does not make sense to work as little as possible. However, Wyner (2014) claims that the sustainability of learning creates the perfect environment for language acquisition. Working in small steps helps to sustain long-lasting habits and it proves to have a greater impact on the overall progress.

1.3   Habit functioning

How a habit functions is a key principle to comprehend. Individual stages are described and specified in the following subchapter. Charles Duhigg (2012) stressed the importance of identifying the so-called habit loop. To change an old habit or implement a new one, it is

crucial to first place the attention on the individual stages of the habit. In the book Power of Habit, he splits a habit into three stages - cue, response, and reward. Those three stages form what is called a habit loop. To change habits or implement new ones, awareness needs to be developed. Without it, the person is unconsciously repeating the same routines and getting the same outcomes and thus being stuck in the same habit loops. To complement Duhigg`s habit loop model, James Clear (2018) added one extra stage, and that is craving. He introduces four-stage model that is the core principle behind every habit. Moreover, a brain chronologically chooses these steps every time habit is performed. Each of these stages is a necessary part of every habit formation process. They assure that the subject can repeat any type of behavior long enough, as it consequently becomes a habit.

1.4   Habit stages

In this subchapter, the individual stages of habit are described and explained.

1.4.1   Cue

Saville-Troike (2007) describes a cue in the area of linguistics as an indication of a specific semantic or grammatical area. Furthermore, Duhigg (2012) explains the automaticity of habits. The human brain serves as a selectee of habits and then continues with the performance. He states that a brain spends a lot of time and energy looking for the right cues and thus for the behavior to initiate. Clear (2018, pg. 46) compares the cue to "a trigger that initiates behavior." In its principle is cue something like a switch. However, this switch pushes itself, and the following process (behavior) happens automatically. It means that a person or any subject performing a certain action is not oftentimes completely aware of its ongoing. To complement this functioning, the brain itself is unable to differentiate between good and bad habits. That is the reason why many people cannot seem to stop a bad habit; it is happening on the unconscious side of attention. To further complicate the process of breaking a bad habit, the brain is constantly looking for cues that lead to rewards. Clear states that this behavior is rooted in our DNA because of our ancestors used cues to find and fulfill their primary needs, such as food, water, and sex. For our ancestors, remembering signs like big trees or weirdly shaped rocks could mean a difference between life and death. But in modern society, people associate this behavior with satisfying needs like financial support, fame, friendships, love, and approval. These secondary needs are more complicated to fulfill, yet the functioning of their cues stays the same.

1.4.2 Craving

Even though Duhigg (2012) doesn't include craving in his model of the habit loop, he acknowledges it as an important pattern that naturally emerges when the habit is strong. His insights are based on the studies of the English-speaking professor of neuroscience at the University of Cambridge. Wolfram Schultz conducted an experiment in the 1990s in which he and his team studied the brains of monkeys. The main goal was to find how effectively monkeys can learn themselves to perform a simple task. The task would guarantee them a reward and the scientists aimed to monitor how the monkeys´ brains would react. Monkeys were put separately in a room with a monitor, a lever, and a tube. The principle of the task was to pull a lever at the specific moment when a certain shape appeared on the monitor. This act released a squirt of juice from the tube above the monkey's head. Schultz found out that the monkeys, who developed a strong habit, paid much closer attention to the monitor and often grew frustrated and developed depression when the reward was not delivered in a long time. However, there were also monkeys who refused to pay closer attention, even though they would get a reward. Their habit lacked the strength, which meant it wasn't developed enough, and that resulted in the disinterest in the rewards. This approach explains the correlation between the habit's strength and the craving itself. The stronger the habit, the stronger the craving. To close up the relationships within the habit loop, Duhigg clarifies that cues are associated with certain rewards, and thus craving naturally occurs. In what strength, however, depends on the subject.

Clear (2018) compares the importance of cravings to motivation. In order for a task to be performed, there needs to be a strong reason why; without this reason, the brain is not compelled to do so. Even though, this principle is universal, the degree of encouragement differs from person to person, while it is associated with various thoughts, feelings, and emotions. Clear presents the idea of the desire to change a current state; he believes that the motivation behind every task is not the habit itself, but the shift in the internal state.

1.4.3 Response

Clear (2018) states that response is, in its definition, the habit itself. The response is the ultimate action powered by the two previous steps. He also adds a very logical explanation that a person or a subject performing a certain habit needs to have the ability to do so. Without it, it wouldn't be possible. The degree of friction also influences whether the subject

responds to it or not. Duhigg (2012) names this stage routine; in the example with Julio the monkey, his routine is pulling the lever at a specific moment. The connection of individual steps establishes basic learning, as one always tries to achieve desired outcomes.

1.4.4 Reward

The reward is the catalyst of all previous stages within the habit loop. Without the reward, there would be no habit loop. Clear (2018) describes the inner connections of reward and other stages. He states that cue serves as the seeker of rewards, as our brain is constantly looking for cues that naturally lead to rewards. The craving is developed due to the desire for a reward. The last connection between response and reward lies in the fulfillment of the desired outcome. Moreover, Clear mentions several purposes of the reward. He sees the main purpose is in the satisfaction of that strong desire. The reward also teaches the person what actions are worth remembering. Their connection to the strong emotion of pleasure makes them a sort of decision-maker that distinguishes between desired and disliked actions.

1.5 Learning habits

In previous subchapters, habits and their functioning were described in order to provide a framework for the following content. Habits and learning are interconnected, so in the next paragraphs, the changes in systems for effective study are provided. Many improvements are available to increase the overall learning experience; it is only the small tweaks and decisions that contribute to the pleasure learning can provide. Roberts and Kreuz (2007) see the great advantage of using habits in the language learning process. The act of setting small habits that lead to more intricate systems proves to have a great impact. Repeating these habits on a daily basis creates an ideal environment for the change to occur. The one habit that creates an individualized material, and can be done in almost every situation, is the act of associating objects or situations with the target language. This shift is able to provide the learner with more options to utilize already acquired knowledge. Performance of these acts on a smaller scale can have a bigger impact than bigger actions which are unsustainable. Moreover, Roberts and Kreuz provide a simple example, when a person waters a flower on a regular basis, it is likely to grow, while giving it one large watering might actually kill it. The same principle functions with the use of habits. Big one-time actions do not boost the whole progress; the achievement is derived from the consistency of small, repeatable, and moreover sustainable actions.

To further prepare the brain for the activity, a ritual is suggested. Professional athletes use this practice to mentally boost their performance; many visualizing techniques, positive affirmations, and even physical movements are commonly used. To ensure the mental conditioning, Crossman (2011) suggests keeping goals visible; of course, they need to be specific and measurable, but the idea of a frequent encounter with the desired achievements provides the brain with a little spike of dopamine. The importance of goals is described in the following chapters. But the one habit that precedes all which were mentioned above is the commitment to time, space, and activity. From the research mentioned by Clear (2018), one group, of a total of three, which used this type of technique exceeded the other groups by almost 300%. Every group was provided with some kind of support to enhance their performance, but in the end, the act of committing proved to be the most influential.

Luca Lampariello (2020) mentioned various useful things than can improve the beginning parts of new language acquisition. In his article, he indirectly emphasizes the importance of habits; in every showcased step can be found some area of habit functioning. In order to highlight the main aim of this project, only a few of these devices are mentioned. For more information on the improvement of the language learning process, please check out lucalampariello.com. An obstacle that occurs not only in language acquisition is never starting to learn. An obvious problem that can be solved with the implementation of a few simple habits. Also mentioned in previous chapters, breaking down challenging tasks into easy and manageable parts helps to overcome the traction in the beginning stages. Furthermore, Luca stresses the importance of dedicating the most valuable time block of the day to the learning process, as it improves its effectivity of it. The act of visualization is emphasized, as it proves to be a boost in motivation which inevitably drops somewhere within the process. The visualized state can look like one has already acquired the language and thus is able to speak it in foreign countries. It is advised to specify what tasks the learner will be able to perform, having learned the second language. Having it written down provides a visual cue to which the learner may return when he/she acknowledges the drop in motivation. Using handwriting over a keyboard has been proven to be more effective in a way that the learner is able to remember the handwritten information better (Chemin, 2014). Taking into consideration all the mentioned above, it is obvious that the preparation time and setting the right habits prove to be a significant part of the whole learning experience.

Every learner is different, and with that knowledge, each can individualize their approach to learning; habits that improve their efficiency are mentioned below. Crossman

(2011) stresses that the study content needs to be individualized with respect to the learner's preference. Different types of learners need to be recognized, them being Visual, Auditory, and Kinaesthetic. Each of these requires individualized methods to fully grasp the subject matter. Crossman mentioned that visual learners better understand content with the use of colors; she also suggests creating a meaning to each color, so that there is a functioning system within which the learner orients with ease. To provide an example, the color red could be linked with new terms and green with their definitions. The system of colors provides visual cues and creates systems that are able to improve the efficiency of the learning process. For the auditory learner, recording devices are suggested as being the most approachable. In the modern-day, it is a part of every smart device and thus could be used almost everywhere. It is advised to start small and not engage in long recording as it tends to complicate the process. It is suggested to start mainly with vocabulary or simple sentences that could be repeated easily. For the kinaesthetic learner Crossman (2011) recommends the use of flashcards, quizzes, and other individualized material. Flashcards are to be mentioned in the following content as they are highly underestimated, and their portability, inexpensiveness, and effectivity produce the results that every learner can take advantage of. In conclusion, each type of learner needs differentiated cues to fully utilize their learning potential. The identification with a specific study type can potentially benefit the learner, supplying him/her with a range of techniques and methods that suit their learning style. However, Cottrell (2013) states that it is necessary to try multiple learning methods and not only to identify with one study type. Each learner has his/her own specific learning needs, which can be fulfilled by the development of an individualized method. The idea is not to limit oneself due to identification. Contrarily, one should explore the various possibilities in the area of learning.

To summarize this chapter, Thorner (2017) provides a specific view on learning habits. He states that learners need to be aware of what good learning habits actually are. The human brain is constantly looking for ways to save energy; reflecting on learning may hinder the learner's progress. Acknowledging positive habits and motivating oneself to perform them is a combination that inevitably fulfills the learning goals. It is a system rather than a task to complete. The importance of goals and systems is described in the following chapters.

The chapter on habits provided necessary definitions and further described the importance, functioning, and individual stages of the habit loop. At first, it is necessary to fully grasp individual concepts to be able to alter individual aspects of one's behavior. The

following chapter is described how habit is established with the influence of environment, motivation, and other influencing variables.

2   Establishing a habit

The building of a habit is a complex process that considers many variables. In the following chapter, aspects of behavioral change are described. Furthermore, means of motivation, power of the environment, the influence of habit tracking, and much more are specified in the subsequent subchapters.

2.1   Behavioral change

A range of formulas and models exist to change one's behavior change; even though each procedure is tweaked by the author, they all function on similar principles. The ultimate goal of these models is to change an undesired behavior or to introduce new beneficial habits. In the following subchapter, several formulas and their practical aspects are described. Fogg (2020) stressed that it is important to keep the difficulty of behaviors at lower levels. Behavior tends to stick better when a task is within the person's ability. The act of lowering the difficulty helps to overcome initial traction, which may be caused by low motivation. Ability and motivation are two main parts of Fogg's behavior model[2]. Their coexistence and cooperation help to decode individual behaviors, making them easier to alter. To provide a visual cue, Fogg's behavior model can be found below this paragraph. The model functions on the principle that every task can be broken down to the ability of action and motivation to do it. When one of the factors lowers, the other should automatically be higher. So, when the task seems to be too difficult, the person may get demotivated; however, when the same task is broken down into smaller steps, those can be completed without too much effort. Motivation functions on the exact same principles; when the motivation is low, the ability of the task should reflect that fact. On the other hand, when the person is highly motivated, he/she is able to perform a task that requires higher ability models exist to change one's behavior change; even though each procedure is tweaked by the author, they all function on similar principles. The ultimate goal of these models is to change an undesired behavior or

---

[2] Kjer, Paul. The BJ Fogg Behavior Model. In: stoneridgesoftware.com. June 11, 2019. Available at: https://stoneridgesoftware.com/how-to-use-bj-fogg-and-the-behavioral-model-for-erp-implementation-success/

to introduce new beneficial habits. In the following subchapter, several formulas and their practical aspects are described.
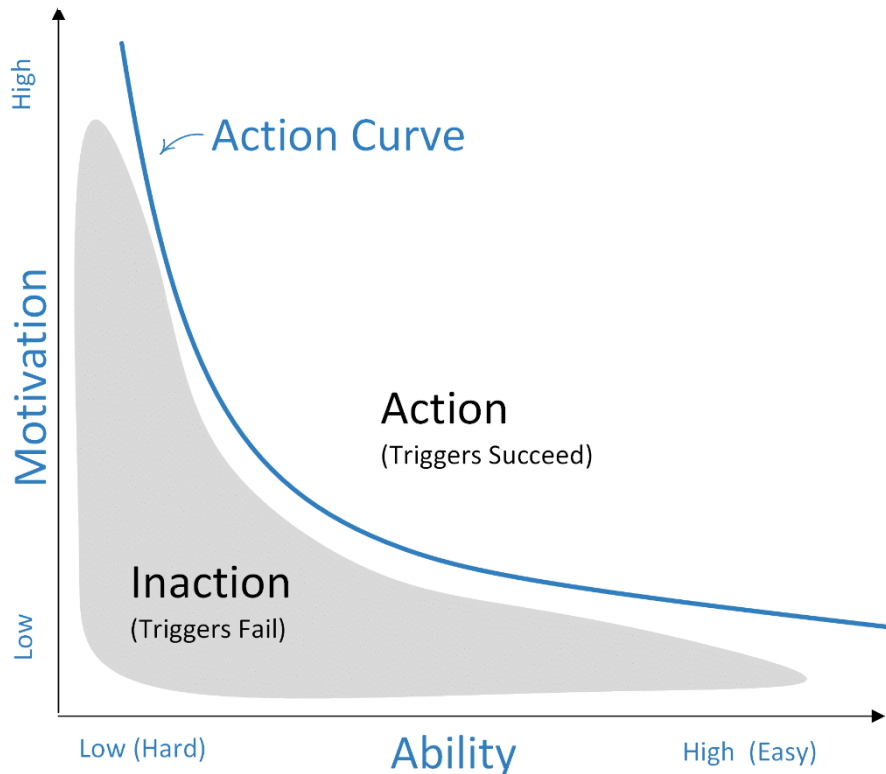
James Clear's (2018) model for behavior change strongly correlates with the habit loop. There are two ways in which habits can be changed, either they are created or broken. In each phase of the habit loop, a law that introduces or breaks a habit is present. The laws for implementing a new habit are following: 1. Make it obvious (cue), 2. Make it attractive (craving), 3. Make it easy (response), 4. Make it satisfying (reward). Every law improves a specific aspect of the habit; the first law places importance on the environment and the overall exposure to cues. Being exposed to cues frequently rises the probability of engaging with the activity to which the cue is linked. The second law rewrites the unsatisfactory emotion that may be present with a specific task. Changing the repulsive reaction from the unwanted into a positive one improves the attitude toward the activity. As mentioned already by Fogg (2020), when the task difficulty is within the ability of the subject, one is more likely to perform it. Clear confirms this approach by implementing a two-minute rule, which restricts the time of performance and also the amount of effort. Tasks are then too easy to skip. The last law introduces the power of reward; establishing an immediate system of rewards and tracking the habits provides an immediate positive response which raises the

probability of repeating the action in the future. On the same principle works the behavior model for breaking unwanted habits; however, in removing repeated actions, the laws are inverted. The goal is to remove cues, make the habits unattractive, raise the difficulty, and transform the action into an unsatisfying process.

2.2   Motivation

The following subchapter explains one of the most mentioned terms within the field of learning. It is thus necessary to state what motivation actually is and how it can be used to its fullest potential. The importance of utilizing motivation with the consideration of the time and situation is explained.

Harmer (2007) defines motivation as a key part of every success. Without it, one is likely to fail. Of course, it needs to be considered how much motivation is actually needed to achieve specific goals; however, without motivation, there wouldn't be the drive that pushes the person forward. Harmer stresses the importance of understanding the functioning of the motivation in order to utilize its benefits completely and make it sustainable. Motivation's strength has also connected to the difficulty of the set-up goals. The greater the goal, the higher the amount of required motivation. As for the sustainability of the levels of motivation, the tasks should fluctuate in their hardship. For the purpose of building strong habits, the motivation and ability should be fairly low, so the subject does not get discouraged. On the other hand, the tasks need to be challenging in order the engagement with them. Harmer also identifies a link between motivation and ego; from his point of view, a person is motivated when the reward is connected to the ego's growth. So, when the sense of achievement is confirmed from the outside, the levels of motivation rise, and one is able to utilize this spike in the performance of the action. Motivation is defined as "a desire to perform a specific behavior" (Harmer, 2007, pg. 53). The association of motivation with habits is oftentimes mistreated. Fogg (2020) states that the majority of people tend to perform under a high level of motivation, which is actually necessary in order to achieve difficult tasks. However, as the motivation changes in its intensity, it is impossible to achieve such challenging assignments on a daily basis. Even though the spikes of desire prove to be useful in certain situations, the human brain is designed to work like that on critical occasions. When a person's life is threatened, may that be a critical situation, the brain switches into a survival mode which allows the person to perform an unusual task such as challenges that require great deals of strength, quick decision making, or a huge amount of resilience. In this

way, motivation is necessary. However, its misunderstanding makes it the only driving force that is required to perform a certain task. When the goal seems big, it oftentimes discourages the person completely from engaging in the activity. However, having set big goals is actually a positive thing, only the execution of them purely with the help of motivation is unsustainable. When the aspirations, outcomes, and behaviors are in alignment, the reaching of goals is inevitable.

Saville-Troike (2006) mentions motivation as one of the most crucial aspects that influence a learner's proficiency. Motivation strongly depends on the amount of determination a learner is able to produce. Two types of motivation are distinguished. Integrative motivation functions based on the level of personal interest; it drives from within the learner's personal attitude. The reward comes from the process itself, as the person is driven by his/her desire to learn. On the other hand, instrumental motivation operates with the reward system that comes from the outside. It is dependent on reaching specific goals that help to obtain increased prestige, get a higher rank in society, or simply pass the test. No specific type of motivation is, however, mentioned to be the most prolific. Every learner is motivated by different impulses; it is thus impossible to specify one perfect type of motivation. To summarize the above mentioned; motivation belongs to the habit system, and the amount of effort that is being produced by the learner has a substantial impact on the acquisition of the subject matter. Motivation is undoubtedly needed; however, as the following paragraphs state, the view of it can cause significant outcomes. Scrivener (2011) mentions two main branches of motivation; the external seems to focus mainly on goals such as specific grades, attaining a university diploma, to get a job in the field, etc. On the other hand, internal motivation functions on the enjoyability of the learning process; the learners are thus more able to feel more rewarded in progress and not after they attain a specific goal. Put in the classroom perspective, there are different causes of motivation; each student is specific and demands various means of motivation. This can be viewed as an obstacle due to the task of ensuring interest within the classroom. Scrivener also mentions Gardener's theory of multiple intelligences as every learner has their own distribution and preferability of specific intelligence. The teacher's ability to prepare and teach lessons according to the classroom learning preferences is probably the greatest task. However, given the circumstances, teachers who take these principles into account can be rewarded not only by the results their students achieve but also with the enjoyment of the process itself, utilizing both branches of external and internal motivation.

Clear (2018) states that the bursts of motivation prove useful in situations that are momentary; however, with habits, it is required for the action to be repeated and not only done once. Motivation is linked with more aspects of habit; in the following subchapters is an idea of identity change. In order to achieve desired goals, the most effective approach is to create a new identity. The habit may be started by a motivational force, but it sticks due to its link to the identity. When the habit becomes part of one's identity, it is the ultimate form of motivation. The ultimate positive of what identity shift may contribute to the person is the pride that the person takes in being what he/she desires. The other link-up is with the craving, being described as part of the habit loop; it is a necessary part of the performance of action. Craving is strongly dependent on the desire to perform an act; without the motivation, the person wouldn't simply do it. Motivation has its part in habit functioning. However, it is not the pivotal point to which the majority of attention should be concentrated.

Visualizing the future self is a powerful tool that can increase the levels of motivation. When a learner thinks about him-/herself in the future, it is oftentimes an improved version of oneself. To keep this vision actual, one has to be reminded of it whenever he/she desires a boost in motivation. Creating a visualized situation connected to language learning can serve as a source of encouragement, and it can also increase the sense of self-worth of an individual (Thorner, 2017).

2.3   Environment

If habits create one's identity, then the environment creates one's habits. It is merely impossible to create new habits without redesigning the setting; Fogg (2020) claims that one's set of habits is the product of the environment. Within one's surroundings, there are a number of cues that are the triggers of behavior. The conscious process of arrangement of the environment is necessary in order to make new habits easier to stick to and old habits more difficult to perform. The behavior of a person is very much altered by the context of his/her surroundings. B. F. Skinner (1965) claims that the control of the environment can work in two ways. One can design or redesign it to serve the desired purpose. However, it also controls the individuals in it. The environment is not only the arrangement of cues; there are also social surroundings, which are more complicated to modify. Being aware of the power of one's habitat can provide tools for improved habitual behavior.

It is possible, by the complete change of the environment, to lose a number of habits. Verplanken (2018) introduces the thought of creating new sets of habits through trial and

error within the new surroundings. A lot of effort has to be spent, even if the actions are relatively easy to perform. However, through a trial and error, one is able to adapt and, based on the environment, build new habits within his/her life.

Learning a new skill requires a positive attitude, which improves the overall pleasure from the process as well as from the result. A positive emotional environment is necessary to achieve goals with a sense of fulfillment. The act of learning is influenced by the current mood and emotion; thus, being in the right spirit when one's learns boosts the effects of the ongoing process (Roberts and Kreuz, 2007).

One of the most critical influences on our behavior comes from the environment that surrounds the person. The improvement of a study environment can lead to better focus and enhanced productivity. Several steps to upgrade the space one works in are presented by Crossman (2011). The choice of the working space, when possible, is crucial. In a space that helps the brain to work more efficiently, major distractions are eliminated. Lampariello (2020) confirms that setting an environment without distraction is listed among the most important steps. Due to maximal productivity, the space is tweaked to contribute to it, thus stripped down from any potential interruption.

2.4   Habit tracking

Being aware of the ongoing habits is marked as the first and foremost step in learning how to cooperate and tweak the running systems. In order to collect the data about the subject, there has to be a recording mechanism. In this subchapter, the terminology concerned with habit tracking is defined and explained. In addition, how only tracking can impact the progress in building or breaking habits is mentioned. The importance of habit tracking and its practical use in everyday life is also defined.

"What's get measured gets managed" - Peter Drucker

Cambridge dictionary (2003) defines the act of tracking as an activity that provides feedback on the progress done over a specific period of time. Lampariello (2020) mentions that mapping the progress of one's learning is a crucial step to being held accountable to oneself.

Habit tracking is an important aspect in the beginning stages of the implementation of a new habit. The act of measuring provides a piece of evidence for the subject. It has been

shown that people who record their eating habits were more efficient in losing the extra weight without even committing to a weight loss plan. Just the act of tracking their meals was able to provide a motivation to overcome bad eating habits. Tracking can also serve as visual proof of sticking to the person's arranged habits. To see whether the person sticks to their habits ultimately supports and motivates the person. Habit tracking functions on a very basic principle: if a person performs the desired habit, he/she puts a cross next to the act at an according to date; this way, he/she can visually see the progress made. This approach of getting feedback can be identified as a reminder to act again when the habits are getting inconsistent. It is evident that the consistency of action is the key to building long-lasting habits (Clear, 2018).

The initial phase of habit formation requires the maximum amount of energy, and it often results in failure. However, when persisted, one is able to reach the level of automaticity, which means that the subject has successfully implemented a new habit. To overcome failure, the act of habit tracking is used. Gardner (2012) states that in order to promote a healthy lifestyle for the patients, doctors should offer a guide for implementing simple and effective habits into everyday life. He provides a toolkit, a simple habit tracking worksheet, to monitor the progress of the initial phase. In conclusion, if the patients have the right understanding of habit theory and the proper tools to implement them, their life will get healthier. It only requires that the doctors are qualified and educated on the subject matter and thus can provide guidance and help.

As mentioned in the previous chapters, to establish a habit, an active effort over a period of time is required. From the beginning phases, it is often not evident that the habit brings its effect; the reason is that the progress is not linear. Oftentimes a subject gets demotivated by the unseen results, but it doesn't mean that the work is lost; it is just stacking onto itself. This sudden drop in motivation can result in the abandonment of the habit. In this case, the subject concentrates the attention on the outcomes. Clear (2018) defines this phase as a Valley of disappointment or a Plateau of latent potential; the reason is that for many people, this phase is detrimental. However, if the subject can shift the focus on the process itself and overcome this plateau phase, the goals will be achieved as a result of the functioning of an ongoing system.

The importance of collecting data proves to be an efficient way to monitor whether the activity has been performed or not. Only this act of tracking proves to be a source of motivation to proceed with the initial traction in the establishing phases of habit formation. Habit tracking and its versatility of use make it an accessible tool for everyone to implement

into their routine. In addition, it can provide a boost in the plateau phase when it seems that the habit doesn't deliver the desired goals. In this case, it shifts the perception from the goal-oriented to identity-based approach (Duhigg, 2012).

2.5   Relationship towards habits

There is a certain relation between habits and an attitude towards oneself. One can predict future behavior based on past experience; the act of self-report serves as an agent for change. And as mentioned in the previous chapters, tracking provides feedback, and that alone can alter the behavior (Verplanken, 2018).

How one approaches learning alters the relationship on multiple levels. Saville-Troike (2006) suggests that it even influences the social aspect within the classroom environment. When one positively accepts all the necessities concerning the process, a number of advantages occur and can improve the attitude of the learner. The attitude towards the language learning process can be channeled through multiple pathways. Within the classroom context, the relationship between teacher and learners influences the overall perception of the process of learning. Moreover, the approach of the teacher towards his/her job is reflected in the lessons and classroom atmosphere. In every way, a positive relationship affects the overall experience of the learning process. Sustaining a beneficial relationship with the process of learning can be a challenging task, especially when attitude gets easily influenced by one's past beliefs. When a learner already expects negative outcomes, his/her sense of self prohibits the reaching of the goals. For example, a student who has a belief that he/she is bad at math, based on the former experience with this subject, it automatically alters his/her attitude. To set and maintain a positive mindset, one has to set realistic short-term goals and fulfill them with practical steps. With an even small sense of victory, the learner is constantly getting motivated in the pursuit of the long-term goals he/she has set (Roberts, Kreuz, 2007, Harmer, 2007).

Dispenza (2012) claims that thinking by itself, even if positive, is not able to produce positive outcomes. Instead, he stands by a belief that is pairing positive emotion with a thought raises the probability of fulfilling the set intention. If one completes a certain task that is paired with a specific goal, the brain releases a number of chemicals that ensure that the person will repeat the action in the future. So not only thinking positive but feeling so as well, can strengthen the intention towards the desired outcome.

3   Identity and Goals

There are two main motivation categories that influence the habit formation process. Whether one is driven by inside or outside factors, it is necessary to understand both aspects. The relationship between goals and identity is discussed in the following subchapters. Furthermore, their connection to habits is also mentioned.

3.1   Identity-based habits

In habit terminology, two ways of habit formation are differentiated: action-based and identity-based. This subchapter is concentrated on identity-based habits and their advantages compared to action-based ones. Furthermore, the use of positive affirmations is presented as a tool that can provide motivation in the beginning stages of the habit formation process.

Identity is defined by Dr. Joe Dispenza (2012) as a perception of oneself. In a number of cases, identity is considered an asset and not changeable. If a person bases his/her decision on the familiar past or predictable future, it confirms such belief. Our identity gets reaffirmed by the outside, thus making the process of creating a new one more complicated. Dispenza claims that people tend to get addicted to their old identities. The new always balances on the borders of the comfort zone, and even if the old belief system complicates the person's life, it is comfortable to sustain it. To create a new identity, one has to abandon the old self and constantly reaffirm their chosen status.

Roberts and Kreuz (2007) state that every language is built upon its own cultural background, which influences all aspects of it. The one area that correlates with a person's personality is the context which can be either low or high. In low context languages (for example, Japanese and Korean), the pauses, body language, and the style of communication reveal what the person is saying without using as many words; the complete message is thus derived from the context. Acquiring the language demands more conscious effort and learning time. On the other hand, high context languages such as Dutch or German stand on the deep explanation of what is being said. However, each language requires us to think differently and not only think but also act according to cultural demands. What may seem rude in one culture can be considered polite in other. With every new language, there needs to be a slight shift in personality to fit the cultural aspects. Adjusting the personality provides an individualized approach to learning and the usage of the language. On the other hand,

mimicking the personality of a native speaker is considered impolite. The learners are required to fit their own personality into a new set of rules and thus become more absorbed in the language with its cultural properties.

Professor Gary McPherson decided in 1997 to engage in a study that would try to explain the reason why some children were able to practice playing an instrument for longer than others. What drove them towards the practice, and why were some able to spend more time playing? These were the questions that sparked an interest and made professor McPherson convey a long-term study. The difference between how often the learner performs a certain task is believed to be in the identification with the personality one strives to be. The level of commitment influences the time one allows for the practice or performance of the desired habit. The higher the commitment, the more time the subject is willing to spend practicing whatever skill he/she strives to obtain. With a proper attitude, one can become almost whatever he/she wants to be. For example, if the goal is to learn a new language, a person can identify with being a polyglot. Polyglot is defined by Cambridge dictionary (2003, pg. 959) as "a person who has the ability to speak multiple foreign languages." To put it in a higher value affirmation would be to say:

"I am a polyglot because every day, I practice the usage of a foreign language, or I engage in learning a foreign language on a daily basis. Therefore, I am able to speak multiple languages." Positive affirmations combined with a matching task enhance the attitude of the learner towards the performance of the habit. What the person identified with before is, in this case, irrelevant, because at any moment, one can change the how he/she perceives him- or herself (Davies, 2020).

James Clear (2018) claims that there is greater power in what you believe than in what you do. He provides a similar view on the importance of identity in habit formation. The direction of the change is crucial, and it is the most efficient when it comes from the core. In this case, core means who we are or, as Clear presents it: a system of beliefs that drives us to behave in a specific way. The most common way to build a new habit is to set a goal, develop a routine, and stick to it until it becomes automatic, thus part of the identity. However, if the implementation of the new behavior can also be done the other way around, it may be easier for the subject to overcome the first stages and collect momentum. To identify with a new self may seem too challenging and even impossible at first. However, with frequent reassurance, one can impersonate a new system of beliefs. With every action that supports the desired identity, a person is confirming the process of change. People oftentimes identify themselves with a specific personality without being aware of it. Clear

mentions some examples such as "I am not a morning person, I have a sweet tooth, I can't sit at one place for more than two minutes." These archetypes provide a platform for actions, and when the situation comes, the decisions are made by the type of person you are. It all can be changed, and Clear, along with other experts on habits, provide a blueprint, a step-by-step approach to transforming the person you are (Clear, 2018, pg. 36)

According to Crossman (2011), the first step leading toward successful learning is to identify with a specific study type. The identification itself provides the learner with possible advantages that can be used to improve the effectiveness of learning. Every archetype of a certain learner showcases certain sets of habits that are working for or against them. However, the possibility for improvement lies in the tweaking of the habits. To mention a few, the act of setting up a study environment can boost the learning process by a significant amount. And the act of tracking serves as a reminder and a motivation tool, especially for a person who lacks the will to act, which can result in procrastination and stressed behavior. The concept of habit tracking is already deeply explained in the previous chapter.

3.2 Importance of goals

The act of setting goals is a necessary part of every task. Without goals, there wouldn't be any sense of achievement. However, the steps that need to be taken to fully utilize the potential of goals are oftentimes misused. To bring a better understanding of this subject, the following paragraphs are dedicated to the explanation of goals and their crucial role in the habit-building process. Every author, who deals with habits, mentions goals in his/her research. Several different views and opinions are provided in the subchapter below. The goal of this subchapter is to summarize those views and name the most relevant aspects of goals in habit building. As mentioned in the previous subchapter, the shift in identity proves to have a greater impact than the system of goals. However, the act of setting a goal guides the person to the identity he/she strives to become. So, it proves to be an important part of the whole process of habit formation.

B.F.Skinner (1965) portrays goals as a necessary part of the habit process. They can be controlled and tweaked by the subject performing a certain task. The repeatability of actions is dependent mainly on the reward that the goals provide. If the task proves to bring positive reward, the circuitry of the brain secures the reinforcement of such behavior. The hierarchy of goals ranges from the simple daily routines when the subject is no longer conscious of setting a specific goal to identity shifts that require the most energy output.

Goals are also compared to purpose; although viewed as a synonym, purpose can be classified as a more long-term engagement. However, goals can vary in importance.

Clear (2018) mentions that his goal-oriented approach to habits didn't deliver the desired results. The catalyst of the change was the systems that were built in the process. To provide a personal example: If the goal is to write a diploma thesis, the way to fulfill that goal lies in the system of daily writing, naming the chapters, revision of the text, brainstorming ideas, frequent consultations, and others. So, setting a goal is not concerned to be a mistake quite the opposite. However, the systems can secure the fulfillment of desired goals. The achievement of the goal without building a proper system is believed to be only a momentary change. When someone reaches the goal with the help of building long-lasting systems, the likelihood of reaching the same goal is very probable.

Roberts and Kreuz (2007) mention several setbacks concerning goals. Although setting a goal is a crucial part of developing habits that lead to accomplishing it, one must consider that when this part is done incorrectly, it can possibly hinder the whole process. When creating goals, the confidence reaches higher levels which can lead to underestimating the difficulty of the objective. Goals tend to shift the focus on the outcomes, thus thinking ahead and not concentrating on the task at hand. Such an act is called the planning fallacy; the motivation is derived from the vision of reaching the goals, even though no consistent action is done. The positivity that accompanies the goal provides a burst of motivation that can initiate the process of learning. However, being overly positive about the outcomes does not take into consideration the fact of having minor successes. The act of setting higher expectations creates an illusion that every day can bring huge outcomes. Within the process of learning some new skills, it is very probable that there will be setbacks; acknowledging them in advance prevents blaming oneself or one's ability.

The ultimate goal of education is the autonomic learner. Every teacher should strive to create conditions for unable students to reach autonomy. It could be done via classroom setting, interpersonal relationships, enthusiasm, learning strategies, and others. Autonomy means that the learner can utilize all the knowledge he/she possesses to proceed with the learning process on his/her own. This goal is then further divided into smaller segments, such as developing sets of skills, learning new vocabulary, etc. Every progression, however, makes the learner more self-responsible and thus more autonomic (Dickinson, 1987).

A person that has a sense of achievement is more likely to continue with the specific activity. This sense can be fulfilled by establishing short-term goals. Goals set for a shorter period of time ensure positive feelings of accomplishment. This feeling is also present in

relatively frequent intervals, so it keeps the individual content. Long-term goals, on the other hand, can feel too distant, and the small progress does not seem so significant. The act of shifting the focus on small progressions provides the person with positive feelings about oneself and a sense of advancement (Thorner, 2017).

4 Language learning

The area of habits is described in the previous chapter; however, this thesis also strives to research how habits are connected to the language learning process. To provide important background to fully understand the correlation between these two fields, the following chapter concentrates on the area of language learning. Terms such as language acquisition, input, skills, and learner are described in the following paragraphs.

4.1 Language acquisition

Several ways lead to language acquisition, and the circumstances of the successful process are mentioned in the following paragraphs. Several factors can improve or decrease the efficiency of learning, as previously mentioned in the habit chapter; however, the linguistic point of view is required to grasp what influences the development in the language learning area.

There are many aspects that come forward when one approaches learning a new language. It is thus necessary to differentiate which ones are profitable for the learning experience and which are hindering it. To create a positive attitude and healthy relationship, one must approach learning with a certain mindset. The creation of beneficial circumstances positively influences the future learning experience. This rule applies both to the teacher and the learner; the teacher's objective is to provide an environment that challenges the learner and, at the same time, does not rise any repulsive emotions. The learner who feels fearful is more likely to be discouraged from the process. On the other hand, it is also within the learner's competence to access the experience of learning in a positive way, and it also applies outside the classroom setting. In conclusion, approaching a task that may seem challenging at first with a positive attitude proves to be an advantage when the work is in progress (Dubiner, 2018).

Learning a language doesn´t happen only though a conscious effort, but it is also acquired through exposure. Pinker's instinct theory (1994) claims that children have an innate mental capability to obtain a language. However, when the development part of the

child is at the point of puberty, children start to think more abstractly and thus develop more tools that can improve the effectiveness of the learning process. Learning language can be viewed as a subconscious activity in which children are able to pick up the functioning of the language through exposure to a positive environment. Furthermore, Krashen's input theory (1984) states that children, who have not associated negative emotions with the performance of the language, have better circumstances to obtain and produce information in the target language. Knowing these theories provides a significant view of language and its learning process. It is known that people have the innate systems to pick up the language, and with a positive environment, this process is amplified. These perspectives provide a better understanding of language acquisition, and when the language is learned in the classroom setting, it can help the teacher to spot any negative phenomena that are potentially blocking the intake of the subject matter (Harmer, 2007).

Language learning is a process of mastering the principles of functioning of one's language. When concerned with language, two main areas need to be differentiated. The mother tongue is referred to also as L1, and a foreign language is the L2. For the sake of this thesis, the focus is on the second language. However, the way of acquisition of the mother tongue is nevertheless interesting. The main percentage of the population can acquire the mother tongue by the end of the 5th or 6th year of age, mostly by the act of imitation. There is also a significant amount of input that amplifies the learning process. In comparison to second language acquisition, the amount of input is substantially higher. Many more differences between the L1 and L2 can be found in Saville-Troike (2006). Linguists know the functioning of the language, yet they often fail to transmit its practical performance of it to the learners. Educators strive to adapt the classroom environment for maximal efficiency; however, it does not always bring the desired outcomes. Gardner's theories (2011) are supported by the learning process of young children. They are able, without having the background knowledge, to learn how to speak, ride a bicycle, or sing songs. Only by the act of imitation and repeating of the action does the brain wires new pathways, which are further reinforced—the difference between intuitive and scholastic learning interests not only Gardner but many more frontiers from various fields. When one is intuitively interested in a certain topic or activity, the levels of motivation rise, and the learner is able to be completely immersed in the content. By comparison, within the classroom context, it is often the case that the learners are not able to concentrate or dive into the subject, even though the teacher strives to produce the optimal environment for it. Sparking an interest in learners within a

classroom setting is oftentimes portrayed as a challenging task. However, it is not impossible.

The comparison of language learning with various fields can provide a different point of view. Wyner (2014) perceives language acquisition as a sport. The similarities lay in the functioning of certain rules and practice which helps to improve the learner's/players ability to perform. The ultimate benchmark in the sport (or any activity) is a performance just within the range of the comfort zone without conscious thinking, thus automatically. For one to be able to speak fluently and correctly in a foreign language means that he or she has reached a certain level of language acquisition. Moreover, when the act of speaking is done without consciously thinking about the grammatical rules or the choice of appropriate vocabulary, it showcases a degree of automaticity. The correlation between a habit and a performance of language lay in that automatic functioning. For the clarity of the paragraph, not only is speaking the measurement of fluency, but also other aspects of language such as writing, listening, and reading comprehension are considered. However, Wyner's approach specifically highlights the importance of speaking and immersion in the language itself.

Saville-Troike (2006) mentions three different perspectives that are involved in second language learning and teaching - linguistic, social, and psychological. Even though every view has its own place, with the consideration of the topic of this thesis, the psychological perspective proves to be the most significant. In language acquisition, several mental and cognitive processes are involved. The field of study which examines the inner connection between language and the human mind is called psycholinguistics. The existence of such a field proves that the understanding of how the human mind functions are closely related to the process of language acquisition.

Saville-Troike (2006) differentiates two ways of how the learning process is approached. Both, however, showcase a strong reliance on habits as the main force that secures the integrity of the subject matter. Information processing, also known as IP, exhibit a structured and ordered approach to the content of the subject. To proceed to more complex issues, first, a certain level of language needs to be obtained. Even though the ideas of Connectionism may seem different from the IP, they both showcase similarities. However, the distinction is present, and Connectionism stresses the strengthening of the pathways. The more activity of the neurological pathways, the stronger the habit gets. The input and its frequency get transmitted into different interlacing pathways in the brain. If one gets exposed to the language again, those pathways strengthen. Learning requires a significant amount of energy. In order not to exceed the mental capacity, the processes transform over time from

controlled to automatic. This shift provides the subject with the saved energy for more complex thought operations. In the beginning stages of language acquisition, a lot of effort is being used to absorb the knowledge and implement it into the memory. However, when the basic level of language is acquired, the subject has the competence to automatically resolve low-level language problems. It is necessary to give attention and thus energy to the task at hand before it becomes natural. Once the thought processes get wired, they become automatic and require a lot of effort to change. On the other hand, at the start of the learning process, these mental pathways are malleable, so there is the ability to tweak any potential mistakes and energy-wasting actions.

At its core, the use of language can be divided into a set of habits. Before the language is acquired, a certain amount of energy needs to be used to obtain individual aspects such as grammar, reading and listening comprehension, vocabulary, writing, and others. Once the processes are transmitted into one's mind, they become more and more automatic with the rising frequency of usage. The positive aspect is that the subject, due to the repetition of the tasks, is able to save energy for a different thought process and thus concentrate on other areas of the language.

4.2   Language input

The learnability of a language is based on the inherent quality of children. The brain of a child is equipped with specific programs that turn on when they are exposed to the language. It explains the ability to acquire language without understanding grammatical structures or definitions of the vocabulary. What seems to be of greater importance is the understanding of the functioning of the brain; in that matter, fields like psychology, computer science, and even philosophy are involved (Pinker, 1996). The comparison of children and adults creates a theory that children learn the language faster than adults. Given the fact that children get immersed in the language, it consequently creates the optimal environment for a successful acquisition. The use of vocabulary and grammar structures is oftentimes simplified to provide a comprehensible matter. The understandability and immersion factors can also be transmuted also onto second language learning. For adults, the task is much greater. However, their approach creates better circumstances for successful learning. In comparison, children only learn the language that is used around them, whatever language heritage they possess; however, adults can acquire language even outside of their heritage (Saville-Troike, 2006). The importance of input in the language learning

environment has been identified by many frontiers in the linguistic field. A habit of being exposed to the language ranks itself at the top of the most influential language learning tools. Not only the act of exposure but the intentional approach plays a crucial role in allowing the learning. The teacher's task in this sense is to provide an input that is comprehensible and challenging for the learners. Such a combination creates an environment in which the learner can passively upload the mechanisms of the language without an explanation of the functioning of the language (Dubiner, 2018).

In the linguistic field, the main comparison considering language input is done with children and adults. As children prove to learn a language without having a grammatical background, they tend to get an advantage over adults. However, when the learning styles of both groups are compared, adults prove to learn faster than children. Children depend mainly on comprehensible input; when someone is speaking towards a child, he/she provides more context such as body posture, facial expression, pointing, etc. This lowers the difficulty of understanding, so the child can comprehend words and structures without knowing their meaning. Deriving the meaning from the context proves to be the main agent in children's language acquisition. What seems to be also an important factor is the fact that children spend, on average more time speaking in the language than about. When learning a new second language, it is necessary to approach the process chronologically. Children do that naturally as it reflects the developmental stages, but adults have the advantage of strategically and chronologically accessing the subject matter. In conclusion, the comparison of these two groups can bring a better understanding of how each of them acquires the language. However, each group has its individual approach, and thus it is impossible to learn a new language as a child while being an adult. On the other hand, when one utilizes adequate strategies for his/her individual group, it can immensely benefit the learning experience (Wyner, 2014).

Harmer (2007) suggests that the importance of language input is beneficial not only in the classroom setting but also outside of it. Thanks to modern technology, people have a significant advantage when they can utilize the availability of materials and increase the provided input. Learners of any age can easily find various amounts of material online for education or free time purposes. For the classroom setting, it can be beneficial to encourage students to bring or use their own material, such as videos, texts, articles, songs, and others, to strengthen their interest in the target language. To conclude, utilizing materials outside of textbooks with the personalized aspect can bring various positives to language learning settings.

4.2.1 Source of the input

Thanks to the internet and the era of technology, there is an endless number of ways to obtain quality language input. Even though the learner should strive to use the language on a personal level, it is necessary to get exposed to the target language in a safe environment.

Wyner (2014) claims that one learns the most efficiently when he/she is having fun. Connecting the language learning with activities one enjoys proves to increase input significantly, and the effort of the performance may even seem lower. He proposes activities like watching TV shows, movies, stand-ups, cooking shows, also listening to podcasts, music, and many other ways that secure the exposure to the target language and don't seem like a big task to perform.

In the beginning phases of language learning, the novice should be immersed in as much input as possible. It is not necessary, especially in this phase, to be able to understand everything that's said or written. However, the general ideas should be grasped if possible. With the availability of the content, one can utilize the benefits of the internet and social media for the content of native speakers. Being exposed to the input is not the only technique one should strive for, although it may benefit the speed of progression of understanding (Roberts, Kreuz, 2007).

4.3 Learner

Much has been written on the topic of the learner. However, considering the topic of this thesis, there is no need to approach it in much depth. On the other hand, the learner is an unchangeable part of the learning process. Thus, the following paragraphs are devoted to briefly describing the learner and his/her aspects.

The review of information helps to sustain the knowledge longer as it creates stronger pathways in the brain. That's oftentimes the goal of the learning process, the sustainability of information or skill. To make the process easier, it is necessary to understand what the learner's strengths are. Every learner is equipped differently. However, they all showcase similarities that can help tweak the process to maximal efficiency. The perfect setting for the brain to learn is when the goals are aligned with the learning type of the person. Three types of learners are differentiated by Crossman (2011) them being auditory, visual, and kinaesthetic. Each type has its own study preferences; however, on the average, it helps when the mass of information is split into several groups. This categorization of content lowers

the difficulty and the amount of effort it would take to upload all data at once. To further improve the effectiveness of studying, the involvement of emotion is advised. The complementation of emotion oftentimes increases the attractiveness of what can be considered boring.

Learners can be differentiated based on many factors, age being one of the most relevant as it dominantly reflects on the approach of language learning. Saville-Troike (2006) claims that the learner has a critical phase in which the first language needs to be obtained, while the learner is then unable to do so in later developmental stages. Even though it seems that younger learners learn faster, a number of older learners proved to obtain native-like fluency in the second language. However, there are apparent differences between the age groups of the learners. Younger learners have the advantage of greater brain plasticity paired with their non-analytic approach; they seem to learn more easily in a naturalistic and informal way. On the other hand, older learners possess greater learning capacity, better memory of vocabulary, and analytical thinking that helps them to comprehend abstract constructs of the language. In summary, each age group possesses certain advantages as they can be implemented to improve the effectiveness of the learning process.

Each learner has his/her own individualized set of habits and needs that can potentially bring difficulties into a classroom setting; however, it challenges the teacher to apply obtained knowledge and experience to achieve success across all the learners. Learners can be distinguished by various aspects such as age, style of learning, cognitive competence, levels of motivation, and even willingness to make mistakes. To fully understand what type of learner the teacher is dealing with, an observation is a necessary part. But it is also crucial for the learner to know what type of student he/she is. As mentioned in the subchapter 2.4 (Habit tracking), the first step to understanding the underlying principles of human behavior is necessary to gather information and observe the specific habits when they occur, why, etc. When the learners can differentiate their strengths and weaknesses, they are more able to utilize such information in the learning process. When the teacher knows the classroom, the learning experience is then suited for the specific needs of the group (Harmer, 2007).

Scrivener (2011) states that some features can be differentiated purely based on observation, such as learners' age, male/female ratio, whether the learners are prepared for the lesson, meaning if they have books, pens, or any other equipment. The observant teacher can spot even more intricate things such as eye contact, body language, the activity, and others. They are having a good impression proves to have a positive impact on the future relationship. Both teacher and the learners should strive for a positive first impression, as it

widely influences the eventual interaction. Outside the classroom setting, this impression stands between the learners and their goals; approaching tasks with a positive mindset can transform the difficulties into motivating challenges.

4.4   Language skills

Every language can be separated into further systems and categories; when considering habits, language can be viewed as a set of skills. In the following subchapters, key competencies like writing, speaking, listening, and reading are described as their connection to the habits is also presented.

Language skills are further divided into receptive (listening, reading) and productive (speaking, writing), but also oral (listening, speaking) and written (reading, writing) (Saville-Troike, 2006).

4.4.1   Writing

The promotion of building habits can be done via utilizing a certain skill; in language learning, one of the main components is writing. Building a habit around this skill must be done with a certain approach. For many students, if a task seems to be outside of their comfort zone, they need to be motivated enough to succeed in the completion of it. On the other hand, transforming the activity into smaller achievable stages can also promote engagement in it. Specifically, with writing, the difficulty tends to get so high that students are often discouraged. In this case, the teacher can provide supporting structures such as half-filled sentences, pictures, photographs, genres, situations, and a variety of others. Making the activity within the learner's competence. By implementing the idea of decreasing difficulty, such as in Fogg's behavioral model or in Clear 1st law of behavioral change, both teacher and the learners can repeatably succeed in strengthening the habit of writing (Harmer, 2007, Fogg, 2020, Clear 2018).

4.4.2   Speaking

For a learner to be communicatively competent in producing the spoken language, there are several fields of knowledge he/she needs to obtain. All the necessary are context, content, language, and cultural knowledge. With a certain percentage of insight, the person is competent to communicate in the target language. Even though all these fields seem

natural for the native speaker, the second language learners are restricted to a limited view of them as they haven't been presented with such a large degree of input and social context (Saville-Troike, 2006). Speaking is listed among the productive skills, as well as writing. Scrivener (2011) covers speaking from the classroom perspective and provides several ways to successfully incorporate spoken language into lessons. The act of producing spoken language can also be counterproductive as the ineffective manner results in silence. To motivate learners to speak, the teacher relies on taking individual steps to make the task achievable and thus motivating the classroom. There are several ways to approach such difficulty. Scrivener suggests providing topics and cues. Also, the teacher and learners can bring various issues they are interested in. Introducing provocative questions can spark an interest in engagement in the conversation as well as provide further cues to which learners can react. The number one aim in speaking is to promote autonomy. Learners should be able to produce even a small amount of output when having a conversation-oriented class. The teacher's task is to encourage students and provide additional cues and help to excite the classroom.

Harmer (2007) stresses the importance of creating a safe environment in which there is enough time to plan and rehearse before producing the language. For example, he suggests taking the menu in front of the restaurant, rehearsing the order in mind, and then actually ordering. Having additional time to think provides the learner with enough space that transcends into higher self-confidence. Another way to boost the certainty to speak is to play conversations in mind. It is also advised to repeat certain conversations as repetition can build confidence. In a classroom setting or a learning environment, the later analysis deepens the learner's self-awareness. All those mentioned above can affect the way one approaches the production of spoken language. On the other hand, the teacher can create a more optimal environment for conversation. Providing prepared material, script, roles, questions, pictures, and others can supply the learner with enough support for him/her to overcome the challenges associated with speaking.

4.4.3   Reading

Reading is a skill that plays a quintessential role in language learning. Harmer (2007) distinguishes two types of reading, extensive and intensive. Considering the act of conscious studying of a language, extensive reading happens outside of the learning environment, such as in free time. When deliberately choosing the materials, the learners tend to have a higher

interest in performing the task of reading. On the other hand, intensive reading is specifically chosen by the teacher to develop certain skills. The texts are didactically altered, so they serve the exact purpose of tackling the subject matter. When rightly chosen, the texts are just at the border of the learner's comfort zone; they are still comprehensible and spark the interest in reading.

4.4.4   Listening

For the area of oral language skills, the acquisition of phonological functioning is required. It is stressed to learn phonology in the early stages, while further in the development stages of the learner, the difficulty tends to rise. The obtaining phonological aspect of the language directly transfers into a higher level of proficiency (Saville-Troike, 2006).

In the skill of listening, there are several ideas of troubleshooting one needs to consider, especially in the classroom setting the teacher is required to proceed with tasks that involve receptive skills with a certain approach. Even if the learners have a deeper understanding of grammar and vocabulary, they still can struggle with comprehension. Activities that involve listening are oftentimes paired with follow-up questions and tasks. Listening is generally divided into two branches: 1. listening for general information 2. Listening for catching a specific detail (names, numbers, addresses, etc.). In general, listening tasks require proper introduction from the teacher's part and the difficulty is within the learners' abilities (Scrivener, 2011).

5   Brain

5.1   Long- and short-term memory

Within the context of the topic of the habits, it is essential to explain the difference and more importantly the functioning of the long- and short-term memory. The memory has its quintessential meaning in the language acquisition, and it complements the principles of the habits. In the following paragraphs, the memory with its correlating aspects is defined. The principle of the forgetting curve and how it can be used as an advantage is also described. Lastly, several techniques to utilize the functioning of the memory are presented.

To prevent an information overload, our brain selects the ones which are important and better to be remembered. Some memories have a higher meaning for the subject, so they are worth remembering. On the other hand, the majority of them are labelled unnecessary, in order not to occupy the space of one's mind, they are forgotten. This filtering phase has its own deeper meaning for the person, and moreover, its functioning can be used as an advantage (Dispenza, 2012).

For successful storage of information to the long-term memory, several processes need to be completed. Crossman (2011) differentiates three types of memory with according systems for each. The short-term memory is associated with input and output, to be more exact what information enters and leaves the mind. When the data is manipulated and thought about, the working mind is used. Finally, the long-term memory stores the information for the later usage. In order to load any data to the long-term memory, the previous steps need to be completed. The more senses are used in the process of loading, the better the upload's longevity.

Short-term also known as working memory serves as a one of the most important factors in the language comprehension. The adjective working proposes the aspect that short-term memory is actively used in the cognitive process. When considering language learning there are several cognitive actions happening at once. It may contribute to distracting the person and to skipping between several tasks at once. The working space available for short-term memory is limited and one must consider that when actively engaging in the learning process. The memory also has its span which was proven to decline with age. When a person is trying to memorize texts, he/she is practicing working memory and not language itself. To fully utilize both sides of memory, it is advised to minimize distractions which saves space in the working area of the memory. For adults, it is advised not to rote learn, but to integrate new information into already known concepts and material (Roberts, Kreuz, 2007).

To fully utilize the forgetting, Wyner (2014) suggests using spaced repetition system. When the new information is introduced, within 20 minutes the brain is able to forget 40 percent and within one day approximately 70. So, it is necessary, at least in the beginning phases of the learning process, to frequently remind the memory of the newly introduced information. The spaced repetition system and its advantageous usage is further described in the following subchapter.

5.2   Spaced repetition system

The SRS strongly links with the functioning of a habit, as it emphasizes frequency and repetition. In language, the frequency of input is listed among the most valuable factors in the process of learning (Saville-Troike, 2006).

When a learner is exposed to new information, the number of reoccurrences of it strengthens the learner's ability to remember it. However, when the repetition occurs within a short period of time, it is not particularly useful. For the information to get stored in the long-term memory, it is required to space out the repetition. It gives the brain time to partly forget and rises the effort of the active recall. The space in between the remembrance proves to enhance the strength of the neural network, and thus the information gets stored in the long-term memory more effectively (Harmer, 2007).

Gabriel Wyner, an opera singer, had to not only learn several languages but know them by heart; he created a method that utilizes the spaced repetition system, later SRS. Wyner (2014) suggests pairing SRS with flashcards. This system makes use of the forgetting phases of the brain. To explain, the learner needs to forget a little and then remember the information at the right moment to provide enough energy to upload it into the long-term memory. Learning languages is a long-term commitment, so as the person recalls the information, the spaces in between extend; this brings enough variety into the learning practice as the newer and older content blend into one. With the increase of the intervals, the neural pathways in the brain grow stronger, so the person is able to recall the information with ease. Wyner states that within a four-month period of learning thirty minutes a day, a person is able to go through 3600 flashcards with 90-95 percent the efficiency of remembering. The SRS paired with flashcards can be used both as a computerized app and physical deck of cards, providing the learner with variety and the ability to individualize the content.

5.3   Dopamine

Dopamine is known for being associated with pleasure; however, it has been proven that dopamine is also released with actions like learning, memory, motivation, voluntary movement, and others. Dopamine is one of the main aspects that drive people to perform a specific task; without it, the desire dies. When habits are considered, the behaviors that are highly-habit building require a lot of dopamine. When there is a rise in dopamine, the

motivation rises as well, which can be used to our advantage but also can cause unwanted behavior to get strongly wired and thus become highly addicting. The release of dopamine is not only associated with the act of receiving but also with anticipation. Furthermore, the expectation oftentimes floods the systems with more dopamine than when the reward arrives. With this approach, one can shift its focus off the reward system and tweak habits accordingly to it (Clear, 2018).

Dopamine is mainly used to ensure that a habit gets repeated in the future. It is linked with the reward system described in the previous chapter. Considering language learning, dopamine is also released when the meaning of a new sentence, vocabulary, or grammatical structure becomes clear. In that sense, the process of language learning can be altered to provide feelings of enjoyment. Within the classroom setting, the role of the teacher is to encourage the learners, while outside the classroom, learners must encourage themselves. In both cases, the functioning of the reward system and thus dopamine release is active within the learning process. When the functioning is understood, it can improve the levels of enjoyment one gets from the study of a foreign language (Thorner, 2017).

The brain is constantly looking for ways to ensure good feelings; it does so via utilizing and releasing brain chemicals, them being dopamine, serotonin, endorphin, and oxytocin. Even though dopamine is mainly associated with the feeling of pleasure, it is directly connected to survival instincts. The human brain evolved from the mammal and reptilian parts; at its core, the functioning of the human brain is based on its predecessors. The triggering of dopamine ensures that the neural pathways get stronger and more permanent. Each time a neural pathway is used, it requires less energy for the performance, and such storage can lead to automaticity of behavior, also known as habits. To fully utilize the functioning of dopamine receptors, it is necessary to create an environment in which the person feels safe and rewarded. Even if the difficulty of the actions is high, with a proper approach, the dopamine can provide enough motivation to complete challenging tasks (Breuning, 2016). The release of the dopamine molecule secures the initiation of the reward circuit; the brain then differentiates what is worth remembering due to the amount of the response. Dopamine is strongly linked to the reinforcement of actions; the higher the dose, the more probable the repetition of the task. The blockage of the dopamine circuit in rats' brains has led to inactivity concerning basic instincts, such as eating, drinking, and mating. The dopamine is the main agent when it comes to the maintenance of habits, as it provides the rewarding stimuli (Roy A. Wise, 2004).

Practical part

1   Aim and methodology of the research

The aim of this research is to find out people's habits and how they influence their language learning process. The research further concentrates on the perception of habits of an individual, how the change of a person's identity via habits is perceived, and what consequences they have on the language learning process. The research design is qualitative, and the data are collected via in-depth interviews, which are the primary research method. The method was chosen due to its interpersonal aspect and individual approach. Moreover, the main advantage of the method lies in gaining in-depth information and a view of a personal relationship with the issue of the thesis. The research mainly focuses on individuals with a positive attitude towards foreign language learning. At the end of the practical part, the results are evaluated and reflected upon with the consideration of issues of the thesis (Hennink, M. M., Hutter, I., & Bailey, A., 2020).

2   Research questions

The in-depth interview is built around three main areas of the research. The theoretical part summarizes aspects of habits, identity, and language learning. There are three research questions considering each issue. They are further divided into more detailed questions

1.   What is the perception of habits of an individual?
2.   How is the change of one's identity with habits perceived by an individual?
3.   What are the consequences of habits on learning foreign languages?

3   Interview sample

The sample of the interview was created to provide a structured template upon which each interview was conducted. The interview was built around the three main topics of the thesis, them being habits, identity, and language learning. The interview is further divided into three parts to explore each topic. The sample can be found in Appendix 1

4   In-depth interview

At the beginning of the interview, it is necessary to present what the research is concerned with. Necessary information about the issues of the thesis is provided throughout the interview, so the subject has a degree of background knowledge to be able to answer all the

research questions. At the start, basic information about the subject is gathered, such as age, gender, education level, profession, free time activities, and target language. It is also necessary, from the beginning of the interview, to ask simple questions to boost the interviewee's confidence. To further engage with the topic, corresponding questions are asked from the interview design. It is also possible to change the arrangement of them according to the course of the interview; in the process of creation of the interview, the researcher concentrated on providing comprehensible questions with the connection to everyday life experiences to positively engage every interviewed subject. The area of habits and their definition was supported by the everyday tasks of an individual. The identity aspects of the interview mainly reflected the interviewee´s reflection of oneself. And finally, the topic of language learning was investigated through individual perception and its consequent impacts of it.

The interview sample with additional questions is mentioned in Appendix 1. It is expected to hold the interview for anywhere from 20 minutes to 30 minutes. To conclude the interview, a reflection on the subject's answers, a brief analysis, and an acknowledgment are provided. The collected data are consequently analyzed with the consideration of the issues of the thesis (Hennink, M. M., Hutter, I., & Bailey, A., 2020)..

5   Data analysis

As mentioned above, after every interview, the collected data are analyzed. The analysis reflects the research questions and provides a subjective evaluation of the results. The grounded theory by Strauss and Glaser is selected as the method of qualitative data analysis. Based on the principles of grounded theory, data are collected from the field using in-depth interviews. The content is transcribed to provide evidence for collected data.

Furthermore, the transcripts are broken down into smaller fragments using open coding. The fragments are consequently compared to find similar core ideas or concepts. Similar codes are put into groups for better visual aid. Groups of fragments sharing a connection are put into categories using axial coding. Grounded theory is a cyclical process; after a list of codes is developed, more data is being analyzed to either support, disapprove, or broaden created codes. When there is enough theoretical saturation, meaning that additional fragments do not supply any new findings, a core category is defined using selective coding. The core category serves as the main idea for the new grounded theory which development is the outcome of the practical part (Hardy, Bryman, 2004, Švaříček, Šeďová, 2014).

6   Interviews

Each conducted interview is transcribed to provide the evidence for the collected data. Each interview is also consequently evaluated and analyzed through open coding.

6.1   Interview n.1

Age: 76
Gender: female
Education level: secondary (maturita)
Profession: in retirement
Free time activities: dog, hiking, reading, sauna
Target language(s): German, French

The transcript of the whole interview can be found in the Appendix 2. In the interview, following codes were assigned to important data. They are provided to serve as a visual cue, for the author.

Hygiene, Food, free time, Action, Automaticity, Energy, Exercise, Beneficial, Tolerant, Experience, Tolerance, Understanding, Determined, Goals, Determination, Necessity, Improvement, Travel, Reading, Communication Culture, Educational system, Technology, Language input, Learning, Vocabulary, Context, Learning habit, Learning technique, Flash cards, Environment, Learning partner, Speaking, listening, Bad learner, Memorization, Speed reading, Memory, Mistakes, Problem solving, Excitement, Motivation, Curiosity, Information source, Intrinsic motivation, Tolerance, Flaws, mistakes, Respect, Food, Thinking, Traveling, Vocabulary

Interview evaluation:

Given the higher age, the subject applied with more experience, ultimately shown throughout the interview. The subject has a basic understanding of habit functioning. The subject mentioned many aspects of habit building such as the automaticity, role of the environment, motivation, etc. Even though she mentioned some negative views of her identity, it is evident that the subject has a sense of self-evaluation and can consider the overlaps of habits.

Her language acquisition process was influenced by early exposure to the German language. Also, being equipped with other learning strengths, such as speed reading and learning via flashcards, positively affected her language acquisition process. Even though she does not use the languages anymore, her view of their importance shows a positive attitude toward language acquisition.

6.2   Interview n.2

Age: 25

Gender: female

Education level: secondary (maturita)

Target language(s): English

Free time activities: mountains (skiing, hiking, bike riding), horse riding, nature, coffee

Profession: barista/student

The transcript of the whole interview can be found in the Appendix 3.

In the interview, following codes were assigned to important data. They are provided to serve as a visual cue, for the author.

Low self-esteem, Hygiene, food, Regularity, Difficulty, repetition, Respect, Time, Experience, Challenge, Traveling, Sleep, Work, Respect, Positives, Difficulty, Low self-esteem, Will, Bad habits, Environment, Free time, Active person, Progress, Interest, Excitement, Bad habits, Motivation, Postponing, Honesty, Intrinsic motivation, Self-centered, Positive thinking, Progress, Goals, Determination, Small habits, widen horizons, Traveling, Personality growth, Organized, Tedious, Active, Awareness, Focus, Positive personality

Interview evaluation:

This person has changed her environment due to her workplace and new home. She has spent seven months in Switzerland and utilized the opportunity to establish some new habits. The exposure to the foreign language helped her language skills. However, the interview was naturally mainly concerned with the habits and identity aspects. However, her attitude towards languages was very positive. The change of environment provided the subject with the space to build new routines. She was very aware of habit functioning, which

enabled her to build and sustain new routines. Her identity aspects also supported the optimal environment for successful habit building. She identified with more positive aspects rather than negative ones. Judging by the overall impression from the interview, the aspect of environment has played the biggest role for the interviewee. The complete change of environment or its further adjustment consequently reflected in the establishment of certain routines.

6.3 Interview n.3

Age: 20
Gender: female
Education level: secondary (maturita)
Profession: student
Free time activities: working out, guitar, psychology, podcasts, walks
Target languages: English, German

The transcript of the whole interview can be found in Appendix 4.
In the interview, following codes were assigned to important data. They are provided to serve as a visual cue, for the author.

Sport, Food, Social media, Tool, Difficulty, Achievement, Understanding, Goals, Experience, Improvement, Positive impact of habits, Comfort zone, Tools, Discipline, Difficulty, Consistency, Attitude, Motivation, Podcasts, Information input, Positive impact of habits, Changeable, , Stubborn, , Motivation, Natural interest, Dedication, Alcohol, Procrastination, Bad habits, Enjoyment, Tolerance, People, Food, Benefits, Culture, Goals, Attitude, Intrinsic motivation, Good learner, Routines, Learning, Difficulty, Free time, Traveling, Music, Positive attitude, Consistency

Interview evaluation:
The attitude towards all the interview areas was heavily influenced by the psychological background of the interviewee. Despite her young age, it was evident that she understands the mechanics of habits very well. She has also showcased a positive attitude towards learning languages and cultures—her way of utilizing habits is reflected in her

knowledge and personality. Even though she mentioned some negative aspects and bad habits, her overall perception of herself was merely positive.

From my point of view, having a positive relationship with oneself is an important aspect of any personal development. Of course, there are ways you can be motivated by fear and negative emotion, but it negatively transcends into the experience. Having a positive attitude towards any change proves to be a recurrent phenomenon across all the interviewees.

The most beneficial finding of the interview was the realization of the neglection of the German language by the interviewee. The ability of self-reflection contributed toward taking responsibility for the learning process and acknowledging that it needs to be further practiced; otherwise, the ability would get diminished.

6.4   Interview n.4

Age: 53
Gender: female
Education level: secondary (maturita)
Target languages: German
Free time activities: hiking, cycling, swimming, reading, cross-country skiing
Profession: house-keeping lady

The transcript of the whole interview can be found in Appendix 5.
In the interview, following codes were assigned to important data. They are provided to serve as a visual cue, for the author.

Hygiene, Food, Work, Repetition, Stereotype, Action, Time, Challenge, Improvement, Reward, Satisfaction, Time, Repetition, Bad habits, Alcohol, Toxic, Relationships, Loneliness, Positive self-awareness, Energetic, Humorous, Need, Physical activity, Bad feelings, Patient, Repetition Awareness, Disorganized, Enjoyment, Low self-esteem, Flexible, Low self-esteem, Indecisiveness, Self-awareness, Memory, Necessity, Exposure, Comprehension, Language use, Social group, Writing, Environment, Language input, Listening, speaking,

Interview evaluation:

The subject´s view of language learning was heavily influenced by the subject's exposure. Being in a situation when it is necessary to acquire a new language can be linked with a lot of stress and negativity. When a person can push through a particular challenge, he/she is rewarded and gains a valuable experience. In this case, the experience was the act of acquiring the German language. The subject described what habit is and showed a general understanding of its correlation with other areas of life. Due to short responses, additional questions had to be asked to provide a complete answer that could be later analyzed and coded.

To provide a broader context, the interviewer was getting irritated by the short responses. It became apparent in the phase of the transcription. Even though the subject had answered all the questions, it was a difficult task for the researcher to be content with the short and incomplete replies.

6.5 Interview n.5

Age: 25
Gender: male
Profession: assistant
Free time activities: sport, running, hiking
Education level: University - Bc.
Target languages: English, French, Arabic

The transcript of the whole interview can be found in Appendix 6.
In the interview, following codes were assigned to important data. They are provided to serve as a visual cue, for the author.

Language exposure, Low self-esteem, Traveling, Food, sleep, communication, Relationship, Free time, sport, , Satisfaction, Repeating, Action, Time, Will, motivation, Understanding, Empathy, Challenge, Reason, Difficulty, Sport, Change, Hygiene, Positive feeling, Negative impact, Rest, Sleep, routines, Improvement, Rest, Empathic, energetic, self-reliant, Interest, Tiredness, Productivity, Energy, Mood, Satisfaction, Alcohol, drugs, Progress, Lazy, Focus, Memory, Practical, Experience, Traveling, Culture, Communication, , Exposure, Language input, Environment, Communicative, Tolerance, Personality change, Possibility,

Connection, , Thinking, Comprehension, Reading, Talkative, Speaking, Energy, Language exposure

Interview evaluation:

The subject´s language background was, so far, the most interesting of all interviewees. He was the first person who was exposed to the Afro-Asiatic language. Even though his mother is bilingual and speaks multiple languages, the subject´s language fondness is not that rich. However, the attitude towards language learning was very positive. What was also positive was their attitude to his personality, which showcased a very high level of satisfaction—being happy with the person one already is brings much positivity into one´s life. It was also interesting to perceive the impact of the habit of running onto his personality. This is proof that simple changes in behavior can have a massive impact on one´s life.

7   Coding

7.1   Open coding

After the transcription phase of interviews, the next step is to code the relevant data. The choice of whether something is important or not is assigned by the author. This method is very individual and highlights the personal perspective of each phenomenon. Open coding aims to analyze the collected data, label them, and consequently lay down the framework for later categorization of the codes (Hennink, M. M., Hutter, I., & Bailey, A., 2020).

For the more detailed categorization of codes, the author of the thesis has put all of them on one page. All the codes from each interview can be found in the Appendix 6

7.2   Axial coding

After the initial open coding phase, it is necessary to further analyze the relationships between individual codes. In grounded theory, the process is called axial coding. The goal of axial coding is to explore each code in more detail and further study its connection to other codes. Such connections can explain certain phenomena, their cause, the concrete strategies to obtain them, the context in which they are performed, the intervening conditions, who is involved in them, and finally, the consequences. The additional analysis explores codes within the paradigm model in which concrete stages were just described. The

outcome of the process of axial coding should be a theoretical model which puts all the concepts found in the data into a perspective (Švaříček, Šeďová, 2014).

The codes, from the open coding phase which showcased similar ideas, were put into the following categories:

Table 1 Axial coding

Basic habits	Habit definition	Act of learning
Food, Free time Sleep, Rest, Relax Hygiene Sport, Work Social media Podcasts, Music Physical activity	Action, Routine, Tool Automaticity, Repeating Time, Stereotype Difficulty, Challenge Energy, Environment Regularity Repetition, Consistency	Memory Focus Thinking Flash cards Interest, Speed reading Mistakes, Determination Problem solving Small habits Information input
Positive impact of habits	**Positive personality traits**	**Language skills**
Tolerance, Respect Personality change Productivity, Progress Improvement, Thinking Satisfaction, Reward Routines, Automaticity Positive feeling, Attitude Understanding, Discipline Enjoyment, Experience Free time, Comfort zone Motivation, Change Information input Need, Self-awareness	Practical, Talkative Energetic, Empathic Humorous, Patient Active, Organized, Honest Flexible, Self-centered Self-reliant, Determined Tedious, Dedication Good learner	Reading Writing Speaking, Communication Comprehension Understanding
Negative view of oneself	**Bad habits**	**Impact of language acquisition**
Lazy, Stubborn	Alcohol	Culture, Comprehension

Changeable	Drugs, Procrastination	Understanding
Low self-esteem	Social media	Respect, Tolerance
Indecisiveness	Negative impact	Traveling
Bad learner	Toxic relationships	Personality change
Disorganized	Will, Postponing	Connection
	Bad feeling	
Good learner	**Habit building**	**Process of language acquisition**
Talkative	Time, Understanding	Language exposure
Communicative	Energy, Achievement	Language input
Will, Motivation	Difficulty, Experience	Traveling, Culture
Satisfaction, Interest	Reason, Challenge	Interest, Language partner
Memory, Reason	Goals, Determination	Language use
Intrinsic motivation	Motivation, Dedication	Communication
Excitement	Attitude, Repetition	Time, Learning habit
Goals, Organized	Consistency	Memory, Thinking
Honest	Respect	Environment, Reading
	Awareness	Speaking, Listening
Attitude towards language learning	**Motivation**	
Necessity	Will, Goals	
Improvement	Interest, Excitement	
Culture, People	Reason, Reward	
Traveling, Thinking	Culture, Connection	
Positive thinking	Thinking, Curiosity	
Progress	Language use	
Widen horizons	Social group	
Personality growth	Necessity	
Enjoyment	Attitude	
Positive attitude	Intrinsic motivation	

After the first categorization of codes, the newly created categories showcased similar motives. The researcher realized that these motives reflect the three main topics of the thesis

(habits, identity, and language learning), so it was decided to connect these groups of codes even further and assign them to the following categories.

Table 2 Axial coding - categories

Habits		
Habit definition	Basic habits	Habit building
Bad habits	Positive impact of habits	
Identity		
Negative view of oneself	Positive personality traits	Good learner
Language learning		
Process of language acquisition	Language skills	Impact of language acquisition
Act of learning	Motivation	Attitude towards language learning

The outcome of the axial coding phase is transformed into a theoretical model. The theoretical model aims to put all the categories of codes into a perspective. It also showcases the individual relationships between the categories. The building of the model helped with the process of clarification of the core category. The previous two models were created with a focus on habits and language learning; the creation of those models aided the researcher with the visualization of the cognitive processes. The two models with their further descriptions can be found in Appendix 8.

In this paragraph, the researcher aims to explain the inner relationships of the theoretical model (see Figure 3). The theoretical model has its own set of rules. It puts the following features into perspective: causes, events, strategies, context, intervening conditions, and consequences—the central event around which this model was built in language acquisition. To engage in the process of learning, one has to have a certain degree of motivation, whether that be intrinsic or extrinsic kind. The cause of the engagement is also considered the definition of habits.

In contrast, the comprehension of their functioning can cause the creation of new routines. Even though the category of attitude towards language learning is mentioned in the consequences, it can also be considered a cause. Mainly having a positive attitude can cause the subject to be more compelled to participate in the process. As previously mentioned, the

main event is the process of language acquisition. The concrete strategies that aid in learning a language are habit building and language skills. The utilization and further development of the basic language skills, such as reading, writing, speaking, and listening, affect an individual's progress in language learning. So does the process of building specific systems (habits) that secure the obtainment of the desired goal. Many different aspects can interfere with the process of language acquisition. One of the most mentioned reasons was bad habits and negative aspects of one's identity. Even though they appeared in every interview, the positive personality traits proved to have a much greater influence. The context within which language acquisition takes place is defined by the individuals' set of basic habits and by the act of their learning, which is also individualized. Finally, the consequences of language acquisition with consideration of habits are the identity of a good learner with his/her specific characteristics, impacts of both habits and the language learning process, and most importantly, the attitude towards language learning. Each of the main topics of the thesis, habits, identity, and language learning, has its overlaps with the everyday experience of an individual. The concrete examples can be found in the table 1 (Axial coding).

Figure 4 Theoretical model of the categories of axial coding
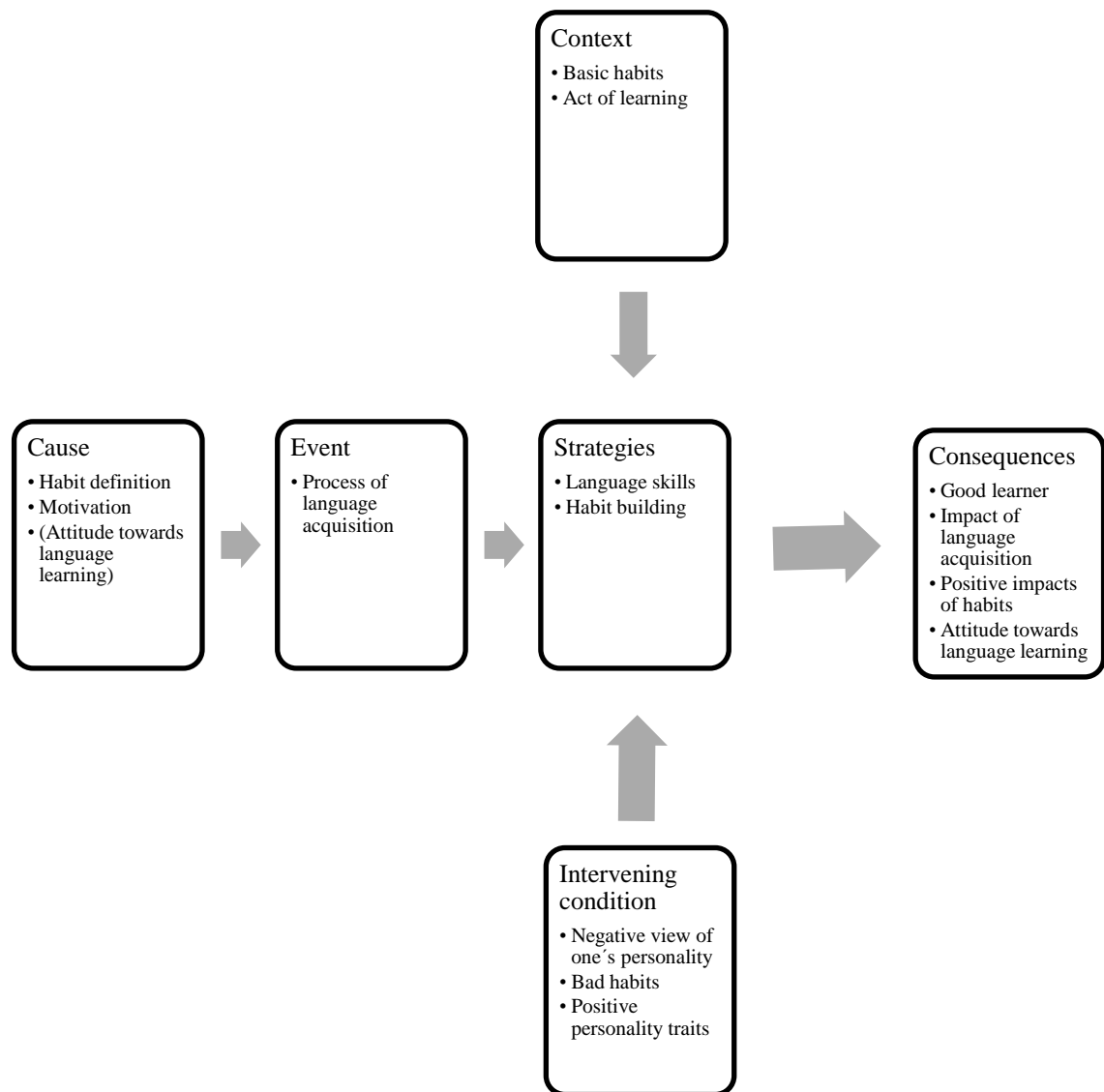
7.3 Selective coding

The aim of the last phase of coding is to find the core category. Ultimately every research, considering grounded theory, strives to develop a new theory supported by the collected data. Identifying the core category is a fundamental part of the development of the specific theory.

7.3.1   Core category

Within the phase of axial coding and consequent creation of the diagram, it became apparent that all subjects shared a positive attitude towards language learning. Such an attitude was established due to their life experience with languages and how they influenced their lives. The choice of the core category was influenced by the development of the diagram that visually portrayed the individual relationships between the categories of the codes. From the diagram, it became apparent that the core category connects all the main topics of the thesis. Those are language learning, identity, and habits. Even though the subjects were chosen due to their positive attitude towards languages, it was not expected to become the core category of the research. The aspect of the attitude considering the language learning process is further discussed in the following paragraphs.

As the findings of the research suggest, the attitude towards language learning is considered to have the most influence on the process of learning. Having such a perspective results from having an experience with other languages and cultures. The establishment of such perception is a result of the self-evaluation of the learner. Being self-reflective is considered by the researcher to be one of the contributing factors to having a positive attitude. It is also regarded as one of the main competencies of the teacher and the learner. A positive attitude is derived from the personality aspect. A positive attitude can be assigned to certain personality aspects such as understanding, respect, tolerance, openness, and others. Amongst the interviewed subject, many of them showcased such traits. Concrete examples that led to creation of the core category can be found in table 1 (Axial coding).

Figure 5 The core category
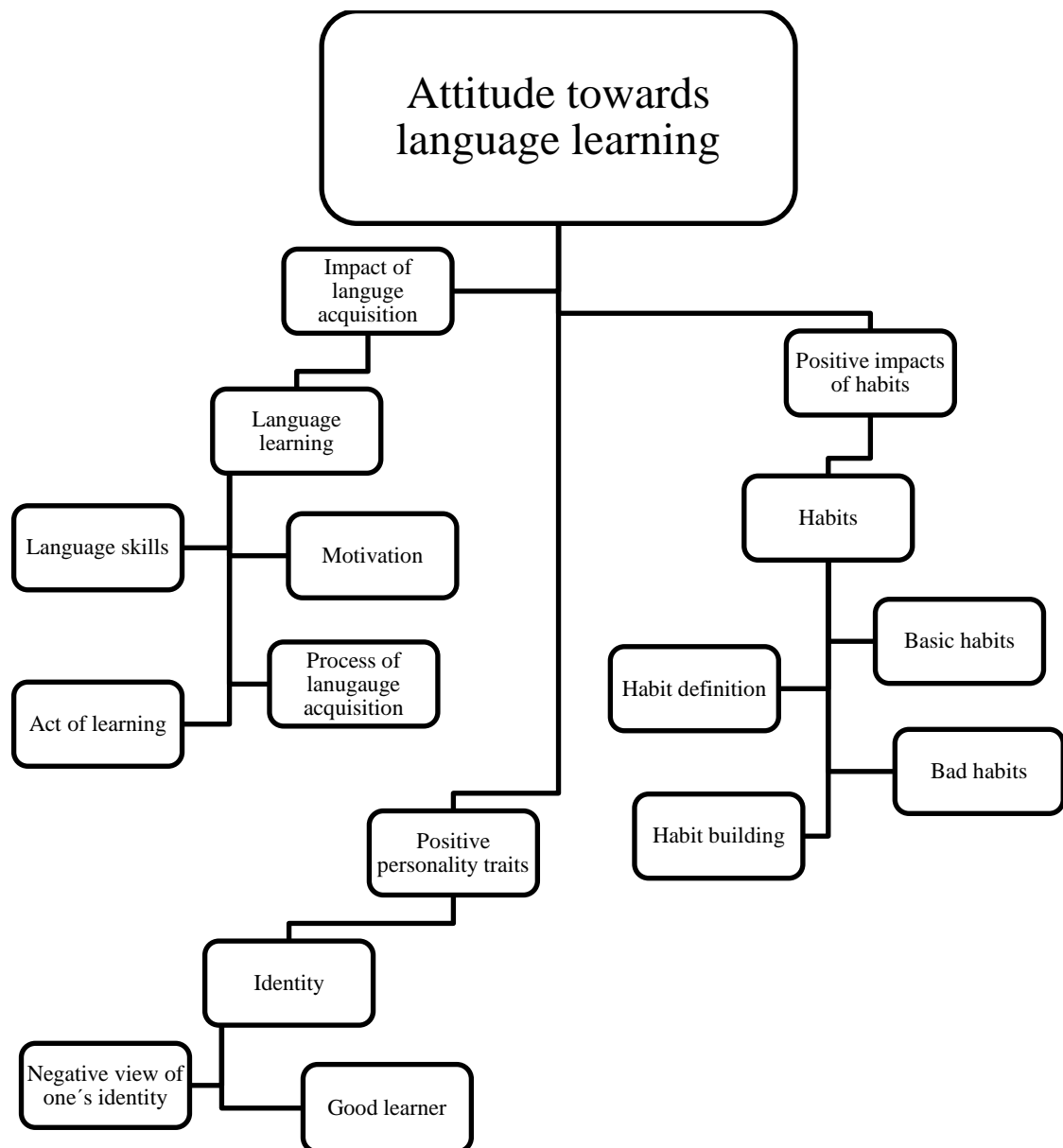
Figure 4 visually shows how the core category is connected to other constructed categories of codes. The goal of the following paragraph is to explain the inner connections of the terms and visually present the thinking process behind the specification of the core

category.

It is obvious that the core category is connected to all other categories of codes and the main three topics of the thesis. However, its formation process described the key characteristic of the chosen subjects for the interview. The attitude towards language learning reflects all the important aspects of the process. Even though it can be perceived as the result, it can also accompany the whole course of language acquisition. Moreover, the researcher believes that establishing a positive attitude at the beginning of the journey could transcend into a more beneficial experience. On the other hand, the gained experience resulting from the learning process is reflected in a more positive mindset. Therefore, the impact of both habits and language acquisition stands before the core category. The researcher strongly believes that the impact of language acquisition can be used as a motivation tool, moreover from the side of a teacher in a classroom environment. This way, the teacher is taking responsibility for the motivator's role, providing his/her personal experience as an example of how influential the process can be. This thought is further described in the following subchapter as it reflects the most important findings of the research. The development of the core category produced more understanding and overlaps of the research topics.

7.3.2   Story line

Every language learning process can be approached in various ways. How one approaches a certain task is a very individualized procedure. The initial parts of any process are very crucial for its further development. In the context of this thesis, the findings suggest that the attitude towards language learning joins the three main topics of habits, identity, and language learning. The findings provided the researcher with a new perspective on the language learning process; it also clarified the perception of habits with their connection to identity. Finally, the relationship between these three topics was defined by the aspect of attitude.

Even though the subjects for the research were chosen due to their positive attitude towards language learning, the reason for it was not apparent. The act of identification of individual habits strived to deconstruct the reason for such a relationship. Throughout the data collection and further analysis phases, it became obvious that all the subjects shared many similar aspects. These aspects, in my opinion, influenced their view on language learning, overlapping into other areas of life. Before the research was conducted, the

researcher believed that learners who excelled in languages (already in school) developed systems and techniques that influenced their future relationship with language learning. However, the data proposed that creating a positive link is not constricted to a school environment. More important than good grades and strong learning habits is one's attitude, which can consequently create functioning systems whose outcomes can reflect on the grades and the habits. The strongest link is between the attitude and the identity, because who we are consequently influences the attitudes we take and thus the choices we make. Suppose a person has a positive attitude towards languages and their learning. In that case, he/she is open to learning the functioning of the language and its cultural background. This open-minded approach creates a space for connection with other people and their stories.

Furthermore, if the approach is positive, it creates a certain aspect of the personality that can be further broken down into individual habits. It is consequently clearer the steps towards it, and what specific goals and routines can be constructed. On the other hand, as mentioned in the theoretical part (chapter 3; Identity and goals), the goal is not to reach a certain level of proficiency in any language, but to become a person who is passionate about languages, cultures, food, people, traveling, and others.

This aspect of personality ultimately decides whether a person is willing to learn a foreign language or not. Several factors influence our identity, and sometimes it may seem like the identity is set and not changeable. However, the identity can be broken down into individual habits and vice versa. Moreover, as the theoretical findings suggest, habits can be built and eliminated. The aspects of identity that create a positive attitude towards language learning are, for example, tolerance, curiosity, openness, kindness, and others. Knowing these aspects, individual habits can be built or erased based on the desired identity to introduce them into one's personal experience.

Even though having a positive attitude towards language learning may be contributed to having a range of experiences, the ultimate task is to create it from the beginning of the learning process. In the initial phases of the process, it may not be evident how much language learning can impact one's life. The act of setting a good attitude can be paired with any activity; it is a part of the process that should not be skipped due to its overlaps into other areas of learning and subsequently to any desired skill.

8   Research results

In the practical part, the research was conducted to fulfill the following aims: to find out peoples´ habits and their perception of them, how the change of identity via habits is

perceived, and how they influence the language learning process. The qualitative research design was chosen due to the main topics of the thesis and the methods of data collection. The primary research method was the in-depth interview which aimed to answer the research questions. The collected data from the interviews were further analyzed and coded. After the open, axial, and selective coding phases, the core category emerged. The core category was put into the context of the topics of the thesis. This chapter aims to display the results of the research and display the newly emerged theory. The discussion of the research results is also included later.

The results of the research suggest that:

- The attitude towards language learning has a quintessential meaning in the learning process.

    o The attitude is established due to the life experiences of the interviewed subjects, mainly those connected to traveling.

    o Establishing positive attitude towards language learning is a challenging task, it correlates with learners´ individual preferences and personalities.

    o Positive personality traits help the subject with the sustaining of the beneficial routines

- Many of the subjects, when asked about their perception of the language learning, responded as if it should be a part of everyone´s ability.

- Even though a positive personality change toward a self-reliant learner should be the ultimate goal of every teacher, it is a very complex and complicated process. This fact reflects a specific role, that being the motivator. However, from the results of the research, it is evident that it is also a task of the learner.

- The motivation of the learner strongly corelates whether one is willing to engage with the language learning process. The levels of motivation were influenced by the individual life experiences of the subjects, consequently setting up a positive attitude toward language learning.

- It was clear, from the way every interviewed subject responded to the questions, that they understood the impact languages can have on the experience of an individual.

- When put into basic perspective, the subjects were able to define habits and also their functioning.

Successful acquisition of habits in learning potentially lowers the amount of energy that one has put into the process. It is essential that the teacher understands how the habits work, so he/she can acknowledge what specific habits learners have and how they can be built, erased, sustained, or tweaked. Moreover, acknowledging teachers´ habits can boost their development in the context of their profession and personal life. The author perceives the understanding of habits as a necessary competence of every teacher. With the gained understanding of habits, any desired personality trait can be further divided into a set of beliefs and consequently into specific habits. The application of the theoretical findings into the practice can potentially help the teacher to establish positive and effective habits that further transcend into personality traits which consequently reflects onto a positive attitude toward learning.

8.1   Discussion

This research aimed to discover people´s habits and how they influence their language learning process. The theoretical part presented what habits are, how they function, and how they can be built and erased. The researcher also provided the connection of habits to goals and identity. Furthermore, the areas of language learning and the brain were explained. In the process of writing the theoretical part, it became obvious that the habits strongly correlate with the person´s identity. This connection was further developed in the practical part. In the practical part, the research was conducted to determine people´s habits and how they influence their language learning. From a series of in-depth interviews and further data analysis, the core category evolved: attitude towards language learning. As mentioned in the Storyline (subchapter 7.3.2), the core category is connected to all the main topics of the thesis.

Habits are already part of every learning process; even though they have recently grown in popularity, their importance in education is still, in my opinion, overlooked. Raising the awareness about their functioning and educating the teachers about them can subsequently transcend into the improvement of learners' attitudes towards the process of learning.

The practical part provided necessary data for the establishment of the new theory. Through the series of in-depth interviews with subjects with positive attitudes toward languages, it became apparent that the reason for their language skills is the consequences of their habits and their perspective. Given that their life has been influenced by language

acquisition, they perceive it positively. This positive approach determines their relationship with languages and cultures in general.

All the findings from this research apply to anyone in any profession. However, this thesis is dedicated to the profession of a teacher. Therefore, the research findings are relevant for the author´s further language learning and his future teaching profession. After researching the area of habits, the researcher gained a deeper understanding of how habits function. The functioning of habits was then presented in detail in the subchapter 1.3, Habit functioning. The realization that certain behavior can be changed counts for the most influential theoretical research findings. The overlap of habits is meant to be used in the didactic context and enrich the teacher´s key competencies. Due to the researcher´s current inadequate experience in teaching praxis, the findings were not put into the context of practical teaching. The researcher believes in utilizing all the outcomes within his future teaching profession.

The research findings suggest that the process of language learning is based upon many factors. Finding the reason for a positive attitude towards it was not the main goal of the thesis. The main aim was to find out specific habits of an individual and how they influence the language learning process. Due to the topic´s overlap with other areas, it became apparent that not only habits are involved in language acquisition. Even though the main research area was habits, the core category proved to be the attitude. Despite the association with the negative side of one´s identity is one of the categories mentioned in every interview, the positive aspects were also brought up. Their importance is much greater than any negativity. In conclusion, the act of establishing a positive attitude via personality shift proves to be a great influence on the engagement in learning languages.

8.2   Research outcome

The new derived theory is presented in the following paragraphs. Its formation process stems from the research results, as well as from the theoretical background. The theoretical findings helped to navigate the researcher within the already found data. This theory is built around habits, identity, and language learning.

It is already established that every habit ultimately results in a personality aspect when attached to a person for a longer time. The same principle applies to the language learning process as it influences the person involved in it. From the research results, it is evident that people, who have successfully adopted a foreign language, were affected in

personality. The consequences of language acquisition are reflected in broader understanding, greater tolerance, and higher evaluation of the language learning process. As mentioned in chapter 3 (Identity and goals), the role of identity seems to have a much greater impact than goals. On the other hand, establishing a specific goal helps navigate the learner towards concrete and measurable outcomes. This cooperation between the goal and the identity is a crucial aspect of this theory. The set-up goal and the desired identity are broken down into individual routines and habits. The requirement for the optimal establishment is to approach it with a positive attitude which is consequently the anticipated outcome. Many other aspects, such as the motivation, the difficulty of the goal, the expected time frame, and others, come into consideration. Those are the basic elements that hold this theory together. Without them, the outcome, having a positive attitude towards language learning, would be more difficult to obtain.

Essentially, the theory suggests that:

- The establishment of a positive attitude is set from the beginning of the process.

    o It correlates with the aspects of the subject´s identity and goals.

- For the successful creation of such attitude, aspects like motivation, difficulty, specific routines, and habits, time frame, and others need to be specified.

- Setting a goal is essential part of the process, however, it shouldn´t be the main motivational force.

    o From the specific goal the aspect of identity is derived to ensure what personality is the learner trying to obtain.

8.2.1   ELP

To implement the research findings, the author decided to utilize the European Language Portfolio (later ELP). The ELP contains many features that support the results of the research. The main aim is to analyze the current version and suggest new implementations that strive to apply habits and create a positive attitude towards language learning. In the following paragraphs, ELP and its parts are briefly described, analyzed for their content, and explored with the perception of habits.

The European Language Portfolio (later ELP) is a system that aims to create a resemblance of the progress made by the learner. It is focused on recording the acquired

language skills of the learner, consequently providing him/her with concrete steps towards higher language levels. Even though the portfolio has its importance in language learning, it does not fully support the functioning of the habits. From my perspective, the additional value ELP provides is the review of the successes of the learner. During the process, one might forget what he/she has already obtained. The reminding aspect can provide additional motivation towards achieving higher language proficiency. The best way to utilize any system is to individualize it by one´s standards; thankfully, the ELP is already quite changeable. Complimenting the established model of ELP with ideas supporting habit formation can create an ideal cooperative version. The ELP is a very intricate and worked-through system that utilizes goal setting, self-reflection, recording, etc. Each of these can lead to the improvement in the language learning attitude (Council of Europe).

The author perceives the unification feature as the most important aspect. However, there are two main aims that the ELP has; the first is to provide a recording tool for language learners where they can document their progress and visually see their already accomplished achievements. The second goal is to embrace the learners´ autonomy, the act of learning multiple foreign languages, and the learning of different cultures. The researcher strives to describe the development stages of the EPL and their advantageous features. Furthermore, how it can be edited to introduce the aspects of habits (Council of Europe).

ELP already showcases some aspects of habit tracking; having the learners record their already achieved goals and accomplishments serves as a motivational tool to progress further. Furthermore, setting goals is also an important feature that connects to habits. It provides the learner with a certainty of the next step that there is always something to be learned or improved. All the above-mentioned and more are to be discussed later.

The ELP is further divided into three segments:

- The Language Passport
- The Language Biography
- The Dossier

Each of these segments serves a specific role which is further described below. The researcher has decided to describe each segment separately in the following paragraphs. The aim is to briefly explain their functioning and meaning in the ELP.

8.2.1.1　The Language Passport

The Language Passport aims to record all the current language accomplishments of a learner at a given time. It also strives to identify specific experiences associated with using the language. The idea of the Language Passport is to be updated with newly obtained achievements and be further reflected upon. It also includes a self-assessment grid in which the learner records his abilities in language skills. It also records intercultural experiences as they are believed to have significant importance in language learning. An important aspect of the Language Passport is its versatility; it can even be downloaded to be further edited to any desired state. The main identity aspect that it promotes is the self-evaluation of the learner, which is considered to be one of the important competencies of every learner. To provide an example, the researcher has decided to include a simplified version of the ELP with all three parts and suggested improvements to highlight the area of habits (Council of Europe).

8.2.1.2　The Language Biography

The Language Biography concentrates on setting goals, even though it further develops individual learners' achievements, abilities and language skills, and cultural experiences. However, when concerned with Language Biography, there is a huge range of various models concentrating on specific priorities. The choice of a model then reflects what the key priorities that are to be engaged in are. One of the most mentioned priorities is, for example, the establishment of learning strategies, cultural experiences, self-reflective exercises, and many more (Council of Europe).

A checklist of competencies is also a part of the Language Biograph. In writing down or checking out the achieved language skills, it can be used as a powerful affirming tool. In addition, the competencies are written in the first person. For example, "I can describe a plot of a book." When utilized correctly, it can significantly affect the learners´ motivation and feelings of self-worth (Council of Europe).

8.2.1.3　The Dossier

The last part of the ELP is the dossier, probably the most individualized of the previous two. The Dossier serves as a space for organization and selection of language learning material that helped to achieve a specific ability. It should reflect the learners´ language skills and set up goals. In addition, it serves as a visual representation of the

achieved progress. A dossier can be compared to the evidence that the learner can present to back up his/her accomplishments. The chosen form is up to the specific desires of the learner; there can be visuals (pictures, photos, drawings, sketches) or written text (stories, keywords, descriptions, etc.). Learners are creating their own evidence of achieved skills with the help of used material. Therefore, they can visually connect the experience to the particular exercise (Council of Europe).

8.2.1.4   Summary

The ELP is a tool that utilizes the recording of the attained results of the learners. It strives to provide a sense of achievement while motivating the learners to progress towards higher language proficiency. Also, connecting the languages to cultures and people from other countries positively motivates the learners to be open, respectful, tolerant, etc. The ELP´s availability and versatility make it a useful tool for any language learner and any language teacher. Both sides can take advantage of such a method of tracking. The researcher considers using ELP in his future language teaching; however, to fully support the creation of habits, he provides some subtle improvements that would help to build them.

8.2.1.5   Suggestions

Even though the ELP showcases several positives that correlate with the topic of habits, such as the act of recording achievements to sustain motivation, the setting of goals, the suggesting of learning techniques, the building of a positive attitude towards language learning, and many more, the strength of a habit results from its frequency of action. It is suggested to work with EPL repeatedly, however, not daily. The researcher proposes implementing a daily tracking method that ensures that the learner can see the work in progress and secures the daily encounter with the ELP. The tracking could reflect basic habits such as vocabulary learning, comprehension input, or any other activity paired with the set-up goals. As mentioned in the subchapter 2.4 (Habit tracking), the act of recording even the tiniest action aids to the commitment with a specific goal. Even though goals are necessary part of every ELP, the daily tracking aspect would definitely benefit the learners´ involvement. Furthermore, the goals could be potentially paired with the aspects of identity to provide an even higher motivational force. Establishing a goal is a step towards creating the desired personality. Implementing such pairing can strengthen the

connections between habits, goals, and identity. ELP already proposes what other languages one might strive to learn for which occasions etc. However, researcher proposes to create an exercise for creation of a model situation. It can be further used for the visualization technique to increase the strength of the goal. Even though ELP contains the description of attained language skills, it lacks to include specific habits and examples of them. The Language Passport already contains self-assessment grid which thoroughly describes every language skill according to the achieved level. However, each language skill can be broken down to individual habits, which can consequently lead toward the obtaining of desired skill. To provide an example; My goal is to reach level B2 in reading comprehension. The Council of Europe states that if a person achieves such level of language, he/she would be able to do following; (the researcher has decided to leave them in first person as they have high affirming quality) "I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose." Individual habits can be derived from the specified goals, such as reading a news article, a book, a magazine for 5 minutes every day, finding 3 unknown vocabulary in any text a day, following and checking at least 5 profiles on Instagram that provide longer text in target language etc. The performance of each could be also notified to the tracking system to ensure daily encounter and to utilize the benefits of the habit tracking. The choice of habits is very individualized; however, their impact when performed daily can be quintessential for the reaching of the goal. Moreover, these simple habits can be sustained to reach even higher level of reading comprehension. Furthermore, they can be engraved into the person´s identity, as the consequence of them could be a person that identifies as being a reader (Council of Europe).

In conclusion ELP on its own is a powerful tool for recording achievements in language learning. Even without the changes that contribute to the habit formation, it proposes the establishment of a positive attitude towards the language learning process. With small adjustments, it could help to introduce and sustain long-lasting habits to accompany every learner on their journey towards a greater understanding

8.2.1.6 ELP example

To provide an example, the researcher has decided to include a simplified version of the ELP and suggested improvements to highlight the area of habits. The researcher has chosen only the parts that seemed significant from the perspective of habits.

The Language Passport is further divided into following categories.

- The Language Passport

    o **Profile of language skills**

    o Summary of language learning experience

    o Linguistic and intercultural experience

    o Certificates and diplomas

At the end of the Language Passport a self-assessment grid is present. The Profile of language skills proved to be the most interesting from the habits´ perspective. It contains a self-evaluation exercise in which learners reflect on their current language skills. It showcases their sense of self-assessment and how they can progress towards higher levels of proficiency. Every level of proficiency of every language skill has its own description mentioned in the self-assessment grid. As mentioned above, these descriptions can be used and optionally edited for the affirming purposes. To further develop their potential, they can be set into a model situation (Council of Europe).

For example: B2 reading

o "I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose."

An identity of a reader can be derived from this affirmation. It can be also further edited by the learner. Even though it specifically targets certain level of proficiency, the edited version is only present to motivate the learner towards a creation of specific habits. If a learner adopts an identity of a reader, he/she can use following affirmations:

o "I am a reader, therefore I read articles and news every day. I am able to comprehend different problems and understand various points of views. I am also interested in contemporary literature. I enjoy the process of reading."

With only a subtle changes, the identity aspect of the reader is targeted. The goal of the teacher shouldn´t be, in my opinion, a classroom full of B2 level of reading proficiency learners, but a classroom with more readers.

The examples of self-assessment tables are mentioned down below.

Table 3 Self-assessment English

Language	Skills	A1	A2	B1	B2	C1	C2
English	Listening						●
	Reading						●
	Spoken interaction					●	
	Spoken production					●	
	Writing					●	

Table 4 Self-assessment German

Language	Skills	A1	A2	B1	B2	C1	C2
German	Listening				●		
	Reading			●			
	Spoken interaction				●		
	Spoken production				●		
	Writing				●		

- The Language Biography

For the purpose of this thesis topics, the researcher has chosen following exercise. The act of setting a goal and its importance has already been discussed in this thesis. In this exercise, the learner is asked to present his/her personal objectives associated with learning a new language. To further describe the motivation aspects, he/she is asked to write down main reasons and specific steps towards the language acquisition. This act proposes the implementation of habits; however, the teacher should apply with the knowledge of habits to help to navigate the learner towards their creation. The part of the exercise is also to write down specific date which has been also defined as an important step towards the engagement in the learning.

• Personal objectives

I am learning or would like to learn the following languages because…

Table 5 Personal objectives

Date	Language	Main reasons
19.4.2022	Italian	I love pizza. I would like to visit the country and taste the regional food. I would also like to meet the Italian people and get to know them. My dream is to be invited into a family dinner or to cook a traditional meal within the family setting.

The reason for the learning of the language can be further involved in creation of a model situation. Having set the date and the target language are necessary steps; however, the reason can be seen as the most important due to its overlap to motivation. The model situation can be further utilized as a visualization tool. Furthermore, this exercise should be put into place where the learner can have a frequent encounter with it. The reminding aspect proves itself to boost the motivation to complete the set-up goals.

Next part of the exercise is to define specific steps towards the language acquisition. In this step the area of habits is advised to be implemented.

I would like to be able to do the following with the languages which I am learning:

Table 6 Personal objectives - details

Date:	Language:	
19.4.2022	Italian	**What I would like to be able to do:** to order a meal in a restaurant, to chat with the people, to tell a joke, to make a compliment **How I intend doing it:** learning the basic vocabulary and phrases, watching videos in Italian, listening to Italian music, finding a person who speaks Italian,

Setting a goal is a necessary part of any process. It suggests what the following steps will be. The act of the defining an objective also suggests what the desired personality is. From the previous exercise can be derived that the person is striving to be open-minded, humorous, kind, social, and talkative. The perfect habit to help to attain such aspect of personality would be a regular conversation in the language. Finding a person who speaks Italian is the first amongst many steps towards the attainment of the objective. The specific habits that the researcher would strive to build are mentioned down below.

Specific habits

There are many way how this particular goal could be approached. The specific habits are derived from the goal requirements. This part also corelates with the Language Passport as it reflects the learner´s level of proficiency in the targeted language. From the idea of this exercise, it is apparent that the learners have zero experience in the language. The specific habits suggested are concerned with:

- obtaining and utilizing a study material

- **learning vocabulary and phrases**

- the exposure to the language.

Each of these groups can be further divided into specific habits. The researcher has chosen the area of vocabulary and phrases to present individual habits.

- Learning vocabulary and phrases
    - Buying or obtaining a phrasal book and a dictionary
    - Specifying the basic and required vocabulary and phrases
        - Developing a system of learning, for example flash cards
        - Creating the flash cards
        - Learning the content of the flash cards

The act of learning vocabulary and phrases was divided into the following habits. However, they need to be further specified, so they can be fulfilled. Basically, any type of goal can be divided into a set of habits. The act of dividing a goal of learning vocabulary and phrases resulted in **a tiny habit of learning 10 flashcards a day.** This scaled down habit ensures that the difficulty level is lower, thus it doesn´t require high levels of motivation.

The researcher also advises for the following habits to be tracked. In order to promote the benefits that are associated with it. These are just simple suggestions to do outside the school environment. The first and the most important step is to start. The previous exercise is dedicated to that. Developing a system is a process that requires time and effort. Within the school environment, the teacher should help the learners to establish their own personal system. Given the learners´ individual preferences, their systems of learning can vary in several aspects. However, by giving the learners some examples and navigating them towards their autonomy with the help of habits, the impact of the language learning process can literally transform their lives.

- The Dossier

To conclude the complete mode of the ELP, the Dossier is just briefly mentioned. It is necessary to reflect on the accomplishments, and moreover, on the experiences one has collected. With the help of the Dossier these aspects can be put into one place and reflected upon. To compliment previous mentioned examples, an exercise that would describe an experience using that language is suggested.

    - Narrative, a story

The aim of this exercise would be to present the already obtained language skills. It should reflect on the set goals of the student. It can even be used before the event has happened as a way of preparation. It could also serve as a prompt for the model situation. There are many more ways to utilize the benefits of the Dossier. Its main advantage, considered by the author, is in the recoding aspect. The experiences gained over the process can be easily forgotten. When they are recorded, there is an added value to that particular experience and the learning process as well.

To conclude the example of the ELP, it is necessary to highlight its importance in language learning. It strives to establish positive attitude towards the language learning through actions of goal setting, motivation, self-evaluation, reflection, recording, and others. The researcher believes that implementation of the ELP into the language learning process, inside or outside school environment, can benefit both the learner and the teacher. With a subtle changes, it can also function as a tool for habit building, thus creating effective systems that strive for the learners´ autonomy.

9   Conclusion

The findings of the thesis were concluded in the previous chapter 8 (Research results). In this chapter, the researcher strives to reflect and evaluate the whole process of writing this thesis.

Throughout the development of the theoretical background, it became clear that the area of habits has significant overlaps with other aspects of one´s life and not only language learning. The exploration of the topic has brought many insightful findings. Within the phase of writing the theoretical part, many techniques were implemented into the researcher´s everyday routines to test their effects personally. These personal procedures were not recorded, so they are not included in the thesis.

The findings from the area of *habits* influenced following:

- The functioning of a habit has exposed many unconscious behaviors that were affecting author´s everyday life experience.

- The behavioral change with the use of tiny habits has helped to establish routines that consequently led towards the creation of this thesis.

- The understanding of the changing level of motivation have aided to tweak the difficulty of tasks, so they could have been performed, nonetheless.

- The act of habit tracking was used to map concrete habits that were either positive and were contributing the personal growth or negative, so they were impairing the desired behavior change.

There were also findings from the area of *identity* that transcended onto everyday experience:

- The idea of interconnection of habits and identity have contributed to the creation of the new identity with corresponding routines and habits.

- The goals have decreased on their importance as the systems have become much more important aspect of the behavioral change.

The theoretical part provided enough background knowledge to define habits, identity, and language learning fields. The overlaps of habits also demanded clarifying some terms from psychology, such as memory and dopamine.

The practical part has also brought many insights and contributions to the personal development of the author, such as:

- The conducting of the research with the implication of grounded theory.

- The creation of a questionnaire for in-depth interviews.

- Each interview has brought up many interesting findings about the person´s life, habits, identity, and language learning.

- The realization of how great of an impact can language have on the life experience of an individual.

- The subsequent work with the data, their coding and categorization reflected the amount of cognitive work one has to put in the process of making research.

- The evaluation of the findings with consequent thought processes of possible implementation of them into a future teaching career.

The way of conducting the practical part was influenced by the author´s experience of listening to podcasts. Communication between two people about a specific topic can bring realization for both sides. Having seen the individual progress of people, who have successfully run the podcast for several years, was the impact of arranging the in-depth interviews. After the phase of data collection and their analysis, specific findings emerged, which were consequently turned into a new grounded theory. The most influential finding was that habits were not the most important aspect of language learning. The attitude

towards learning languages proved to be the reason for developing specific habits that improved the language learning process.

In conclusion, having been immersed in the main topics of the thesis, the researcher has gained a deeper understanding of each phenomenon which has certainly influenced the view on habits, identity, and language learning. The outcomes apply to any current or future teacher. Their further applications and utilization in teaching praxis or outside of it are considered the greatest contribution of this work. The researcher is aware that the outcomes and theories of this qualitative research should ideally be further utilized in the following quantitative study.

Resumé

This diploma project deals with the areas of habits, identity, and their connection to the language learning. The goal of the thesis is to explain the functioning of habits and their connection to the language learning process. The theoretical part is focused on describing the habit, how it is established, its functioning, and importance in everyday life. Furthermore, the areas of goals and identity are explained as their closely correlate with the habits´ functioning and formation process. The theoretical part is also concerned with the topic of language learning as it describes aspects like language acquisition, language input, learner, and language skills. At the end of the theoretical part, in order to compliment the subject of habits, the topic of the brain is explored. In conclusion the theoretical part summons the findings that are considered relevant and that support the practical part

The aim of the practical part is to find out people´s habits and how they influence the language learning process. Furthermore, the research is concerned with finding out habits of an individual, how is the change of identity via habits perceived, and finally what are the consequences of habits on the language learning process. The research is built around the three main topics of the thesis, them being, habits, identity, and language learning. Having chosen the qualitative research design, the collection of the data was done via in-depth interviews which were the primary research method. After a series of conducted interviews and their transcriptions the data were analyzed through series of open, axial, and selective coding. The outcome of the research is the theory which explains the roles of habit, identity, and attitude in the language learning process. The findings were implemented into the European Language Protocol model. The implementations strive for the application of habit building and their utilization in the language learning process.

ANOTACE

Jméno a přijmení:	Bc. Matouš Feranec
Název katedry a fakulty:	Ústav cizích jazyků, Pedagogická fakulta
Název diplomové práce:	Návyky a jejich důležitost při učení se cizímu jazyku
Název diplomové práce v angličtině:	Habits and their importance in language learning
Jméno vedoucího diplomové práce:	Mgr. Ondřej Duda
Rok obhajoby:	2022
Počet znaků:	
Jazyk práce:	Angličtina
Počet titulů použité literatury:	31
Klíčová slova:	Návyky, osobnost, cíle, chování, cizí jazyk, učení se
Klíčová slova v angličtině:	Habits, identity, goals, behavior change, language learning
Anotace diplomové práce:	Tato diplomová práce se zabývá návyky a jejich důležitostí v procesu učení se cizímu jazyku. Cílem práce je vysvětlit fungování návyků a jak jsou spojeny s procesem učení se cizímu jazyku. Cílem výzkumu je identifikovat specifické návyky, zjistit jak ovlivňují naši osobnost, a jaký dopad mají na proces učení se cizímu jazyku. V teoretické části jsou vysvětleny návyky, jejich tvorba, důležitost cílů

	a spojení s osobností. Dále jsou definovány aspekty procesu učení se cizímu jazyku. V praktické části se autor za pomoci kvalitativního výzkumu snaží zjistit dopad návyků na oblast cizího jazyka.
Anotace diplomové práce v angličtině:	This diploma project is related to habits and their importance in language learning. The goal of the thesis is to explain the functioning of habits and their connection to the language learning process. The aim of the research is to identify specific habits of an individual, how the change of identity via habits is perceived, and what consequences thy have on the language learning process. The theoretical part is conducted to clarify the definition of habits, their establishment, the importance of goals and their connection to identity. Furthermore, the language learning process and its aspects are also clarified. The theoretical part summons the academic findings and provides important structure for the practical part. The information gathered is utilized in the practical part in which research is conducted to find out the connection of habits to the language learning process.

Sources

Breuning, Loretta Graziano. (2016). *Habits of a Happy Brain*. Adams Media.

Cambridge advanced learner's dictionary. (2003). Cambridge University Press.

Chemin, Anne. (2014, 16th December). *Handwriting vs typing: is the pen still mightier than the keyboard?* Guardian. https://www.theguardian.com/science/2014/dec/16/cognitive-benefits-handwriting-decline-typing#comments

Clear, James. (2018). *Atomic Habits*. Penguin Random House.

Cottrell, S. (2013). *The study skills handbook* (4th Ed.). Palgrave Macmillan.

Council of Europe. (n. d.). *European Language Portfolio (ELP)*.
https://www.coe.int/en/web/portfolio/home

Crossman, Anne. (2011). *Study Smart, Study Less*. Random House.

Davies, Samuel Thomas. (2020). *A Tiny, Powerful Idea: How 'Identity-Based 'Habits Shape Behavior*. Samuelthomasdavies.com. https://www.samuelthomasdavies.com/identity-based-habits/

Dickinson, L. (1987). *Self-instruction in language learning*. Cambridge University Press.

Dispenza, Dr. Joe. (2012). *Breaking the Habit of Being Yourself: How to lose your mind and create a new one*. Hay House.

Dubiner, D. (2018, e398). *Second language learning and teaching: From theory to a practical checklist*. TESOL J. https://doi.org/10.1002/tesj.398

Fogg, BJ. (2020). *Tiny Habits: The small changes that change everything*. Houghton Mifflin Harcourt.

Gardner, Howard. (2011). *The Unschooled Mind: How Children Think and How Schools Should Teach*. (3rd Ed.). Basic Books.

Gardner, B., Lally, P., & Wardle, J. (2012). *Making health habitual: the psychology of 'habit-formation' and general practice*. The British journal of general practice: the journal of the Royal College of General Practitioners, 62(605), 664–666. https://doi.org/10.3399/bjgp12X659466

Hardy, M. A., & Bryman, A. (Eds.). (2004). *Handbook of data analysis*. Sage Publications.

Harmer, Jeremy. (2007). *The Practice of English Language Learning*. (2nd Ed.). Pearson Education.

Hennink, M. M., Hutter, I., & Bailey, A. (2020). *Qualitative research methods* (2nd Ed.). SAGE.

Jan De Houwer*, Front. Psychol., (2019, 29th November) ,https://doi.org/10.3389/fpsyg.2019.02642, *On How Definitions of Habits Can Complicate Habit Research, Department of Experimental Clinical and Health Psychology*, Ghent University.

Krashen, S. (1984) *The Input Hypothesis*. Longman.

Lampariello, Luca. (2020) *10 Things I Always Do When I Start Learning a New Language*. Smart Language Learning Academy. https://www.lucalampariello.com/10-things-learning-a-new-language/

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: a methods sourcebook* (3rd Ed.). Sage.

Pinker, Steven. (1996). *Language learnability and language development*. Harvard University Press.

Pinker, Steven. (1997). *The Language Instinct*, Penguin.

Reber, Arthur S. and Reber, Emily Sarah. (2001). *The Penguin dictionary of psychology*. (3rd Ed.). Penguin Books.

Roberts, Richard and Kreuz, Roger. (2007) *Becoming Fluent: How Cognitive Science Can Help Adults Learn a Foreign Language*. (2nd Ed.). The MIT Press.

Saville-troike, Muriel. (2006). *Introducing second language acquisition*. Cambridge University Press.

Scrivener, Jim. (2011) *Learning Teaching*. (3rd Ed.). Macmillan Education.

Skinner, B.F. (1965). *Science and Human Behaviour*. Macmillan Company.

Švaříček, R., & Šeďová, K. (2014). *Kvalitativní výzkum v pedagogických vědách* (2nd Ed.). Portál.

Wise, Roy A. (June 2004. Vol. 5, pg. 1-9). *Dopamine, Learning and Motivation*. Nature reviews.

Wyner, Gabriel (2014). *Fluent Forever: How to learn any language fast and never forget it.* Harmony Books.

Appendix 1

In this appendix the sample of the interview is presented.

1. What is the perception of habits of an individual?
   a. Can you name some basic habits?
      i. What do you do every day?
   b. How would you describe a habit in your own words?
      i. What is typical for a habit?
      ii. What all habits share?
   c. What do you associate with building a new habit?
      i. How difficult is it?
      ii. How does it evolve?
      iii. How long it usually takes?
   d. What are the consequences of having good habits?
      i. What habits can be considered good/positive?
      ii. How do they contribute to our well-being?
   e. What is the negative side of habits?
   f. What specific habits do you consider having positive impact on your life?
      i. What habits are you proud of?
      ii. What is the reason for your choice?
2. How is the change of one's identity with habits perceived by an individual?
   a. How would you describe your identity?
   b. Can you mention some aspects of your identity that are connected to habits?
      i. Ex: I am an active person; therefore, I work out multiple times a week.
      ii. What are the positive and negative aspects and corresponding habits?
   c. What is your desired identity?
      i. What specific habits could help you to become it?
   d. What habits impair your desired identity?
3. What are the consequences of habits on learning foreign languages?
   a. How would you describe yourself as a learner?
      i. What are your strengths in learning?
      ii. What are your weaknesses?

b. How would you describe a good language learner?

    i. What specific habits does he/she possess?

    ii. What are his/her aspects of identity?

c. What is your attitude towards learning a second language?

    i. What have influenced your view on it?

d. How one establishes positive attitude towards learning?

e. What is perceived as the main source of motivation?

f. What specific habits have helped you to acquire a second language?

    i. What aspects of your identity are connected to it?

        1. What has made you to learn it?

        2. What was your inner motivation?

Appendix 2

In Appendix 2-6, the transcripts of all the interviews are mentioned. In every transcript, the highlighted segments present the important data that are further assigned to the specific codes.

Age: 76

Gender: female

Education level: secondary (maturita)

Profession: in retirement

Free time activities: dog, hiking, reading, sauna

Target language(s): German, French

I would like to thank you for taking your time to do this interview. At first, I would like to present my research. This diploma project is concerned with habits and their connection to language learning. The questions are designed to find out your habits, how affect your personality, and their connection to language learning process. There are no wrong answers, so please try to answer them without too much analysis. Okay. Let's start with the first question. Could you name some basic habits?	

Definitely hygiene habits like brushing teeth, taking a morning shower, then cooking and eating habits, free time activities, for me it's sewing and repairing used clothes. I think that's enough, yeah. I have this personality trait that pairs with habits. Whenever I start something, I have to finish it, even if it bothers me. My flaw is that I am unable to get away from unfinished work. It's almost physical.	*Hygiene* *Food, free time*
You have just described a part of your identity which is directly connected to habits. The area of the personality is discussed later in the interview, but if we focus on habits now, how would you describe, in your own words, what habit is?	
As a settled uncontrolled action.	*Action*
What do you mean by uncontrolled?	
That it runs automatically without realizing that one is performing it. That's why it also saves energy. It is most certainly influenced by your surroundings. If you happen to be around books, you might as well read one. Every time I go around my resistance bands, I get reminded to exercise. But the action, when the habit is strong, is done without thinking. Well, at least I think so.	*Automaticity* *Energy* *Environment* *Exercise* *Automaticity*
You are very much correct. Could you think of reasons of why are habits beneficial?	
Habits make your life easier, they are beneficial, and make you do things without thinking. They give you advantage over others. Once you have your habits set, you are good to go. If a person has worked on his/her habits, it makes him/her also more tolerant to others, because he/she has the experience, which is untransferable. Having been through the process brings better understanding and experience that transcends onto other areas of life.	*Beneficial* *Automaticity* *Tolerant* *Experience* *Tolerance* *Understanding*
What specific habits do you consider having positive impact on your life?	
That I am determined to work, sometimes even too much. I have to pace myself, because I am unable to not finish something. If I start, there is no way that I am not finishing it. The longer it takes the more frustrated I grow. However, it has its downside, sometimes I	*Determined* *Goals*

prefer having things finished quickly rather than well. And it also wakes me up in the middle of the night.	
Those are again personality trait; can you be more specific?	
Well, it is surely connected, isn't it? I can say that I my working ethic has made my life much easier. I am proud that I am still able to take care of myself and my husband, that I am able to paint the whole flat by myself, that I am also able to finish a book in one sitting. Those are definitely things that I am proud of, and they have positive impact on my life.	*Determination*
These were the questions for the habit area, and I think we have also covered some identity aspects. Now we will move to the language learning area. What is your attitude towards learning a foreign language?	
I consider it a necessity, I think that everyone should be able to speak at least one foreign language, and to understand a second. From my perspective it immensely improves the overall life experience as it broadens the capacity of understanding. One can use the language to travel, read books, communicate with foreigners, learning about different cultures and so much more. From my point of view, learning languages should be more evaluated than it is now.	*Necessity* *Improvement* *Travel, Reading, Communication* *Culture*
You think that language learning is underestimated?	
It surely can be improved. If you look at our society, majority of the people haven't acquired a second language, even after having been through the educational system. However, with the modern technology I think that it is slowly improving and that children are now able to absorb the language from a range of sources.	*Educational system* *Technology* *Language input*
Could you suggest in what way could be one's process of learning enhanced?	
My grandma has taught me the technique of writing down 10 foreign words with example sentences. Not only vocabulary, but the sentence is much more important, as it puts the word into specific context. I would do that every day and carry these probs in my	*Learning* *Vocabulary* *Context* *Learning habit*

pockets. Whenever I had time, I would read these words and rehearse them aloud or in my head. I would try to guess the meaning of the word from the context of the sentence. I remember having those cards almost everywhere. I haven't used any system of repetition; the whole process was really organic. I also remember that my grandma used to learn with me, she tested me from my own material. I used this process later on when I was learning French. Besides that, I was also immersed in the environment of German speaking inhabitants, as I lived in Sudeten. Having been talked to provided me with enough input to then use my German later in life. I consider this being one of the most efficient ways to learn a language, being a child and get exposed to the second language.	*Learning technique* *Flash cards* *Environment* *Learning partner* *Environment* *Speaking, listening* *Language input*
How would you describe yourself as a learner?	
I wasn't a good learner, I had other more important things to do other than sit over books and learn something. However, when I really had to learn something, I was able to memorize it all. One of my strengths is that I am able to speed read. I have learned this skill when I was approximately 14 years old. Since then, I have utilized it whenever I had to remember any type of longer text. I also consider myself to be hungry for information. Whenever there's a thing I don't know, I seek it out as quickly as I can. Sometimes, I cannot sleep because I don't remember specific information. The thing that got me to learn was my curiosity or a deadline.	*Bad learner* *Memorization* *Speed reading* *Memory*
What is associated with good learning habits?	
Being tolerant. Good learners are not afraid to ask when they don't know. Their attitude towards mistakes is also different from the rest. A person, who is willing to fail is much more likely to get better and grow. I would also have to say that good learners are intelligent, which is not always associated with IQ, but their way of approaching problems and resolving them makes them better than the rest. You can really spot a good learner for example in the classroom, they are just too excited to learn, which is ultimately the greatest source of motivation.	 *Mistakes* *Problem solving* *Excitement* *Motivation*

That consequently leads towards the next question. What do you perceive as the main source of motivation?	
The need to know, at least that's mine. In my early years, there wasn't such availability of information. So, someone who was given the responsibility has to possess information. But now information is available, so I see that the main source if motivation has to come from within the person. The curiosity should be so high that the individual gets completely absorbed in whatever he/she learns.	*Curiosity* *Information source* *Intrinsic motivation*
Do you still use any second language?	
Due to my inactivity, I think I have lost my competence to speak fluently. However, when I was traveling it was mundane for me to order a meal or ask for something, but now I use languages on rare occasions, because I am not in that environment. What persevered is the terminology. I understand it quite well, for example, when I hear something on television, also when I read and there's a foreign word or word that comes is adopted from a different language, I am able to associate the meaning of it.	*Traveling* *Environment*
To conclude this interview, I would like to ask you one last thing, how have habits and language learning changed your identity?	
They have made me more tolerant, towards myself, as well as to others. I know, I have my flaws, but I learned to live with them, knowing that no one is perfect made me look differently at other people, with much more respect I would say.	*Tolerance* *Flaws, mistakes* *Respect*
How about the fact that you have learned foreign languages?	
Having the ability to speak foreign languages contributed to my life in many ways. I was able to travel to different parts of the world, learn how to cook from various world cuisines, and overall change my way of thinking. Due to knowing how to speak German I worked as a receptionist, one day I was basically assigned to pick someone up at the airport, so it was obligatory for me to know how to speak French. At first it was more hands and legs that have done the talking, but later on as I have travelled to France, I have picked the	*Traveling* *Food* *Thinking* *Traveling*

vocabulary and spoke to more and more people I was able to acquire it quite well. I am so grateful that these opportunities were given to me, without them I would have live quite a different life.	*Vocabulary*
I am so glad that you have such a perception of foreign language learning. Well, thank you for the interview, I am sure that we have covered all the areas necessary (habits, identity, and second language learning). I can say that you have a positive approach not only towards language learning, but to habits as well. Having acquired those foreign languages has surely changed you in a lot of ways. Thank you also for your time and effort.	

Appendix 3

Age: 25

Gender: female

Education level: secondary (maturita)

Target language(s): English

Free time activities: mountains (skiing, hiking, bike riding), horse riding, nature, coffee

Profession: barista/student

Before we start with the interview, I just want to say that my research is built around habits and their influence on language learning. The questions are appropriately chosen to target this topic. I intentionally choose people with positive attitude towards foreign languages, knowing you, I had to involve you in my research (laughter).	
But I don't consider myself a language expert, just so you know.	*Low self-esteem*
You don't have to be one in order to enjoy it. So, I am glad that you took the time to do this with me and I think we can start. Oh, yeah, just so you know I have built this interview with some basic	

questions at first, so you don't get discouraged and then we can move on onto deeper areas. But let's start easy. Can you name some basic habits? (Pause) That one does daily.	
The most basic habit I can think of is probably brushing teeth, well hygiene in overall, ehm, waking up as well as going to sleep, eating habits. Yeah, is that enough?	*Hygiene* *Sleep, food*
Certainly. How would you describe a habit in your own words?	
It is a thing that you do regularly. (Pause) It is very hard in the beginning, but it gets easier the more you repeat it. Is that correct?	*Regularity* *Difficulty, repetition*
It is very much correct. Just to let you know, there are no wrong answers, so you don't have to analyse what you are saying. You can really ease into it and say whatever comes to your head. Let's try that with the next question. What do you associate with building a new habit?	
I admire people who have successfully build good habits, because I know what it takes to get there. The time is probably the biggest issue, as it takes a long time to build them. I can say that based on my own experience. It was so hard at first, like, every day was a challenge. But once I got over the initial phase, the process got more and more easy.	*Respect* *Time* *Experience* *Challenge* *Difficulty*
What specific habit have you built?	
I have lived for 7 months in Switzerland, and I had to build a habit of waking up at the same time to be able to follow a certain work routine. I am very proud of building such habit because I was able to recover more efficiently. It has taken some time and I even had to observe myself within the process, however, it got easier and easier as the time progressed.	*Traveling* *Sleep* *Work* *Respect* *Difficulty*
How do you perceive good and bad habits?	
So, when the habits are on the beneficial side, I tend to concentrate on the positives, which helps me to push through the initial phases of building them. On the other hand, those phases can be quite difficult to manage, and it happens that I slip into my old routines and bad habits, which is not pleasant, and it bothers me out. I would say that I	*Positives* *Difficulty*

am a person without a strong will, so what habits I do depends heavily on my mood and energy. When it is low, I tend to slip into my bad habits, however, I am oftentimes able to overcome these phases by going for a walk, so I would say that I am working on it.	*Low self-esteem, Will, Bad habits*
What specific habits do you consider having positive impact on your life?	
I have recently moved into a new home, given the fact that I had to establish new routines and habits from scratch, I have to say that I am very proud with the overall progress. I am most proud of building a habit of going for long walks with my new dog. I am a very active person, but sometimes I can be too hard on myself. I am still getting used to the new environment; however, I see myself progressing more than ever. And the craziest thing is that I am actually doing less. I cut off running and gym, because I don't feel like it is the time yet, but by going out for long walks I feel that I am growing stronger, and I am more willing to move.	*Environment* *Free time* *Active person* *Small habits* *Progress*
Great. I see that you are already touching some areas of the identity which is the next segment of the interview. How would you describe yourself as a learner? It can be both inside and outside school.	
Well, it depends whether I am interested in the given topic or not. When yes, I am thrilled to learn new things and become better at them as quickly as I can. On the other hand, when it is not appealing to me, I tend to be uninterested and my bad habits kick in. I also postpone things till the very end, which consequently stresses me out. So, it very much depends on my motivation levels at the given time. But I see myself as a good learner more than the bad one.	*Interest Excitement* *Bad habits* *Postponing Motivation*
What is associated with good learning habits?	
Definitely motivation and order. If a person has an order inside oneself, it reflects onto the learning as well. Also having a goal is a huge factor because it adds up to the motivation. I have to mention doing things straight away and not postponing them like I do also make things easier. It doesn't necessarily have to reflect habits, but I think	*Motivation, Organized Goals Postponing Honesty*

when a person is honest by personality, it contributes massively to being a good learner.	
As you already mention motivation, what do you perceive as the main source of it?	
The main source of motivation should be you; no other person is able to motivate you more than you do yourself. Anything that you are trying to achieve is about you and not others. Yes, the things from the outside can make you a better person and people around you might reflect on that, but that is not the point why you should do it.	*Intrinsic motivation* *Self-centered*
How is one able to establish such positive attitude?	
I perceive it more as a mental state, it can sound like a cliché, but it is all in your head. If one thinks positively about anything, he/she is able to concentrate more energy on that very thing, thus progress faster, and even have a good time while doing so.	*Positive thinking* *Progress*
If you are able to enjoy the process, it doesn't even seem like you are working. As we already touched upon the area of learning, I would like to ask you about how you think can be the learning process enhanced?	
Well from my perspective, it is the fact that you really want to achieve your set goal. The level of determination directly influences the work you are willing to put in. The more determined or motivated you are the more energy you are able to spend. However, it also depends on the dosage. You cannot move mountains in day, it takes some time. So being clever about the whole process and not burning yourself out on the first day really determines if you are able to reach your set goals or it is just another thing you will skip on doing. Because let's admit it that we all have done such activities.	*Goals* *Determination* *Small habits*
I agree, we all have tried to do everything in one day and it's just not how it works. (Silence) What is your attitude towards learning a second language?	
I think that it widens one's horizons, it also makes your life easier when you are traveling, as it is kind of a comfort. All and all it is a huge positive and it contributes to the growth of one's personality.	*Widen horizons* *Traveling*

	Personality growth
Great I have a last question for you and if you think about yourself, how have habits changed your identity? What person have you became?	
Good question. I would proudly say that I am more organized, not only in things involving learning, but overall. I also tend to do things carefully, which makes me more tedious. As I have mentioned in the beginning, I have always been an active person, however, now I am more aware of what my body needs. That has completely changed my attitude towards physical activity. Overall, I can proudly say that habits have made me more focused, aware, and conscious human being.	*Organized* *Tedious* *Active* *Awareness* *Focus* *Positive personality*
That's great, I always find fascinating how much can habits change our lives. You are living example that they can massively improve the quality of one's life.	
Thanks, but I still think that I have a long way ahead of me.	
Well, that was the interview. Thank you very much for participating and also well done, you seem to have the awareness of habits and you are working on them, I always want to encourage that. So, keep going and thanks again.	
I want to thank you; I have enjoyed it very much. Seems like you are very interested in this topic, and it looks like you are having fun in the process too. If I am ever concerned with my habits, I'll let you know.	

Appendix 4

Age: 20

Gender: female

Education level: secondary (maturita)

Profession: student

Free time activities: working out, guitar, psychology, podcasts, walks

Target languages: English, German

Thank you for taking your time out of your day to do this with me. As I have surely mentioned to you like a thousand times this research is about habits.	
No way.	
Surprise (laughter). However, my aim is to identify specific habits and how they affect the language learning process. So, the questions I am going to ask you are both from habits and language learning field. There are no right or wrong answers, it is about your view on the presented topic. Okay, let's start.	
Can you please name some basic habits? (Silence) What do you do every day?	
I do my stretching routine every single day. I also prepare food and eat. Coffee is also a ritual without my day wouldn't feel complete. And social media has become a part of my everyday life. Which I am honestly not proud of, and I would like to get it out of my life.	*Sport* *Food* *Social media*
Why specifically?	
Because it takes more than it gives. There are surely number of benefits, however, it is the feeling after you close your instagram that says there is something wrong.	
How would you describe a habit in your own words?	
It's like the thing you cross from your checklist and suddenly it is available to you. I don't know if that makes sense to you. But I think of habits as tools you are obtaining and tweaking, most importantly once you have your tool, you are not losing it again. The tools are hard to get especially at first, however, if you keep going, they will pay it back to you.	*Tool* *Difficulty*
As you have already led into it, what do you associate with building a new habit?	
I order to introduce a new habit; you first need to know how they work and how to work with them. Every newly obtained habit is a victory, a mountain you have climbed. That experience then influences your view of the world, as you have gained the bigger picture.	*Understanding* *Achievement* *Goals* *Experience*

Is it always positive?	
Well, depends on what habits are you trying to build. From my example, I have introduced habits that are improving my life and making me get out of my comfort zone. But to answer your question, habits are not always positive. Behaviours that are keeping you in your comfort zone will consequently harm you in the long run, but if you are trying to get out of it, you are on a good way.	*Improvement* *Comfort zone*
What are than the consequences of getting out of your comfort zone and building good habits?	
If you hack it, you have the ultimate arsenal of tools to build the life you want. If you stay in your comfort zone, it will get smaller and make you literally more and more comfortable. The things that are good for you are not always pleasant, however, if you apply the functioning of habits, you can learn to enjoy these things and ultimately become better at anything.	*Tools* *Comfort zone* *Discipline*
What is the negative side of habits?	
They are hard to build, but even harder to break. I still fall into the traps of my old routines, but not as often as I used to. They just take time; it is not that one day you are eating healthy and work out and the next day you have the perfect physique you have always wished for. Consistency is key, it is also the reason why people cannot keep the streak going, it just takes too much time to see the results.	*Difficulty* *Time* *Consistency*
What specific habits do you consider having positive impact on your life?	
Well definitely stretching. I must admit, I hated it. I was not flexible enough, my back hurt which limited my life by a lot. One time I visited my yoga teacher and he showed me a routine that will eliminate my lower back pain. It didn't start as a habit, I simply wanted to reduce the pain. However, I have been doing this routine for over a year now and I don't know where I would be without it. I have learned to love stretching. If you would tell me that a year ago, I would have probably laughed at you, but now look at me. (laughter) Besides from stretching,	*Sport* *Attitude* *Motivation* *Change*

I have also started to listen to psychology podcasts which are helping me to obtain more information regarding my field of study.	*Podcasts Information input*
Good, we are now transitioning into the identity part of the interview. How would you describe your personality? (Silence)	
Fuu, that is a tough question. Well, I am very changeable. Everything depends on my mood. I love to learn, however, if I don't feel like it, I won't. There are a lot of things I am interested in, but I only learn them on a surface level. So, I would say that I have general knowledge, but I don't consider myself to be a professional in any of them. I have yet to learn how to become that.	*Changeable* *Interest*
Can you mention some aspects of your personality that are connected to habits?	
The fact that I have mentioned me being changeable says a lot. If I am in the mood my habits are on point, I feel like I do anything. However, the other side is not that pretty. I can be really stubborn. If there is something I have to do and it doesn't appeal to me, I tend to postpone it and I am not able to stay in the process for long. On the other hand, when there's a thing that is compelling to me, I can completely absorb myself in it.	*Stubborn* *Motivation* *Natural interest*
What is your desired identity?	
I would like to get more in depth with the things I do. I don't know how to describe it in one word. But it has always fascinated me how people are able to dedicate their life to one thing only and just do that. Getting closer and closer to perfection. I don't want to become that but being more perfectionistic would definitely help me.	*Dedication*
What habits impair your desired identity?	
Well, the old ones do. (laughter) It is hard to become someone new, especially if you are aware of the functioning of your old self. It keeps popping up, I guess what it takes is to notice it and move on. Easier said than done though. Just to mention a few, it's probably drinking alcohol, checking social media, and procrastinating.	*Alcohol, Social media, Procrastination*

	Bad habits
We are getting towards the last part of the interview which is concerned with learning languages. What is your attitude towards learning a second language?	
I personally enjoy it very much. The fact that you gain a view into a new culture makes you more tolerant to others. It is not only the language system itself, but the people you meet, the food you eat, the behaviour you learn along the way and many other benefits. However, without the language, you are forbidden to absorb these things. So, everyone should know at least one foreign language, two are optional, one is necessary.	*Enjoyment* *Tolerance* *People* *Food* *Benefits* *Culture*
What is perceived as the main source of motivation?	
It is all in your head, so you can tweak it and make yourself more motivated. Having a goal definitely helps, however, it shouldn´t be the main motivator. It also helps to approach things with positive attitude. I suppose that you find a thing you are interested in and learn the language through that. At least from the beginning, it can help you immensely. The most potent motivational force is you; it better be your motivation and not others. When it comes from you, it is the purest form, and it can bring a lot more positive feedback than if you would do it for example because of your parents.	*Goals* *Attitude* *Intrinsic motivation*
How would you describe yourself as a learner?	
I enjoy the process of learning. I have always perceived myself as a good learner, so things have naturally fallen into place. I had good grades and routines that helped me sustain them. It didn't feel like a lot of effort after the routines have become my habits. I feel very fortunate to have them now, because I see a lot of my peers struggling with the process of learning, I must admit that sometimes I am also unable to push myself to do it. However, my habits always find their way back to me and after that initial friction, I get back on track.	*Good learner* *Routines* *Learning* *Difficulty*
What specific habits have helped you to acquire a second language?	

The things were mostly outside of school such as: watching TV shows, listening to podcasts and music, and traveling. My parents don't speak English, so it was always on me to arrange everything. On the other hand, I still think that my attitude has helped me the most. I am very open to learn about different countries and cultures and English has helped me to do so. I am more compelled now to start learning German again, because I feel like it's shame that I have learned it for so long and I have lost a huge part of it. It's only about introducing the proper habits and staying with the consistency.	*Free time. Podcasts. Music Traveling* *Positive attitude* *Consistency*
Yes, being positive about whatever process you engage with is a huge game changer. Thank you very much for your time, that was the last question. I certainly see your psychological view of things, as it reflects on the habits as well. I am more certain than in couple of years you will be able to give me lectures about them.	
I feel like I want to thank you. It was a very interesting interview and it made me think about a lot of different aspects of my life.	

Appendix 5

Age: 53

Gender: female

Education level: secondary (maturita)

Target languages: German

Free time activities: hiking, cycling, swimming, reading, cross-country skiing

Profession: house-keeping lady

Is the interview always done with one person only?	
Yes, due to it being in depth interview, it is always done with one person only. It gets more difficult to manage the data if more people are involved. Basically, the aim of this research is to map people's habits and find out how they influence their personality with focus on language learning. If you could name some basic habits (silence) what would they be? What do you do every day?	

So, hygiene, personal hygiene. Ehm, with one word breakfast is a habit, because I have the same breakfast every day and I am not bothered by it.	*Hygiene* *Food*
You don't mind stereotype?	
Not at all, it gives me actually more peace when the things stay the same. Besides that, my work is also a habit.	*Work*
How would you describe a habit with your own words?	
As a repeating stereotype.	*Repetition* *Stereotype*
Great, could you put it in a sentence?	
Habits are all actions that repeat themselves or they happen on frequent occasions. By all I mean from various field, such as sport, work, free time etc.	*Action* *Time* *Repetition*
When new habit is being build, what do you associate with it?	
Maybe patience. Before it is established, before it doesn't bother you, before you get used to it, before it brings positives, it takes time.	*Time*
How hard is it to establish a new habit?	
Depends on what habit are you trying to build. Some come naturally, some are challenging. It's a paradox that with bad habits, it is easy to do them. They don't bring so much on return, they rather take. However, when you want to build habits that improve your life, it is very difficult from the beginning, it even hurts. If you overcome it, the feeling of satisfaction will reward you, but not straight away.	*Challenge* *Bad habits* *Improvement* *Reward,* *Satisfaction*
We touched upon the next question, what are the impacts of good habits?	
That it brings something in return and sometimes when you least expect it. You also realize that the habit gets easier with time. For example, in sport, the more you do it the easier it gets. So, the 10 kilometers you have walked in the beginning seemed so long and after you have been walking for a month, it seems like nothing, because you have gotten used to it.	*Reward* *Time, Difficulty* *Repetition*
What is the negative side of habits?	

I associate negative with alcohol, because it will ruin you, physically and mentally. There is this need to constantly have something. Relationships too can get toxic, while you can get so used to being with someone, that you grow unable to be alone. You forget how to be alone.	*Bad habits* *Alcohol* *Relationships* *Toxic* *Loneliness*
What habits, specifically, have positive impact on your life? (Silence) What do they bring?	
That I take care of myself, not for others, but for me. Because I then feel positive, and it reflects on my mood and self-awareness.	*Positive self-awareness*
So those were habits, now let's move to identity, because habits have the ability to change our personality. How would you describe your personality?	
I am very energic, sometimes too much that it bothers people around me. I love good humor. I tend to view things as either black or white, nothing in between.	*Energetic* *Humorous*
Could you mention some aspects of your identity that are connected to habits? To give you example because it is a tricky question. I am an active person; therefore, I train two or three time a week.	
Well, I miss my habits when I don't do them, I feel the need to do something. When I don't perform a physical activity on a regular basis, I grow frustrated, my head hurts or I am not feeling well, I feel tired. I have grown so accustomed to my way of living, that I am unable to imagine my life without habits.	*Need* *Physical activity* *Bad feelings*
What identity would you like to become?	
I would like to become more patient.	*Patient*
What are specific steps towards that?	
Constantly reminding myself, saying it out loud. The awareness than grows on its own.	*Repetition* *Awareness*
What habits concretely are stopping you from becoming more patient?	

Time plays a huge role in my life. It also connects to me not being organized; therefore, when I had to be there in 10 minutes, I know that it will take me 15 and that puts me in stress.	*Disorganized*
Let's now move to the area of language learning. How would you describe yourself as a learner?	
All over the place. And I learn what I enjoy, what doesn't appeal to me, I am not able to understand it, remember, store, or even repeat.	*Enjoyment* *Low self-esteem*
What are your strengths?	
My perseverance. I am very flexible, so I can adapt easily to change.	*Flexible*
What are your weaknesses?	
I underestimate myself by a lot. Sometimes I cannot decide between two choices, I need someone else to decide it for me. I like to ask a lot of questions and I have noticed that it can bother other people.	*Low self-esteem* *Indecisiveness*
How would you describe a good language learner?	
As a very bright person, who might not even be aware of his/her ability. That person is constantly working with the mind, making it busy and improving its memory along the way. If one is able to store the information successfully, he/she is then more able to remember it forever.	*Self-awareness* *Memory*
What is your attitude towards learning languages?	
In this day and age, it is a necessity to know at least one foreign language.	*Necessity*
How could I establish a positive attitude towards that process?	
You could do that by exposing yourself towards the language by being in the foreign country or in a family where is the language spoken. So, the need to understand then gives you the ultimate boost you need.	*Exposure* *Language input* *Comprehension*
What is perceived as the main source of motivation?	
That you can consequently use the language, you understand it, and thus you can be accepted to the social group which is using a foreign language. I think that everyone is able to at least learn the basics. I	*Language use* *Social group*

don't think that only the want to learn a language is enough, one has to be in a situation where there is no other way to go around it than use it.	*Necessity*
Let me come back to the language again. Have you learned it language by being exposed to it? Could you describe your experience?	
Yes, I have. When I was 20 years old, I moved to Austria for work. Without knowing the language, it was extremely difficult for me, mentally. I had to go through a phase looking like a complete idiot, but eventually I started to pick up the basic words and learning myself how to use them.	*Travel* *Work* *Difficulty* *Vocabulary*
What specific habits have helped you to acquire a second language?	
In the beginning writing things down definitely helped me. I then put those writings on a place where I could see them, I read them aloud so I could better remember the content. And again, given the fact that I was surrounded by the language gave me the advantage to listen to it. Whether that would be on a radio, in a television, or just by listening to other peoples' conversations. I was just immersed in it.	*Writing* *Environment* *Language input* *Listening, speaking, comprehension*
Nice. Thank you very much for the interview. That would be it.	

Appendix 6

Age: 25

Gender: male

Profession: assistant

Free time activities: sport, running, hiking

Education level: University - Bc.

Target languages: English, French, Arabic

Just to introduce my research, it is mainly focused on habits and language learning. I will ask you prepared questions considering	

these topics, to find out your habits, your identity and how it all affects the language learning process. I am just curious, you have mentioned that you speak Arabic, how's that possible, and are you bilingual?	
My grandpa is originally from Jordan, so my mum is bilingual, I am not, but I understand Arabic. I don't have the speaking abilities now, but whenever I am there, and I get exposed to the language I am able to pick it up quickly. Well, I mean I can understand and put some basic sentences together.	*Language exposure*
Interesting, you don't typically meet a person who has such an interesting language background.	
Just don't think I speak three languages fluently. I have mentioned French just because I have spent 6 months there and I have absorbed some basics. Not because I am a language expert.	*Low self-esteem Traveling Language exposure*
Every single data I collect from this interview matters, so don't worry by saying something wrong. To start, I would like to ask you to name some basic habits.	
Movement, ehm, food surely, sleep, the basic needs. Certainly, meeting other people and all that goes with it, such as communication and maintenance of interpersonal relationships.	*Food, sleep, communication Relationship*
Could you explain these terms in a more detail? What specific habits are connected to them?	
So, with movement it is any physical activity, running, hiking, climbing, it is healthy to push yourself through hard things, I perceive it as some sort of a cleanse. You sweat out bad emotions that are stored in your body. With food I associate having a good lunch after work, to satisfy my physical as well as mental cravings, to also gain energy and rejuvenate the body.	*Free time, sport Challenge* *Satisfaction Energy*
How would you describe a habit?	
As a repeating action that occurs within a certain time period.	*Repeating Action, Time*
What do you associate with building a new habit?	

Certainly, a will to do it, some kind of a motivation. Then	*Will, motivation*
understanding of what you do. You need to comprehend the process	
in order to get involved in it. I would also mention that you'd need an	*Understanding*
empathy for yourself. Because it is not easy to build a new habit.	*Empathy*
	Challenge
You have already started to answer the next question. How difficult is it to do it?	
It can be very difficult. But if you have a great reason to do it, such	*Reason*
as your health, you are able to overcome the difficulties more quickly,	*Difficulty*
at least that is my opinion on it. Well, health should be a good reason	*Food*
for you to stop eating certain foods or start to do some sport. We all	*Sport*
want to live a long and healthy life. To give you an example, if you	
would have some skin problems caused by a food intolerance, you	
are more likely to change your diet to improve your health state.	*Change*
If a person has good habits, what are the consequences of it?	
More positive habits I guess (laughter).	
That's true, can you give me some examples, it can be your personal experience.	
So, I have established good hygiene habits. Those are very important	*Hygiene*
to have. I think that people would definitely notice if those routines	
were diminished. When I'm clean I feel much better and not only	*Positive feeling*
physically, but mentally too. However, when I'm in the mountains I	
can go sometimes five or more days without having a shower, but in	
that environment, I don't think it matters that much. And I enjoy it	
very much, but I always make sure to go back to the usual mode	
whenever I get back from my trips.	
And the consequences of having good hygiene habits?	
You can meet with other people. When you are dirty, you are hard to	
be around. It is a social standard.	
I am very amused by your examples. That's the beauty of these interviews, you get always a different data from it. Anyway, what do you think it's downside of bad habits?	

They can have a negative impact on your health, and on your social position. When for example you have a problem with alcohol, you are able to completely abandon your responsibilities. You can become an outcast of society. On the other hand, there are habits that can one view as positive and other as negative, there is a very thin line between them. Either a good or a bad habit can create an addiction.	*Negative impact* *Alcohol*
Good point. What are the specific habits that are improving your life at the moment?	
Rest, relax. I am regaining my energy with naps throughout the day. I have also developed good sleeping habits, so I am used to going to bed and waking up at the certain time.	*Rest* *Sleep*
What habits are you proud of?	
Of my running routines.	*Sport, routines*
Why?	
Because it is a habit that you can sustain for such a long time and eventually you can get better at it if you are enjoying it of course.	*Time* *Improvement*
How has running changed your life?	
I have started to take care of my body and to listen to it. I have learned about the functioning of it, why does it hurt, when it needs to rest and overall it connected me more to it.	*Rest* *Connection*
That is a very pleasant change. We are moving towards your identity, so how would you describe it?	
Empathic, energetic, self-reliant, I like to learn new things, at least I always put these into my CV. (Laughter)	*Empathic, energetic, self-reliant*
Do you really like to learn new things?	
Yes, I do, but they need to be interesting. I am not interested in everything of course.	*Interest*
Can you mention some aspects of your identity that are connected to habits? To give you an example, I am an active person, therefore I train 5 times a week.	

I will put it the other way around. When I don't run for a long time, I feel more tired. I am not willing to be productive. As the energy levels go down, I even grow frustrated, and my mood gets also infected.	*Tiredness* *Productivity* *Energy* *Mood*
Is there any aspect of identity you'd like to impersonate?	
(Pause) I don't think so. I can say that I am satisfied with who I am. I do things that naturally interest me. I have everything I need.	*Satisfaction* *Interest*
Is there anything that impairs your identity?	
That would definitely go to alcohol and drugs. They are slow killers; however, I believe that in small amounts they can be beneficial. But not in a way they are being used today. Because they have become sort of a trend between young people. I don't get it why is that a trend, maybe young people are drawing the attention in that way which let's face it is very stupid. It is also slowing down the progress of our society. I don't know how it is, this is just my view.	*Alcohol, drugs* *Progress*
Let me just say, I am very pleased with your answers, I am enjoying this very much. And now we shall move onto the area of language learning. How would you describe yourself as a learner?	
Me as a learner, ehm, I am very lazy, and I am unable to hold focus for longer periods of time. I wonder in my thoughts, getting away from the present and from what I should be learning. My concentration oftentimes leaves me after couple of minutes.	*Lazy* *Focus*
Okay, now you have mentioned some of your weaknesses, if you could give me some of your strengths, what would they be?	
My memory, I have always had a good memory which has helped me in situations when I needed to learn something. And experience. I am a very practical guy, I always need a practical explanation rather than written theory. If I am able to experience whatever it may be that I am learning, I am more compelled to remember it. Even with the languages, I have tried to learn them in language schools, but what gave me the most was my travels and the exposure to different cultures. Communication and understanding then somehow	*Memory* *Practical* *Experience* *Traveling* *Culture* *Communication*

happened naturally. I think this is the best way to learn any language, just go to the country when it's spoken and absorb as much as you can. It is certainly not for everybody, some people excel in the school environment, however, judging that from my perspective traveling is hands down the best way.	*Comprehension Exposure Language input Environment*
I don't know if you happen to have such a person in your surroundings, however, how would you describe a good language learner?	
They are always very communicative, surely. They have a higher social intelligence. I don't know how people who speak multiple languages have that. Maybe they have a certain algorithm, I'm not sure. My mom speaks five languages, and she sure has to have some system of learning, but I don't. (Laughter)	*Communicative*
Have you ever thought about how it changed your mum's personality?	
Not really, but it certainly makes you more tolerant and understanding. I think that with every new language you learn, you become someone new. I saw that with my girlfriend, we have been abroad for six months and she was speaking mostly French there. I came to realize that she is completely different person, but obviously in a good way. So, I definitely think that languages impact your personality, maybe even more than you think.	*Tolerance* *Traveling Personality change*
What is your view of language learning?	
It opens so many doors for you as well as broaden your possibilities. You can meet with a range of different and interesting people. It is definitely a good skill to have.	*Possibility Connection*
How can one establish a good attitude towards learning?	
A good motivation source why am I learning that, so a good reason is obligatory.	*Motivation Reason*
That brings me to the next question, what do you perceive as the main source of motivation?	
I think with languages specifically, it is to get to know the people and their culture. It is interesting to see how they think differently, and	*Culture*

you can even obtain that kind of thinking from them which is so cool. Once you get to know the language, these things naturally occur to you, without it there is no way you could ever get exposed to it.	*Thinking* *Comprehension*
This is the last question, what specific habits have helped you to acquire a foreign language?	
Definitely reading, books, articles, comic books, whatever appeals to me. But of course, speaking is the most effective habit to have. Being a very talkative person myself, I usually seize an opportunity to speak with others even if they are strangers. What else… Well watching movies and videos which happened to be a sort of an excuse for me. I didn't personally learn much from them, however, they are fun to watch, but not as a main source for my language learning.	*Reading* *Speaking* *Talkative* *Communication*
Well, thank you, that was the interview. I have enjoyed it very much.	
Yeah, thank you too. It was very interesting. Good questions too. Nicely done.	

Appendix 7

All the codes, from the open coding phase, were put onto the same page to provide a better visual cue and to aid with the assignment of codes into specific categories.

N.1
Hygiene, Food, free time, Action, Automaticity, Energy, Exercise, Beneficial, Tolerant, Experience, Tolerance, Understanding, Determined, Goals, Determination, Necessity, Improvement, Travel, Reading, Communication Culture, Educational system, Technology, Language input, Learning, Vocabulary, Context, Learning habit, Learning technique, Flash cards, Environment, Learning partner, Speaking, listening, Bad learner, Memorization, Speed reading, Memory, Mistakes, Problem solving, Excitement, Motivation, Curiosity, Information source, Intrinsic motivation, Tolerance, Flaws, mistakes, Respect, Food, Thinking, Traveling, Vocabulary

N.2

Low self-esteem, Hygiene, food, Regularity, Difficulty, repetition, Respect, Time, Experience, Challenge, Traveling, Sleep, Work, Respect, Positives, Difficulty, Low self-esteem, Will, Bad habits, Environment, Free time, Active person, Progress, Interest, Excitement, Bad habits, Motivation, Postponing, Honesty, Intrinsic motivation, Self-centered, Positive thinking, Progress, Goals, Determination, Small habits, widen horizons, Traveling, Personality growth, Organized, Tedious, Active, Awareness, Focus, Positive personality

N.3

Sport, Food, Social media, Tool, Difficulty, Achievement, Understanding, Goals, Experience, Improvement, Positive impact of habits, Comfort zone, Tools, Discipline, Difficulty, Consistency, Attitude, Motivation, Podcasts, Information input, Positive impact of habits, Changeable, , Stubborn, , Motivation, Natural interest, Dedication, Alcohol, Procrastination, Bad habits, Enjoyment, Tolerance, People, Food, Benefits, Culture, Goals, Attitude, Intrinsic motivation, Good learner, Routines, Learning, Difficulty, Free time, Traveling, Music, Positive attitude, Consistency

N.4

Hygiene, Food, Work, Repetition, Stereotype, Action, Time, Challenge, Improvement, Reward, Satisfaction, Time, Repetition, Bad habits, Alcohol, Toxic, Relationships, Loneliness, Positive self-awareness, Energetic, Humorous, Need, Physical activity, Bad feelings, Patient, Repetition Awareness, Disorganized, Enjoyment, Low self-esteem, Flexible, Low self-esteem, Indecisiveness, Self-awareness, Memory, Necessity, Exposure, Comprehension, Language use, Social group, Writing, Environment, Language input, Listening, speaking,

N.5

Language exposure, Low self-esteem, Traveling, Food, sleep, communication, Relationship, Free time, sport, , Satisfaction, Repeating, Action, Time, Will, motivation, Understanding, Empathy, Challenge, Reason, Difficulty, Sport, Change, Hygiene, Positive feeling, Negative impact, Rest, Sleep, routines, Improvement, Rest, Empathic, energetic, self-reliant, Interest, Tiredness, Productivity, Energy, Mood, Satisfaction, Alcohol, drugs, Progress, Lazy, Focus, Memory, Practical, Experience, Traveling, Culture, Communication, , Exposure, Language input, Environment, Communicative, Tolerance,

Personality change, Possibility, Connection, , Thinking, Comprehension, Reading, Talkative, Speaking, Energy, Language exposure

Appendix 8

Following diagrams were created to provide the author with clearer perspective of relationships between codes. Having the codes in such diagram helped to categorize them and to visualize the thinking process. Each of these diagrams represents different idea or thought process. To provide a further description, each of the diagrams is named accordingly to the issue.

Context
- Environment
- Culture
- Educational system

Cause
- Motivation
- Goals
- Work
- Traveling

Event
- Language learning
- Understanding
- Communication

Strategies
- Vocabulary
- Listening
- Reading
- Speaking
- Learning partner
- Language input
- Learning

Consequences
- Experience
- Communication
- Tolerance
- Respect
- Language acquisition
- Thinking
- Personality growth

Intervening condition
- Learning partner
- Language input
- Determination

Context
- Environment
- Free time
- Sport

Cause
- Intrinsic motivation
- Determination
- Goals
- Motivation

Event
- Habit building
- Repetition
- Routines

Strategies
- Small habits
- Positive thinking
- Positive attitude

Consequences
- Personality growth
- Progress
- Improvement

Intervening condition
- Determination
- Will
- Challenge
- Difficulty
- Discipline
- Enjoyment
- Consistency