

THIRD OR ADDITIONAL LANGUAGE LEARNING: A CASE STUDY OF HUNGARIAN CHINESE LEARNERS

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ABSTRACT

This paper reports a study on Hungarian Chinese learners' learning Chinese as their third or additional language, using English as the medium of language learning. The study was mainly focused on Chinese language learning experience of 20 active Hungarian Chinese learners. Questionnaires and interviews were employed to investigate their language learning preferences as well as the language learning strategies used in Chinese language learning. The study revealed that learners' knowledge of their previously known and learned languages, and their experience from previous learning of other languages had positive influence on their Chinese language learning. It was also found that being experienced language learners, they had their own language learning preferences, and there was an impact of their teachers' teaching strategy use on their self-directed language learning strategies.

KEYWORDS

Third or additional language learning, Chinese, language learning experience, language learning preferences, language learning strategies

INTRODUCTION

In the globalization age, language is necessary for everyone's life, and knowing only one language is not enough in the 21st century for a number of reasons among which globalization and migration are the main reasons according to Cenoz et al. (2001) [3] and Cenoz & Jessner (2002) [4]. As knowing more than one language is a strength for an individual in all the aspects of his/her life including education, business, and social life, people around the world try to learn languages which they are interested in or languages which can be useful in their life. To learn a second (for some people it is a third, for some people it is an additional) language, people usually choose a popular foreign language. Oxford (2003) [13] defines "[a] foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted" (p. 1).

Chinese language learning becomes popular and the number of learners increases for learning it as a second language or a foreign language (Jiang & Cohen 2012) [10]. So does it in Hungary. To look back to history of Hungarian people's Chinese language learning, Józsa (1988) [11] states that Chinese language teaching has been introduced to Hungary since the 1950s, but there were very few Hungarian Chinese learners at that time in Hungary. The number of Hungarian Chinese learners increases, and now, after 70 years later, the number of Chinese language learners in Hungary (including non-Hungarian Chinese learners) has risen up to 6259 according to the director of ELTE Confucius Institute (Li et al. 2021) [12]. The

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present study is a case study of 20 multilingual Hungarian Chinese learners, using English as the medium of Chinese language learning.

LITERATURE REVIEW

Different language learners have different language learning styles. According to Oxford (2003) [13], language learning styles refer to “the general approaches to learning a language” (p. 1) whereas language learning strategies refer to “the specific behaviors or thoughts learners use to enhance their language learning” (p. 1). Similarly, different language learners have different language learning style preferences. Cohen et al. (2002) [6] refers to language learning style preferences as how learners approach the language and what they prefer in their language learning. Among many factors influencing the success of a learner’s foreign language learning, language learning styles and strategies are important factors. Griffiths (2015) [9] also states that the use of language learning strategies is important in foreign language learning, and successful language learners use different language learning strategies. Moreover, which strategies they use also have an impact on their success in language learning.

In previous literature on third language acquisition, Balla (2008) [1] claims that when learning the third language, learners use their previous language learning experience. The present study investigates language learning preferences and strategies of 20 active learners of Chinese (L1 Hungarian speakers) in their learning Chinese as their third or additional language. They all are experienced foreign language learners. (See Table 1.)

Another scholar, River (1996) [14], mentions that the third language learners, as experienced language learners, have a behavior of self-assessment for their performance. They can “assess their levels of anxiety and confidence and their needs in further acquiring the target language” (p. 5). They know their strengths and weaknesses in their language learning, and they have self-directed language learning behaviors. In addition, they have their own language learning strategy preferences.

In previous literature, there have been relatively a lot about third or additional language acquisition, but to my understanding, there has been no literature about Hungarian learners’ Chinese language learning as their third or additional language learning. In the present study, all the subjects were multilingual, and they had experience of learning different languages. According to Cohen and Li (2013) [5], “[w]hile the knowledge of multiple languages has to play a positive role in the learning process, it still stands to reason that the features of the specific language itself will determine to some extent the level of success of the particular learner with the given language. Regarding language learning strategy use, Oxford (2003) [13] asserts that good language teachers make their students aware of and use of appropriate language learning strategies for the success of the learners’ language learning. Therefore, in this present research, my research questions were:

- (1) Do Hungarian Chinese learners’ knowledge of their previously known and learned languages, and their previous learning of other languages influence their third or additional language learning i.e. Chinese language learning?
- (2) What are Hungarian learners’ language learning preferences in their Chinese as their third or additional language learning?
- (3) What are Hungarian Chinese learners’ self-directed language learning strategies in their Chinese as their third or additional language learning?

SUBJECTS AND METHODS

In the study, there were altogether 20 subjects whose first language (L1) is Hungarian who were learning Chinese as an additional language, with English as the language of instruction in Chinese language learning. All subjects were experienced language learners. (See Table 1.) Among them, 3 subjects had experience of learning 2 foreign languages, 10 subjects had experience of learning 3 foreign languages, 5 subjects had experience of learning 4 foreign languages, and 2 subject had experience of learning 5 foreign languages. At the time of the present study, 6 subjects were learning only Chinese whereas other subjects were learning at least 2 foreign languages including Chinese. The foreign languages the subjects in the present study currently learning at the time of collecting data can be seen in detail in Table 1. The subjects were coded as S1, S2, etc., and these codes were used whenever the individual subject was mentioned in this paper.

Table 1: Number of languages Hungarian Chinese learners have learned and currently learning

Code	Foreign languages have been learned	Foreign languages currently being learned including Chinese
S1	English, Chinese	English, Chinese
S2	English, German, Serbian, Spanish, Chinese	English, Chinese
S3	English, Chinese	Chinese
S4	English, German, Chinese	English, German, Chinese
S5	English, German, Japanese, Chinese	English, Japanese, Chinese
S6	English, French, German, Japanese, Chinese	English, Chinese
S7	English, German, Chinese	English, Chinese
S8	English, German, Chinese	German, Chinese
S9	English, French, Chinese	Chinese
S10	English, German, Japanese, Chinese	English, Japanese, Chinese
S11	English, Chinese	Chinese
S12	English, Japanese, Chinese	English, Chinese
S13	English, German, Chinese	English, Chinese
S14	English, German, Chinese	Chinese
S15	English, French, Chinese	Chinese
S16	English, German, Korean, Chinese	English, Korean, Chinese
S17	English, Italian, Chinese	Chinese
S18	English, German, Japanese, Chinese	English, German, Japanese, Chinese
S19	English, Italian, Korean, Chinese	Korean, Chinese
S20	English, German, Chinese	English, Chinese

Not only 20 Hungarian Chinese learners but also their 2 teachers were included as subjects in the present studies. These Chinese teachers were native speakers of Chinese who had at least 3 years teaching experience of teaching Chinese to speakers of other languages.

As instruments for this present study, two questionnaires were used: one for Chinese language learners and the other for Chinese teachers. The questionnaire for Chinese language learners was designed, based on the questionnaires in Balla (2012) [2] and the third language learners' language learning behavior in River's (1996) [14]. (See Appendix A.) For the

questionnaire for Chinese teachers, Dörnyei's (2005) [8] four principal aspects of motivational teaching practice, and Cohen and Weaver's (1998) [7] strategies-based instruction for L2 were applied. (See Appendix B.)

The data for this present study was from the questionnaires the subjects, including two Chinese teachers, filled in. Also, follow-up interviews were conducted with subjects for further clarification whenever necessary during the data analysis procedure. As the researcher was also a Chinese language learner in Chinese classes with most of the subjects in this present study, classroom observation had been done by the researcher during classes. Findings in the present paper were based on self-reports of multilingual Hungarian Chinese learners' Chinese language learning experience by using English as the medium of Chinese language learning, added with the researcher's analysis on their self-reports, the researcher's classroom observation, and self-reports of Chinese teachers as well as interviews with them.

FINDINGS AND DISCUSSION

Impact of the previously learned languages and the previous language learning experience on Chinese language learning

In previous literature, Balla (2008) [1] claims that experienced language learners use their previous language learning experience when they learn a language as a third or additional language. In the present study, Hungarian Chinese learners were experienced language learners who had had experience of learning at least 2 languages (Hungarian and English). Almost all Hungarian Chinese learners in the present study had experience of learning 3 and more foreign languages. (See Table 1.) Thus, in the present study, it was found that there were some subjects who thought that the previous languages they had learned are similar to Chinese in some aspect and that similarity helped them in their Chinese language learning. It was also found that there were some subjects who thought their previous language learning experience helped them in their Chinese language learning although they did not think that their previously learned languages are not similar to Chinese.

Among 20 subjects, 9 subjects (S1, S5, S10, S13, S15, S16, S18, S19, and S20) mentioned that Chinese is similar in some aspect to the previous languages they had learned. Among them, only S20 thought that the similarity between languages she had learned did not help at all in her Chinese language learning. S20 thought that there are some similarities between Chinese and her previously learned languages (English and German) in some aspect. S20 said:

“The order of sentence elements in a basic sentence is quite similar, like subject+verb+object.”

S20 also thought that the articles in German are similar to the tones in Chinese. She said:

“In German, there are 3 articles (der, die, das) and in Chinese there are 4 tones, and I don't see any consistency in either of these languages when it comes to deciding which article or which tone.”

Apart from S20, the other 8 subjects thought that the similarity between languages they had learned or their learning experience of these languages helped them in their Chinese language learning. The subjects who thought their previously learned language are similar to Chinese, and it helped them in their Chinese language learning were S1, S5, S10, S13, S16, S18 and S19. Among them, S1 and S13 thought that English is similar to Chinese, S5 and S10 thought that Japanese is similar to Chinese, and S16, S18 and S19 thought that Korean is similar to Chinese.

S1 and S13 thought English grammar is similar to Chinese grammar, and it helped them in their Chinese language learning. S1 mentioned that structure of sentences in English helped in Chinese language learning whereas S13 stated:

“The similarities with other language help me understand Chinese more and as I have experience, I know what method of learning is the best for me.”

Similarly, S15's opinion about previous language learning experience helping in Chinese language learning was the same with that of S13. Although S15 did not mention any particular language which he thought is similar to Chinese, he mentioned that the techniques in learning any language are the same, thus the previous language learning experience helped him in his Chinese language learning.

For S5 and S10, they stated that their Japanese language learning experience helped them in their Chinese language learning. S5 stated that Katakana which is the Japanese writing system helped in learning Chinese. For S10, Japanese language learning experience helped Chinese language learning in one way, but on the other hand, it also made him confused in his Chinese language learning. S10 mentioned:

“Japanese also uses Chinese characters called kanji. It made it really easy to learn the character and the meaning because 90% of the time it's the same but the pronunciation is different. It made it really easy to mix up the two languages when it came to pronunciation.”

Other subjects who thought previous language learning helped in Chinese language learning were S16, S18, and S19. They thought that Korean is similar to Chinese, and it helped them in their Chinese language learning. S16 mentioned:

“Because in Korean and Chinese have lots of similar words, I can easily remember them. I think English is very important because the most of Chinese books for learning is written in English.”

For S18, pronunciation is similar in Korean and in Chinese. S18 said:

“It helped me how to learn Chinese effectively.”

Similarly, S19 mentioned that Korean writing system helped in Chinese language learning. Regarding in which way previous language learning experience helped in Chinese language learning, S19 mentioned that previous language learning experience helped for how to memorize words and how to learn a foreign alphabet.

In the present study, although they did not think their previously learned languages are similar to Chinese, S3, S6, S8, S9, S11 and S14 thought that their previous language learning experience helped them in their Chinese language learning. Their opinion was found similar to that of S13 and S15 mentioned earlier. S3 mentioned:

“Sometimes it is possible to connect certain things (like grammar) to another language.”

For S8, the previous language learning experience helped to know what was the most important to learn first in Chinese language learning. S14 mentioned:

“Learning whole sentence structures is more useful.”

For S6, as this subject had learned Japanese for a few months, S6 mentioned that the way Chinese should be learned was similar to Japanese learning, saying that “memorising the symbols is like in Japanese”.

For S9, his previously language learning experience helped him to realize what to do in his Chinese language learning. He said that in the past, he learned some foreign languages, and he had a certain level of knowledge on these languages. However, at some point he lost his motivational drive, thus stopped putting effort to practice. S9 also added:

“Then, over a while, they all slowly got rusty, and I forgot many things. That's when I realized I cannot keep on doing that, because then all this effort and time being put into my studies were all in vain. So when I finally decided to go for Chinese, I finally felt it as my own will to do so and I set myself clear goals in it. I have also determined to remain as consistent with practicing and to be stricter with myself to not fall into the same mistakes again as before.”

S11's opinion was found similar to that of S9. S11 mentioned that in Chinese language learning, it was important to keep up or there would not be any chance to succeed in Chinese language learning.

The data from these 15 subjects (i.e. 75% of the subjects in the present study) revealed that the knowledge of previously known and/or learned languages and the previous language learning experience were helpful in their third or additional language learning, here in this case study, Chinese language learning. The findings were in line with Balla (2008) [1], claiming that when learning the third or additional language, having experienced in language learning, learners use their previous language learning experience.

Self-report on strengths and weaknesses in Chinese language learning

The third language learners know their strengths and weaknesses in their language learning River (1996) [14]. In accordance with River, being experience language learners, the subjects in the present study knew their strengths and weaknesses in their Chinese language learning.

Among the 20 subjects in the present study, 3 subjects (S2, S4, and S6) mentioned their strength in Chinese language learning was their love of Chinese. S2 said:

“Back in the days, when I was younger, I was really into the Chinese culture. I always wanted to be a part of that culture, even though I never been to China (YET) it was always close to my heart. So therefore I'm really motivated to learn this language! Also big shout-out to my Chinese language teacher, because she's the sweetest teacher I have ever met, and she helps it getting through ~ from the Chinese character, grammar, etc... ~.”

Regarding Chinese language, S4 mentioned:

“I like the whole language.”

S6 also mentioned:

“I love everything in it.”

To look back to their foreign language learning experience, two of them (S2 and S6) had an experience of learning 5 different foreign languages whereas S4 had an experience of learning 3 foreign languages.

Among the other 17 subjects, there was only 1 subject found in the present study who liked tones in Chinese. S3 mentioned:

“I love the tones and grammar.”

Regarding Chinese pronunciation, there were found two subjects (S9 and S11) who liked pronunciation. S11 said:

“The pronunciation is difficult but very beautiful.”

In the present study, 4 subjects (S3, S8, S10 and S13) mentioned that their strength in learning Chinese was in grammar. Among them, S10 said:

“I think Chinese has really easy grammar unlike Japanese and I also love learning and writing the different characters.”

There were found a lot of subjects (altogether 11 subjects) who mentioned that they liked Chinese characters. They were S1, S5, S7, S10, S12, S13, S14, S15, S16, S19, and S20. Among them, S19 said:

“I love the character, I don’t know but I love practice writing them and I think I can easily memorize words.”

Regarding weaknesses in Chinese language learning, 10 subjects (i.e. 50% of the subjects), particularly S1, S7, S10, S11, S13, S14, S16, S18, S19, and S20, mentioned that tones in Chinese were difficult for them and they had weakness in getting used to the tones of the Chinese language. S19 said:

“I don’t remember the tones. I have very hard times with tones.”

For S10, not only tones but also characters were difficult. S10 said:

“My biggest weakness is probably the tones and just the sheer number of characters that exists. After two years I still have problem with the tones and as the number of character I learn from it gets pretty difficult to remember all of them.”

Similarly, S11 also thought that tones as well as characters were her weaknesses. S11 said:

“I could not memorize the characters easily, and the tones the tones are very difficult.”

Among the 20 subjects, there were altogether 7 subjects (S3, S4, S8, S10, S11, S16, S17) who mentioned that remembering Chinese characters was their weakness. S8 said:

“I can’t really memorize characters.”

Although there were a lot of subjects who had weaknesses in learning Chinese tones and Chinese characters, there was only 2 subjects (S7 and S12) found in the study who thought grammar was difficult to learn. S7 said:

“I don’t remember the tones and correct grammar (the order of characters).”

Among other subjects, S9 and S15 thought that they had weakness in listening whereas S13 and S18 thought that they had weakness in speaking. In the present study, there was only 1 subject (i.e. S9) who thought writing was difficult in learning Chinese.

In the present study, the interest in the language they were learning seemed to make the learners successful in their language learning. Most people usually mention that Chinese characters are difficult to learn. However, in the present study, 11 (i.e. 55%) of the subjects mentioned that they liked Chinese characters in their Chinese language learning. It might be their strength in their Chinese language learning. As mentioned earlier, other subjects also had their strength in learning Chinese. On the other hand, Chinese learners in the present study mentioned their weaknesses in their Chinese language learning. Among different aspects of Chinese the subjects mentioned they had weaknesses in learning, Chinese tones were mentioned most as the weakness for Hungarian Chinese learners in the present study.

Strengths and weaknesses of each learner seemed to have an impact on their Chinese language learning, especially their language learning preferences and their self-directed language learning strategies which will be discussed in the next sections.

Language learning preferences

In previous literature, River (1996) [14] mentions that experienced language learners have their own language learning strategy preferences. From the classroom observation as well as from the questionnaire the subjects in the present study filled in and interviews with Chinese teachers, it was found that Chinese teachers used the whiteboard/greenboard to write down new words to show how to write Chinese characters, sometimes also Pinyin (the official romanization system for Standard Mandarin Chinese) for pronunciation for these words, to practice Chinese tones, also to explain Chinese grammatical structures, and sometimes to make notes for students to study at home.

Moreover, Chinese teachers used power point slides to support their teaching. Sometimes Chinese teachers used vocabulary flashcards to practice Chinese characters/pinyin (official romanization system for Standard Chinese), also video clips and songs. One of the teaching

methods Chinese teachers often used in class was translation practice from Chinese to English or English to Chinese.

To know to what extent teachers' uses of each teaching material or teaching method, Hungarian Chinese learners' preferences were asked to give rating for each teaching material or teaching method. It was found that subjects in the present study preferred power point slides to teachers' use of whiteboard/greenboard and vocabulary flashcards. Moreover, it was found that they preferred video clips to songs which their teachers used in class. In addition, subjects mentioned that they liked teachers' use of translation practice in class.

Regarding teachers' use of power point slides in their teaching, to what extent it helped the subjects in the present study in their Chinese language learning can be seen in Figure 1.

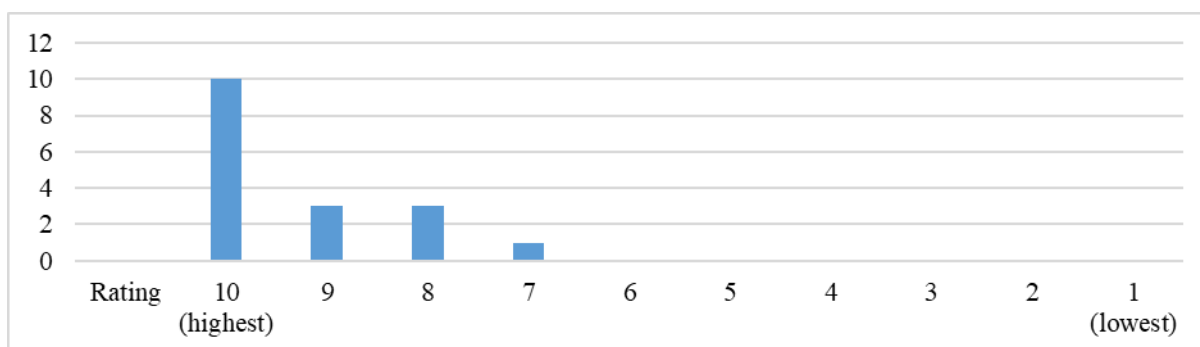


Figure 1: To what extent teachers' use of power point slides helped Hungarian Chinese learners in their Chinese language learning

Sometimes, Chinese teachers used video clips related to the new words in the lesson they were teaching. Although the rating for teachers' use of video clips in class was not as high as that for the use of power point slides, it was also found quite helpful in the subjects' Chinese language learning. (See Figure 2.)

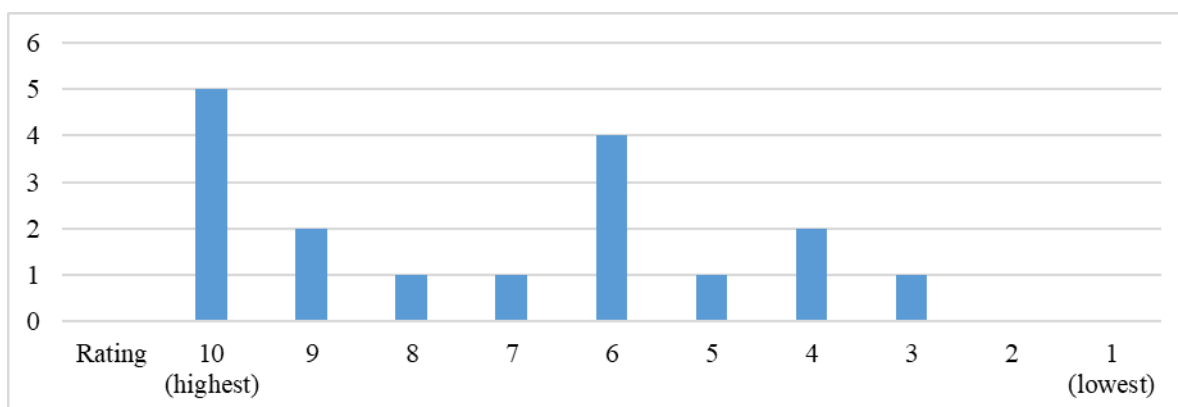


Figure 2: To what extent teachers' use of power point slides helped Hungarian Chinese learners in their Chinese language learning

As mentioned earlier, Chinese teachers sometimes used translation in their Chinese language teaching. Sometimes, they asked learners to do the oral translation of what they said in English into Chinese and vice versa. Regarding teachers' use of translation in Chinese teaching, to what extent it helped in the subjects' Chinese language learning can be seen in Figure 3.

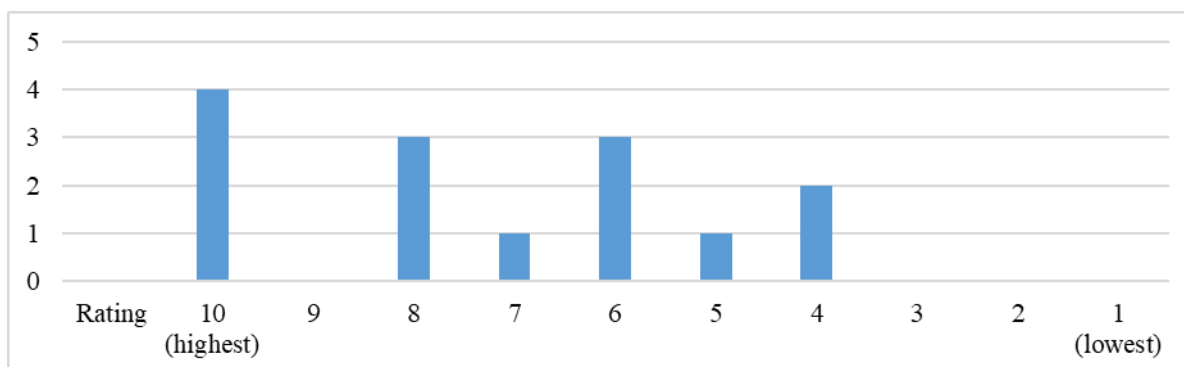


Figure 3: To what extent teachers' use of translation practice helped Hungarian Chinese learners in their Chinese language learning

Based on these findings regarding the strategies use of teachers, it was found that Hungarian Chinese learners in this present study had their own likes and dislikes in their teachers' teaching strategies, and they had their preferred language learning styles and preferences. Therefore, as the next step, their self-directed learning strategies for their Chinese language learning were studied which will be discussed in the next section.

Self-directed language learning strategies

According to River (1996) [14], experienced language learners have not only own language learning strategy preferences but also self-directed language learning behaviors. As the subjects in the present study were experienced language learners, they knew their strengths and weaknesses in their Chinese language learning. Their self-directed language learning strategies choice seemed to be based on their strengths and weaknesses in their Chinese language learning.

In the present study, it was found that there were two self-directed language learning strategies which were most used by the subjects in the present study. Among the 20 subjects in the present study, 17 subjects mentioned that they watched Chinese video clips from Youtube or from other sources, and listen to Chinese songs. The second most used self-directed language learning strategy was practicing Chinese watching these video clips. In the follow-up interviews, they said that Chinese tones were their weakness, and watching video clips and songs were helpful to resolve their problem. The third most used self-directed learning strategy was found as making vocabulary flashcards, and flashcards were found as helpful for learning Chinese characters for Hungarian Chinese learners in the present study. (See Table 2.)

Table 2: Self-directed learning strategies used by subjects in Chinese language learning

Strategy	Number of subjects who used each self-directed learning strategy
Making vocabulary flashcards	13
Making wall charts of semantically related vocabulary	5
Watching Chinese video clips from YouTube or other sources	17
Practicing Chinese watching these video clips	16
Downloading Chinese language materials	11
Listening to Chinese songs	10
Watching Chinese movies	10

Engaging in Chinese conversations outside the classroom	7
Practicing Chinese with classmates outside the classroom	5
Engaging in the local Chinese community	7

As seen in Table 2, although there were 17 subjects who mentioned that they watched Chinese video clips from YouTube or from other sources, only 16 of them mentioned that they practiced Chinese watching these video clips whereas 1 subject just watched the video clips without practice. When these subjects were asked to rate to what extent they thought these two learning strategies were helpful in their Chinese language learning, their ratings for each strategy were a bit different. (See Figure 4.)

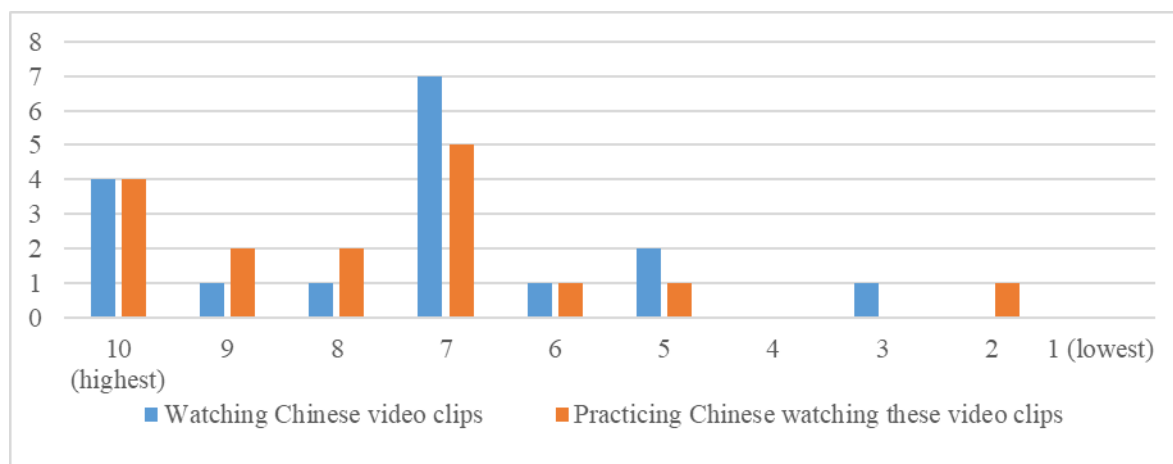


Figure 4: To what extent watching Chinese video clips and practicing Chinese watching them helped Hungarian Chinese learners in their Chinese language learning

In the questionnaire for Chinese teachers, Cohen & Weaver's (1998) [7] strategies-based instructions were mentioned to choose the ones Chinese teachers used with their Chinese language learners. Teachers chose 2 options among 5 options given in the questionnaire. These options were 'Describe, model, and give examples of potentially useful strategies' and 'Elicit additional examples from students based on the students' own learning experiences.' The teachers' practice of these strategies in class may have an impact on learners' self-directed language learning strategies. For example, teachers showed vocabulary flashcards they made to their students in class and asked the pronunciation or the meaning of the vocabulary item on the flash card. This kind of making and using flashcards for vocabulary learning were used by 13 subjects. (See Table 2.)

Another impact of teachers' strategies use on learners' self-directed language learning strategies may be teachers' use of Chinese songs in class. In Table 2, it can be seen that 10 out of 20 subjects (i.e. 50% of the subjects) in the present study mentioned they listened to Chinese songs. Moreover, as discussed earlier, 17 subjects (i.e. 85% of the subjects) mentioned that they watched Chinese video clips from YouTube or from other sources, and 16 of them (i.e. 80% of the subjects) mentioned that they practiced Chinese watching these video clips.

In addition, Chinese teachers in the present study usually chatted to their students in class in Chinese before and after the lesson. One of the subjects also mentioned about it as helpful in his Chinese language learning. When he was asked about what he thought was helpful in his Chinese language learning apart from lessons in class, he said:

“casual conversation that fits what we are learning”.

That kind of teachers' social chat with their learners may have an impact on learners' strategy use for their Chinese language learning although there were not many subjects found in the present study who engaged in conversations in Chinese language outside the classroom. In Table 2, 7 subjects mentioned that they engaged in Chinese conversations outside the classroom, 5 subjects mentioned that they practiced Chinese with classmates outside the classroom, and 7 subjects mentioned that they engaged in the local Chinese community.

To conclude about learners' self-directed language learning strategies, being experienced language learners, Hungarian Chinese learners, being experienced language learners, in the present study knew well for the use of language learning strategies and they used different language learning strategies in their Chinese language learning which is in line with Griffiths (2015) [9]. Their strategy choice was based on their knowledge of weaknesses in their Chinese language learning, and was also related to their teachers' strategy use.

CONCLUSION

In the globalization age, knowing more than one language is a strength for an individual in all aspects of his/her life. Thus, people learn their second or third or additional languages for their betterness. In the present study, L1 Hungarian speakers were learning Chinese as their third or additional language. It was found that their knowledge of the previously known and learned languages and the previous experience of language learning help their Chinese language learning. The analysis also indicated that since they were experienced language learners, they knew their strengths and weaknesses in their language learning, and they had self-directed language learning behaviors. In addition, they had their own language learning strategy preferences. The study also revealed that their use of self-directed language learning strategies in their Chinese language learning was seemed to be based on their teachers' teaching strategy use.

PEDAGOGICAL IMPLICATIONS

As there was a lack of research on studying language learning preferences of Hungarian Chinese learners who were learning Chinese as their third or additional language, the results of the present study were hoped to help in filling the gap in literature. This study can also provide educational implications for Chinese language learners and teachers, and also helps provide information on third or additional language learning to other language learners, teachers, researchers, and other stakeholders.

ACKNOWLEDGEMENTS

The author is indebted to all the subjects including Chinese teachers in this present study for their participation and the invaluable information they provided. Without them, this paper would not have been possible. Thanks also go to previous authors and scholars who did their studies on Third or Additional Language Acquisition.

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Appendix A

Questionnaire for Chinese Language Learners

Section I: Linguistic background

- (1) If you speak two or more languages in your daily life, please specify which language(s) you speak at home and which language(s) you speak in which environment (e.g. at school/ at work).
- (2) Your foreign language(s)
 - a. What is the first/second/third/fourth foreign language you have ever learned?
 - b. Please estimate your proficiency level of your first/second/third/fourth foreign language on 1 to 10 basis. Give 10 if you think you know your first/second/third/fourth foreign language at a native level (i.e. you know it as much as you know your mother tongue). Give 1 if you think you know very little about your first/second/third/fourth foreign language.

- c. At what age did you start learning your first/second/third/fourth foreign language?
 - d. Where/Under what circumstances did you learn your first/second/third/fourth foreign language?
 - e. Are you still learning that first/second/third/fourth foreign language?
 - f. If your answer is NO, at what age did you stop learning your first/second/third/fourth foreign language?
 - g. Why did you stop learning your first/second/third/fourth foreign language?
- (3) Apart from Chinese, what other foreign language(s) are you currently learning?

Section II: Chinese language learning experience

- (1) Do you think Chinese is similar to the language(s) you know/have learned?
- (2) With which language(s) you know/have learned is Chinese similar to?
- (3) What aspect(s) of that language do you think is/are similar to Chinese?
- (4) You have already had experience in learning a foreign language before you started learning Chinese. How did that experience help you in your Chinese language learning?
- (5) What are your strengths/weaknesses in learning Chinese?

Section III: Chinese language learning styles and preferences

- (1) Did your teacher use the whiteboard/greenboard in class to show you how to write a Chinese character, to explain you Chinese grammar, to practice Chinese tones, to make notes for your study at home, etc.? To what extent did your teacher's use of the whiteboard/greenboard help you in your Chinese language learning? Give 10 as the highest and 0 as the lowest.
- (2) Did your teacher use vocabulary flashcards in class to practice Chinese character(s) and/or Pinyin? To what extent did your teacher's use of vocabulary flashcards help you in your Chinese language learning? Give 10 as the highest and 0 as the lowest.
- (3) Did your teacher use ppt in her teaching? To what extent did your teacher's use of ppt help you in your Chinese language learning? Give 10 as the highest and 0 as the lowest.
- (4) Did your teacher use Chinese songs in her teaching? To what extent did your teacher's use of Chinese songs help you in your Chinese language learning? Give 10 as the highest and 0 as the lowest.
- (5) Did your teacher use video clips in her teaching? To what extent did your teacher's use of video clips help you in your Chinese language learning? Give 10 as the highest and 0 as the lowest.
- (6) Did your teacher use translation practice from Chinese to English and/or vice-versa in her teaching? To what extent did your teacher's use of translation practice help you in your Chinese language learning? Give 10 as the highest and 0 as the lowest.
- (7) Are there any other ways of your teacher's teaching which are not mentioned in the questionnaire? If your answer is YES, what are they and to what extent did your teacher's use of that strategy help you in your Chinese language learning? Give 10 as the highest and 0 as the lowest.

Section IV: Learning Chinese by yourself outside your Chinese class

- (1) Which of the following do you do in your Chinese language learning? To what extent did your use of that strategy help you in your Chinese language learning? Give 10 as the highest and 0 as the lowest.
 - a. Making vocabulary flashcards
 - b. Making tables of Chinese language
 - c. Making wall charts of semantically related vocabulary

- d. Watching Chinese video clips from Youtube or from other sources
- e. Practicing Chinese watching these video clips
- f. Downloading Chinese language materials
- g. Listening to Chinese songs
- h. Watching Chinese movies
- i. Engaging in Chinese conversations outside the classroom
- j. Practicing Chinese with classmates outside the classroom
- k. Engaging in the local Chinese community
- l. Please add here if you use any other strategies in your Chinese learning which are not included in the above list.

Appendix B

Questionnaire for Chinese Teachers

Section I: Strategies-based Instruction for Chinese Language

Please choose which of the following you did with your students in your class.

- (1) Describe, model, and give examples of potentially useful strategies
- (2) Elicit additional examples from students based on the students' own learning experiences
- (3) Lead small group/whole class discussions about strategies (e.g. reflecting on the rationale behind strategy use, planning an approach to a specific activity, and evaluating the effectiveness of chosen strategies)
- (4) Encourage their students to experiment with a broad range of strategies
- (5) Integrate strategies into everyday class materials, explicitly and implicitly embedding them into the language tasks to provide for contextualized strategy practice

Section II: Aspects of Motivational Teaching Practice

Please choose the ones you practice with your students in your class.

A. Creating the basic motivational conditions

- (1) establishing rapport with the students
- (2) fostering a pleasant and supportive classroom atmosphere
- (3) developing a cohesive learner group with appropriate group norms

B. Generating initial student motivation

- (1) enhancing the learners' Chinese Language-related values and attitudes
- (2) increasing the learners' expectancy of success
- (3) increasing the learners' goal-orientedness
- (4) making teaching materials relevant to the learners
- (5) creating realistic learner beliefs

C. Maintaining and protecting motivation

- (1) making learning stimulating
- (2) setting specific learner goals
- (3) presenting tasks in a motivating way
- (4) protecting the learners' self-esteem and increasing their self-confidence
- (5) allowing learners to maintain a positive social image
- (6) creating learner autonomy
- (7) promoting cooperation among the learners
- (8) promoting self-motivating strategies

D. Encouraging positive retrospective self-evaluation

- (1) providing motivational feedback
- (2) promoting motivational attributions
- (3) increasing learner satisfaction
- (4) offering rewards and grades in a motivating manner