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PhD Thesis

**How effective are Teacher Education courses in developing confident, communicative language teachers?**

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**How effective are Teacher Education courses in developing confident, communicative language teachers?**

Thesis for obtaining a PhD degree in the Doctoral School of **Multilingualism** of the University of Pannonia

in the branch of **Linguistics** Sciences

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[https://drive.google.com/drive/folders/1BxNnpv2vQPJx\\_lxZWpMIBU\\_7DOmgC0CX](https://drive.google.com/drive/folders/1BxNnpv2vQPJx_lxZWpMIBU_7DOmgC0CX)

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## **Abstract**

This thesis presents the findings of an exploratory study investigating the extent to which teacher education programmes, in the Hungarian context, develop communicative, confident teachers. Four studies were carried out and all participants were attendees of the teacher education programme at a Hungarian University in the Transdanubia region. The study is presented within the frameworks of Multilingualism and Learner Autonomy, particularly the aspect of self-reflection. The methodology was a mixed method, quantitative and qualitative approach and the initial assumptions were that Hungarian trainee teachers were not ready for a fully autonomous approach to their learning, trainee teachers are not autonomous in their own target language skills development and that self-reflection practices would aid the development of both autonomous learning and teaching confidence.

Results revealed that trainees are not autonomous in their own language development, they do feel that autonomous learning and self-reflection are beneficial but it needs to be continuous and that self-reflection does not always reflect peer feedback and on exit from university, trainee teachers do not have a high level of confidence in their teaching abilities.

The limitations of the study are the restricted population and small target numbers; however, these projects act as foundations for future, broader and more in-depth studies to explore whether this is indeed a national or international issue and how these can be overcome through amendments to teacher education programmes.

## **Preface**

This thesis presents the results of an exploratory study investigating whether by developing learner autonomy at a teacher training level we will develop more confident and communicative graduates.

The study comprises four projects focussing on trainee teachers, at varying stages of their Master's Degree course, at a Transdanubian university in Hungary: an investigation into how autonomous trainee teachers are in their own language development, an observation and reflective practice study and finally an autonomous learning study.

The methods, results and discussions are presented in the following chapters under the aforementioned headings with an overarching introduction and conclusion.

## **Chapter One: Introduction**

### **1.1 An overview of the dissertation**

This thesis presents the findings of an exploratory study investigating and exploring the effectiveness of Teacher Education courses in developing confident, communicative language teachers. The main areas of focus are the lack of willingness to communicate, confidence, and learner autonomy. To place the study into context, it is set within the framework of multilingualism, language teaching and teacher education in Hungary. To preserve anonymity and for the purpose of this study, I am going to refer to the participants as teacher trainee (herein referred to as TTs) students of a Hungarian state University in the Transdanubia region of Hungary (herein referred to as TD). The TTs were studying for a Master's in Education with an English language major and a variety of minors: German, Drama, ICT and Hungarian.

The first chapter presents the background to the study and contextualises the rationale for the research.

The second chapter provides a theoretical background to the research and introduces the concept of multilingualism, which is then linked to teacher education in Hungary. Following this, the next section discusses the lack of willingness to communicate and language anxiety. The final section presents the framework of learner autonomy this study is placed within.

The subsequent chapters present the findings of the research, which comprises four research areas of study, one theoretical and the others empirical: Why Communicative Language Teaching may be the answer. How autonomous are pre- service teacher trainees in developing their own target language skills? How wide is the gap between peer feedback, immediate and delayed self-reflection? And finally, are trainee teachers ready for the full autonomy approach?

These findings are presented in the individual chapters of participants and methodology, results and discussion. The thesis closes with an overarching conclusion of all the findings and presents the outcomes of the hypotheses.

## **1.2 Background, Contextualisation and Rationale for the Research**

The interest for this research developed over ten years of teaching multilingual groups and then moving abroad and being faced with, what were presented as monolingual groups. Features of monolingual classes include a shared L1, culture, common errors and educational experience, which influence learner expectations of teachers, activities, classroom management and learner training. In contrast with students from multilingual classes who have intentionally travelled abroad to learn English, usually although not always to an English speaking country, generally monolingual group members have significantly less exposure to English outside of the classroom resulting in a reduction in passive learning (Osstyn, 1997). Additionally, monolingual group learners may have varying levels of motivation: a need for English for special or academic purposes (ES/AP), perhaps a level of English competence is required for work or learners are planning on travelling abroad. In Hungary, for example, a B2 (upper-intermediate level as prescribed by the Common European Framework of Reference-CEFR) language exam is currently required for graduates to receive their further and higher education (HE) qualifications, stimulating extrinsic motivation, an external incentive for obtaining personal benefit. C1 (advanced) level language competence is usually required to gain employment in an international company, stimulating instrumental motivation - a desire to learn for occupational purpose. (Gardner and Lambert, 1972).

After a few years of teaching in Hungary, it became apparent that it was not the case that all the groups were monolingual. Rather, many of the learners were or had been learning other languages alongside English and /or were from bi or multilingual backgrounds.

What I experienced was, that despite this commonality in both traditional and educational culture and the growing saliency of access to English via online platforms and various other forms of media and literature, many learners were still not openly communicating during classes. Many who spent a lot of time online in English or claimed to be reading in English and watching English speaking films and television, were unable or unwilling to produce language that was evident of this time spent, demonstrating a lack of engagement with the English language material they were exposing themselves to. There was one exception to this group and that was the ‘gamers’, whose English outshone many of their peers at all levels. Chik (2014) states that “gamers exercise autonomy by managing their gameplay both as leisure and learning practices in different dimensions (location, formality, locus of control, pedagogy and trajectory).” This mention of autonomy led to the consideration that, unless the non- gaming learners were specifically instructed to do something with their exposure to the

authentic materials they were accessing, they were not only not engaged, they were not sure of how they were supposed to engage themselves with the material.

Following a move into teaching in the tertiary sector, what was clear was, that even at B2 level, learners still lacked a willingness to communicate (WTC), and as my work extended into travelling across Hungary carrying out teacher training sessions, this clarity developed. A number of English language teachers also lacked confidence in communicating in English, especially to a native speaker and in teaching some of the crucial skills to develop better communication, predominantly listening and pronunciation.

With the premise that teachers teach as they have been taught, Owen's (2013) curiosity grew as to whether preservice or trainee teachers (TTs) on teacher education programmes also suffered from this affliction or whether the fact that they are teachers in the making would have any impact on their WTC. The answer was essentially not. Students are students and the TTs behaved no differently to those on the Bachelor of Arts (BA) English and American studies courses. In fact, in some cases they paid less attention to their language development, almost as if they thought the acquisition would just 'come naturally', again demonstrating that without a specific directive from the teacher, the TTs thought that language development was not a priority of the language teacher education course. All these impressions motivated my investigation of these attitudes, with the knowledge that some of these areas would, indeed be hard to prove. The initial research questions for the study arose on the basis of the aforementioned information:

- What causes a lack of willingness to communicate?
- How autonomous are trainee language teachers in their own target language development?
- What would happen if we give them a directive to improve their development and confidence?
- Will reflective teaching and learning help them?
- Are they ready to be autonomous learners?

The research was based in the context of the teacher education courses of a Hungarian University in the Transdanubia (TD) region and the students of the teacher education Master's programme formed the participant samples.

The assumptions that followed these were:

- Lack of interactive WTC is caused by lack of confidence to perform in front of peers
- Is communicative language teaching an effective for this context?

- Trainee teachers are not autonomous in their own target language development
- There are distinct differences between peer feedback and immediate and delayed self-reflection.
- Hungarian trainee teachers are not yet ready for a fully autonomous approach to their learning.

The following sections provide the theoretical background and the framework for this exploratory study.



## **Chapter Two: Theoretical background**

This chapter presents the theoretical background, with supporting literature, which underpins the frameworks for this research.

### **2.1 Multilingualism and Minority Languages in Hungary**

The topics of multilingualism and minority languages in Hungary is very pertinent as, historically, teacher education courses in Hungary have prepared teachers to teach foreign languages to monolingual Hungarian speakers. This approach has resulted in teachers who are not practiced in dealing with learner issues of cross-linguistic influences, mixed ability classes, increases in the use of technology and the increasing number of international students in the Hungarian education system.

#### **2.1.1 Historical background**

The state of Hungary was founded a little over 1000 years ago and since that time many ethnicities and nationalities have made it their home. Due to the many invasions and revolutions Hungary has endured, there have been many periods of mass immigration, migration and resettlement, going back to the decimation of the Ottoman Empire in the 17<sup>th</sup> and 18<sup>th</sup> centuries. (MFF, 2000) Also these times brought a steady flow of the Roma from southern Europe, especially the Balkans (Kenesei, 2009), which continued well into the 20<sup>th</sup> century. By the end of the 19th Century fifty percent of the entire population was made up of non-Hungarian nationalities, which meant that only fifty percent of the population were native Hungarian speakers.

Following World War 1 the borders were realigned and with this came a restructuring of the population as around 3.3 million people were now living beyond the borders thus bringing a decrease to the number of minority language speakers.

Today minority groups make up around ten percent of the population (MMF, 2000).

### 2.1.2 Minority groups and languages in Hungary today

Languages spoken in today's Hungary:

- Uralic:  
Hungarian. This is the official language of the country and is spoken as a first language by 98.9% of the population (WIK, 2015)
- Indo European:  
German-initially the Swabian dialect of German was spoken but today it is standard German of origin of the speaker. Most of the German speaking population are around the Mecsek Mountains towards the south west of Hungary. However, there are German speaking settlements found in other parts of the country. In Veszprém County, in the north west of the country, according to the census of 2011, there are 1,751 native German speakers with 5,402 German users within close family and friend communities (Navracsics and Molnár, 2017: 32).
  - Romani: spoken by members of the Roma minority throughout the country.
  - Slovak: Widely spoken among the Slovak communities dwelling towards the east of Hungary in Békéscsaba and within the North Hungarian Mountain settlements.
  - Serbian: primarily spoken in the Serbian settlements around the southern regions of Hungary.
  - Slovene: spoken in and around the Slovenian border towns and settlements in Western Hungary.
  - Croatian: spoken in and around the Croatian border towns in southern Hungary.
  - Romanian: especially spoken in and around Gyula, Eastern Hungary.
- Additional languages:  
Armenian, Boyash, Bulgarian, Greek, Polish, Ukrainian, and Hungarian Sign Language, which has recently risen to the status of a 'spoken' language as it has approximately 9,000 users and originates from the French Sign Language family.

In table 1 we can see the make -up of the Hungarian population according to the 2011 census. Translated (by the author) from top of the image, left to the bottom: Roma, Slovenian, Armenian, Russian, Greek, Bulgarian, Polish, Ukrainian, Serbian, Croatian, Slovakian, Romanian and German. These nationalities make up 644 524 members of the population of Hungary.

Table 1. Minorities according to censuses and estimates (Source: Central Statistical Office 1990 and 2001 Censuses, nationality Affiliation and Toth, A. and Vékás, J. (2011))

<b>Minorities</b>	<b>Census 2001 (Nationality)</b>	<b>Census 2001 (Mother Tongue)</b>	<b>Census 2011 (Nationality)</b>	<b>Census 2011 (Mother Tongue)</b>
<b>Roma</b>	189 984	48 685	308 957	54 339
<b>German</b>	62 233	33 792	131 951	38 248
<b>Croatian</b>	15 620	14 345	23 561	13 716
<b>Slovak</b>	17 693	11 817	29 647	9 888
<b>Romanian</b>	7 995	8 482	26 345	13 886
<b>Serbian</b>	3 816	3 388	7 210	3 708
<b>Armenian</b>	620	294	3 293	444
<b>Polish</b>	2 962	2 580	5 730	3 049
<b>Slovene</b>	3 040	3 187	2 385	1723
<b>Ruthenian/Rusyn</b>	1 098	1 113	3 323	999
<b>Greek</b>	2 509	1 921	3 916	1 872
<b>Bulgarian</b>	1 358	1 299	3 556	2899
<b>Ukrainian</b>	5 070	4 885	5 633	3 384
<b>Total</b>	<b>314 060</b>	<b>135 788</b> <b>(-1.41%)</b>	<b>556 407</b>	<b>148 155</b>

The number of those considering themselves belonging to a national minority in Hungary has considerably increased since 2011 (eacea.ec.europa.eu, 2020)

This coexistence is an important criterion in the definition formulated in the Minority Act 77 of 1993, which states that groups of Hungarian citizens who have occupied Hungarian land for a minimum of one hundred years, and who represent a percentile minority in the country's population, and are distinguished from the rest of the population by their own languages, cultures, and traditions, yet demonstrate a state of togetherness, shall be preserved and protected in the interests of their historical communities and shall be considered as “national and ethnic minorities recognised as constituent components of the state” (Act LXXVII of 1993 on the Rights of National and Ethnic Minorities, Chapter 1, Section 1, Subsection (2) MMF, 2016).

As we can see from the data and the literature, Hungary is indeed a multinational and multilingual country and these groups have assimilated into and become an integral part of Hungarian society and culture today. Their presence is evident in the daily spoken language, in the sense that everyday language of all people in Hungary is salient with the use of borrowed words born of language contact and integration. Code switching has become an almost natural act, particularly among the young and frequent users of the social media interface. Despite this, members of minorities primarily identified themselves by the cues of nationality or culture rather than by means of native language or language use (Bartha, 2003, 2008; Bartha and Borbély, 2006). A project in cooperation between ELTE University, Budapest, and the Research Institute for Linguistics presented the following findings to their studies (Figures 1 and 2.)

Figure 1. Minority Affiliation (Four Identity Categories; Census of 2001) N = 442 739

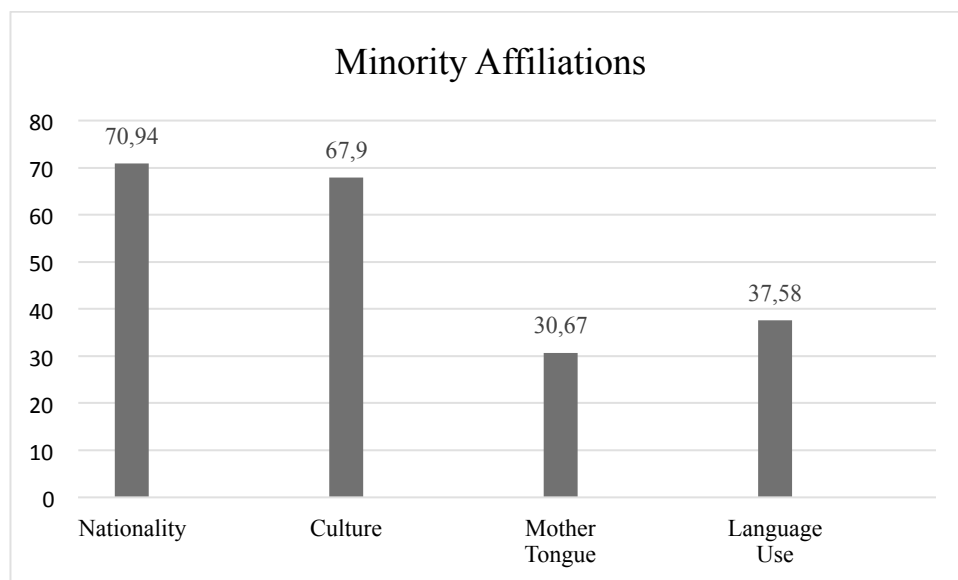
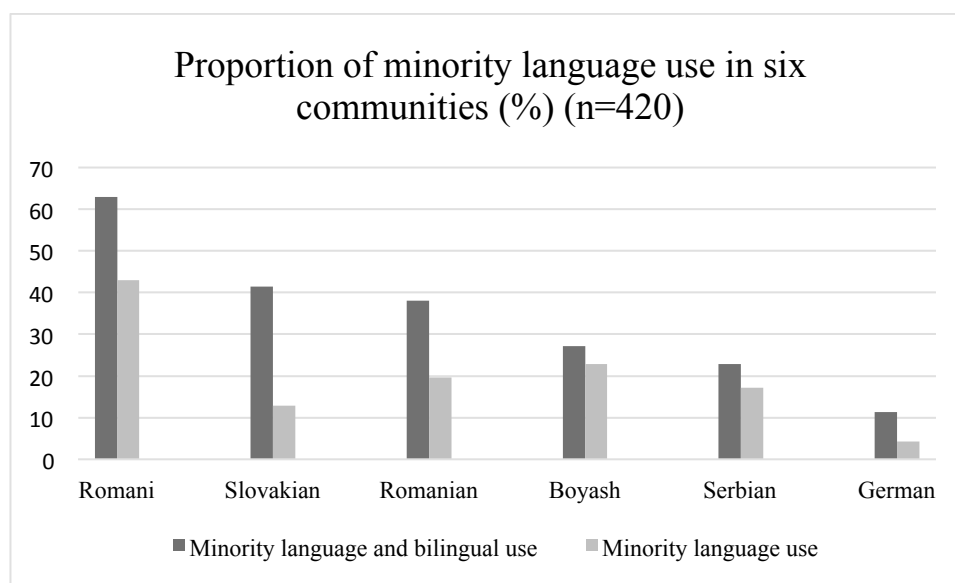


Figure 2. Minority Language Use



Despite the high number of German populace (see Figure 2) German language use rated the lowest in the census. This may be due to the fact that German, in addition to English, has the greatest prestige in Hungary therefore those who have already assimilated more likely identify themselves as of German origin than (former) members of other minorities (Kenesei, 2009). Unsurprisingly though, Romani has the highest number of users with Boyash, another language spoken by the Roma communities comes in as the fourth most widely spoken language, reflecting the high number of the population, an estimated 80%, although many speak Hungarian as their mother tongue.

### 2.1.3 Language Policy on Minority Languages in Hungary

The official thirteen minority languages are regulated under the Act on the rights of national and ethnic minorities (Paulik and Solymosi, 2004). Since the change of regime in 1989, minority languages are spoken more freely and the government strives to create an ethos of assimilation. However, few of these languages are present in public life. It is very rare to hear anything other than Hungarian in any official channels. That said, M1 a national television station now offers news bulletins in English, Russian and German and will strive to expand this list in the future. Additionally, despite the majority of bought in television shows and films (both televised and cinematic) being dubbed into Hungarian, M1 and RTL T.V. stations now show films in the original language and television subscription service providers also offer customers the opportunity to switch languages while watching not only the original recorded programmes but also those dubbed. This is all part of the state's drive to offer

minority language communities cultural and educational autonomy. This can also be said to be linked to Language Education policy. While the majority of minorities living in Hungary today profess dual or multiple affiliation, maintaining and in some cases promoting their own languages and cultures, some communities' ties to the Hungarian culture and language are as strong as (or sometimes stronger than) their original nationality ties (ibid: 2004).

Individual linguistic rights include: the right to hold family festivities and ecclesiastic ceremonies in the mother tongue (L1), the right to one's name in the mother tongue, including the right to personal documents issued in the L1 and in Hungarian, as well as the right to mother tongue education and culture; there are a growing number of specialised schools around the country (Paulik and Solymosi, 2004). All public service electronic media are also available in the L1. For the minority members of local government, during meetings, the use of minority language L1 is permitted as is the publishing of all local decrees and the boundaries of settlements.

“The Act on public education stipulates that – besides Hungarian – the language used in preschool and school education as well as in school dormitories is the language of national and ethnic minorities. The 1996 amendment of this act took into consideration all those competences enshrined in the Minorities Act that entitle minority self-governments to influence the contents and the framework of minority education” (Paulik and Solymosi, 2004).

From all of the above data it is possible to conclude that there is growing acceptance and a willingness to promote and develop minority cultures in Hungary, with a firm focus on their languages. Assimilation into the wider Hungarian society, through education and culture is supported by the access minority groups have to their own languages within these domains. With growing levels of globalisation, travel, migration (for any purpose) and educational mobility projects it will be interesting to witness how Hungary's minority languages grow and which will become additions to the current rich list. The outcomes of this will continue to effect language teaching and learning and must be taken into consideration when planning teacher education and language teaching curricula and classes.

#### **2.1.4 Language teaching and learning in Hungary**

Foreign language learning is of growing importance all over Europe as many Europeans holiday in neighbouring countries and, as English has become the lingua franca, most international business is also carried out in English. Interestingly enough, according to the Eurostat foreign language skills statistics (2016), 42.4% of the Hungarian population aged 25-

60, claim to speak a foreign language, placing them 26<sup>th</sup> out of the 28 EU countries and 30<sup>th</sup> out of the 34 continental European countries (Eurostat, 2016).

With growing pressure on students, and the broader population, to not only learn a foreign language or two but to also hold a language examination certificate at a minimum of B2 level, in at least one of them, language teachers are also feeling the pressure. Despite this, there has been no language policy per se in Hungary for over six decades (Kontra, 2016). A language policy is defined as:

(...) a systematic, rational, theory-based effort at the societal level to modify the linguistic environment with a view to increasing aggregate welfare. It is typically conducted by official bodies or their surrogates and aimed at part or all of the population living under their jurisdiction. (Grin 2003:30).

As a European Union (EU) member state, Hungary is bound, to a certain extent, by its overarching policy on FL learning, which states that “every European citizen should master two other languages in addition to their mother tongue” (Fact Sheets on the European Union – 2019: 1). The National Core Curriculum (NCC), which now ‘provides added funding and more time for foreign language teaching’ (Magyar, 2009), stipulates that, ‘secondary schools must ensure that pupils reach level B1 (pre-intermediate) in their first foreign language’ (National Core Curriculum, 2012:16). This places language learning well and truly in the spotlight along with the compulsory subjects of Hungarian Language and Literature, History and Mathematics. The NCC, which came into force on 1<sup>st</sup> September 2013, states that “if a school organizes advanced-level education, a) minimum five classes per week shall be offered in foreign languages” (ibid: 4). However, in general, secondary education it is not uncommon for students to receive 12 -14 hours of intensive foreign language instruction per week (Magyar, 2009), especially if they are on a language specific course. The most interesting point here is, that despite the NCC declaring that students become familiar with and are prepared for “the new social requirements of the early 21st century”, language learning does not appear in the section on developmental fields (NCC,2012: 8), however, it is placed under the ‘Special rules on certain tasks and institutions of the public education system’ which states that:

Teaching foreign languages: Students start to learn their first foreign language in grade 4 of the basic school at the latest. If it is possible to employ a teacher who is

qualified for teaching foreign languages in grades 1-3 and if the pedagogical programme of the school makes it possible, teaching of the first foreign language may start in grades 1-3. When choosing the first foreign language – English, German, French or Chinese – schools must take into consideration that students must be given the opportunity to continue studying the same language in the upper grades. The teaching of the second foreign language may start in grade 7. Secondary schools must ensure that pupils reach level B1 in their first foreign language. In secondary schools, the second foreign language can be chosen without restrictions (NCC, 2012:16).

Thus, on examination of the importance of foreign language education in Hungary today we can see that the percentage of time allocation, against the other compulsory subjects is fairly competitive, particularly from year 7 onwards, thus indicating its importance on the Hungarian educational platform. The following three tables (2, 3 and 4) illustrate the minimum and maximum levels which are compulsory for all students in public education.

Table 2. Minimum levels compulsory for all students in state funded, compulsory education

	<b>Grade 4 minimum level</b>	<b>Grade 8 minimum level</b>	<b>Grade 12 minimum level</b>
First foreign language	Not specified in CEFR levels	A1	B1
Second foreign language	--	--	A2

Table 3. Recommendation on the percentage rates of the NCC subject areas (NCC,2012: 21)

	<b>Grade 4 advanced level</b>	<b>Grade 8 advanced level</b>	<b>Grade 12 advanced level</b>
First foreign language	Not specified in CEFR levels	A2-B1	B2-C1
Second foreign language	--	A1	B1-B2



Table 4. Minimum levels compulsory for all students in state funded, compulsory education

<b>Subject areas</b>	<b>1-4</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>	<b>11-12*</b>
Hungarian language and literature	27-40	15-22	10-15	10-15	10
Foreign languages	2-6	10-18	10-15	12-20	13
Mathematics	13-20	13-18	10-15	10-15	10
Man and society	4-8	6-10	10-15	8-15	10
Man and nature	4-8	6-10	15-20	15-20	10
The Earth-our environment	-	2-4	4-8	5-8	-
Arts	14-20	10-16	8-15	8-15	6
IT studies	2-5	4-8	4-8	4-8	4
Way of life and practical skills	4-8	4-10	4-10	4-8	-
Physical education and sports	20-25	20-25	15-20	14-20	15

\*minimum percentage rate

### **2.1.5 Multilingualism Development and Language Teaching and Learning in a Hungarian context**

This section of the introduction discusses multilingual development in general and how teacher education programmes and teacher educators, in the Hungarian context, could better support and exploit this. Multilingualism is currently very high on the EFL (English as a foreign language) platform, due to the growth of ELF (English as a lingua franca) and globalization in terms of business, commerce and personal gain. In addition to this, as language policy here in Hungary has implemented the requirement for foreign language exams for higher education and employment, often starting from a very young age, the population has resulted in increased numbers of coordinate bilinguals. This drive has taken some of the joy out of language learning especially in cases where learners are attempting to master more than one language at once and language teaching does not always take this phenomenon into consideration.

Globalization also plays a huge role in the rise and desire for multilingualism in today's world and especially in Hungary. Increasing numbers of (young) people are moving abroad for both higher educational and employment purposes. According to KSH and SEEMIG (Managing Migration and Its Effects in South-East Europe) the statistics for the number of Hungarian emigrants in 2016 are estimated to be around at 500,000 to 800,000. Over the last

six years the rate of emigration has increased six-fold (<http://hungarianspectrum.org/2015/07/02/>). The increase in foreign investment in Hungary has opened up many employment opportunities for those speaking the required languages. In addition to this, as Hungarian is a Finno-Ugric language; a member of the Uralic language family including Finnish, Estonian, Lappic (Sámi) and some other languages spoken in the Russian Federation, of which Khanty and Mansi are the most closely related to Hungarian, it is not spoken elsewhere in the world. Therefore, Hungarians are required to learn foreign languages in order to survive on the international stage.

The rise in globalisation has also led to an increase in migration; The European Union offers educational and employment mobility programmes, in the form of Erasmus, Tempus (in Hungary) and other similar international projects. This has led to an increase in migration and with this multi-national, and very often multi linguistic relationships, commonly resulting in compound bilingual children. As Hoffman states “dispersion of a language does not necessarily result in bi or multilingualism” (2000: 1). However, since Hungary joined the EU in 2004, English has been a great promoter of the social, cultural, political and economic developments of the country.

At this point it seems pertinent to define what is actually meant by bi or multilingual persons. Is it those “whose proficiency is native-like across both/all their languages and across the range of language skills? Bloomfield (1933:56) defined bilingualism as “native-like control of two or more languages”. For Braun (1937: 115), multilingualism had to involve “active, completely equal mastery of two or more languages”. Hall (1952: 14) considered a person who had “at least some knowledge and control of the grammatical structure of the second language” to be a bilingual” (Aronin, and Singleton, 2012).

In the context of this research, we most closely align with Macnamara’s (1967) characterization of a bilingual as “anyone who possesses some proficiency in any one of the four language skills (...) in a language other than his/her mother tongue” (ibid). This is due to the maximum B2 language examination requirement, which is the level to which students are required to reach at the end of compulsory education, unless they are on a bilingual programme in which case the requirement is raised to C1 level. From 2020, plans are in place for an initiative insisting that B2 be the minimum entry requirement for acceptance onto HE (higher education) programs. This regulation was introduced in December 2014 and states that “the basic requirement will be at least one complex language examination on the B2 level or an equivalent document (Hungary Today, 2019), This has set a national benchmark for language learners wishing to study in HE, however, sadly, there are many Hungarians who

possess language certificates, yet cannot communicate fluently to the required level. According to the latest Eurobarometer survey (2012), over half of Europeans (54%) are able to hold a conversation in at least one additional language, a quarter (25%) are able to speak at least two additional languages and one in ten (10%) are conversant in at least three. However, merely one in five Hungarians is able to have a conversation in English with 40% of those prepared for only the most basic situations, with just 12% of the population being able to fully understand English.

All of this is slowly beginning to change as multilingualism increases in the world, and in Hungary, primarily due to access to and use of multimedia, the linguistic landscape and language education policy, and an increasing number of children are exposed to many languages from an early age. In addition to the internet, Hungarian television companies have bought a wide range of foreign channels and have allocated a number of Hungarian television channels to now show films in the original language. “At present, the public Hungarian television service produces programmes for 12 nationalities and its radio counterpart, 13. Fortnightly television broadcasts of programmes in the mother tongues of minorities complement the minority news programmes in Hungarian” (OSCE, 2003).

Historically in Hungary, teacher education programmes have prepared teachers to teach monolingual Hungarian learners. On the current Master’s in Education programme offered in Hungary, which is the required qualification for qualified teacher status (QTS), courses for English language teachers include English for the Teacher, Planning Foreign Language Teaching, The Cultural History of English Language Teaching and Testing and Assessment. The additional courses are offered in Hungarian and are overarching pedagogy subjects including Conflict Management, Use of Information Technology and Education Psychology.

There is little consideration in many language classrooms and on the teacher education programmes for those learners in need of a more multilingual approach to language teaching. Many foreign language learners are instructed in their first, second, third etc. foreign languages through Hungarian as if they are monolingual speakers learning their second language. The primary problem with this is that as TLA (third language acquisition) is more complex than SLA “the process and product of acquiring a second language can potentially influence the acquisition of a third” (Cenoz and Jessner, 2000). Therefore, if “children are to be brought to a state of multilinguality through formal education” (Aronin, and Singleton, 2012), thus, sequentially teachers and learners alike need to consider the impact of the other languages, albeit L1,2 or 3 on one another. As Singleton & Ryan (2004, Chapter 6) point out, the success of formal instruction depends “on a range of factors – societal attitudes, the

amount of exposure to additional language(s) involved, the appropriateness of the pedagogy and materials deployed, the competence and motivation of the teachers, and so on”.

Taking into consideration this phenomena of ‘*simultaneous* multilingual development – where two or more languages are acquired from infancy – and *successive* or *sequential* multilingual development’ (Aronin and Singleton, 2012). Schwab suggests a plurilingual approach, emphasising an individual learner’s experience of language as its cultural contexts expand. She goes on to state that learners do not mentally compartmentalise these languages and cultures, however, develop “a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact” (2014).

In order to do this, TE (teacher education) programmes need to demonstrate how teachers can incorporate teaching and learning materials, including a wide range of authentic language materials, (especially for younger learners) and following didactic principles. Additionally, teachers need to move away from following strict grammatical progression and begin to support the transfer of linguistic knowledge of the additional languages, the language itself, as well as the learning experience through reflective learning. Through increased learner training, the incorporation of language learning strategies and language comparisons could greatly improve and ease language learning, both inside the classroom and independently. In conclusion teacher training courses in Hungary need to recognise that ‘multilingualism is vibrant, dynamic and very much alive’ (Figel, 2005 in Aronin & Singleton, 2012 ), and in order to truly support our language learners, albeit in SLA or TLA we must ensure we raise awareness of and support the acquisition and benefits of multilingualism.

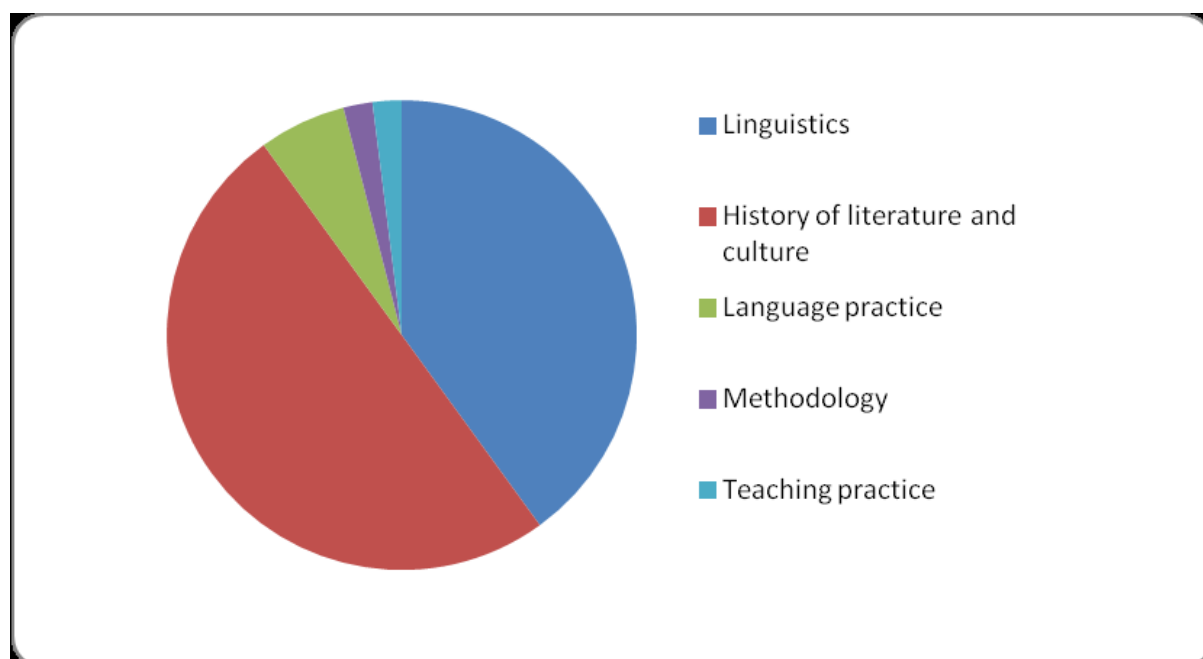
## **2.2 Language Teacher Education in Hungary**

### **2.2.1 Teacher Education under the Socialist regime**

Teacher Education in Hungary, as with many European foreign language (FL) classrooms, has a long traditional history. As Hungary was firmly shrouded by the ‘iron curtain’ for four decades the educational structure and system of the country was significantly affected. During this period, Russian was a compulsory language to be learned, with students undergoing between 9 and 11(if continuing into tertiary education) years of instruction. Contrary to this, “only a minority of those who learned Russian was able to use this language in the practice, despite a rapid increase in the demand for language instruction in the last decades of socialism” (Laki, 2006), predominantly infused by Hungary’s entry to the International Monetary Fund in 1982. Sadly, in 1989, the year when the regime changed, only 3% of primary and less than 20% of secondary school students were studying English. (Művelődési

Minisztérium 1989, in Medgyes and Malderez, 2008). Teacher Education was structured around the Humanities and pre-service teachers studied literature, linguistics and English language. Methodology was applied as a bolt on and teaching skills would be honed in the field, once graduates entered the classroom. The chart below shows the weighting of the subject areas in the 1990's (Bárdos, 2009: 37).

Figure 3: The proportion of various courses in the 5-year training programs of teachers and humanities students before 1990 (based on: Bárdos, 2009, p.37)



From 1989 onwards, Russian was replaced by English and German language teaching, however, as Russian had dominated FL teaching for so long, English and German language teachers were in short supply, thus leading to the government initiate The 'Russian Retraining Programme', which offered Russian teachers the opportunity to requalify as English or German teachers (Medgyes and Malderez, 2008:2). Little has changed today in the structure of the courses, however, curricula are undergoing modernisation and the following sections explore some of these changes and the background to them.

### 2.2.2 Teacher Education Today

There are two predominant approaches to English Language teacher education today, the more practical Cambridge Certificate in English Language Teaching to Adults (CELTA),

Certificate in Teaching English to Speakers of Other Languages (CertTESOL) and their various alternatives. However, the CELTA and CertTESOL are the global frontrunners, the CELTA being accredited by Cambridge University and the TESOL by Trinity University. They also both have advanced diploma levels: DELTA and DIPTESOL. Then there are the state recognised Bachelor's and Master's in Education programmes offered by universities, which tend to be more deeply rooted in theory, particularly those in Hungary and across most of the non English speaking countries around the world. The former courses are primarily based on methodology and practical approaches to English language teaching (ELT) with underpinning theory and a strong emphasis on planning and execution around meeting the needs of students, and the latter contain more theoretical and linguistic elements, along with culture and history studies. Some courses do, however, offer a combination of the two but not many. This heavily theoretical focus often results in trainee teachers (TTs) not getting enough practice or not recognising the links between the theory and classroom practice and in many cases, as course assessment is also theory focussed, TTs often neglect their own continuous language development needs, in line with the programmes offered. In the context of this research, for example, language development classes, consisting of one ninety minute spoken communication and one ninety minute written communication and grammar class per week, were historically offered in the first and third years of study, with one additional language for the teacher class on the Master's programme, leading the primary focus to the content subjects. It is no wonder, in these cases that teachers lack confidence in their own linguistic abilities and thus classroom practice.

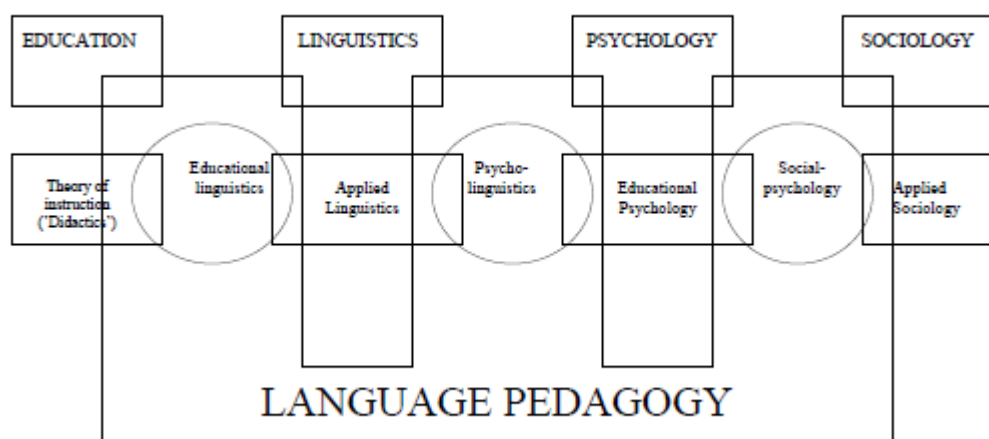
Seven universities and colleges offer teacher education (TE) courses in Hungary today. Those teachers trained in colleges graduate after four years and are qualified to teach in kindergartens and primary schools and those trained in universities train for five years and are then qualified to teach in secondary schools ([educationstateuniversity.com](http://educationstateuniversity.com).2019). Kontra (2016) refers to the TE system as 'Humboldtian', a 19<sup>th</sup> century concept based on science and studying, and 'neohumanist', a holistic philosophy promoting both individual and collective progress (Wikipedia, 2019). Due to low wages and funding, the quality of teacher education is under continuous threat with the academic prestige of teacher educators remaining minimal (Kontra, 2016). Benke and Medgyes, in their 2005 paper, described a sense of teacher educators as being anathema. Additionally, Budai (2013:53) posits that teacher education is not considered 'scientific' enough in the eyes of the electronic registry of Hungarian science and scholarship. However, Medgyes and Nikolov (2014) state that "applied linguistic and language education research, areas which used to be relegated to the lowest rung of the

academic ladder, began to be recognized as legitimate fields of scientific inquiry [...]. As a result, Hungarian authors [...] and researchers from Hungary are welcome speakers at international conferences” (:504).

This is welcomed as this encourages the bridging of the gap between the research and the practice but only to those who attend the conferences and read the articles. The changes to state language education policy are slow and take time.

Teacher education is also shadowed by Linguistics and Applied Linguistics in the academic hierarchy of the Hungarian tertiary education system (Kontra, 2016:6). The below figure (4) demonstrates “the way in which the related sub-branches of sciences are intrinsically intertwined, still leaving a significant part of language pedagogy to stand by itself” (Bárdos, 2012).

Figure 4: Language pedagogy and other related (sub)branches of sciences (Bárdos, 2012)



Most teachers in Hungary share their learners’ mother tongue (L1) and culture, which, according to Medgyes (1994), means they:

- provide a better learner model
- are more effective at teaching language learning strategies (being FL learners themselves)
- anticipate and prevent difficulties better, (knowing the difficulties the L1 poses on the L2+)

This also means that they are all at least bilingual if not multilingual as will all students entering teacher Education programmes be. With reference to the previous chapter on minority languages in Hungary today and while taking into consideration the FL instruction policy, the increasing numbers of ethnic and racial mixes in Hungary, also due to education mobility programmes, it is poignant to note the linguistic mixes too, it is highly unlikely that

one would find a completely monolingual FL classroom in Hungary today. This means that in Hungary teachers are no longer teaching FLs to monolingual Hungarian speakers and despite the majority of learners being multilingual to some extent, each speaker also has their own individual needs and relies on their own methods of communication based on the individual's language aptitude (in each language) and their cognitive capacity. The rate at which individual and sometimes combined language systems develop depends on many factors including levels of motivation, perception and anxiety.

This has a significant impact on the language acquisition and instruction format that needs to be taught on TE programmes as second language acquisition (SLA) and subsequent language acquisition are areas which rely heavily on the individuals' cognitive capacity and levels of motivation. Considerations to chosen methodologies do need to be made, however, to the number of languages being acquired at any given time, and the impact of these languages on one another, especially as many TTs continue with language development in English plus one other language.

If we take bilingual children as an exemplary point, studies show that language learning (LL), in both natural and instructed bilingual children, is very much determined by sociolinguistic as well as psycholinguistic factors, insomuch as the one system hypothesis, which denotes that children create and function within one language system. This system can actually be created from more than one language; however, children tend to 'borrow' words from each language to create a single communicative system (Lanza, 1997). Other studies argue that as children grow, they become able to separate the languages and therefore operate within a multiple language system. This is all very much dependent on the dominant language (s) environment(s), which very much influence the speed and accuracy of acquisition, especially in the cases of languages in contact, and their cross linguistic influence (Sharwood Smith & Kellerman, E. 1986). Studies by Cenoz et al. (2001), describe multilingual acquisition as a 'much more multifaceted phenomenon with considerations for both recency and proficiency of use being made (Herdina and Jessner (2002:234).

Thus, it is not only the format of instruction, which needs to be taken into consideration, in terms of preparation for future teaching methodologies, but also the format of language improvement instruction. TE programmes also need to consider language maintenance as those TTs on English major and German or Hungarian minor courses or any combination of the three, place greater effort and emphasis on their major language, leaving the minor languages to attrite. Language maintenance is largely dependent on levels of language maintenance effort (LME), which is influenced by the speakers' own self-esteem, language



anxiety and levels of motivation. Less communicative speakers and those who lack motivation for LME are more likely to attrite at a faster pace, based on (lack of) language use and awareness factors. This has been evidenced, to some extent in the study by Németh (2019), who examined the language development of BA (Bachelor's) and MA (Master's) English and American studies majors against trainee teachers (TTs) at the research venue of this paper, with a self- devised C Test based on topics they had covered as part of their academic programmes. Results of the study revealed that almost  $\frac{2}{3}$  of English Studies majors (63%) scored 50 points or above on C Tests, taken at the beginning and the end of the academic years, which is 13% higher than the result of the TTs, evidencing that language development was not as much of a focus for the trainee language teachers as it was for English and American studies students.

Maintaining a language system requires continuous use and effort, especially in cases of moving between language environments, but does improve proficiency (Vallance, 2015). This becomes even more complex if language aptitude levels vary between the L1, 2 and/or 3 - which is often the case. These are also influenced by sociolinguistic parameters of the speaker and community. Another considerable factor is that of the levels of communication inasmuch as the quantity, duration and intensity of exchanges. There are also the perceived communicative needs (PCM) of the speaker which need to be taken into account as it is not only the language and social environment but also the social status of the speaker, and the aim of their exchanges, which will change once the TTs become in -service teachers. All of these feed into the levels of LME, which predetermine levels of maintenance, which fluctuate depending on time spent within a language environment and the extent to which the dominant and additional languages are used.

Despite its traditional roots, ELT in Hungary and thus, English Teacher Education (TE) are undergoing significant changes both to curricula and in practice. The focus is shifting to investigate who the learners are, their learning needs and “how they can most effectively be helped to achieve their specific goals” (Medgyes and Nikolov, 2014:13).

In the next section and within the context of this research, an outline of the current situation with the Teacher Education courses at the TD university is presented. It is fair to say that many aspects of course content are still undergoing modernisation but this was the situation at the time of the study.

In 2006 Graddol created a new orthodoxy of teaching models, comprising EFL (English as a foreign language), ESL (English as a second language), EYL (English for young learners) and ELF (English as a lingua franca). He focussed on target variety (the ‘required’ teacher,

skills for development, teacher skills, the primary purpose, the learning environment and the failure pattern. For the purpose of this study table five presents the EFL and ELF patterns:

Table 5: Graddol (2006) New Orthodoxy of teaching models (extract)

	<b>EFL</b>	<b>ELF (Global Englishes)</b>
<b>Target Variety</b>	Native speaker	International intelligibility and national identity
<b>Skills</b>	Communicative	All skills including literacy
<b>Teacher Skills</b>	Proficient and trained	Bilingual with subject knowledge
<b>Primary Purpose</b>	To converse with natives	Intercultural communication
<b>Learning Environment</b>	Scheduled classroom	Classroom, home tutoring, private sector
<b>Failure Pattern.</b>	Most fail to reach advanced proficiency	Mission critical

This concept perfectly matches the model at TD, where the focus is on developing linguistic knowledge and skills, both in terms of production and pedagogy.

According to the National Core Curriculum (NCC), “Framework curricula shall comply with the following criteria:

- a) the system of values embodied in them shall reflect the common values defined in the NCC,
- b) they shall ensure preparation for compliance with the requirements of examinations which close a given pedagogical phase,
- c) they shall represent a coherent and rational paradigm for the specific discipline and methodology, as well as coherent and rational concept of general knowledge;
- d) they shall facilitate differentiated learning and the development of student groups with special educational needs;
- e) they shall define the development tasks assigned to the prioritized and the other subject areas;
- f) they shall be open for further development and adaptive use” (National Core Curriculum, 2012:3).

As previously mentioned, in terms of the structure and content of the Teacher Education courses, not a lot has changed, if anything, from the pre 1989 era, as can be seen from the table (6) below.

Table 6: List of courses for Teacher Education Programme at UP 2019/20

<b>First Year</b>	<b>Second Year</b>
Written Communication 1	Written and spoken Communication 3
Spoken Communication 1	Written and spoken Communication 4
Written Communication 2	Written and spoken Communication 5
Spoken Communication 2	Written and spoken Communication 6
Introduction to Linguistics lecture.	Language Proficiency Exam (B2+ level)
Introduction to Linguistics seminar.	Oral Presentation Examination
Reviewing Literary Theory seminar	Research Paper
The history of English Literature 1. lecture	English Linguistics 1. Phonetics
The history of American Literature 1. lecture.	English Linguistics 3. Phrasal syntax
British Culture	Modern and postmodern trends in Anglo-Saxon literature
American Culture	American History lecture.
North American cultural geography	British History lecture.

<b>Years 3 to 6 (Master's Level)</b>	
<b>General Courses</b>	<b>Professional Core Subjects</b>
English in an Interdisciplinary Approach	The Theoretical Foundations and Practice of FLT
Anglo-American Linguistic Imperialism	The Cultural History of FLT
Research methodology A	Planning Foreign Language Education
English for the Walkabout icons – Contact linguistic issues	Technologies of Modern Languages Education
Modern and Postmodern Literatures in English	The Methodology of Teaching English to Young Learners
Multilingualism and Intercultural Competence	The Methodology of LSP Teaching
Research Methodology B:	FL Testing and Evaluation
Academic Writing	Teaching English as a Foreign Language in Practice

Comprehensive Examination in the Major Subject

<b>Specific professional Elective subjects</b> <b>Linguistics</b>	<b>Suggested Elective Subjects –Literature</b>	<b>Suggested Elective Subjects – Culture of English – speaking countries</b>
Introduction to the History of English 2.	The 19th century British novel	Anglo-Saxon Media and Mass Communication
Language and Society 1:	66 Interpretation of the Literary Work	Modern British Society and Culture
Sociolinguistics	The Tradition of British Comedy	U.S. History through Documents
Pragmatics 63	Modern English Literature in the Language Classroom	The History of Language Policy in Ireland
Vocabulary Acquisition	American Gothic Literature	Multiculturalism in Australia
Articulation and Acoustic Phonetics	Icons in American literature	Introduction to Canadian Studies
Language and Society 2:	Postcolonial literatures and gender	Australian History and Civilisation
Contact Linguistics		

With twenty three inter-disciplinary subjects, forty four including the elective subjects, there is still a huge paucity of language pedagogy on the MA in English Language Teaching degree programme, with only twenty four subjects, including the overarching pedagogy courses, of which there are sixteen, leaving eight alone for ELT, despite it being regarded as “a basic skill in the curriculum” (Medgyes, 2014). However, this really does raise the question of ‘What relevance do the history, literature and cultural aspects of the course, have for English language teachers?’ Especially if they are not going to be teaching these subjects, even through the medium of CLIL classes. Despite the increasing number of CLIL classes in schools throughout Hungary today, there are no frameworks for CLIL training courses.

There are currently two TE courses available at TD; the full and part time double major Master’s in Education (MEd.) courses and the one- year top-up MEd. course, which is designed for in- service teachers who hold a Bachelor’s in Education (BEd.) and would like to

top up their qualifications in order to teach at a higher level of education either within the primary or secondary/tertiary sectors. The full MEd consists of 6 years, with students initially following the Bachelor of Arts (BA) in English American Studies curriculum, with added pedagogy subjects in:

- Introduction to Psychology
- Developmental and Personality Psychology
- Individual Treatment
- Educational social psychology
- School and society
- School and Teacher
- Education – Imparting values
- Process of Teaching and Learning
- ICT in Pedagogy
- Personal pedagogical views
- Reflective Pedagogy
- Pedagogical Communication
- methodology in Pedagogy
- Paradigms in Educational History
- Community pedagogical practice
- Basics of communication

(Source: <https://tanarkepzoweb.mftk.uni-pannon.hu/dokumentumok-kezelese/28-osztatlan-tan-felk-egys-mttv-2017-05-17-kari-hatszammel/file>)

Following the instructed elements of the TE programme, the TTs carry out an additional semester of in class practice, under the guidance of a mentor, “some with ‘dubious’ qualifications” (Kontra, 2016:12) (the university has no control over the choice of mentor at this point) and a practice year in a state institution within their specialised sector (primary or secondary).

As can be seen from the above paradigms, the curriculum is heavily weighted in theory, with Methodology only being “a narrow slice of language pedagogy, no more than the application of some principles of this major inter- and multidisciplinary branch of science to an educational environment” (Bardos, 2014). Interestingly, the NCC states that “learning must be organized in a manner that ensures the active participation of students, focuses on their

activity, independence, initiatives, problem solving strategies and creativity” (2012:13). Although the NCC does not effectively refer to the tertiary sector, we must consider that in the main, teachers teach as they have been taught (this statement provides one of the foundations for the framework of this research) and if we want to encourage more creative, communicative, collaborative, critically thinking classrooms, as proposed by the 21<sup>st</sup> Century Skills initiative (OECD, 2008), then practices need to be developed whereby opportunities for teachers to ‘learn in a different way than they have often been taught as students themselves’ need to be put into place (Owens, 2013). If learners are to be prepared for the competencies required in the workplace (NCC: 2), then considerations for creating TE courses which adhere to the full spectrum of skills required for an EU member state country, on a global market platform in the 21<sup>st</sup> century, need to be made. According to the OECD conference workforce requirements survey (Casner-Lotto and Barrington, 2006) the required skills for the 21st century are presented in table 7 as follows:

Table 7: Required skills for the 21st century

Basic Knowledge/Skills	Applied Skills
English Language (spoken)	Critical Thinking/Problem Solving
Reading Comprehension (in English)	Oral Communications
Writing in English (grammar, spelling, etc.)	Written Communications
Mathematics	Teamwork/Collaboration
Science	Diversity
Government/Economics	Information Technology
Humanities /Arts	Application Leadership
Foreign Languages	Creativity/Innovation
History/Geography	Lifelong Learning/Self Direction
	Professionalism/Work Ethic
	Ethics/Social Responsibility

In order to apply the main skills to the framework of language learning, according to the British Council (2015) the focus should be on:

- Critical thinking and problem solving
- Collaboration and communication
- Creativity and imagination
- Citizenship
- Digital literacy
- Student leadership and personal development

The Hungarian NCC posits that “Communication in foreign languages – similarly to communication in the mother tongue – is based on fundamental linguistic abilities: the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in the foreign language in various forms of activity” (NCC, 2012:21), and goes on to reflect the necessity of the 21st century skills within the National Curriculum. If this is the case then surely TE courses should also be structured in such a way as to develop and produce confident, communicative language teachers, armed with the required skills to not only survive in but also to manage a 21<sup>st</sup> century classroom. Back in 1997 Seidlhofer was already heralding the need for a more practical approach to teacher education, suggesting that the interdisciplinary models were now obsolete. There is, however, more to communication than good language proficiency, which “in itself does not ensure good communicative competence or successful communication” (Holló, 2014).

The TD TE courses have more international students joining them year on year, which demands a more global approach to the Teacher Education as well as language teaching per se. This means focussing more on the Anglo-American pragmatic traditions rather than the too theoretical and too cursory, which have very little carry-over to the classroom (Kontra, 2016). According to Damen (1987) cultural competence is the “fifth dimension in the language class” and must be accorded its rightful place in teaching and in teacher education, alongside the four traditional skills of reading, writing, listening and speaking (Holló, 2014). University curriculum managers and teacher trainers, in particular, “bear an increased responsibility for equipping the pool of prospective teachers with the knowledge and skills needed for the changing educational environment” (Medgyes, 2014).

That said, the courses have evolved with each curriculum reform and today is no different. Today’s graduating teachers, and the participants of the main project within this research, are the last under the previous system and the curriculum has been developed twice since they

began their TT journeys. The above framework is the model for the remainder of the participants within this research. This academic year (2019/20) sees the beginning of a new curriculum, moving ever closer to the university's desired model, which will hopefully be producing the confident learners and thus TTs, willing and able to communicate in and through the language/s they are using and teaching.

### **2.3 Lack of Willingness to Communicate**

Willingness to Communicate (WTC), is defined as “a readiness to enter into discourse at a particular time with a specific person or persons, using a L2” (MacIntyre, Dörnyei, Clément & Noels, 1998: 547). Dewaele and Dewalea (2018) define WTC as being “influenced by a complex interplay of interacting learner-internal variables (including sociobiographical, emotional and macro intergroup variables) and learner-external variables (i.e. teacher-centred) in the foreign language classroom. Macintyre et al., in their 1998 study, sought answers to the question of ‘Why do some students seek, while others avoid, second language (L2) communication?’ (2018:1). Following the recognition of language anxiety as a separate construct (Horwitz et al., 1986), researchers have a clearer view of the “definition, reasons and effects of it” (Kayaoglu and Saglamel, 2013). Lack of WTC is an ongoing issue in classrooms across the globe and particularly in Hungary. This could predominantly be down to the general education system and frontal, didactic teaching methodologies used in the broader academic subjects. In the majority of classes students are required to sit, listen and learn and then they enter the language classroom and they are then expected to participate and interact. McCroskey and Baer (1985) conceptualized WTC as “the probability of engaging in communication when free to choose to do so” but how much choice or how many chances are they given to engage in ‘real’ language use? Another considerable factor is the assessment system in Hungary, which places a huge amount of pressure on learners with anything less than a five (the top grade on a scale of 1-5, equivalent to an A grade in the UK system) considered as almost a failure. In their 2013 study of Turkish learners of English (Kayaoglu and Saglamel, 2013) discovered that the main reasons behind their learners’ language anxiety were:

- linguistic difficulties
- lack of sufficient vocabulary
- a poor command of grammar rules and pronunciation difficulties
- cognitive challenges
- fear of failure (failure in communication, failing in exams, making mistakes, failing in front of others),



- lack of self-esteem,
- lack of information in the L1
- the role of the teachers
- competitiveness.

Macintyre et al. (1998:3) posit that WTC is not a personality trait, also apparent in the L1 however, should be considered “a situational variable with both transient and enduring influences”, which can be attributed to the fact that lack of WTC is often prominent in a variety of classroom situations, and can manifest itself in any situational context (group discussions) but not always at the individual level (when giving a presentation or answering a direct question) and vice versa.

In their 2018 study Dewaele and Dewaele discovered that, in English secondary school students studying French, German and Spanish, the “strongest predictors of WTC were FL classroom anxiety, frequent FL use by the teacher, a positive attitude towards the FL (a neglected macro intergroup dimension)”. If this is truly the case then the question of frequent use of the FL as an attributing factor is substantiated by the insistence of NESTs (native English speaking teachers) and I personally have often been told by students that they prefer to speak in front of NNESTs (non- native English speaking teachers) than NESTs. Thus, with NESTs learners feel as if they are in some ways inferior or are constantly being judged and yet with NNESTs they feel they are constantly being appraised. The anxious learner may be recalling previous learning experiences, where they were indeed in these situations and these have formed a state of learner training. The major threat of lack of WTC is that it could be misconstrued as a form of disengagement on the part of the learner, thus resulting in reduced motivation for peers and the teachers.

Although native speakerism is not a focus of this research, it is pertinent to bring it in here as the overarching desired goal of reaching native like English can often make learners feel anxious and that anything below that could be considered as ‘not good enough’. As Braine (2005) points out “NNESTs teachers were generally regarded as unequal in knowledge and performance to NESTs”. Despite Medgyes’ (1992,1994) pioneering work, describing the struggle of NNESTs for ‘visibility and due recognition and opening up the “can of worms” (Medgyes, 2013,1983) debate, which still rages today. Sylvana Richardson’s IATEFL plenary talk entitled the Native Factor (2016), posited that the ‘native speaker model’ is still alive and

well' in Hungary and as long as schools employ NESTs and insist that they are better placed to teach communication classes, this pressure will not abide.

In Saint Léger and Storch's 2008 study of French secondary school learners, they found that language anxiety was also attributed to:

- vocabulary and fluency
- students feeling 'exposed'
- classroom perceived as a competitive and threatening environment (: 12).

Similarly to the above French and Turkish studies, in the study of thirty secondary school Indian learners of English, Ansari (2015) found that their language anxiety and lack of WTC was attributed to the following factors:

- fear of negative evaluation from their peers
- perception of low ability in relation to their peers

He also states that "speaking anxiety is a counter-productive phenomenon" in the language classroom.

In order to truly conceptualise WTC, one must take into consideration that communicative competence does not ensure 'spontaneous sustained use of the L2' (Macintyre et al. 1998) and although anxiety arousal is more likely in speaking situations (Hewitt & Stephenson, 2012; Von Wörde, 1998), a proposed acceptance of WTC not only being connected to spoken production but also "to influence other modes of production, such as writing and comprehension of both spoken and written language"(ibid. 1998) would be a welcome addition to curriculum planning.

There is hope that the ELF (English as a lingua franca) movement will slowly eradicate this line of thinking, especially with the work of the British Council on promoting ELF through, many channels, Davies and Patsko's (2013) four pointers on EFL pronunciation modifications:

- 1) Most consonant sounds
- 2) Appropriate consonant cluster simplification
- 3) Vowel length distinctions
- 4) Nuclear stress

and Marek Kiczowski's blog (<https://www.teacherpreneur.ca/blog/MarekKiczowski>) which sends out monthly updates and posts on tips for teaching ELF to language teachers

worldwide, we may well see an end to the native speaker like conundrum, lifting the pressure on language teachers and learners alike.

## **2.4 Learner Autonomy**

### **2.4.1 Defining Learner Autonomy**

The idea of the autonomous individual was associated with liberal political traditions over two hundred years ago (Raya, 2017:15). Since then it has been linked to self- access learning, learner training, learner- centeredness, self- management and self-assessment. The course of its evolution has now brought learner autonomy into the ‘mainstream of research and practice within the field of language education’ (Benson, 2011). Little suggests that LA is “a slippery concept because it is notoriously difficult to define precisely” (2003). Although LA sits within the twenty first century skills set, it is unknown as to the reasons behind its growing prominence. Raya (2017:17) suggests this may be due to the capacity for ‘self- rule and self- government’ and is considered a “trait of persons”. It has a psychological characteristic and considers agents to have a greater capacity for critical reflection. Hence, learner autonomy is gaining increasing pertinence in the choices of approaches and methods within language teaching. With the twenty first century well underway it is certainly becoming one of ELT’s ‘more prominent themes’ and is considered a “precondition for effective learning” (Benson, 2011). However, the concept of learner autonomy doesn’t come without its misconceptions: often regarded as learning in isolation, either via online applications or through language course books. Little supports this by describing LA as “a problematic term because it is widely confused with self -instruction” (2003). The misconception often comes from the lack of connectedness with language teaching processes and methods. Candy’s theories are based on constructivist theories of learning and states that “knowledge cannot be taught but must be constructed by the learner” (1991:252). This is supported by Little (1991), who also argues that “teachers must pay attention to their own personal constructs, or assumptions, values and prejudices which determine classroom behaviour” if they are to support learners on their road to autonomy. He goes on to state that autonomy is not:

- “A synonym for self- instruction
- Is not limited to learning without a teacher
- Does not entail an abdication of responsibility on the part of the teacher
- Is not a matter of letting learners ‘get on with things as they can’
- Not another teaching method
- Is not a steady state achieved by learners” (1990:7).

### **2.4.2 Learner Autonomy and multilingualism**

Multilingual learners have extensive language learning experience and should be encouraged to create conceptions about the process of FL learning and then use their pre-knowledge to effectively learn or further develop existing or further languages (Martinez, 2017). Although a multilingual learner is not necessarily an autonomous learner, by drawing on their pre-knowledge, they place themselves in a position of control, enabling them to economise learning by comparing their languages and learning experiences, thus, “exerting control over the intra- and interlingual transfer while processing input” (ibid:118). Therefore, multilingualism is what Martinez (2017) refers to as the “trump card” of language learning, as “L3 learners have language specific knowledge and competencies at their disposal that L2 learners do not” (Jessner, 2008). As English has now become a second or even third instructed language, “work on finding ways for the integration of out-of-class learning opportunities into classroom teaching should be undertaken” (Medgyes, 2014). Raya et al. state that “autonomy is generally acknowledged as one of the main goals of education and a value to be promoted in higher education (2017:8). Raya then goes on to declare that “by the time students finish school they should have developed the capacity to regulate purposefully and responsibly their own learning behaviour” (2017:15). This concept perfectly corresponds with the ECTS (European Credit Transfer System) which calls for a ‘learner-centred, meaning based pedagogy which fosters the development of critical thinking skills’(ibid:8). With the increase in learner mobility programmes and the growing number of international students within the Hungarian educational system, (over 4100 scholarships were awarded in the 2018/2019 academic year, increasing to over 5000 for 2019/2020 (studyinhungary.hu. 2019) since the Stipendium Hungaricum scholarship programme was introduced in 2013, implementing an autonomous approach to the education system can better serve the widening participation of a more multilingual learner body. In this context learner autonomy can be considered as a “competence to develop a self-determined, socially responsible and critically aware participant in and beyond educational context, within a vision of education as a process of personal empowerment and social transformation (Jiménes, Raya, Lamb and Viera, 2007, in Viera, 2017).

In order for this to take place teacher education programmes are required to train teachers in developing a critical vision of education, focus their teaching on learning and the learning process and encourage them to interact with their teacher communities (Viera, 2017:98), thus, developing a national network, which could then potentially, alter language teaching at a

general level. However, if teachers do not acknowledge that the relationship between learner autonomy and multilingualism is of vital importance and encourage the drawing on past language learning experience and integrate the awareness raising of cross linguistic influence between all the languages spoken by the learners, then much of this ability will go to waste.

### **2.4.3 Learner Autonomy and the autonomous learner**

Benson suggests that learner autonomy is “the learner’s approach to the learning process” (2011:2). Holec (1979) describes the autonomous learner as ‘taking responsibility for the totality of his learning situation’ and being “able to carry out by himself the various steps in the learning process.” Due to the didactic, frontal teaching methods, directing rather than facilitating learning (Morrison and Navarro, 2014:3), and the fact that “constraints on autonomy in compulsory education systems tend to be systematic and severe” (Benson, 2011:56) and still dominate the Hungarian education system, learners are continuously dependent on their teachers, with little engagement with the broader aspects of learning and a strong focus on assessment criteria in order to achieve their qualification. What is at stake here is the nature of higher education itself (Boud, 2005). As it is the assessment that has the greatest influence on the students’ learning, or rather the grade itself, which acts as a directive for more or less study requirement and as a directive of great importance. It also plays a significant decisive role in what students do as it “communicates to them what they can and cannot succeed in doing and for some, it builds their confidence for their future work, for others it shows how inadequate they are as learners and undermines their confidence about what they can do in the future (ibid: 2).

McCombs and Whisler (1997), posit that these traditional approaches refuse students the opportunity to be “enriched by teaching materials” as they are unable to find any connections with their own lives. Rogers’ theories on teaching and learning approaches also stem from the field of humanistic psychology and urges the notion of teacher as facilitator in order for learners to become ‘self-actualising’ in their pursuit of “exploration, growth and higher achievement”. He states that an environment with a ‘psychological climate in which a learner will be curious and feel “free to make mistakes” will “recapture the excitement of learning that was natural in infancy” (1983:135-6). Within Vygotsky’s (ZPD) ‘Zone of Proximal Development’ theory, clearly defined as “the distance between the actual development level as determined by independent problem solving and the level if potential development as determined through problem solving under adult guidance or in collaboration with capable peers,” as well as within his studies of developmental psychology, he also assumed that

“learning begins from the starting point of the child’s existing knowledge and experience (1978:86).

Sabani et al (2010) offer a notion of Vygotsky’s ZPD within the field of language teacher development and offer “an operational view of the learners’ actual level of development and a measure of emerging and imminent development” stating that “the learner’s zone of proximal development is assessed through interaction or collaboration with a learner because it provides an opportunity for imitation,” Vygotsky (1978) posited that “what learners can do collaboratively or with help today, they can do independently and competently tomorrow”. In order to reach autonomy learners must go through a complex and difficult process, both cognitively and affectively. Throughout this process learners will, at some point during the stages of reflection, recognise that a shift in attention towards the learning process itself is required, in order to become ‘self-organising’ (Little, 1991:21). This is reflected in Boud’s statement pointing out that “as long as autonomy remains an abstract concept, {} it can be an ideal to which we can aspire, but it is not something that we realistically expect to emerge from any given course” (1988:20).

Therefore, learner autonomy is unlikely to occur without the assistance and in collaboration with a skilled teacher (Benson, 2011:45). Nunan and Lamb’s concept of learner centeredness (1996) highlight the importance of ‘shared teacher- student power’ emphasising the “continuous and collaborative engagement of learners in all spheres of their democratic life in the classroom” (Cirocki, 2016). However, the sharing of this power within the classroom is essential, with the gradual shifting of learning responsibility from the teacher to the learner (Guskey and Anderman, 2008), with a necessity of self- assessment, which can take the form of reflective journals, teacher led then self- directed targets, and becomes a pivotal aspect of classroom practice thus, learners will then “evolve into true judges of their own output” (Cirocki, 2016). This practice encourages reflective awareness, a fundamental aspect of learner autonomy. Boud states that “the act of questioning is the act of judging ourselves and making decisions about the next step” (1995).

Benson, (2007) also suggests that “autonomy is a recognition of the rights of learners within educational systems”, thus, by recognising that students have the right to lessons which interest them and fit in with their lifestyle and not just their learning styles (Morrison and Navarro, 2014), the implementation of student generated study skills which enable students to actively engage with their access to authentic and academic materials and their language development away from the teacher and the classroom setting, can only foster widened participation and enhanced communication skills. Activities based on authentic texts also

enhance learning potential through the promotion of “intellectual, aesthetic and emotional engagement, stimulating both hemispheres of the brain” (Cirocki, 2016:66). Fundamentally, knowledge gained within and through a learner’s lifestyle becomes the learner’s own, or what Benson calls “action knowledge” (2011:40) and then informs the foundations of the learner’s continued life choices and lifestyle, which, when made through self- assessment, also allow for “the possibility of seeing oneself and the options which lay before one in a radically different way” (Boud, 1995). All of these experiences then contribute to the semantic memory, which is reflected in the mental lexicon, which “is not strictly linguistic since it contains the mental representation of the individual’s knowledge of the world” (Navracsics, 2007).

#### **2.4.4 Learner Autonomy and Teacher Education**

Within the context of teacher education, Viera states that pedagogy for autonomy “rests on teachers’ willingness and ability to understand and transform educational experience and where resistance, critique and subversion become crucial components of teachers’ professional competence” (2017:96). Little states that 'autonomy is essentially a matter of the learner's psychological relation to the process and content of learning' (1991:4). If this is the case there is a greater demand for the need to support trainee teachers (TTs) in higher education (HE) and teacher education programmes, in Hungary, in actively engaging with their interdisciplinary subject material as a source of their own language development.

If pedagogy autonomy and the focus on the development of learner autonomy are implemented into the teacher education programmes then, by natural progression, the TTs will continue to work within the framework of self- directed and reflective study as they move into their professional domains. However, similarly to the Hungarian system, Tassinari (2017) states that in the German context, “there is not systematic approach to training” for autonomy, it rather rests on the initiative of the trainer and the teachers.

Understandably, in this case the Hungarian learner may not be prepared for the situation in which the learner is totally responsible for all the decisions concerned with his [or her] learning and the implementation of those decisions (Dickinson, 1987). However, as Knowles suggested in 1975, “pro-active learners learn more purposefully and with greater motivation” (as cited in Raya, 2017: 21). Thus, creating a classroom atmosphere of trust and freedom, which allows both teacher and learner to explore and discover meaningful, relevant, language experiences would set a precedence for language pedagogy for autonomy (ibid: 22). However, developing learner autonomy is not a simple process and requires orientation from both

teacher and learners. “Learners need support and guidance in their autonomisation process” (Tassinari, 2017). As “the role of teachers will shift toward guiding students along their autonomous learning paths” (Wise, 2014:2) the affective factors involved with learning. must also be considered (Benson, 2007). Humanism “emphasises the development of the whole person {} and includes the individual’s thoughts, feelings and emotions” (Williams and Burden, 1997:30), which is a far cry from the all-controlling teacher figures of traditional schooling methods (Arnold and Fonseca-Mora, 2017). According to Ehlers (2017), learners remember language “tokens” and build up their language proficiency by “relating them to experiences which are fixed in their neural networks by emotions.” Arnold and Fonseca Mora (2017) state that “learning to learn” should be “an integral part of language learning so that learners become increasingly aware of the way they learn, the options open to them and the options that best suit them.”

#### **2.4.5 Researching Learner Autonomy in Hungary**

LA in Hungary is a relatively new concept with some not quite sure what it is all about. On asking some of my colleagues and students I am often met with the following kinds of response: „what is that?” „why would we want to do that?” and perhaps in some respects Hungary is not quite ready for the fully autonomous learner, in terms of the original concept of learners having control over their learning programmes. However, in my opinion, Hungarian language learners are more than ready to start taking responsibility for their own learning, they just need to be shown how to do it Illés & Csizér’s (2010) cross-sectional study explored 50 secondary school students’ attitudes towards English as an international language and found that participants did not seek contact opportunities with speakers of English. Getting language teachers in Hungary on board is the first step forward in effectively helping learners to achieve their specific goals (Medgyes and Nikolov, 2014) both in and outside of the classroom.

Benson (2011:17) stated that learner autonomy has now been brought “into the mainstream of research and practice within the field of language education” and Hungary has been making some real railroads in research into Learner Autonomy with a growing number of projects having been completed since 2005 and many are still underway. This section presents some of the key research projects in Hungary that are bringing Learner Autonomy into the limelight and have had an impact on shaping recent developments in (language) learning environments today.



In, Horváth's paper entitled: *The Cognitive Components of Autonomous Learning in Postgraduate Interpreter Training*, she explored "the most important cognitive components of autonomous learning in would-be interpreters as well as the interrelationship of those components" (2005:2), with students' diaries serving as the instrument of data collection. The outcomes of the research demonstrated that LA manifested itself within these four components reflection, self-reflection, evaluation and self-evaluation. This outcome is seen as a welcomed development as these concepts are, unfortunately not overly common within the Hungarian education system.

Following a brief hiatus, 2012 saw an increase and a bit of a surge in LA research. Illés's paper entitled *Learner Autonomy Revisited*, focussed on exploring "whether the perception of learner autonomy that is promoted in language pedagogy is suitable for preparing students to perform successfully in the changed circumstances of the use of English" (2012:1), suggesting "an approach that shifts the attention to language use, where autonomy is developed through tasks and activities that engage learners on their own terms and allow them to effectively exploit their linguistic resources ..." (2012:1). The thesis presents an alternative or additional view of LA as being "the ability to cope with the linguistic and schematic diversity, the fluidity, and the increased demand for negotiation that interaction in international contexts of use presents" (2012:509). All of these are hugely valid points, as more and more Hungarians are choosing to continue their higher education abroad or move away for work, and much of the language teaching in Hungary places a greater focus on preparing students for language exams rather than for real life language use. This is primarily as the language policy in Hungary requires all graduates to possess certification of a foreign language at B2 level. Encouraging language learners to take some of the responsibility for their language learning themselves will greater ensure they are prepared for the language use they will require in the future.

Prescott, (2012) published a paper: *Questioning Autonomy in Language Learning: A literature review*. The main focus of the study was to examine "some of the major problems connected to the idea of autonomy and to give a cross section of views and approaches concerning these problems" (2012:191). The four main areas of research were: (a) The definition, (b) measurement and (c) promotion of autonomy and learning styles and (d) cultural differences. In addition to discussing the problems, the author does make reference to the advantages but suggests that language teachers "take a cautious approach when applying the concept" as well as a need for "cultural sensitivity" (2012: 196). This is reflected in a later

paper which extends this by advising a more multicultural approach to language learning and developing autonomy.

Kormos and Csizér (2012) also published their paper on language learning autonomy: *An Investigation of English Majors*, which investigates ‘the role of self-regulation and learner autonomy in language learning’ of university students. This is a particularly pertinent study because, as previously mentioned, it is not until learners get to this level of education that they are required to become autonomous and the secondary and primary schools do not prepare students for this. Additionally, universities in Hungary still favour lecturing and learners act as passive recipients making it difficult to create a shift in their thinking when they enter the language classroom. The results of the study are indicative of this and the authors suggest that as LA is a pre-requisite for lifelong learning, the development of these skills is a fundamental aspect of education. They additionally offer practical suggestions on how university lecturers can develop these skills through teacher support, modelling and instructional practices’ that allow learners to take a more active role in their learning processes. while encouraging self-assessment.

This thesis was then followed up in 2014 by their project entitled *The Interaction of Motivation, Self-Regulatory Strategies, and Autonomous Learning Behaviour in Different Learner Groups*. The project investigated learners’ abilities to exploit learning opportunities outside language classrooms. Here the participants were secondary, tertiary and language school adult learners. Similarly to Illés’s 2012 study, the LA was attributed to “influencing autonomous use of traditional and computer-assisted learning resources” (Kormos and Csizér, 2014:276). Interestingly no major differences were found between the different groups, however, based on the findings of the research, the authors suggest “that in order to exploit the affordances of learning technology, a proactive approach to locating and using these learning resources is necessary” (2014:1). What this gives rise to is a greater need for the use of technology in the language classrooms and clear signposting by teachers, of the various language learning tools and opportunities available to students at different levels and for different purposes.

The theme of the need for learners to be able to survive and function in an international setting is continued in Smid’s 2015 paper: *MA students’ Foreign Language Learning Motivation and Autonomy in an International Learning Context* (Smid, 2015). The focus here is whether learners’ cultural backgrounds play a significant role in their learner profiles. The findings of the study reveal that “MA students are highly motivated, committed to their goals, and possess significant learner autonomy” (2015:1). This could be due to the fact that at this

level of tertiary education, learners have had many years of language input and have also been taught to manage their learning. Although the focus group of the study were not based in Hungary, it is fair to say that this concept could also be expected here and with the growing number of international students now enrolling in Hungarian universities the suggestions for the pedagogical implications and the need to “promote intercultural skills” (2015:14) are well received and are becoming more and more evident in our classrooms here-across all sectors.

In 2017 Buzásné, published the findings of her project: *The Role of the EFL Teacher in the Autonomous Learning of Adult Learners: an interview study with Hungarian EFL teachers* (Buzásné, 2017), in which she also discusses the relation between LA and LLL and offers a rationale for autonomous learning of adults. The author focusses on three main areas: “How EFL teachers perceive their roles in the enhancement of the autonomous learning of their adult learners, the challenges and problems EFL teachers face when promoting the autonomous learning of their adult learners and what EFL teachers do to overcome the challenges and problems they face when enhancing the autonomous learning of their adult learners” (2017:132). 16 Hungarian language teachers, with a range of experience took part in the study and the findings reveal that, in the main, “adult learners who do not learn on their own outnumber the ones who regularly practise English at home” (2017:136). In response to the promotion of LA “some of the teachers mentioned their role in supporting their independent learning by showing them good examples of learning strategies” (2017:138). And ‘EFL teachers of adults in this study make efforts to establish good personal relationships with their learners and adjust the courses to learner needs even when this is considered very demanding and time-consuming’ (ibid:141). This is a very positive development as it shows that language teachers are buying into the development of LA and see it as something beneficial and worth investing in. If the development of self-access learning, learner training, learner- centeredness, self-management and self-assessment can be built into the teacher training programmes and generate teachers who consider the development of LA a fundamental aspect of their teaching, Hungary can look forward to more active participation and engagement in its future classrooms and learners who really value the ability to speak foreign languages.

Language teaching in Hungary is developing rapidly and it is evident that LA is gradually becoming part of that progression. By raising the awareness of the benefits of learner autonomy and by bringing learner autonomy into the teacher education classroom, we can develop more autonomous learning in the language classrooms of the future and in the not too distant future language classrooms will be places for both teachers and students to share their

language and language learning experiences and be active language communities. This study hopes to pave the way for more research into this area and the implementation of strategies to develop learner autonomy within the higher educational teacher education domain in Hungary. As the theory and practice of language teaching is an ever evolving domain, supporting learners in “becoming more autonomous in their learning has become one of its more prominent themes” (Benson, 2011:1).

## **2.5 Why Communicative Language Teaching may be the answer**

*“you are as many persons as the number of languages you can speak” (Medgyes and Miklós, 2000).*

This subchapter explores the importance of implementing communicative language teaching (CLT) techniques into language classrooms at all levels of education and creating learning environments for authentic, real-life language use. While the points are discussed within the Hungarian English language education (ELT) context, they are also applicable to any other ELT context native or non- native alike.

The language policy in Hungary today gives foreign language learning (FLL) prominence within the National Core Curriculum (NCC, 2012), making it obligatory for all secondary school leavers to hold a foreign language certificate at B2 (Upper Intermediate) level, according to the CEFR, and for those on bi-lingual programmes C1 (advance) level. Despite this, only 13.81% of the 9,822,139 population (National Census, 2011) state that they are able to speak foreign languages. This is a 5% drop over the last 16 years from 19.2% of the population (National Census, 2000). This raises the question as to why it is that so few Hungarians cite themselves as foreign language speakers when so many hold language certificates?

It is possible that a primary focus on error correction and a far greater emphasis on teaching rather than learning has resulted in foreign language learners who are afraid to speak. If this is the case, implementing CLT methodology in which language learners receive real life speaking practice in the classroom may be a solution. Illés and Akcan posit that “when given the opportunity, EFL students enjoy using the L2 spontaneously” (2006:1). In Hungary today, many language teachers still choose traditional approaches to teaching that focus heavily on the structures of the language. To change these traditional language teaching practices, it is necessary that future teachers be trained to see the benefits of communicative language teaching strategies and to know how to implement them confidently in the classroom. Therefore, this chapter will explore the rationale of CLT (why it is supposed to

work), the history of its development, the various roles that stakeholders such as learners and teachers play and end with the results of the feedback received when asking trainee teachers (TTs) and in-service teachers What Communicative Language Teaching is.

### **2.5.1 History and rationale of CLT**

Communicative language teaching (CLT) was greeted with much excitement and enthusiasm when it was first proposed as a new approach to language teaching in the 1970s, and has been widely implemented since the 1990s and is often referred to as the *communicative approach*. Prior to this, a number of approaches had been implemented such as *the comprehension approach*, which focussed on the understanding of language rather than production. One example of this was Total Physical Response (TPR), which “is built around the coordination of speech and action” (Richards & Rodgers. 2001:73) and requires learners to respond to instructions with the single goal of performing the task. Another was the Natural Approach, which shuns the need for grammatical analysis, drilling or theory, emphasised repeated exposure to language and saw the elicitation of language production as ineffective and inefficient in the learning process. Once learners had been exposed to the language ‘enough’ they were then encouraged to use it freely, in their own way.

These approaches then gave rise to further developed approaches, such as *Community Language Teaching*, where the teacher sets up the task, usually a group discussion, either small groups or a whole class if class size allows (sometimes recorded), placing a stronger student in the position of ‘counsellor’. The teacher then observes and monitors the discussion while taking notes for delayed feedback, while the counsellor(s) act as prompts or translators for weaker students who are having difficulties finding appropriate vocabulary; essentially managing/chairing the discussion. At the end of the discussion the teacher holds a feedback session during which learners are required to reflect on the task and analyse their language use (listening to the recording if need be). The teacher may then share examples of good practice and either follow up on errors the learners have recognised or mention some of their own. These would usually only be errors around previously covered language the teacher would have liked to have seen used in practice. This type of approach encourages a community classroom environment where the students develop together, rather than purely as individuals.

Thornbury (2006:131) describes an approach as denoting “a more theoretical orientation than a method”, which is more of a system of teaching a language (often also based on theory). This approach was developed following the 1960’s emergence of *socio-linguistics*, where ‘sociology and linguistics meet’ and gave rise to the interest in the relationships among

individuals and individuals themselves Widdowson (1979:50). This brought about a wider acceptance among researchers of the need to teach language as a form of communication and move away from the more traditional methods which fell short of “capturing the *interactive* nature of communication’ and the *collaborative* nature of meaning making” (Savignon, 1991: 262).

In order for the successful use of the above- mentioned communicative competences, pragmatic competence, which means considering social, cultural and gender among other various context variables, is also required. The introduction of Wilkins’s (1976) Notional Syllabus, which introduced communicative function, paved the way forward for CLT, which is known as a "hybrid approach to language teaching, essentially 'progressive' rather than 'traditional'...." (Wright, 2000: 7 cited in: Breshneh, & Riasati, 2014: 438), which embraces not only the processes involved with language learning but also the practice and the aims, ‘viewing competence in terms of social interaction’ (Savignon, 1991). CLT facilitates language acquisition by encouraging learners to experiment by expressing their own meanings and finding their own voice in English, and most importantly responds to the present-day needs of language learners in many different contexts of learning (Savignon, 1991: 264).

With all of this in mind, considerations for the development of methods and materials were highly influenced by behaviourist psychologists and structural linguists, and language learning was categorised into four main skills domains: the *active*, now referred to as *productive*, skills of speaking and writing, and the *passive*, now referred to as *receptive* skills of reading and listening, with the active engagement of the learners being required during the meaning making process.

Larsen-Freeman posits that CLT enables us to “reflect how language is acquired: it is not that you learn something and then you use it; neither is it that you use something and learn it. Instead, it is in using that you learn—they are inseparable” (2007:783). Thus, it is fair to say that in order to develop greater communication in the classroom, learners need to be exposed to the target language as much as possible and this continued exposure, in a number of contexts will effectively raise learners’ awareness as to how the language is used in a variety of environments and contexts.

The rapid development of CLT since the beginning of the 21<sup>st</sup> century, was somewhat ignited with Michael Lewis’ Lexical Approach of 1993, which introduced the notion of viewing language as ‘grammaticalised lexis’ rather than ‘lexicalised grammar’. This notion is based on the premise that language is learnt in chunks rather than as individual items. Native speak is built up of collocations (two to five words which frequently appear together),

prefabricated items and what Chomsky referred to as ‘creative utterances’ (1964:8). The *Lexical Approach* gave rise to viewing language as something real, as a means of communication not just a means to an end, an exam certificate for further educational or employment requirements. Thus, the focus is now on fluency and communicative competence rather than accuracy. As Brown (1994) boldly stated ‘the grammar-translation method does virtually nothing to enhance a student’s communicative ability in the language’. Lewis (1993) suggests that syllabuses should centre around large amounts of exposure to real language and input from texts encouraging the noticing of how language chunks and collocations appear in context.

Following in the path of Lewis’ Lexical Approach is Hoey’s Lexical Priming (2010), which presents a new theory on how words are used in real life and how we are primed to learn and use words through repeated exposure to them. Hoey’s theory reverses the notion that grammar is generated initially and language is created by inserting lexical items into the appropriate grammatical ‘slots’; he states that grammar is rather ‘the outcome of the lexical structure’ (2010).

Both these theories are based on studies of corpus linguistics rather than the language of language course books. Corpus linguistics looks at how (often) language items appear in use with other items, their collates, and how they colligate (the grammatical patterns they create with other items). Collocation and colligation are the basis for teaching lexically and teaching lexically is the foundation for CLT. If learners’ goals are essentially to communicate then this depends far more on vocabulary practice than on grammar. Truly motivated learners do a lot of work outside the classroom, however, for many others, perhaps even the majority, the language classroom is the only opportunity and often time they have for language study (Dellar and Walkley, 2016) and practice, especially for part time learners and those in non-native speaking countries.

From this perspective of multiple exposure to language items, it is deemed that correct language usage will emerge over time. Since the last decade of the 20<sup>th</sup> century and more prominently over the last 15 years, language learning has become to be recognised as a dynamic process meaning that as learners interact with their materials and learning environments they alter and their development and learning emerges as they evolve. As language itself is a dynamic system made up of many subsystems: sound, morpheme, lexical, syntactic, semantic and pragmatic, (Hong, 2013), all interacting with one another in order to produce speech or writing, it makes sense that the learning process also be seen as dynamic. Various conditions apply to the rate of learning, including social, cultural, environmental,

emotional, educational, economical and cognitive and all of these conditions are systems in themselves and are also constantly present, if not together then in part, during all aspects of the learning process. Therefore, we can say that language learning is a complex dynamic process, therefore requiring a complex dynamic systems approach to teaching, which rejects the linear approach to language learning (LL), in that LL has a clear “beginning and end state and a linear path of development for each individual” (Bot et al, 2007). Taking this into consideration, it makes sense to ‘present sound, meaning and form as one whole system rather than in isolation’ (Hong, 2013:8). This reflects Dellar and Walkley’s (2016) theory that lexis should be seen in terms of units of meaning rather than words with individual meanings. For example, if we look at the word ‘*deck*’ we recognise it as meaning a part of a ship. However, if we then consider ‘*a deck of cards*’ the word ‘*deck*’ suddenly takes on a whole new meaning (pack or set) as does the phrase ‘*deck (decorate) the halls.....*’ as in the Christmas carol. Therefore, if we are to present new vocabulary as single word items with single meanings, we then have to re-teach those words when they re- appear as part of a collocation or phrase. However, if we present and pre teach vocabulary in chunks, with their whole unit meaning related to the context, learners will gain a better understanding of how language works.

When presenting new language learners should be encouraged to record it along with all its other connections. To truly know a word, we must know:

- Its meaning
- Its spelling
- How it is pronounced (phonemes and stress patterns)
- What it collocates with
- Its (contextual) synonyms (other words with similar meanings)
- Its (contextual) antonyms (opposites)
- Its connotation (positive or negative)
- Related words within a lexical set.
- Its register (levels of politeness or formality)
- Its co-text (other words likely to occur within the same text)
  - Word form and related words within the same word family.
  - Function and pragmatic use (how it can be used to convey different meaning in different contexts.

adapted from Dellar and Walkley (2016:12).



### **2.5.2 CLT in practice**

Communicative language teaching can be understood as a set of principles about the goals of language teaching and learning, the roles of the teacher and the learners, and the learning environment and activities that best facilitate learning.

Learners discover that errors are acceptable and are not to be avoided or berated, nor are they seen as evidence of non-learning. They are, however, essential elements in the learning process and “an external manifestation of the continual revision of the inter-language system.” (Hosseini & Riasati, 2014:438). In this ‘error friendly’ learning environment learners will gain the confidence to speak the language and in time will again be able to cite themselves as competent foreign language speakers. Savignon (1991) notes that communicative competence characterizes the ability of language learners to interact with other speakers [and depends on the cooperation of all the participants involved] (ibid.:9). This is not to say that there is no room for grammar input or practice, just that the weighting of the skills and a stronger focus on learning and language production needs to be addressed. This is due to CLT taking social situations and the appropriate, functional language required for each situation into consideration, namely the sociolinguistic elements of communication.

Canale and Swain state that communicative competence refers to the “interaction between grammatical competence, or knowledge of the rules of grammar, and socio-linguistic competence, or knowledge of the rules of language use” (1980:7). They then go on to state that “the primary goal of a communicative approach must be to facilitate the integration of these two types of knowledge for the learner” (1980:25). Broadly speaking this may be interpreted by saying ‘rules of use and rules of usage are complementary and not mutually exclusive’ (Hosseini & Riasati, 2014:437).

Keeping in mind that, in addition to the educational requirements of FLL, English is a prerequisite for career advancement and success in many fields of employment in today’s increasingly globalised world. One must also consider the position of English as a *Lingua Franca*, which Seidlhofer (2011:7, as cited in Illés and Akcan, 2016) defines as “any use of English among speakers of different first languages, for whom English is the communicative medium of choice, and often the only option.” He then goes on to add that “in order to gain access to the international business market and many international higher education (HE) programmes learners must participate in real-life contexts of language use as a condition of effective learning” (Stern, 1981: 261).

Moreover, internationally recognised language qualifications such as IELTS (the International English Language Testing System) required for study at HE and employment

visas for UK, Australia, Canada, USA and many European countries and TOEFL (Test of English as a Foreign Language) Required for United States of America (HE and employment), which measure how one uses English at work, in education or at play, in an English speaking environment (britishcouncil.org, 2016), are becoming more and more popular amongst Hungarian school leavers, graduates and employment seekers alike. Thus, we need to engage learners' reality and activate the learning process' Seidlhofer (2011:198) by offering 'safe', comfortable, communicative learning environments, teaching language as communication (Widdowson, 1978), where learners have the chance to engage in real life language use, at all levels, while learning from their mistakes and building confidence in their own foreign language use.

### **2.5.3 Principles of CLT**

For the purpose of this thesis I have created ten main principles of CLT from those of Breshneh and Riasati (2014), Brown, (1994:245), Jacobs and Farrell (2003), Savignon, (2002), Johnson & Morrow, (1981) and Larsen-Freeman (1986).

1. Communication concerns at least two people and is not exclusive to speech and writing, nor does it only refer to face to face interaction. Communication also takes place between a writer and the reader, the speaker and the listener(s).
2. CLT does not eliminate grammar from the classroom, without it there would be a major breakdown in communication. However, the weighting of activities favours functional, pragmatic, authentic communication for meaningful purposes and forms of language become aspects which enable the learner to accomplish those purposes, with fluency and accuracy being viewed as complementary to the practiced communicative techniques.
3. Learning goals focus on all four skills competences and incorporate authentic materials, which expose learners to real life language use and demonstrate how language is used by proficient speakers of the language.
4. Lesson content (planning) should take into consideration, when deciding on the variety of grammatical and lexical input, the purpose, setting and function of the language being presented, including the role of the communicator during discourse. Greater attention should be focussed on the role of learners rather than the external stimuli used as input (teacher, materials, etc.)

5. During lesson planning, materials selected for input and practice should focus greater attention on the learning process rather than the products themselves creating what Jacobs and Farrell (2003) call 'learner centred instruction'. When planning tasks, a more holistic approach to the target function of production should be considered rather than looking at individual learners in isolation (or merely in pairs) for the sake of carrying out the practice task. By emphasising the importance of meaning rather than the common drills and other forms of rote, learning teachers encourage a more authentic, social aspect to the learning process.
6. Awareness raising should focus on developing learners' knowledge of *how to use* language for a range of different purposes and functions and how to adapt their language use according to the environment (e.g., recognising where formal or informal speech is required, or what the appropriate language use is when writing.)
7. The development of a wide range of communication strategies ensures learners are able to maintain communication despite perhaps having language knowledge limitations
8. Errors are tolerated at all levels as they are viewed as a natural aspect of the learning process and the development of communicative skills, especially as students with limited linguistic knowledge are often successful communicators (Larsen-Freeman, 1986).
9. Feedback is carried out with communicative intent and continuous correction is regarded as counter-productive. Errors should rather be collected and noted by the teacher in preparation for delayed feedback. On spot correction should always be discreet and supportive.
10. The fluent and accurate use of any new language is the ultimate learning goal. However, learners need to constantly be encouraged and reminded that this is a gradual process and that all learners develop at their own pace, through developing their own strategies based on various levels of motivation, needs and possible difficulties until it becomes 'part of the individual's core' (Dörnyei and Kubanyiova, 2014:11). Any progress is positive progress and any communicative ability should be praised, encouraged and built upon.

Jacobs and Farrell (2003) posit that “the shift toward CLT marks a paradigm shift in our thinking about teachers, learning and teaching.”

#### **2.5.4 The Communicative Language Learner**

As previously mentioned, the CLT classroom focusses on student centeredness, giving the learners more responsibility and involvement in the process of learning. Thus, the learner needs to be a willing participant in their own and the group’s language development. By this, it is meant that the learners need to communicate in class in order to achieve communicative competence, therefore learners need to move from only wanting to use the language accurately to wanting to use the language per se. In order to do this, they need to engage in communication, both contextualised and spontaneous, at all levels. Essentially students have to ‘use the language, productively and receptively, in unrehearsed contexts’ (Brown, 1994:245).

This can sometimes be a challenging concept for learners, especially if confidence is an issue or they are used to a less communicative learning environment. Some of the most challenging classroom management and group dynamic aspects revolve around getting learners/fellow classmates to speak. Kayaoglu and Saglamel (2013:144) developed a study investigating the causes of language anxiety and lack of willingness to communicate (WTC) in the classroom. They drew together a number of theories and studies, finally concluding that (some of) the main causes of language anxiety and lack of WTC are: communication apprehension, early reinforcements and punishments, lack of exposure to appropriate models of communication, the pace of the lesson, the risk of being singled out in speaking activities, the risk of being humiliated through error correction and perfectionism.

CL teachers need to develop strategies to elicit language from the more passive learners and to control the more dominant members of the group, thus involving all participants in the communication process. This can be achieved through enabling interaction between the users of the language (the input) albeit from the teacher (encouraging questions, comments), audio and visual (through group text reconstruction tasks, follow up discussions) or fellow learners (interruption strategies, inviting comments, asking for opinion, support and feedback). CL learners are also required to negotiate meanings, through asking for clarification, paraphrasing and brief translation, if need be, in order to arrive at a common understanding. Regular critical reflection on language development, through feedback, target setting (see later chapter) and less formal means such as group brainstorming, which enables collective thinking, ‘inspiring and challenging one another’ (Dörnyei and Kubanyiova, 2014:142) keeps CL learners

motivated and focussed. Finally, CL learners really 'listen' to input, concentrating on the language and incorporating any unfamiliar forms, while experimenting with various ways of saying things in order to suit the context. In conclusion, the focus for the CL learner is on contextualized linguistic competence, 'achieved through the process of accomplishing effective communication' (Brown, 2000:247).

### **2.5.5 The Communicative Language Teacher**

CLT requires the teacher to take on a slightly different role to those required from more traditional approaches to ELT. As students will often be using the target language spontaneously and will be encouraged to use it off task, there will be many instances where new lexis and unexpected (by the teacher) language knowledge questions will arise, therefore "the teacher should be able to use the target language fluently and appropriately" (Celce-Murcia, 1991:8). This may sound a strange point to make; however, if I refer back to previously mentioned comments on teachers' lack of confidence in their own language ability, it seems pertinent to point out that teachers, both native and non -native alike, must also take responsibility for their own target language development and maintenance. A later chapter presents the findings of a study, which measured how much language learning trainee language teachers do outside the classroom and how it affects their choice of teaching methods and approaches.

The teacher's main role is to act as 'facilitator of students' learning, manager of classroom activities, advisor during activities and a 'co-communicator' engaged in the communicative activity along with the students (Littlewood, 1981; Breen & Candlin, 1979). However, when interacting with learners the teacher does so as an independent participant, rather than purely in the role of eliciting language or responding to questions. Thus, as with the learners the teacher's role during interaction (other than during input/presentation stages) is also spontaneous and natural. Essentially the teacher's role is less dominant. By taking a step back rather than driving it, the teacher manages a student- centred teaching/learning process, through the development of, among others, learner autonomy strategies. In broader terms it is the learners who play a greater role in the learning process, meaning they are more responsible for their own learning. They learn to communicate by communicating (Larsen-Freeman, 1986) by interacting with others, through pair, group or whole class activities, or through their writings. They become communicators by negotiating meaning and through making themselves understood. This is a prime example of an activity that puts the students at

the core of the learning process and creates an environment where they can use spontaneous ‘real’ language in a relaxed, and often fun, environment.

Taking a step back and relinquishing control requires confidence on the part of the teacher and trust among the participants, all of which are achievable through good classroom management practice and developing strong group dynamics and a group goal. As Dörnyei and Kubanyiova (2014) state that “individuals in groups behave differently from the way they do outside the group” (2014:83). Dörnyei (2001) has recommended the following goal-related strategies for developing whole group motivation:

- Get the students to negotiate their individual goals and outline a common purpose.
- Keep the class goals achievable by re- negotiating if necessary.
- Draw up a detailed written agreement that specifies what they will learn and how and in which ways you (the teacher) will help and reward them.
- Display the outcome in public.

These kinds of negotiations, along with individual target setting and individual learning plans (ILPs) focus the students and ensure they remain engaged as they become part of and begin to take control of their own learning right from the start. This sense of control can improve confidence they have in you the teacher, other group members and primarily and most importantly in themselves. Lack of confidence can come from many sources, however ‘many students have enjoyed inadequate speaking opportunities at school, where “listening to teacher” has been their most frequent classroom experience’ (Liu & Littlewood, 1997). Incorporating CLT through student negotiation can help to overcome speech anxiety and encourages even the weakest students to ‘have a go’.

Many language learners express their desire to achieve native like communicative abilities and state that ‘a language arena that is usually considered native-speaker territory is not only challenging but also motivating for the learners (Illés and Akcan, 2016:2). That said, as the evolvement of ‘Englishes’ continues in our ever shrinking world and with more non- native English speakers globally than natives, there is a steady move away from the ‘native speaker’ model towards a more ‘expert user’ or competent communicator model more appropriate to today’s English language speaking (ELS) needs which is far more pedagogically appropriate.

#### **2.5.6 The future of CLT**

In order to create truly communicative learning environments, which prepare students for the lifelong development of their foreign language, both within and outside of the language

classroom, major changes in FL teaching and FL teacher education programmes need to be put into place. For the purpose of this thesis I have drawn on suggestions from Jacobs and Farrell (2003), Illés and Akcan (2016), Dörnyei and Kubanyiova, (2014), Dellar and Walkley (2016) and compiled a list of the changes required, in order to ensure we are meeting the needs of trainee teachers and their future learners:

- The introduction of Learner autonomy, which encourages learners to take responsibility for their own learning and places them in a position to fully be a part of the learning process from planning to reflection.
- Developing a group goal orientated learning environment, which encourages social, cooperative interaction and development through allowing spontaneous real speech in an encouraging, supportive classroom
- The introduction of project work for all levels and forms of language teaching (general, business, ESP), which requires students to explore and exploit language use outside of the language classroom.
- Presenting language in chunks with a focus on units of meaning, contextualised and negotiated, as meaning is the ‘driving force of learning’. Even if we are to translate meaning then the meaning of the entire expression should be translated not just the individual word items.
- Consideration for learner diversity, which takes into account the various strengths and weaknesses of the individual and encourages each individual to reach their full potential rather than ‘trying to force students into a single mould’.
- Developing an awareness of learning strategies through learner training techniques, which will develop learning outside of the classroom and further support learner autonomy
- Alternative forms of assessment, which place fluency at the centre of competence rather than accuracy. Discussions, interviews, presentations, journals, blogs, projects and portfolios could all replace traditional multiple-choice and other items that test lower-order skills.
- Critical reflection and feedback sessions, along with target setting and ILPS which build a comprehensive picture of what students are able to achieve and their distance travelled in their chosen language.

- Teachers as facilitators taking a step back and allowing learners to use and develop their own language through comprehensible input, repeated exposure and recycling of new vocabulary along with supportive, objective feedback. Teaching lexically  
“The short answer to this is that lexical teaching is fundamentally about a way of thinking about language, so the kinds of things you do in the classroom – and the techniques suggested– should predominantly stay the same; what changes is the language that different types of students will need” Dellar and Walkley (2016).



## Chapter Three: Methods

### 3.1. Research Studies

This chapter presents information on the participants and methods of the four research studies within this thesis to determine how effective Teacher Education courses, in the Hungarian context are in developing confident, communicative language teachers. The headings for the theoretical background sub sections have been repeated to ease location of content and create cohesion between the various stages. Table 8 presents the questions of the four studies.

Table 8: The four main research questions for each study

Study	Question
1	Are in service teachers familiar with CLT?
2	Are trainee language teachers autonomous in developing their own language skills?
3	How wide is the gap between self- reflection and peer feedback?
4	Are Hungarian learners ready for the autonomy approach?

### 3.2 Study 1: Are in service teachers familiar with CLT?

#### 3.2.1 Research design and strategy

The in-service teachers were asked to submit the lesson plans from their peer teaching. These were then used to measure whether their responses from the question ‘What is communicative language teaching?’ reflected their planning and execution of their lessons.

#### 3.2.2 Participants and sampling procedures

The teachers on the Master’s TEFL course, at the Transdanubian university, a mixture of trainee teachers (TTs) and in service, were asked ‘What is communicative language teaching?’ via e mail. At this point, it is pertinent to state that 10 of these in- service teachers all have a minimum of five and, in some cases, more than ten years of ELT experience, they all hold qualified teacher status (QTS) for primary school teaching (ages 6 to 14) and were working towards their QTS for secondary education, although some were already working within the sector at the time of research.

#### 3.2.3 Instrument

It was felt that the examination of the lesson plans would be an effective indication of whether those teachers who recognise the features of CLT, applied them to their teaching.

### **3.2.4 Data collection and analysis**

11 lesson plans were received, which were analysed for aspects of CLT against the feedback of the question.

The results and discussion can be found in the subsequent chapters below.

## **3.3. Study 2: Are trainee language teachers autonomous in developing their own language skills?**

### **3.3.1 Research design and strategy**

An exploratory study was compiled, examining two groups; one of 33 in-service teachers' active engagement in maintaining and developing their English language skills. In order to obtain this information, a diverse group of Hungarian in-service, primary, secondary, private and tertiary sector teacher participants, completed a questionnaire asking about the amount of time they actively exposed themselves to authentic English, via the four skills (reading, writing, speaking, and listening) outside of their teaching domain. The results acted as an indicator of the commonality of intentional continuous development of target language skills. The second group was 10 TTs, on a Hungarian Higher Teacher Education Program. The study examined how actively and consciously they took measures to develop their own target teaching language skills, in order to be more confident teachers and how much of an emphasis is placed on teachers to develop these skills during training, and, to what extent they are supported in this. The research question was: How autonomous are trainee language teachers in developing their own language skills?

### **3.3.2 Participants and sampling procedures**

Two groups of participants were invited to take part in the studies. In study 1, the group consisted of 33 non-native in-service English language teachers, practicing in Hungary, across many sectors with a range of QTS (some with the Hungarian M.Ed. TEFL, some with the Master's plus a CELTA and or DELTA, although this was not specified during the study). In study 2, the group consisted of 10, final year TTs, on the Hungarian M.Ed. TEFL, from a Transdanubian (TD) University of Hungary. These groups were selected on the basis of them being graduating TTs about to embark on their in-school practice the following semester. Permission of participation and the sharing of the data were asked from all participants prior to the study and it was agreed that only their initials would be used as opposed to their full names or numbers.

The TTs were graduating TTs, on a M.Ed. TEFL at the same TD University in Hungary. They were 5th year students, comprising three years of English and American studies

(literature, history, culture and international communications), with 2 x 90 minutes of language improvement per week in the first and third years. This was then followed by two years on the Master's program, comprising of pedagogy subjects and research methodology. They completed their BA studies with a supposed C1 (according to the CEFR) level language exam. Including their compulsory education, they would have been learning English for a minimum of 9 years. See table 9 for a clearer breakdown of the participant information.

Table 9: Participant information for study 2

<b>No. of participants</b>	<b>Hours of English per week</b>	<b>Programme of study</b>	<b>Expected Language level on exit</b>
10 final year TTs	4 (2x90 minutes) in first and third years of study	3 years of English and American Studies (bachelor's level) 2 years of pedagogy and research methodology (Master's level)	C1

Table 10 presents the flow chart of the procedure.

Table 10: Flow chart of procedure

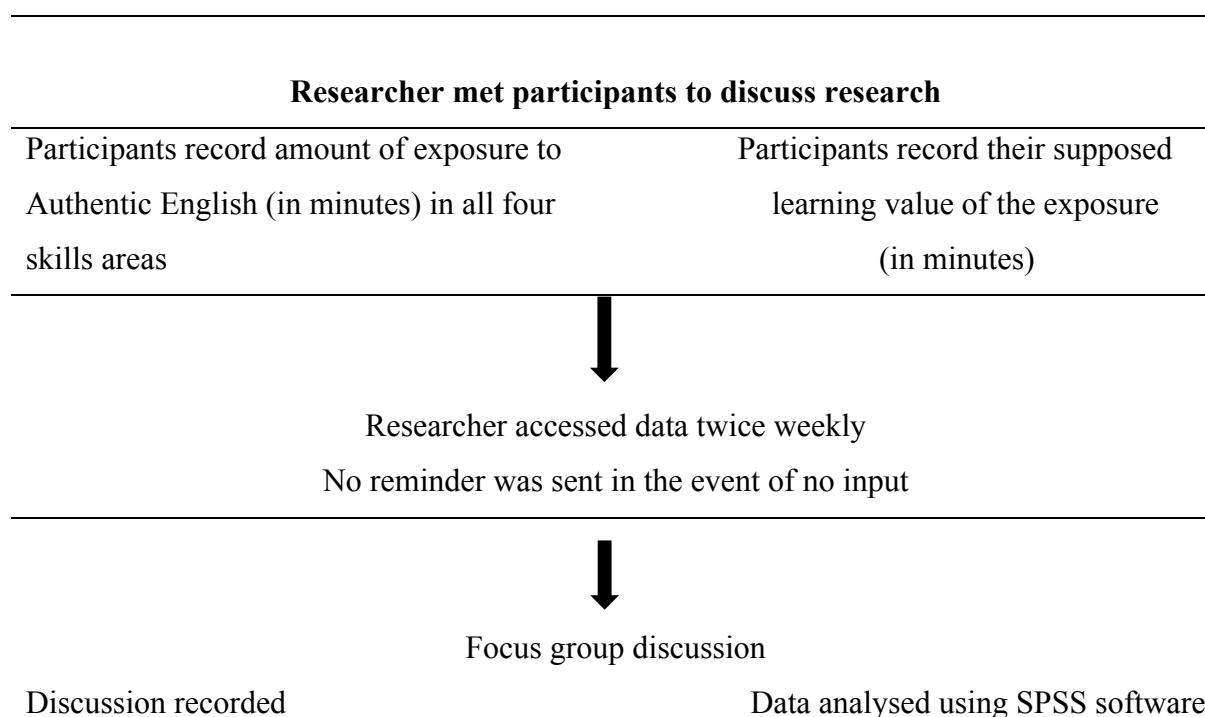


Table 10 presents the procedure of study 2. Prior to the study, the participants and the researcher met to discuss the process of the research. The application has two scales, one for minutes of exposure for each skill (reading, writing, listening, and speaking), and the second scale is for participants to record the considered value of that exposure. The researcher had access to their data through the „master“ application and was able to monitor who input data when and how often. The data was monitored twice weekly, on Wednesdays and Sundays. No reminders were sent to the participants throughout the two- month research period. If any participant failed to input, fell out of the study or chose to input more than twice weekly, this was considered a measure of their motivation. Participants were also asked to calculate the value, on a scale of 1 to 10 (ten being the most valuable) of each exposure session in terms of their own language learning potential (Appendix 1). The conditions of the study were that this exposure had to be outside of their teaching and learning domain and had to be to authentic, English language; that being material not designed for language learning purposes. Following the exposure research period, the participants took part in a focus group, carried out in English, in small groups (one participant was alone) to discuss the amount of language development they had received as part of their teacher training and how supported they had felt during that time. The participants were asked six questions (Appendix 2).

### **3.3.3 Instrument**

The in-service teachers (study 1) were asked to complete a questionnaire (Appendix 3) measuring the amount of exposure they had to authentic English, outside of their professional domain. 33 teachers took part in the study and the data received serves purely as an indicator. Below is a sample of the questions the participants were asked:

Please note all these questions refer to exposure not related to your work or studies:

1. How many books in/translated into English have you read in the last 6 months?
2. How often do you read English magazines, newspapers articles etc. (including online)
3. How often do you listen to English speaking radio broadcasts (including online radio)?
4. How often do you watch English speaking films (with or without subtitles)?
5. How often do you watch English speaking television films (with or without subtitles)?
6. How often do you have real time conversations in English? (including Skype video call, messenger video etc)
7. How often do you write in English?

Study 2 participants were asked to input the amount of exposure they had to authentic English, outside of their teaching and studying domain. 10 learners took part in the study and the data was measured using an input data application created by Kovacevic and Kovacevic (2015), over a 2- month period with a minimum data input target of twice weekly (Appendix 4). This application had been piloted in a similar study by Kovacevic and Kovacevic (2015) monitoring L2 speakers' language maintenance effort, and proved to be an appropriate and effective measure of levels of autonomous learning. Within the application, participants are able to record the number of minutes of exposure to authentic language they afforded themselves and they were also able to record the supposed learning value of the exposure. The application is accessed online and each participant had their own log in details, thus all data was private and secure. Only the researcher and the application technical support had access to the data. The researcher had no access to alter or amend any of the input data. Data was recorded and resented in numerical form to the second and for the value of learning on a scale of 1-10.

#### *Focus group discussion*

Following the two- month exposure period, all 10 participants took part in a focus group discussion. The first three discussion points posed questions around the participants' exposure

to real language use and the final three to the support and guidance they had received on their training course.

Finally, once the participants had graduated and had completed their in- school practice, their lesson plans were collected (Appendix 5) to investigate which of the language pedagogical competencies, methods and approaches were used, as this had featured as a primary focus during the follow up interviews.

### **3.3.4 Data collection and analysis**

The data for study 1 was provided in electronic format and was then input by hand to excel in tabular form and then analysed using SPSS. The number of inputs per participant was recorded along with the number of minutes and the supposed value. Following this a correlation between exposure times and supposed value was carried out. Next the number of minutes of exposure, over the two- month period by skill, and the value on language improvement potential and the mean times of exposure were analysed.

The focus group discussion was recorded on a hand held recording device (Appendix 6) with the permission of the participants.

The results and discussion for this study can be found below in the subsequent chapters.

## **3.4. Study 3: Are Trainee Teachers ready for the autonomy approach?**

### **3.4.1 Research design and strategy**

This study explores whether first year trainee teachers (TTS) are ready to be fully autonomous learners. This follows on from preliminary studies investigating how autonomous TTs are in developing their own English language skills. The study is broken down into the research design and strategy, the participants and sampling procedures, the instrument and data collection. Results and discussions can be found in the relevant chapters below.

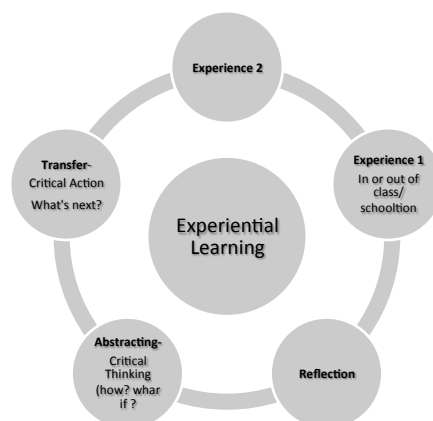
The research question was whether trainee teachers are ready to embrace an autonomous approach to their language development. In my hypothesis, I argue that Hungarian learners are not yet ready for the ‘full’ autonomy approach, which Morrison and Navarro (2012) describe as learners developing a “personalised syllabus which builds on any official teaching/learning constraints that may already exist”. The learners were offered guided self-direction, as it was felt that by breaking the process of autonomy down into smaller chunks, which then built on one another, would reduce the complexity and potential anxiety of a fully autonomous setting. The first year of HE can often be stressful and with the added pressure of the need to develop language as well as learn an abundance of new information, it was

pertinent to consider that the process of and the relationship between the development of both autonomy and language proficiency could prove problematic (Benson, 2007).

This study set out to offer first year TTs a self- directed learning opportunity through reflection, target setting, self -assessment and the choice of the order and elements of the materials they deem important to assist and support them in their broader academic courses.

Reflective learning is defined as a deliberate process of undertaking cycles of inquiry (Ramsey, 2006) and the movement between action and reflection. In terms of the context of this study, teaching and learning are regarded as the actions. In figure five below reflection follows the first action, the consideration of which then informs future actions.

Figure 5: Experiential Learning through Reflection



Self -reflection is considered to be a key aspect of teachers' professionalisation (Meyer-Siever, 2017) with reflection informing future educational planning. However, it is not a competence that always comes naturally; it needs to be an integral component in teacher education programmes to ensure that future teachers make it a natural admission to their everyday teaching practice. For the purpose of this study, supported power was given to the learners in order to explore whether they would use their language improvement lessons to best support their English and American studies and pedagogy courses. In a learning environment which is generally top down, this would offer the learners the opportunity to recognise their own strengths and needs, and to build a programme around these, as a first step in their teacher education journeys.

From the research question, the situated cognition and the literature, the following assumptions were constructed to guide the phases of this research.

- Learners who perceived the course as pertinent to their educational situation/experience are more likely to use their knowledge to better engage with their broader academic studies.
- Trainee teachers will place a greater emphasis on teaching rather than on learning.
- Reflective instructional practices will enhance the learners' active use of acquired knowledge.

### **3.4.2 Participants**

The participants of the study are eight first year (2018/19 academic year cohort) trainee teachers, five male and three female, studying towards a five year Master's in Education (M.Ed.) in TESOL (plus a minor subject) at the TD university, Hungary. (Group Profile, Appendix 11) and two of the participants have Drama minors, four have Information Technology minors and two are German majors and English minors. Although the benchmark entry requirement to the course is a B2 level language exam or an advanced level Matura examination in English (which awards students with a B2 level equivalent certificate) they are a mixed ability group, with two strong learners (both holding C1 level examination certificates (A and E) and two relatively weak (B1+) communicators (C and D).

Historically, the language teaching education elements of the degree course do not appear in the curriculum before the second or third years of study and then these focus on overarching pedagogical subjects rather than specifically on language teaching. The first 2 years of instruction are primarily based on language improvement and the interdisciplinary modules of Literature, Linguistics, Culture and Politics in the English and American studies and German major programmes and the theoretical aspects of Drama and Information Technology. This gives the learners time to focus on their language development through engaging with the course materials and their language improvement classes. The study is designed around Dam and Legenhausen's model (1996), where Irish learners of French were given full autonomy over their language learning programme and were invited to not only select the materials they would like to work with but also to set the curriculum, make decisions on methods and approaches and even decide on the forms of assessment.

At the university, language teachers are bound by the use of a course book (Outcomes Advanced, Dellar & Walkley, 2017) and need to base their materials around this. That said this does only act as a tool and teachers are encouraged to supplement the book with authentic



and any other materials deemed appropriate and necessary. This is due to the fact that at the end of the year the learners take a standardised exam based on the content of the book. In order to contextualise the language improvement course, it is pertinent to mention that there are four first year groups, who meet for written and spoken communication classes once a week. Each class is ninety minutes (two times forty- five minutes) and these classes are not necessarily taught by the same teacher for each aspect and not all of the groups share the same teacher(s) at all. For the purpose of this study the lecturer only teaches this group, as opposed to any of the control groups) in order to avoid any conflict of interest. They meet once a week for four hours (four times forty-five minutes, which is equal to three full hours) of instruction, combining all elements into one continuous session with a fifteen-minute break after the first ninety minutes.

### **3.4.3 Instruments**

The basis of the study is in line with Benson's framework and used reflection and target setting as a basis for decision making. The reflection at the beginning of the course was designed to discover whether their beliefs about language learning stem from their learning experiences (Mori, 1999 in Vibulphol, 2004).

This is a mixed study comprising both qualitative and quantitative elements. The qualitative research instruments are in the form of a pre course questionnaire and the results of the participants' summative assessment, controlled by the other three first year groups. The qualitative elements are the participants' reflections, course design, SMART targets and on exit written feedback interviews. The reason for combining these two methods was to use the qualitative insights to shed light on the quantitative data (Wallace, 2008:38).

Three principle data collection modes were employed, the first being the completion of the teacher beliefs questionnaire, which comprised of three sections: Teaching, Learning and Classroom Management with each section making ten statements which the learners had to respond to on a seven-point Likert scale from *strongly disagree* through to *strongly agree*. The thought process behind the division of this questionnaire was to discover whether the participants, being in their first year of teacher education, would consider teaching to be the most important aspect of education. The hypothesis here was that the participants would place a greater emphasis on teaching rather than on the other two domains as Hungary continues to follow the dominant approach and believes that learning is defined as "being taught" (Watkins, 2005) and this will have been the participants learning experience thus far.

### **3.4.4 Data collection and analysis**

The following section is broken down into the various stages of the study.

#### **3.4.4.1 Stage One: On Entry Teacher Beliefs Questionnaire**

Each aspect of the initial reflection stages was awarded a full 45 minutes in order to enable the participants to reflect on their previous learning experiences and think about their real beliefs rather than making pressurised decisions.

Learners individually completed a questionnaire based on teacher beliefs (Appendix 7) in order to contextualise and set the tone for their future studies. Dörnyei states that surveys aim to “describe the characteristics of a population by examining a sample of that group” (2007:101). in this context the ‘population are (trainee) teachers. This questionnaire was designed to explore the learners’ preconceived ideas about language teaching and learning and how these may impact on their language learning actions (Holec, 1988, Vibulphol, 2004) and effectively promote success. Statements in the teaching component focussed on the use of L1, teacher control, planning, the encouragement of reflective learning, course materials, learner autonomy, student engagement and communication. The Learning component offered statements around student use of L1, self-correction, Hungarian learners per se, accuracy and fluency, language use, written assessment, communication, course content and materials, responsibility and translation. The Classroom Management section presented statements pertaining to teacher assessment and feedback, timing, engagement, teacher and learner talking time, learner interaction, monitoring, learning environment, the role of the teacher, group/pair work and questioning. All terminology was defined prior to the completion of the questionnaire.

The results were calculated in two formats: initially on face value, with a coded scale of 1 (strongly disagree) to 7 (strongly agree). The results were then recoded in an inverse order, highlighting the negatively phrased questions: 2,8 and 9 in the domain of teaching, 14 and 15 in the domain of learning and 21,24,25 and 30 in the domain of classroom management. The below rule was then followed for calculations:

7>>>>1

6>>>>2

5>>>>3

4>>>>4

3>>>>5

2>>>>6

1>>>>7

#### **3.4.4.2 Stage Two: Reflection and Modes of Instruction**

Stage two was a reflection on the participants' language learning history, in order for them to decide on how they would like the course to run and the lessons to be managed.

In small groups, paying particular attention to materials, modes of tuition and opportunities to communicate, they discussed their language learning journey's and then came together as a full group to feedback on their experiences. This gave the teacher the opportunity to carry out a needs analysis and to determine the group dynamics and potential student roles, by this the dominant, the shy and potential disruptive or passive learners, is meant. (see the group profile, Appendix 8).

Following the discussion, the learners were given an example of the final exam they would be taking at the end of the semester (Appendix 9). They were instructed to use this and their curriculum for the semester to determine how the course should be designed.

Once the learners had had a chance to go through the exam and their curricula, using their course books, they then discussed how they would like the course to run. In small groups they decided on their choice of units, the methods of instruction, supplementary material, their own contributions and the mode of assessment (Appendix 10). The compulsory units of the course book to be followed are: Semester 1: Cities, Relationships, Culture and Identity and Politics. This semester is assessed by an attainment exam, with task topics based on the subjects of the semester, both through language improvement and the academic subjects. Semester 2: Going Out Staying In, Conflict and Resolution, Science and Research and Nature and Nurture. This closes the first year and learning is assessed through a proficiency exam at C1 level, based on materials covered over the entire academic year. The outcomes of the discussion are listed in the results section.

#### **3.4.4.3 Stage Three: Classroom Contract**

The third stage was for them to draw up a class contract in order to support them in following their targets and to remind them of what had been discussed and agreed. By doing this in collaboration with one another and in isolation from the teacher, again sets the precedence of community, engaging learners with the processes involved, developing behaviour patterns and acting as learner training and a greater interest in academics (Watson, 2005). One aspect of this method, in addition to the participants becoming more effective learners of English and taking on more responsibility for their own learning was to act as a 'Model' for the TTs to

consider for future teaching practice. The results of the reflection task and contract are presented in the results section below.

#### **3.4.4.4 Stage Four: Target Setting**

The fourth step was for the students to set SMART (Short, Measurable, Achievable, Realistic Timebound) targets for themselves, based on their own self-assessment of their strengths and areas in need of development. The reason target setting was chosen, was to place the responsibility of learning onto the students and as a guided discovery task to introduce them to the concept of self-reflection, rather than upholding the teacher as the sole dispenser of knowledge, which can create a sense of exclusion to some learners. Through the collaborative tasks of setting the order of curriculum and the mode of study, the level of responsibility of future learning shifts from the teacher to the learner. The SMART targets take the responsibility to another level by emphasising learning rather than teaching. They also encourage the learner to focus on and engage with their own learning process, which in return reaps many benefits, namely improved performance and behaviour and better learning outcomes (Watkins, 2005: 48). This stage was carried out individually, with the participants being asked to consider their strengths and areas for development. Once they had done this, during open class guided discussion, the learners made suggestions as to how they might use their strengths to develop in their recognised areas. Following this, in collaboration with the teacher, each learner set themselves SMART targets with clear aims and objectives (Appendix 11).

#### **3.4.4.5 Stage five: On Exit Feedback Questionnaire**

Stage five was a feedback questionnaire, in the form of a written ‘interview’ exploring the participants’ target setting experience and their views on learner autonomy (Appendix 12). This was designed to allow comparability across the participants (Dörnyei, 2007: 135) and as the administration procedures of a questionnaire are vital in order to ensure quality elicited responses, (ibid.:113) this survey was administered via e mail to enable the participants to work independently and afford them the appropriate time they needed to consider their answers.

The full results are presented in the results chapter below.

### **3.5 Study 4: How wide is the gap between peer feedback and immediate and delayed self-reflection?**

#### **3.5.1 Research design and strategy**

This section presents a study based not only on self-reflection but also peer and teacher feedback and how this can inform future teaching. It also explores whether these mechanisms encourage growing levels of confidence and communicative language teaching.

The study is organised into four main sections: a research design and strategy, the participants, the instruments and the data collection and analysis. The results section is subdivided into quantitative and qualitative measures and the discussion then maps these two together. This data can be found in the subsequent chapters below.

The prime incentive for this research was to explore whether trainee teachers perceive themselves in the same way, during self-reflection of peer teaching, as their contemporaries. Self-assessment is considered an integral aspect of classroom practice as it promotes better learning and develops learning strategies and is an additional aspect of developing learner autonomy and an altered classroom approach (Cirocki, 2016:59).

This multi modal, qualitative and quantitative study was based on a combination of peer and teacher feedback and self-assessment. Black and William, (2006:15) in Little, et al. (2017:98) state that “self-assessment is essential to learning because students can only achieve a learning goal if they understand that goal and can assess what they need to do to reach it.”

The main aim of this collaborative study was to ensure that the trainees felt secure and confident in being able to be honest in their feedback to one another, as well as with themselves. It also served as a foundation for their future in-school practice, which took place the following year, as they would be working in groups and would be required to keep a reflective journal of their own practice and give feedback to one another. In addition, this would enable the teacher to harness this knowledge and experience and encourage the trainees to use this in their future teaching/learning (Little et al. 2017:98).

Based on the research question: How wide is the gap between peer feedback and immediate and delayed self-reflection? The primary assumptions are:

- TTs will award their peers with higher grades than teacher feedback, in order to be supportive.
- TTs in group 1 will have a lesser concept of learner autonomy than group 2 due to differences in their language learning experiences on course.

- TTs will award themselves lower grades than teacher and peer feedback due to lack of confidence.

### 3.5.2 Participants

The context for the research was a one semester block experiment carried out on two fourth-year groups of trainee teachers (over a two -year period), studying to become English language (plus one minor subject) teachers in either the primary or secondary state sectors. The study was carried out with two groups in order to also explore whether there were any tendencies or major differences between the two groups, who had all been through the same teacher education programme and were due to enter their in- school practice the following semester. For the sake of this thesis we shall refer to the groups as Group 1 (first cohort) and Group 2 (second cohort). The target groups are both relatively low in participant numbers as that is the class size of the university. The positive aspects of working with small sample sizes is that all participants are familiar with one another and in smaller groups it is easier to develop a more community environment of support and encouragement. The concept of self and peer evaluation had developed over a period of time from their previous language improvement lessons, where the teacher had allocated a section at the end of each class for reflection and discussion of the planning and effectiveness of the lessons. This necessitates a transfer of focus from classroom practice and procedures to self -practice and then from self to peer practice (Little, et al. 2017:101).

Group 1 consisted of seven; three female, four male, full time trainees, group 2 contained six; two male, four female participants.

In the initial stages the participants were given the above chapter, in the theoretical background section, on communicative language teaching (CLT) to read. It was felt that this would encourage the participants to focus on the principles of CLT and build these into their teaching practice which, as Howatt (1984:287) suggests, gives rise to a tendency towards a more general development of learner-centredness. Also, communicative processes are treated as the ‘basis for action’ within the classroom (Benson, 2011:177) not as a predefined methodological approach, but one, which modifies and evolves within the learning that takes place in the classroom.

At the onset of peer teaching, the TTs were given observation feedback and self-assessment sheets with the following criteria:

- How Confident was the teacher? /How confident did I feel?
- How Student Centred was the lesson?

- How much student interaction was there?
- How much focus was on developing learner autonomy?

(Appendix 13)

Participants marked their scores on a scale from 1 – 10.

The above criteria were developed from Nunan and Lamb's (1996) concept of learner centredness, sociocultural theories of learning (Swain et al. 2015; Lantolf and Thorne, 2006) and theories around communicative language teaching (Littlewood, 2010) and learner autonomy.

On a rotary basis the TTs took turns in peer teaching, each having the opportunity to teach three sessions. They were given autonomy in terms of what they taught; however, they were advised to cover all the skills areas and to focus on the structures they felt were most challenging to them. The principle behind this was learning by teaching (Goodlad, et. al. 1989) that through the research stages of lesson planning, the concepts of the structures would become clearer, thus helping the participants with their own language development as they moved through the semester, as they no longer received language improvement classes per se. This was then reinforced through peer feedback. Throughout the semester the TTs also kept reflective journals to record their experiences. Following each teaching session, the groups discussed the sessions strengths and areas for development and then recorded and submitted their scores. This was done anonymously, insomuch as the scores were not discussed in the classroom; however, it is not known whether the participants discussed them outside. It was felt that this would be the most sensitive manner of approaching this and avoiding any ill feeling amongst group members during future practice.

The main difference between the two groups was that it is unknown whether they carried out reflective practice following language improvement classes while on the university teacher education programme as they had had a number of teachers over the years and it was no possible to decipher this. The participants themselves said that there had not been any explicit reflection that they could remember.

## Chapter Four: Results

This chapter presents the results of the four studies, which make up the research for this thesis. The headings of each study have been repeated in order to ease location of data and create cohesion between the sections.

### 4.1 Why Communicative Language Teaching may be the answer.

Twelve teachers responded to the question ‘What is Communicative Language teaching?’

Their results can be seen below; 1-10 are in-service teachers, 11 and 12 are TTs.

1. Communicative language teaching is when pupils are taught without the use of textbooks. Teachers use their communicative language skills to provide information towards children, maybe using illustrations and smartboards but without or with only a little use of textbooks. In my opinion this might be a modern way of language teaching. This is the best way of improving the speaking skills of the students. (*in service teacher*)
2. In my opinion, communicative language teaching is when you use communication as a tool to teach a certain segment of the language or you use it in order to improve performance, fluency or other language skills. In case of reading, listening etc. there's also communication, however it's a one-way type. Speaking activities develop communication well because students need to apply what they know about the language in a communication, so if you want to apply communicative language teaching you should always integrate speaking or speaking tasks into your lessons. So this type of teaching should always focus on how the students can express themselves with the language they learning. Not only dialogues, but descriptions, presentations etc. are good exercises for the purpose of communicative language teaching. Tasks that make the students think, how could I tell something about this/that? (*in service teacher, in practice year*)
3. Communicative language means to me when we, the teachers are put the emphasis on the communicative skill(s). Under this I understand that: when the oral expression-speaking and every day communication - on the lesson is more important than the other skills. (*in-service teacher*)
4. The positive effect of the communicative language teaching is that the student learn the language during its usage. (*in service teacher*)



5. Communicative language teaching is in my reading a way of teaching where the emphasis is on oral communication. You try to encourage students to speak their minds and use their skills in practice instead of taking the foreign language for a subject to study. They should use the language also out of class and in everyday situations as much as they can and explore its reach. They should try to transfer their perception of reality to another language by speaking as much as possible. (*in-service teacher*)
6. Teaching communication can be a short dialogue of ordering in a restaurant, asking and giving information, booking a ticket or a hotel room, discussing topics like vegetarianism or fashion, seeing doctor, opening a bank account and so on. The teacher should create real life situations for students. It must be definitely drama related. (*in-service teacher*)
7. I'd say communicative language teaching concentrates on information transfer between learners, in speech and writing, and also on developing learners' competence in receiving specific information items both via listening and reading. (*in-service teacher*)
8. To me communicative language learning means a speech-centered approach to improve students' language skills by exposing them to authentic language, everyday talk, listening and writing exercises with special emphasis on interactivity. (*in-service teacher*)
9. Communicative language teaching method using my own words, is: The teaching method which focuses on the language used in classroom which is the closest to the natural target language. This includes classroom language, language used by the students, and the classroom material as well. (*in service teacher,*)
10. In my opinion CLT is a kind of methodology in which the teacher makes a lot of conversations with her students, asks their personal opinion and ideas. CLT concentrates on speaking skills (and maybe on listening skills). It also makes a better atmosphere because the relation between the teacher and students becomes closer and it "kills" the too formal way of frontal teaching. (*in-service teacher*)
11. In a nutshell, the goal of communicative language teaching is to focus on how the students can improve their communicative language skills e.g. fluency and the use of vocabulary, grammar in communication. (*3<sup>rd</sup> year TT*)

12. ) In my opinions, I think we need more communication in our lessons by some activities. It is important that students better respond to Professor's questions in order that Professor can know what should she /he do next. (*2<sup>nd</sup> year TT*)

Some of the emerging themes are the importance of oral communication and 'real life' use of English in the classroom. Many of the in -service teachers, similarly mentioned CLT as being the best medium for the development of language skills and critical thinking. This was also reflected in the TTs responses. The main differences were that the TTS presented their answers from a learner perspective, whereas the in- service teachers focussed more on teaching. One outstanding factor was the mention of the non- use of textbooks.

The eleven lesson plans for the peer teaching sessions can be found in Appendix 14. For the sake of this thesis, and to protect anonymity, I have only included the relevant sections of stages and interaction patterns. Five of the lesson plans have predominantly frontal interaction patterns, one of which is matched with CLT approach notes and I have inserted arrows to highlight this. Four of the eleven can be said to be predominantly communicative, and two are evenly weighted due to the nature of the task and stage.

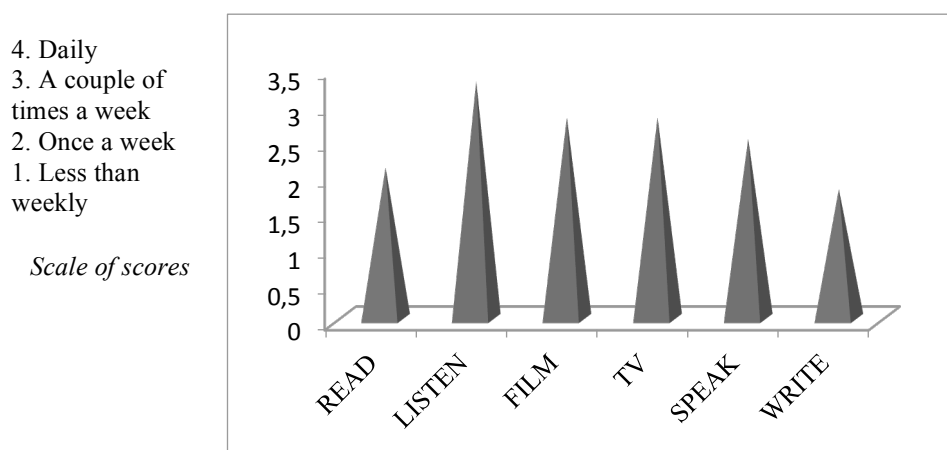
#### **4.2 How autonomous are trainee language teachers in developing their own language skills?**

This section presents the finding of an introductory study exploring whether trainee teachers expose themselves to authentic English outside of their teaching and learning domain. All the recorded quantitative data results were calculated using SPSS software and the interviews were recorded, with the consent of all participants, and transcribed and analysed personally.

##### *Control group exposure to authentic English*

The results for the in -service teacher exposure to authentic English is presented in figure six below.

Figure 6: Exposure to authentic English materials or usage



Receptive exposure, in terms of listening and watching television and films, dominated at more than once a week. However, reading, at once a week, was slightly lower than speaking at a couple of times a week. Written exposure was the lowest at between less than and once a week. It is also not clear in what capacity this exposure took place and the familiar and lifestyle choices of the participants, which could be considered variables in another context.

#### 4.2.1 Trainee teacher exposure to authentic English.

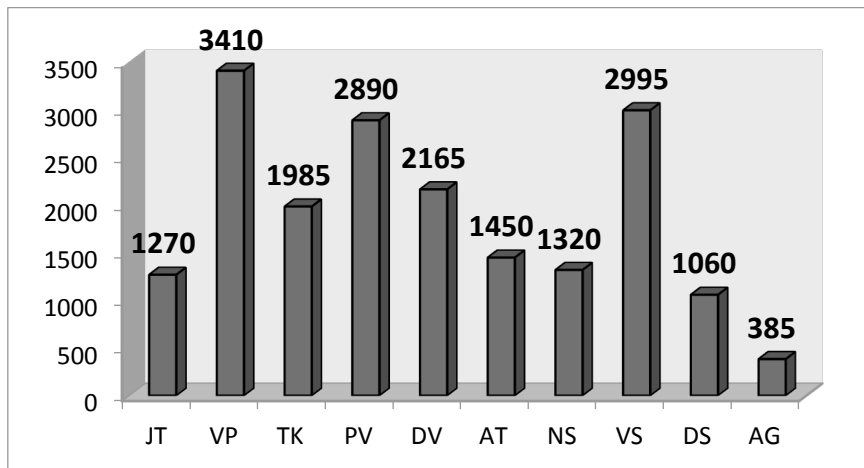
Table eleven presents the number of times the TTs input data over the measured two- month period. As can be seen, there is a range of inputs from 9 to 26 with a mean of 14.1 inputs.

Table 11: number of inputs per participant

Participant	Number of inputs
NS	9
AG	10
AT	10
DS	12
VP	12
DV	13
VS	13
JT	15
PV	21
TK	26

The results of the TTs reveal a pattern of more exposure to receptive rather than productive language. Figure seven presents the number of minutes of exposure over the two-month period.

Figure 7: Number of minutes of exposure over two-month period



The three highest figures are from those students who input more often than the others. However, the participant who input the highest number of times (TK) only had the sixth highest number of minutes of exposure.

Table 12 presents the correlation between exposure time and presumed value.

Table 12: Correlation between exposure and presumed value

	<i>r</i>	<i>p</i>	N
RT AND RV	.411	.238	10
WR AND WV	.584	.076	10
LT AND LV	.519	.124	10
ST AND SV	.541	.106	10

Table twelve clearly demonstrates that there is no correlation between exposure time and presumed value, which is reflected in the student responses in terms of them initially not recognising the value of exposing themselves to authentic materials as their language development had not been an explicitly focal goal of their teacher education programme.

Table thirteen presents the number of minutes of exposure, over the two- month period, by skill and the value on language improvement potential, from 1 to 10, of that exposure.

Table 13: The number of minutes of exposure, over the two- month period by skill, and the value on language improvement potential

	<b>Writing time</b>	<b>Writing value</b>	<b>Reading time</b>	<b>Reading value</b>	<b>Listening time</b>	<b>Listening value</b>	<b>Speaking time</b>	<b>Speaking value</b>
<b>JT</b>	50	<b>1</b>	360	<b>3</b>	850	<b>4</b>	10	<b>2</b>
<b>V</b>	580	5	950	6	1085	7	795	6
<b>TK</b>	365	7	125	7	1075	9	420	10
<b>PV</b>	150	9	550	6	1920	8	270	10
<b>DV</b>	135	6	360	8	1415	9	255	<b>4</b>
<b>AT</b>	100	<b>1</b>	275	<b>1</b>	970	<b>2</b>	105	<b>3</b>
<b>NS</b>	165	5	625	7	500	7	30	7
<b>VS</b>	360	8	655	10	1655	10	325	8
<b>DS</b>	<b>0</b>	<b>0</b>	500	10	560	10	<b>0</b>	<b>0</b>
<b>AG</b>	30	2	125	<b>2</b>	210	<b>1</b>	20	<b>2</b>

What can be seen here is that the participants themselves do not see the value in their exposure. From the 40 incidents of exposure, 13 are deemed non-valuable (scoring >5) and 6 as only mildly valuable (scoring 5 or 6). In one case, the participant indicates that there has been no productive exposure throughout the study at all.

Table fourteen presents the mean times of exposure over the two-month measurement period.

Table 14: mean times of exposure

	<b>WT</b>	<b>RT</b>	<b>LT</b>	<b>ST</b>
<b>N</b>	10	10	10	10
<b>Mean</b>	<b>193.50</b>	<b>452.50</b>	<b>1024.00</b>	<b>223.00</b>
<b>Median</b>	142.50	430.00	1022.50	180.00
<b>SD</b>	184.437	256.723	531.856	251.022
<b>Min</b>	0	125	210	0
<b>Max</b>	580	950	1920	795

These statistics reveal that participant time spent on productive skills is significantly lower (193.50) than receptive skills (223).

#### 4.2.2. Trainee teacher focus group

Following the two- month exposure period, all 10 students were interviewed after the two months. The first three discussion points posed questions around the participants' exposure to real language use and the final three to the support and guidance they had received on their training course. The questions and a selection of example answers are presented below. The full transcript can be found at Appendix 6.

1. How conscious were you of the amount of exposure you have to English before the project?

*"I am always conscious about learning languages. With this app I was more conscious-I day I did the list and then I realised I needed to do the reading and writing"*

In answer to the first set of questions: How conscious were you of the amount of exposure you have to English before the project? How have you benefitted from taking part in the project? And What difficulties did you have with this study and why, regarding the consciousness of their exposure, the majority of the students commented that although they felt that their exposure was adequate, they were not conscious of it. However, the study raised their awareness of the need for this.

2. How have you benefitted from taking part in the project?

*„ (...) I know that if I don't use the language day by day I just forget (..) I need to be exposed to language day by day... ”*

When discussing the benefits of the study, which for them was the exposure, again the majority of the students commented on awareness raising of the skills they needed to spend more time on, plus the fact that they were not actively engaging in the exposure in order to develop their own language skills.

3. What difficulties did you have with this study and why?

*“The listening was hard to find the level.”*

*“Remembering to input...”*

*“After a while it was easier because at the start at the end of the day I had to remember how much I had spoken etc.... “*

In response to the question regarding the difficulties, participants encountered throughout the study. The first noted difficulty was in how to rate the value of the exposure as well as becoming more aware of how to find the right level of exposure to meet their needs. The second most salient factor was that of remembering to input, which is also evident in the data, in terms of number of inputs over time of exposure.

4. How important is it for language teachers to continue to develop their own language skills and why?

*: „It's very important because we will be a model for our students”*

5. Do you feel you receive enough guidance on your own language improvement during your teacher training-if so how and if not why not?

*“It's a not, Throughout this training session I didn't have the method how to teach PS or PC-or how I should improve their vocabulary to reach the B2 level and it was hard for me to find a balance and a method for that and I just feel that only the history or the background of how we teach EFL is the only source of my help.”*

*“On this training our language abilities are not taken into account only our teaching skills”*

6. What do you do to develop and retain your own language skills and what motivates you to do that?

When analysing the feedback from the second set of questions: How important is it for language teachers to continue to develop their own language skills and why?, Do you feel you receive enough guidance on your own language improvement during your teacher training-if so how and if not why not?, and What do you do to develop and retain your own language skills and what motivates you to do that?, all of which pertained to the importance of language

teachers' development of their own target teaching language skills, it was evident that the participants had a clear understanding and recognition of the importance of this factor. Almost all of the students stated that their own language competence was rarely considered and that it was a 'neglected area', with not enough guidance and most of it "*focusing on receptive language skills.*"

7. *'My students boost me. That is how I motivate myself in order to help them improve their skills'.*

*"I think the students are the maximum motivation for us as if they have a problem I can't explain, I make sure I know it properly (...)."*

All participants unanimously recognised a need to develop their own language skills to levels above those of their students, who proved, in the main, to be the driving force behind their motivation. The extracts support Dörnyei and Kubanyiova's claims that 'L2 motivation, in terms of language identity, (in this case as a language teacher) offers a new perspective on motivational teaching practice (2014:22).

#### **4.2.3. Trainee teachers' teaching log**

The TTs, from the previous study, then completed their one semester long in school practice, where they observe one another's lessons, teach the relevant primary or secondary school groups and work with a mentor in order to plan and prepare for their teaching. The teaching logs, from the TTs in school practice were collated and analysed and the extracts (Appendix 5) indicate that despite the focus on teaching competencies they were either limited to or only encouraged to focus on traditional, frontal, didactic methods and approaches. Of the ten logs sampled four contained pair work activities and two included significant group work. The remaining four were predominantly frontal with individual tasks set and of the four with pair work, the ratio was marginally weighted towards frontal, individual teaching approaches.

There seemed little continuity between the homework of the previous lesson and the next lesson and the majority of the lessons followed a deductive approach with tasks being teacher led, rather than student centred, rather than inductive and communicative. Introductions did not form a contextualisation of the lesson to come, but acted more as a systematic warmer. Only two of the lessons included an evaluation session but it is not clear whether this was used for reflection of learning purposes or not as there are no examples of the use of concept checking or content checking questions, in order to elicit language or comprehension.



### 4.3 Are trainee teachers ready for the autonomy approach?

#### 4.3.1 Stage One: On Entry Teacher Beliefs Questionnaire

Eight first year TTs completed the questionnaire, which consisted of 30 questions, split into three categories: teaching, learning and classroom management. The results were calculated in two phases, on face value and then in an inverse order, using SPSS software. The higher the ranking the more the participants agreed with the statements. Although, during face value analysis the questionnaire turned out not to be reliable and, as can be seen from the data below, there were no correlations between the three components, the results did however, reveal some interesting tendencies.

For the purpose of this thesis only the inverse results are presented.

##### 4.3.2.1 Inverse order results

By selecting the negatively worded statements, creating a feature of the target responses (Dörnyei, 2007: 106) and recoding them in an inverse order, highlighting participants' recognition of key elements of classroom management, learning and teaching, reveals that the averages of the three domains are relatively similar and there are some correlations: Teaching was significantly related to learning,  $r = .69, p$  (two-tailed)  $< .05$ . Teaching and classroom management show a non-significant negative relationship  $r = -.39, p$  (two-tailed)  $> .05$ . Classroom management and learning were not related  $r = .000, p$  (two-tailed)  $= 1$ . The tabularised results also present a different indication. Table fifteen presents the mean responses by inverse components, indicating a reduction in the Teaching average and an increase (0.8) in Learning and (0.2) in Classroom Management.

Table 15: mean responses by inverse component

Teaching	Learning	Classroom Management
4.66	4.26	4.56

Table sixteen presents the average results by respondent, revealing slight differences in all categories.

Table 16: Average responses by participant

Teaching	Learning	Classroom Management (CM)
4.3	3.9	4.6
4.3	3.4	4.8
5.3	4.4	4.2
4.5	3.7	4.2
5	4.5	4.4
4.6	4.6	4.2
4.4	4.2	4.7
4.9	5.4	5.4

#### 4.3.3 Stage Two: Reflection and Modes of Instruction

Following the group's discussion on the order of the course book units they wished to follow, based on their academic curricula (here in plural as not all participants were following the same programme) the outcome is as follows: order of elements of units: Culture and Identity, Politics, Cities, Relationships, Conflict and Resolution, Going Out Staying In, Nature and Nurture and Science and Research. This can be cross matched with the curriculum for the first year, across both semesters, which focusses predominantly on Linguistics, Literature and Culture as all the elements of the course book units contain language that has been matched to the curriculum subjects.

Following this, the participants drew up a list of modes of instruction (Appendix 10). These were categorized by positive and negative experiences and elements of: teaching, learning, methodology, autonomous learning and motivation. The participants were split into two groups: A and B and worked together, sharing their language learning experiences and drawing up their 'ideal' learning pattern. The teacher acted purely as a facilitator and guided the areas of discussion but played no role in the content, other than pointing out the necessity of the coursebook and the topics, which had to be followed. They then created posters of their courses and these were then discussed and amended, as a group, until a consensus was reached.

Table seventeen below presents excerpts from the reflection discussion, including the class rules.

Table 17: Excerpts from class discussion

	A	B
Teaching +	oral tests speaking tasks	NEST (American) Exchange programme Being able to start learning in primary school
Teaching -	vocab test writing practice listening tasks	Not enough grammar Non interactive Little opportunity to for speaking Teachers only used Hungarian Large class sizes
Learning +	Less strict than other classes Teacher more open and understanding than in other subjects	Easier when using modern devices
Learning -	Lots of reading	Learning for the sake of learning- non effective Written assessments No differentiated learning
Motivation	To be able to read books Use the computer Watch videos Group projects	Ability to communicate in English. Meet new people Use in employment Better understanding of others. Being able to use the language fluently Use for international media
Autonomous learning	Reading in English Having a penfriend Surfing the net Gaming Speaking to foreigners	Use of Eng. Forums Using on holiday Using online
Teacher responsibilities	Be respectful. Prepare creative topics Create. Provide opportunities for speaking. Create opportunities for slower students to catch up. Only use English. Create platforms for interaction and communication. Offer tips from class to support out of class learning. Support book with own resources. Be flexible.	

#### 4.3.4 Stage Four: Target Setting

Below are some examples of targets set, for full target sheets see Appendix 11. These examples were selected as, following analyses, these were the most common targets and are linked to the main research area of this thesis. As can be seen, nine are related to confidence (including the target related to making mistakes, as it is felt that this is also related to confidence) and two to skills.

- “I won’t care about mistakes as I can learn from them.” (Objective: “I will make mistakes”.)

- *“By the end of the semester I will have greatly improved my pronunciation and I will have a more British accent.”*
- *“By the end of the semester I will be much more confident in my English speaking”.*
- *“I would like to be less shy to communicate.” (Objective: “I will ask and answer 5 questions per class.”)*
- *“By the end of October (mid-term) I will be able to write longer sentences using linking words.”*
- *“I will be able to write more correctly, mostly spelling.”*
- *“I will be able to speak more confidently in English Civilisation.” (Objective: record 2 – 3 words per week and use them daily in context)*
- *“I would like to be more confident in English”*

#### **4.3.5 Stage five: On Exit Feedback Questionnaire**

The feedback was designed in the form of an interview exploring the participants’ target setting experience and their views on learner autonomy, (Appendix 15) in order to allow comparability across the participants (Dörnyei, 2007: 135). Only four of the remaining six participants (two dropped out mid -course) responded to the feedback request. The participants were asked six questions pertaining to their autonomous learning experience, including the use of target setting as a reflective tool. There had been no explicit input on autonomous or reflective learning, throughout the course. Full responses can be found in Appendix 15, however, some examples are presented below (spelling error corrections have been applied for ease of reading). These extracts were selected as they show the most common responses across the group, some related to the research question (bolded) and others not, however the responses demonstrate the breadth of understanding of what autonomous learning is.

1. In your own words, describe what language learning autonomy is.
  - a student- based method where the teacher puts the choices into the learners’ hand,
  - When I am learning outside the classroom on my own
  - when we learn grammar and vocabulary without teacher’s expectation
  - language learners can decide how to learn that language and how to develop their language skills
  - with this situation the focus switched to learning for our own sake.

2. In the class you were given autonomy over the order of topics and the order of the tasks within each unit. Did this affect your degree of motivation / involvement?

- it was interesting to decide which topic would be the best to begin with
- It didn't affect my degree of motivation as I may learn what we held the most important in the course book.
- It increased my motivation
- It was a bit strange for me. I never have had this autonomy and I am more motivated
- Regarding the order of the tasks I would have preferred if the teacher had chosen the order of the tasks, because she knows better which tasks would be more important to do.
- I am more motivated if the teacher expects something.

3. In the class you were asked to reflect on your language learning journey as you begin your language teacher (training) journey. What were the benefits to you?

- I saw my development.
- I could see where I am so I saw that I need to improve
- Now I know that the grammar is less important than the speaking
- I can develop my language skills for myself too.
- the freedom what gave me the opportunity to learn about things which seemed to be useful in that period of time.
- I'm 100% sure many of us will try this out once we can start teaching our foreign language

4. Describe the (dis) advantages of setting yourself SMART targets.

- to use my time and resources creatively
- SMART targets give me more self-confidence and motivation.
- We learnt how to be good teachers, we need to be interested in every topics.
- I was frightened because of the self-determination.
- My smart target was that I can speak more about anything.- I think it was successful because I could realise that I speak without thinking whether it was right or not.
- I found the key to the solution on my own. I could learn how to learn autonomously.
- these targets doesn't provide enough motivation if there is no supervision.

5. To what extent has setting SMART targets helped in making you more autonomous in your out of class language learning?

- I began to speak with foreign students.
- I knew what I wanted to achieve so I learnt outside of the classroom

- For me it felt useful, since I unlocked a certain part of the language I needed for a long time now.
  - . My intention was to go through all the units with almost every topic so I would have done everything anyway.
6. Before this class, what did you do to develop your own language skills outside of the classroom? Has this changed after the class?
- Yes, it has changed after the class.
  - Now I think I can speak more effectively.
  - I watched films and series in English to develop my listening skills.
  - This class made me interested in the autonomous learning process

#### 4.4 How wide is the gap between peer feedback, immediate and delayed self-reflection?

For the purpose of this thesis, ‘gap’ refers to the differences in peer and self – perception.

##### 4.4.1 Results: Quantitative data

###### Group 1

Seven TTs took part in this study and completed self- reflection journals (see Appendix 16). They also carried out peer teaching as part of their methodology module and completed peer feedback and self- reflection checklists.

Tables eighteen to twenty- one present the mean scores of the feedback to two decimal places. The results are laid out for self- reflection (S) first and then peer feedback (P1,P2,P3) followed by teacher score (T1,T2,T3) in all four categories for all the three teaching sessions. During peer teaching sessions, the participants scored each other on a feedback/self-reflection form (Appendix 13). These scores were then recorded on an Excel sheet and the mean data was analysed using SPSS.

Table 18: mean data for confidence

Con S	CON P 1	CON P2	CONP	CON T1	CON T2	CONT3
	7.87	8.02	7.95	7.57	7.85	7.71

Note: Con = confidence, P=peer feedback, T= teacher feedback. The numbers 1,2, and 3 refer to peer- teaching session.

Table 19: mean data for student- centredness

<b>SCS1</b>	<b>SCS2</b>	<b>SCS</b>	<b>SCP1</b>	<b>SCP2</b>	<b>SCP</b>	<b>SCT1</b>	<b>SCT2</b>	<b>SCT3</b>
8.85	7.85	8.35	7.87	8.08	7.97	7.14	8.42	7.78

Note: P=peer feedback, T= teacher feedback, S= self -reflection, SC=student centred. The numbers 1,2, and 3 refer to peer- teaching session.

Table 20: mean data for student interaction

<b>INT S1</b>	<b>INT S2</b>	<b>INT S</b>	<b>INT P1</b>	<b>INT P2</b>	<b>INT P</b>	<b>INT T1</b>	<b>INT T2</b>	<b>INT T3</b>
7.85	8.42	8.14	7.28	7.22	7.25	7.57	8.28	7.92

Note: P=peer feedback, T= teacher feedback, S= self -reflection, INT=level of interaction. The numbers 1,2, and 3 refer to peer- teaching session.

Table 21: mean data for learner autonomy

<b>LAS1</b>	<b>LAS2</b>	<b>LAS</b>	<b>LAP1</b>	<b>LAP2</b>	<b>LAP</b>	<b>LAT1</b>	<b>LAT2</b>	<b>LAT3</b>
7.42	6.42	6.92	7.07	7.3	7.18	2.42	2.14	2.28

Note: P=peer feedback, T= teacher feedback, S= self -reflection, LA= development of learner autonomy. The numbers 1,2, and 3 refer to peer- teaching session.

Table 22 displays the overall averages for each category

Table 22: Overall averages for each category

<b>Con S</b>	<b>CONP</b>	<b>CONT</b>	<b>SCS</b>	<b>SCP</b>	<b>SCT</b>
7.9	8.0	7.7	8.4	8.0	7.8
<b>INT S</b>	<b>INT P</b>	<b>INT T</b>	<b>LAS</b>	<b>LAP</b>	<b>LAT</b>
8.1	7.3	7.9	6.9	7.2	2.3

Note: Con = confidence, P=peer feedback, T= teacher feedback, S= self -reflection, SC=student centred, INT=level of interaction, LA= development of learner autonomy. The numbers 1,2, and 3 refer to peer- teaching session.

What can be identified from this data is that there is little difference between the categories, with the exception of self-perception of the development of learner autonomy, which is recorded at 6.9 and the teacher perception of learner autonomy recorded at a significantly lower rate of 2.3. The highest rating category is the self-perception of student centredness at 8.4.

This data is more clearly visible in the below graphs. Figure eight presents the findings of confidence levels

Figure 8: mean data of confidence

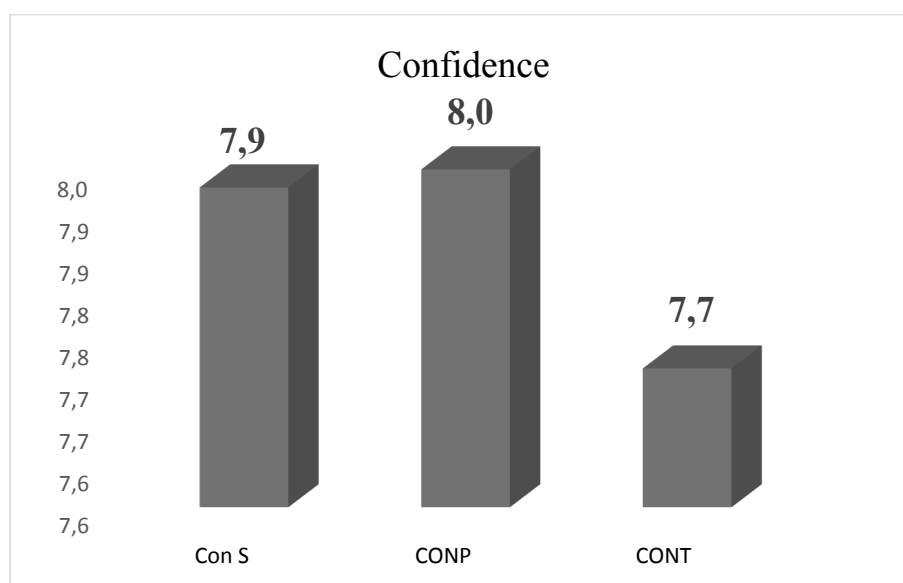


Figure 9 presents the findings of student centredness.



Figure 9: mean data of student centredness

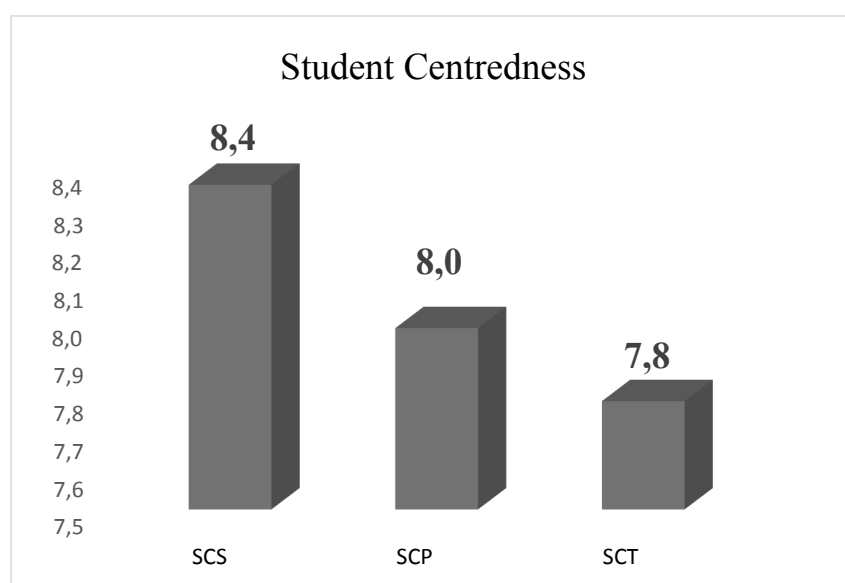


Figure 10 presents the data of student interaction

Figure 10: mean data of student interaction

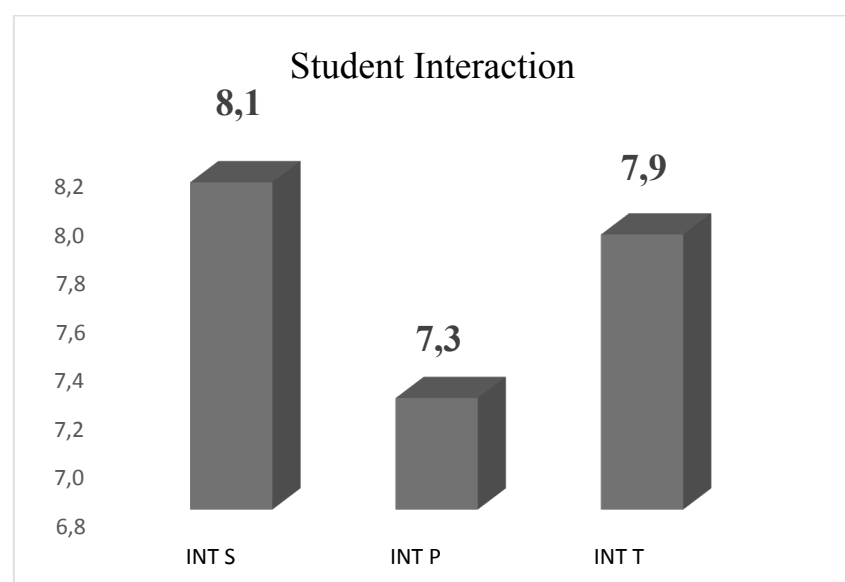
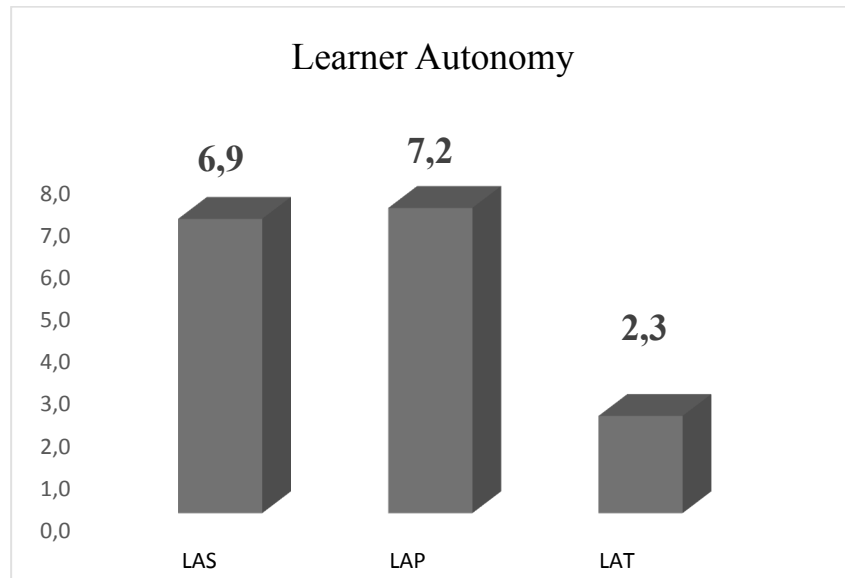


Figure 11 presents the findings of levels of learner autonomy

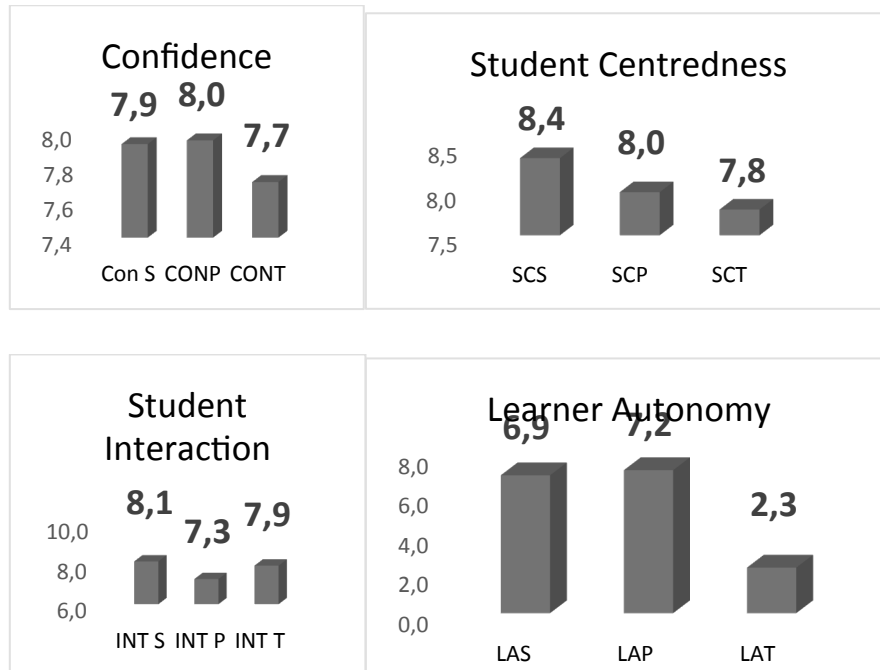
Figure 11: mean data for learner autonomy levels



As predicted teacher feedback scores are significantly lower than the other two categories, however, the development of learner autonomy was rated higher within peer feedback than by way of self-perception.

Figure twelve presents the four graphs together, for ease of view. Viewing the four graphs together, there is a tendency, during self- reflection, of self- scoring at or above a moderate level, as with Kaldi's research of 2016. Other tendencies are that in the student interaction criteria, teacher feedback scored the lowest. Peer feedback is higher than self- reflection in two of the four categories: learner autonomy and confidence.

Figure 12: Overview of the four domains



#### 4.4.2 Qualitative data

This section presents the pertinent information of the participants as recorded in the reflective journals and is organised according to the individual. Full reflective journals can be found in Appendix 17. The data is presented in correlation with self- reflection and peer feedback. For the purpose of this thesis, only self- reflection and peer feedback is presented as this is the most pertinent.

The scores were recorded by the participants during their peer teaching sessions. All participants taught a minimum of two sessions, some taught more, depending on attendance of the participants. The individual scores, followed by their mean scores are presented first and then the feedback from the participants' reflective journals. This form of presentation highlights the similarities and differences between the immediate and delayed self-reflection records, measured against the peer feedback scores. Table twenty-four presents extracts of the participant's reflective journal entries, highlighting those areas pertinent to the research questions

Table 23: Extracts from reflective journals

K		
Mean Scores	Self (C,SC,SI,LA) 6.6,8.6,9.3,7=10,5	Peer(C,SC,SI,LA) 8.4,8.9,7.8,7.2=8.07
Positive feedback	I was quite <i>confident</i> <i>I was afraid</i> of my performance <i>the student get so engaged</i> <i>I got more confident</i> during this semester	She seems to be really <i>confident</i> One could make the students <i>engaged</i> enough
Negative feedback	,I was <i>a bit anxious</i> <i>I immediately forgot about my problems</i> <i>with a disastrous feeling for me.</i> <i>I got scared</i> <i>, I was anxious</i> <i>I got overwhelmed</i>	this was <i>her weakest teaching performance</i> This was the lesson, that K felt the worst,

In this case we can see a higher scoring for self-perception, which does not equate to the written reflective feedback. In this instance confidence is mentioned the most, with one mention of engagement and no mentions of the remaining categories of student centredness (SC) and learner autonomy (LA).

B

Mean Scores	Self (C,SC,SI,LA) 9.2,9,9,8.5=8.92	Peer(C,SC,SI,LA) 9.6,9.3,9.4,8.5 =9.2
Positive feedback	<i>I wasn't very nervous personally feel more confident I want to concentrate on my own language development</i>	<i>Can hide his lack of confidence good opportunity for some "student-student interaction" his ease and his calm manner; I liked the fact that he gave us a choice, the lesson was student-centred. it was more authentic. he gave me some motivation I found this task really engaging, that B didn't really teach us anything frontally, but we had to create a conversation. The tasks were authentic helped us to interact was very confident highest level of student interaction and learner autonomy, I liked that he gave us the choice that it was extremely student-centred.</i>
Negative feedback	<i>teaching grammar more, because I'm still afraid of that.</i>	<i>We were not ready for a debate of that size. He also lacks the confidence in</i>

Here evidence of reflection on all points (including CLT) have been raised and the scores reflect the written feedback.

N

Mean Scores	Self (C,SC,SI,LA) 10,8,7.5,8=8.37	Peer(C,SC,SI,LA) 9,7.75,9,8=8.55
Positive feedback	<p><i>My aim is to be more confident</i></p> <p><i>I didn't feel nervous at all,(2<sup>nd</sup>)</i></p>	<p><i>that was a capital LESSON.</i></p> <p><i>she really developed the most</i></p> <p><i>and I felt fully safe,</i></p> <p><i>I got really engaged</i></p> <p><i>. She seemed to be more confident</i></p> <p><i>she was smiling a lot.</i></p> <p><i>a very student centred approach.</i></p> <p><i>it did not violate the learners' autonomy</i></p> <p><i>N was confident enough,</i></p> <p><i>she was calmed, smiling and</i></p> <p><i>absolute self-confident</i></p>
Negative feedback	<p><i>I was a bit nervous</i></p> <p><i>I should be much calmer</i></p> <p><i>my nervousness ruined the good mood</i></p> <p><i>I should smile more</i></p>	

The only participant not to receive any negative feedback from peers and it is evident that this participant has worked on their own reflection (smiling). The feedback and self-perception reflect the scores and covered all four criteria.

T

Mean Scores	Self (C,SC,SI,LA) 7,7.6,7.6,9=7.8	Peer(C,SC,SI,LA) 8.4,7.8,7.7,6.8=7.67
Positive feedback	<p><i>At first, I felt really confident</i></p> <p><i>the lesson was quite student-centred</i></p> <p><i>I felt that I was more relaxed than last time,</i></p> <p><i>task with the help of authentic language,</i></p> <p><i>sometimes I am uncertain,</i></p> <p><i>. At first, I felt confident, but</i></p>	<p><i>the first Authentic language based lesson</i></p> <p><i>she seemed to be much more confident in</i></p> <p><i>like someone who does is all the times.</i></p> <p><i>there was a lot of student interaction</i></p> <p><i>interesting enough to be engaged</i></p>
Negative feedback	<p><i>getting to be more and more uncertain.</i></p> <p><i>I became anxious</i></p> <p><i>I should have been more brave</i></p> <p><i>suddenly I completely lost my</i></p>	<p><i>I never seen T this afraid before.</i></p> <p><i>her hand shaking</i></p> <p><i>She was nervous and afraid</i></p> <p><i>She seemed to be little bit scared,</i></p> <p><i>she was a bit unsure</i></p>

| *confidence,,* | because she was *nervous*

Here confidence is the key component, however, there is clear indication of development and an awareness of where the problems lie. There is also much mention of SI and authenticity. The scores also reflect the feedback from both quarters.

GK

Mean Scores	Self (C,SC,SI,LA) 8,8,7.5,7.5=7.75	Peer(C,SC,SI,LA) 7.75,7.25,.6.7=7
<b>Positive feedback</b>	I reached the point what I wanted to reach ( to try to make a communicative lesson with dramatic methods	, <i>communicate with each other authentic language,</i> He was more <i>confident</i> It was interesting, <i>engaging,</i> <i>all the work was done by students.</i> the lesson was <i>quite student-centred</i> . <i>I liked that he gave the opportunity to choose side,</i>
<b>Negative feedback</b>	<i>I wasn't feeling confident,</i> <i>I'm not confident enough</i> <i>I always get nervous</i> <i>I need to work on my smiling game.</i> <i>I need this to relax(contextualisation)</i>	he wasn't always <i>confident</i> With a little more <i>confidence</i> it would have been an excellent

Here again confidence was the main focus of self- reflection, however, engagement, autonomy and confidence were more evenly spread in the peer feedback, which is reflected in the scores.

GR

Mean Scores	Self (C,SC,SI,LA) 8.5,9.5,8.5,8.75=8.75	Peer(C,SC,SI,LA) 8.5,8.25,7.75,5.25=7.43
<b>Positive feedback</b>	<i>I tried to maintain conversations,</i> <i>. I also tried to do a meaningful reflections</i> <i>I think I'm confident enough when I teach and improved az every point (except the timing, I'll need some more practise with the timing)</i>	an <i>interactive way</i> <i>more interactive</i>

<b>Negative feedback</b>	<i>that wasn't a huge success at all.</i>	attitude and <i>confidence</i> ; he <i>flustered</i> but nor <i>very comfortable</i> with t
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The data here presents more negativity on the side of self-reflection than peer feedback and confidence and interaction were the only criteria mentioned. There was also limited peer feedback in all areas.

M

<b>Mean Scores</b>	<b>Self (C,SC,SI,LA)</b> 5,8,7.5,6=6.6.2	<b>Peer(C,SC,SI,LA)</b> 6.05,6.15,6.75,6.75=6.42
<b>Positive feedback</b>	<i>Learner</i> <i>Autonomy/interaction:</i> The students are involved in the presentation phase <i>made a conversation with the students</i> <i>was student-centred,</i> <i>large scale of autonomy</i> <i>the material was authentic.</i>	<i>was very brave.</i> <i>moving out from his comfort zone</i> <i>the development of M</i> <i>focus on talking</i> <i>he was more confident</i> <i>more confident than ever.</i>
<b>Negative feedback</b>	<i>to gain more confidence</i> <i>I conclude that I wasn't confident enough</i> <i>so the learner's autonomy in this case is limited.</i> <i>I was quiet unsure,</i>	<i>his confidence is not on the same level</i> <i>was really nervous,</i> <i>his own anxiety</i> <i>he should be calmer</i> <i>not really confident.</i> <i>a little bit too frontal</i>

This data is well balanced between self-perception and peer feedback and although the peer feedback focusses predominantly on confidence issues, the self-reflection spans all criteria and there is also evidence of development from both sides. The scores are relatively even and reflective of the feedback.

As is evident above, the participants reflected on levels of confidence the most, with very little reference to student centeredness and interaction and minimal reference to autonomous learning at all, despite it having been a key criterion throughout the semester.



#### 4.4.3 Results: Quantitative data Group 2

Six TTs took part in the study; one male and five female participants. All participants carried out peer teaching as part of their methodology module and completed peer feedback and self-reflection checklists. Four of the six also completed self-reflection journals (see Appendix 17). The numbers are low as this is the number of TTs in this group. Tables twenty-four to twenty-eight present the findings of the peer teaching self-reflection, peer and teacher feedback scales. Each table presents the data of one criterion. The results are organised for self-reflection (S) first and then peer feedback (P1,P2,P3) followed by teacher score (T1,T2,T3) in all four categories for all the three teaching sessions. Table twenty-four presents the mean data of confidence levels to two decimal places.

Table 24. mean data of confidence

Con S1	CON S2	CON S	CON P 1	CON P2	CONP	CON T1	CON T2	CON T3
6.16	7.8	6.98	7.63	8.19	7.91	7.8	6.83	7.31

Table 25. mean data of student centredness

SCS1	SCS2	SCS	SCP1	SCP2	SCP	SCT1	SCT2	SCT3
5.83	7.4	6.61	7.72	9.2	8.46	6	7	6.5

Table 26. mean data of student interaction

INT S1	INT S2	INT S	INT P1	INT P2	INT P	INT T1	INT T2	INT T3
5.83	6.8	6.31	7.71	8.07	7.89	6	5.16	5.58

Table 27. mean data of the learner autonomy criterion

LAS1	LAS2	LAS	LAP1	LAP2	LAP	LAT1	LAT2	LAT3
4.4	7.8	6.1	5.13	7.01	6.07	2.6	3	2.8

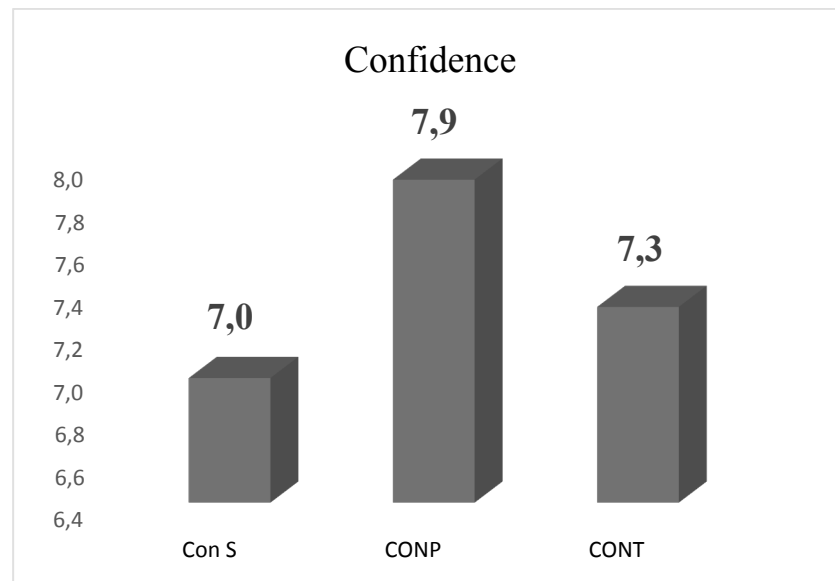
Table 28. Overall averages for each category

<b>Con S</b>	<b>CONP</b>	<b>CONT</b>	<b>SCS</b>	<b>SCP</b>	<b>SCT3</b>
7.0	7.9	7.3	6.6	8.5	6.5
<b>INT S</b>	<b>INT P</b>	<b>INT T</b>	<b>LAS</b>	<b>LAP</b>	<b>LAT3</b>
6.3	7.9	5.6	6.1	6.1	2.8

What is evident from this data is that there is a noticeable difference between confidence and student centredness, interaction and autonomous learning, in terms of self-perception. Peer feedback scores significantly higher in all categories except for learner autonomy, in which the scores are the same at 6.1. There is almost a whole score jump between self-perceived confidence and peer reflection at 7.0 and 7.9 respectively and even the teacher feedback score is higher than the self-reflected at 7.3. In the domain of student centredness, there is a significant leap between the self and peer reflection scores, from 3.3 to 8.5 respectively however, the teacher feedback score is closer to the self -perception at 6.5. Again, the differences between self and peer reflection are evident within the interaction domain: at 6.3 for self-reflection and 7.9 for peer feedback; however, repeatedly, teacher feedback is scored more closely to self-perception, with a slight decline; however, to 5.6. The autonomous learning domain reveals equal scores for self and peer reflection; however, teacher feedback places this at a massively significant difference of 3.3 with a score of just 2.8, which is surprising since this was an area referred to in the reflective journals by some students, indicating an awareness of the area.

This data is presented in a more visible format in the graphs below. Figure thirteen presents the findings of the confidence criteria.

Figure 13: findings of confidence levels

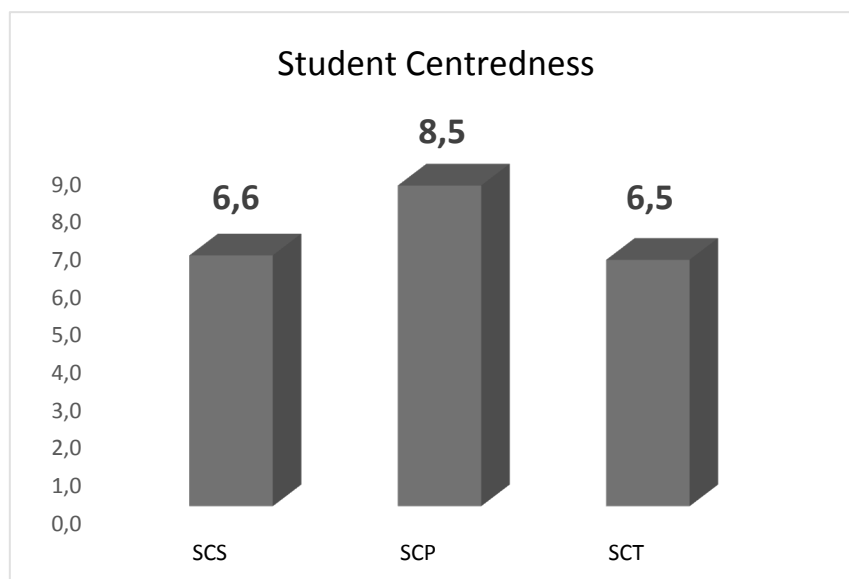


This graph represents a significant difference between (trainee) teacher's self-perception of their own confidence and how they come across to their students, in this case their peers.

Teacher feedback is closer to self-perception than peer feedback.

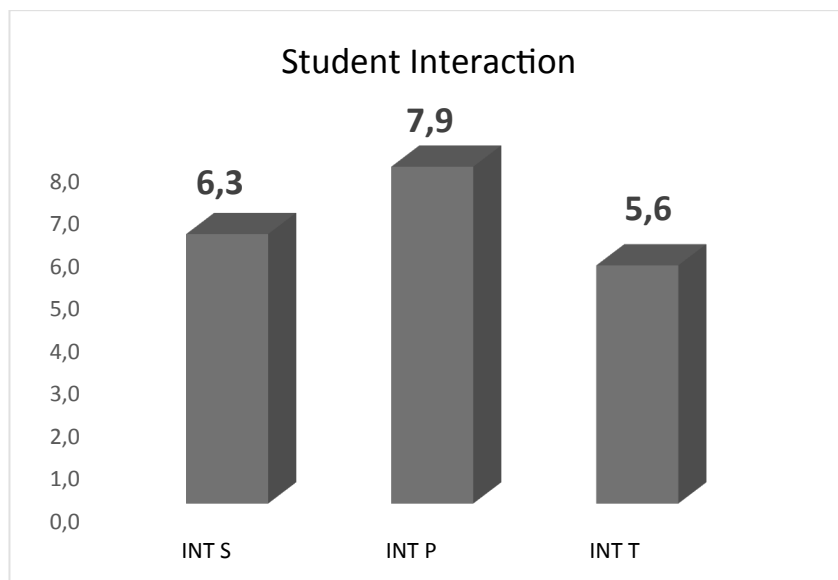
Figure fourteen presents the findings of the student centredness domain.

Figure 14: findings of the student centredness domain



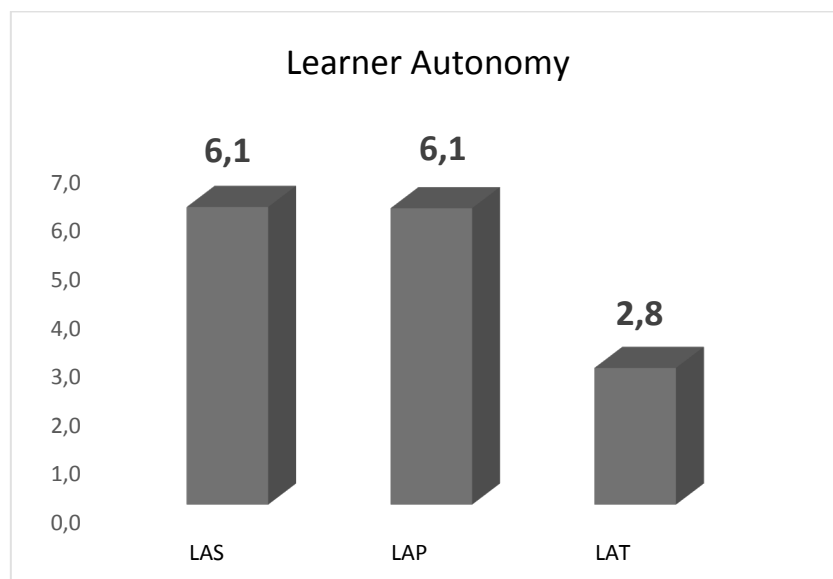
This indicates a relatively even score between self-perception and teacher feedback, although, peer feedback is significantly higher by approximately 2 whole scores. Figure fifteen presents the findings of the student interaction domain.

Figure 15: findings of student interaction



Once again, a marked difference is noticeable between self- perception, peer and teacher feedback at 6.3, 7.9 and 5.6 respectively. Figure sixteen presents the findings of the learner autonomy domain.

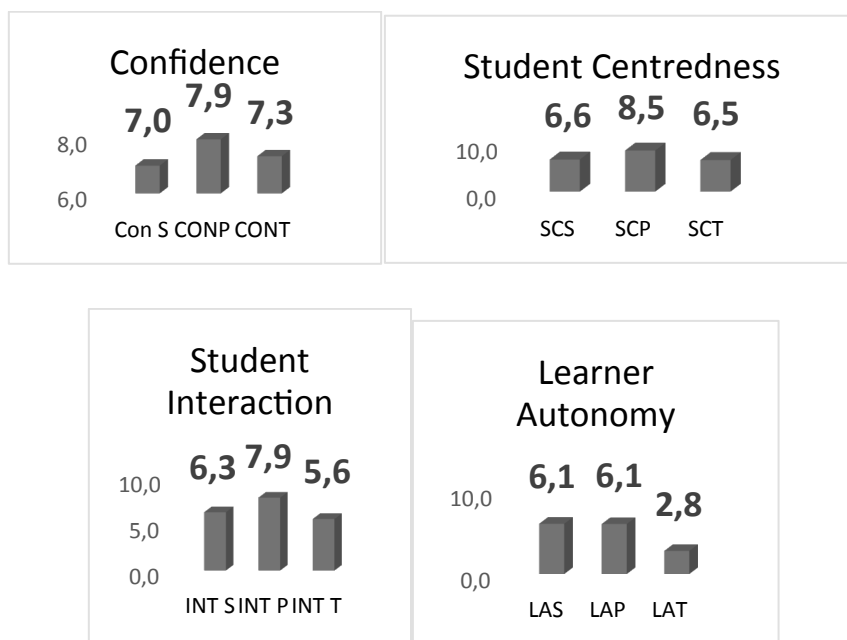
Figure 16: findings of the learner autonomy domain



In this graph the most noticeably significant difference lies with teacher feedback at 3.3 score difference. Interestingly self-perception and peer feedback score equally.

Figure seventeen presents the four graphs at a glance, for ease of viewing.

Figure 117: Overview of the four domains



Viewing the four graphs together, there is a clear tendency that peer feedback scores are the highest in all categories except for learner autonomy, where they are equal with self-reflection and higher than teacher feedback.

#### 4.4.4 Qualitative data

As above, this section presents extracts, relevant to the peer teaching criterion, from four of the group 2 participants as is recorded in their reflective journals and is organised according to the individual. Two participants failed to submit their journals, despite having carried out the peer teaching feedback and self-reflection. Full reflective journals can be found in appendices 16 and 17. The data is presented in correlation with the self-reflection and peer scores. The teacher scores are not included in this section as there is no textual record of teacher feedback. It is pertinent to mention here that only one member of the group included peer reflection in their journals, despite it being a key criteria, particularly as this course, and its administration, is in preparation for and acts as a foundation for their in school practice in the following semester.

J

Mean Scores	Self (C,SC,SI,LA) 7.6,5.3,6.3,3.3=5.62	Peer(C,SC,SI,LA) 6.4,8.1,7.5.6=6.77
Positive feedback	<i>a little bit confidence compared to the previous lesson much student centred, was confident, students spoke more, more student centred I feel confidence when I am teaching</i>	
Negative feedback	<i>lack of confidence I did not gave the students enough courage etc. to use the language outside of the classroom</i>	<i>Teacher's speaker time seemed to be longer than student's. not so student-centred</i>

Although negative comments outweigh positive, there is evidence of an awareness of areas in need of development and an attempt at improvement and a positive outcome. The scores reflect the journal entry; however, the peer feedback does not support the self-reflection in the area of student centredness.

K

Mean Scores	Self (C,SC,SI,LA) 9,8.3,7.6,2.6=6.87	Peer(C,SC,SI,LA) 9.65,9.03,9.05,7.4=8.78
<b>Positive feedback</b>	<p><i>I followed 4 steps to reach my goal and become a more confident 'teacher' in front of the others repeated the whole procedure to become more confident.</i></p> <p><i>there was a huge difference between my first and second teaching process in the meaning of confidence.</i></p> <p><i>I tried out what would happen if I let them work alone or work under my managing.</i></p> <p><i>I didn't feel the pressure as te previous time</i></p> <p><i>I was much more satisfied than after the previous lesson</i></p> <p><i>in connection with confidence, language errors or giving clear instructions. I think it was a big step forward.</i></p>	
<b>Negative feedback</b>	<p><i>. I was really scared</i></p> <p><i>. I was shaking so I just wanted to survive somehow.</i></p>	

The above table only presents self -reflection data as no peer reflection, relating to the four main criteria was recorded by any other participants. What is evident here and is reflected in the self and peer confidence scores o 9.8 and 9.65 respectively, is the rising level of confidence. The journal contains details of how the participant went about this.

SK

Mean Scores	Self (C,SC,SI,LA) 6.5,7.5,7.8,8.5=7.5	Peer(C,SC,SI,LA) 8.75,7.75,8,6,3=7.7
<b>Positive feedback</b>	<p><i>it's a must to feel comfortable</i></p> <p><i>I felt very calm. I felt calmer than I usually do.</i></p> <p><i>felt comfortable, and confident</i></p>	<i>We used authentic language</i>
<b>Negative feedback</b>	<i>I am not that confident</i>	

As above there is minimal input related to the criteria however, there is a recognisable rise in confidence and the peer reflection refers to the use authentic language as in CLT and in order to develop learner autonomy. The self-score for confidence at 6,5 is not indicative of the journal entry. However, the peer feedback score is closer to the self- reflection.

KD

Mean Scores	Self (C,SC,SI,LA) 7,8,7.3,6.6=7.2	Peer(C,SC,SI,LA) 7.2,9,8.6,7.2=8
<b>Positive feedback</b>	<i>the lesson would be more student-centred as well. works students cooperated with each other Students had enough opportunities to participate in the lesson It may increase the learner's autonomy. enough opportunity for all the students to participate</i>	
<b>Negative feedback</b>	<i>and learner's autonomy was not increased.</i>	

The self- reflection data focusses primarily on student centredness, interaction and learner autonomy. Although there is no peer reflection data provided in the above table, it is a positive that there is awareness of the criteria and an attempt to adhere to it. The entries correlate with the awarded scores.

#### 4.4.5 Comparison of the two groups' data at a glance

Figures sixteen and seventeen present an overview of the two groups' data in the four domains.



Figure 17: Overview of Group two's data

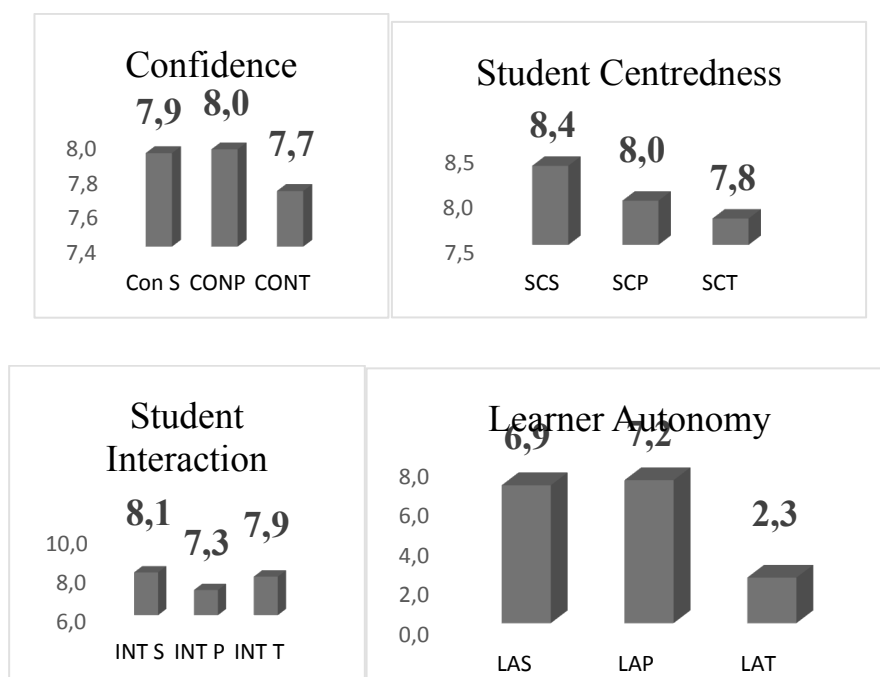
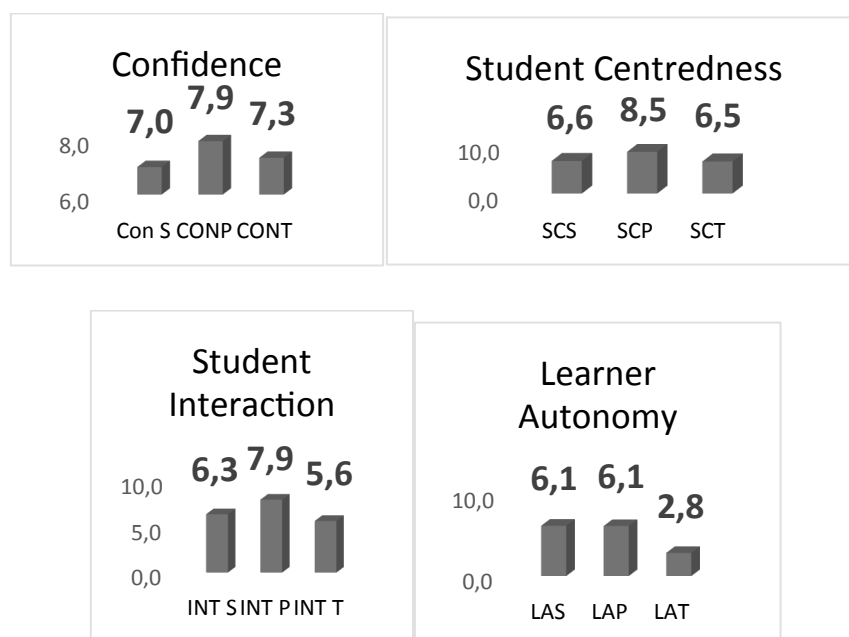


Figure 16: Overview of Group one's data



When comparing the two groups, group one scored themselves higher in all categories, peer feedback scores were higher in confidence and learner autonomy and teacher feedback scores were higher in all categories except for learner autonomy.

## **Chapter Five: Discussion**

This chapter presents the discussion of the results and limitations of the four studies, which make up the research for this thesis. The headings of each study have been repeated in order to ease location of data and create cohesion between the sections.

### **5.1 Why Communicative Language Teaching may be the answer.**

The results of the feedback question demonstrate that teachers have a general idea of what CLT is and consider it to be necessary for developing fluency and improving speaking skills overall and consider the most effective method of implementing CLT is to integrate speaking skills to all lessons. The lesson plans, however, demonstrate that these teachers' concepts of integrating speaking skills and communication practice can be as implicit as question and answer sessions or discussing answers to exercises and eliciting information. Some plan for speaking tasks, yet note that this interaction stage is frontal, demonstrating a lack of understanding of pedagogical terminology. The four who clearly planned for communicative lessons demonstrated a clear understanding of what that means and how it can be managed effectively, in order to ensure that their school learning environments are less threatening, as proposed by Saint Léger and Storch (2008).

### **5.2 How autonomous are trainee language teachers in developing their own language skills?**

Based on the results of the initial questionnaire, to discover the amount of exposure to authentic English language trainee teachers present themselves and the two- month investigative study of the amount of time trainee teachers expose themselves to authentic English language and how much they value this exposure, the results were not surprising insomuch as there was ample exposure to authentic English but it is not known how much of this was 'useful' as it is also not clear in what capacity this exposure took place and the familiar and lifestyle choices of the participants, which could be considered variables in another context. In future studies this would also be pertinent to measure to act as a true control variable. These results also reflect Medgyes' statement on the need for learners needing more responsibility over their own learning (2014).

By affording the group this opportunity, it set a learning environment of collaboration and enhanced the levels of trust and self- empowerment between the individual learners and the teacher, thus creating a classroom community, as proposed by Marzano (1998), of which

reflection is a key aspect within the process, meaning that how the learning environment engages learners' beliefs is paramount to the learning outcomes; therefore, community classrooms aim to embrace this concept (Watkins, 2005). Although the university stipulates the use of a course book and the end of semester assessment is predominantly based on the content of the book, it does not stipulate which elements of the course book units and in what order they should be taught. Many scholars have argued that restraining students from working at their own pace on the same material at the same tempo, towards the same goals is not effective (Morrison and Navarro, 2014). The course assessment is standardised and is compulsory as it acts as a prerequisite for future study; however, formative assessment measures are not currently standardised, thus students are able to discuss how and how often they would like to be assessed on the course.

This study was then followed up by an interview, discussing the amount of support and encouragement they had received as part of their teacher education, in terms of their own language development. It is clear from this second study that, within the context of these TTs' education, they are motivated to develop their language skills but are not conscious about the extent to which they are required to, are able to, and do, do this. Additionally, TTs do expose themselves to the target teaching language, which came as no real surprise, however they are not actively engaging with it in order to develop their own language. In their eyes, the teacher education course does not explicitly encourage autonomous language development; furthermore, is failing to 'equip prospective teachers with the skills they require' (Medgyes, 2014). Additionally, not only is there no correlation between the time spent and the perceived value but the participants themselves do not see the value in their exposure. What is striking from the data, is that from the 40 incidents of exposure, 13 are deemed non valuable (scoring >5) and 6 as only mildly valuable (scoring 5 or 6). In one case the participant states that there has been no productive exposure throughout the study at all, which is an unfortunate outcome, particularly as the university in question has English speaking clubs, events and activities, not to mention a number of international students, with whom one can communicate.

Considering that teachers play 'a crucial role in mediating ideas on language learning to their students' (Benson, 2011: 185), it is evident that this aspect of learner training is absent from this course and the implementation of support and guidance on how students can effectively use their exposure to their target teaching language, outside of the classroom, in order to develop their own language skills would be a valuable and welcome addition to the programme. The results of the focus group discussion were the most indicative from the entire study.

Some limitations to the study include the lack of knowledge about at which point some of the participants chose to leave the study and their reasons for doing so, and as mentioned earlier on in the chapter, the familiar and conditions within which the in service teachers expose themselves to their target teaching languages was also not examined and would have yielded results pertaining to the scope and effectiveness in their own language maintenance. It is known that improving receptive skills strengthens productive skills, however, by not activating the production it is not possible to measure the effectiveness of the reception.

The implications are that changes are required for the teaching of methodology and course design modules of this teacher education course, beginning with the implementation of the development of learner autonomy through learner training, reflection and target setting. Results will be measured through the feedback given during peer teaching, the teaching of all four skills, use of reflection during teaching and levels of confidence.

### **5.3 Are trainee teachers ready for the autonomy approach?**

As this study had many facets to it, the following discussion focusses on the main emerging themes from the results and how they reflect the research question and initial assumptions. The outcomes predominantly support Medgyes's 2014 suggestion that learners who are 'taught how they can meet their goals' will not only do that but will also recognise their deeper and less considered strengths, as learners; such as Macintyre et al.,(1998) stated that 'spontaneous, sustained use of the L2' will enable learners to begin to realise how they can use these new found strengths in their future teaching practice, which was reflected in the results of the feedback questionnaire, the initial results of which placed Teaching and Classroom Management above Learning. If the Hungarian education system, remains very much teacher led with little hands on practical teaching but an overly generous dose of theory (Soproni, 2013), these results are indicative of that system. As beliefs in learning are said to be formed through experience (Morrison & Navarro, 2014:34) it is possible that participants drew on both negative and positive learning experiences when making their choices.

Some general themes that emerged from the study were that teaching takes precedence over learning, as does classroom management, however, it is not clear in what way the term classroom management was perceived. With reference to the results of the Target Setting, it is evident that confidence plays a huge role in students' self- perception as language learners; however, in accordance with Soproni's 2013 study, in the main, learners still expect the teacher to lead the development of their language skills and knowledge. The comments, from the exit questionnaire, pertaining to confidence are the most promising aspects of this study as

Woodrow (2006) discovered that communication with teachers and performing in front of a class are major contributors to language anxiety, particularly when answering direct question and engaging in group discussions. Other interesting aspects were the comments “these targets doesn't provide enough motivation if there is no supervision,” and ‘the targets faded with time, even though you tried to bring them up.’ These are key indicators of the need for guided autonomy. It is a misconception that autonomous or self- directed learning is self - instruction. In general terms the targets would have been reset at regular intervals, however, when asked, the majority of the group didn’t want to reset them, despite the positive feedback at the end of the course.

When referring back to the initial assumptions:

*Assumption #1:* Learners who perceived the course as pertinent to their educational situation/experience are more likely to use their knowledge to better engage with their broader academic studies. In accordance with the feedback from the post course questionnaire, it is clear that the participants of this study did consider the course and its elements both relevant and important in both their English language studies and on their paths towards becoming language teachers.

*Assumption #2:* Trainee teachers will place a greater emphasis on teaching rather than on learning. When we consider the mean of the total responses in teacher beliefs, we can see that there is barely any difference between the emphasis TTs place on Teaching or Classroom management and the difference between their ranking of learning is a mere .4 % lower. However, in the exit questionnaire students commented on how their focus shifted towards learning through the use of target setting.

*Assumption #3:* Reflective instructional practices enhance the learner’s active use of acquired knowledge. This assumption can also be said to be proven as almost all participants commented in the development of their self- confidence and more active use of language as well as the positive results of the attainment assessment at the end of the semester, which they all passed. (No papers were marked by the teacher, in line with university policy).

#### **5.4 How wide is the gap between peer feedback, immediate and delayed self-reflection?**

As an exploratory study, the above data is subject to a number of possible interpretations. This section comments on the presented data, both quantitative and qualitative and offers suggestions for an exposition.

Group one presented no real comprehension of what learner autonomy is, and during immediate self and peer reflection, believed their lessons to be student centred and scored

their peers overly highly in the scope of confidence as well as some of the other categories. They also over scored themselves in the confidence category, despite commenting on their lack of confidence during delayed self- reflection.

Group two demonstrated a better understanding of what autonomous learning involves and were more realistic in their scoring, although they did tend to over score their peers and themselves in the categories of student centredness and student interaction. This suggest that both groups would do well to examine their existing beliefs and attempt to integrate these into their teaching practice (Mansfield and Volet, 2010).

With further reference to group 1, who had had no explicit input about learner autonomy or teaching and learning reflection, it is not surprising that the teacher rating in this area was so low. That said, all terms were clarified to the participants and explanations were given and it is possible that in the participants' minds in the role of teachers, they believed that the strategies they were teaching could be used outside of the classroom, despite not referring to this during their peer teaching. This notion of being in the mind of the teacher during planning stages could also yield higher results during reflection, as with the self- perception of student centredness at 8.4. The reduction peer feedback could be regarded as the 'learners' not having felt as active as they could have been during execution. This notion is reinforced in the student interaction category as peer feedback scores were significantly lower than the self- perception scores; however, levels of student engagement and measurements of on task activity were not necessarily taken into consideration during the reflection stages.

The higher rating within peer feedback, for the development of learner autonomy may well have been due to the fact that the participants as ' learners' could see how the lesson activities and strategies could be used outside the classroom to further develop their own language, which was mentioned on a number of occasions in the reflective journals, thus, yielding higher feedback scores.

With reference to the tendency of self- scoring at or above a moderate level, as with Kaldi's research of 2016, another theory reflects that of Sazdovska and Polyak's 2014 study of international business students' language skills for international employment, where they discovered that their students rated themselves as 'over confident'. As the reflective journal entries do not correlate with the self-perception and feedback scores, it is highly likely that over confidence was the case here too. Another possibility is the concept of 'friendly scoring' whereby the participants scored their peer subjectively rather than objectively, despite having been instructed to do so. It is possible that they thought the scores would be shared with one another, although it was made clear that that would not be the case.

It is interesting that within the reflective journals peer feedback focusses predominantly on confidence issues, while the self-reflection spans all criteria in most cases. There were many instances where participants mentioned their own tension due to their peers' lack of confidence, as if they were witnessing empathy for one another, which demonstrates the strength of the group dynamics in this case. The overly negative self-reflection in the areas of confidence could well have been used as a motive for their perceived poor performance as this was not reflected in the peer or teacher feedback in most cases.

The lack of peer feedback over all areas is indicative of a heavier focus on the self as this was an exercise in self-reflection, despite the request to reflect on one another's performances as a means of identifying their own areas for development in others.

As is evident above, the participants reflected on levels of confidence the most, with very little reference to student centeredness and interaction, also with minimal reference to autonomous learning, despite it having been a key criterion throughout the semester. As mentioned above this may be due to their own notions of their ability to use the lesson content for their own language development. One student did mention, however, in reference to the reflection sessions and journals, that *"we are looking at it as something that is compulsory and not something that should help us."* This seems to be a common thread as it imitates some of the feedback from a previous group in the autonomous learning study above, where they stated that teaching competencies played a more prominent role than the broader aspects of learning.

## Group 2

This group were slightly different than the previous inasmuch as they had experienced reflective learning and strategies around developing themselves as autonomous learners; however, the most noticeable difference was in how they approached this study, despite having been given the exact same instruction as group 1. In their reflection journals, only one student made any reference to their peers and two participants failed to submit their journals at all, which of course had implications for their module grades too.

In terms of the criteria the differences between perceived confidence and peer perception is encouraging, as, although the participants as 'teachers' felt less than confident, they came across as being more so, from both peer and teacher feedback perspectives.

In the domain of student centredness, again the peer feedback is welcomed as in the role of students they felt that the lessons were student centred and interactive, despite the 'teachers' not feeling so. That said, from a planning perspective this should act as a learning curve for

them when considering their tasks and activities. Another positive outcome was the evidence of an awareness of their areas on need of development, which is encouraging for their future in school practice.

Again a welcome response was presented in the domain of autonomous learning and the concept that, despite their not having been any explicit mentions of how certain strategies could be used outside of the classroom, and no reflective practice at all when teaching, the participants ‘as students’ felt that this was a strong area. Although again this could be that they were primed for this as they knew it was a key criterion.

One negative aspect to the way in which the participants completed their journals was the strong focus on language pedagogy, with little mention of their ‘students’ learning experiences.

In general, the feedback scores reflected the journal entries and the most promising aspects were the references to distance travelled in terms of confidence and that alone will enable the participants to develop further during their in- school practice, which also involves the need for self and peer reflection.



## **Chapter Six: Conclusion, limitations and suggestions for further research**

This chapter presents an overarching conclusion and the considered limitations to the above studies within this thesis, it then presents and offers suggestions for further research in each of the areas, including implications and considerations for future teacher education programmes.

In today's 21<sup>st</sup> century language learning world, where FLL is high on both educational and employment agendas, not to mention English's place as the lingua franca, communicative competence must take precedence over 'native like' accuracy. Native English speakers are in the minority and as language evolves at a rate of knots, saying what is really accurate, and by whose' standards, in today's world is becoming more and more difficult. We need to develop classrooms, which foster safe learning environments, which expose our learners to real language use and encourages them to learn from their mistakes and communicate with one another.

This thesis set out to explore whether our students are ready for the autonomy approach and whether their teacher and learning beliefs would alter by the end of their teacher education and whether, through ongoing reflective practice, they would develop their self-confidence and become more active users of the English language. The results of this data collection have enhanced the validity of this study, which may now pave the way for deeper and broader research into these areas. These participants have demonstrated a shift in their focus, from not only teaching to learning, but also to their own needs and learning methods. Further research is required, with a larger sample and across more universities in Hungary, to give a clearer picture.

In terms of the formative assessment outcomes of the participants, it is clear that not only one size fits all and that it is possible to cover all the necessary material and meet proposed learning outcomes, without following a rigid format. Learners are ready for the responsibility to choose, to some extent, what language improvement is necessary to support them on their academic journeys. They are able to collaborate, working together to create a sense of community within their classrooms and to support one another and themselves, where need be.

Our students may not be fully autonomous learners, but they are ready to become such. Additionally, as autonomous learning does not mean making the teacher redundant (Little, 1991), this study demonstrates that by guiding our learners towards autonomy, through reflective and collaborative practices, they have a clearer understanding of their own

developmental needs and how they may reach their full language learning potential. This data has clear implications for future curriculum planning as well as teacher education programmes.

Perhaps trainee teachers as ‘learners’ have a different perception of autonomous learning development and it may not need to be explicitly mentioned for it to take place if the motivation to learn is in place. Self- reflection seems to be a valued and powerful strategy and according to the data, can work towards building confidence in trainee teachers, whether this is by learning through teaching or through the learning process itself. However, if the trainees become autonomous in their behaviour throughout this journey then it is more likely that their behaviour will become more authentic as it will come from their own sense of self (Deci, 1996: 2, in Little et al. 2017: 11).

The combination of peer and self- reflection offers a more realistic view of the student experience and with time and guidance will hopefully move teacher educators to be more objective in their feedback and not focus entirely on pedagogical matters.

To refer back to the initial assumptions:

#1 Trainee teachers, in the Hungarian context are not autonomous in their own target language skills development. This was proven, however the background presents a non-supportive learning environment in which learners were not made aware of this necessity.

#2 Hungarian trainee teachers were not ready for an autonomous approach to their learning. This was not proven and that is a welcome result as the findings now present a foundation on which further research can now be built upon.

#3 Self- reflection practices would aid the development of both autonomous learning and teaching confidence. This was partially proven as it remains to be seen whether the TTs will encourage autonomous learning in their classrooms of the future but again this research has provided a basis for further studies.

All in all, two of the three hypotheses were confirmed and the one partially non- proven still yielded welcome outcomes.

With all of this in mind, what does this mean for the future of Language Teacher Education in Hungary with so much emphasis being placed on language learning yet still little recognition of how multilingual our population, thus our language classrooms are and in response to the overarching thesis question of how effective are Teacher Education courses in developing confident, communicative language teachers? The answer to that, based on the collective data from the above studies, has to be negative. Teacher education courses need to be remodelled to ensure that, in addition to the pedagogical aspects of the programme, the

language improvement aspects are also delivered in a more communicative manner. Greater emphasis needs to be placed on meeting the needs of the learners; encouraging and demonstrating how they can engage with the material and teaching them how to learn in the most effective manner, in order for them to reach their full potential. Continuous self - reflection is required in order for learners to track their own progress and make the necessary alterations, with the support and guidance of a teacher. A more multilingual approach to the language learning classroom through the awareness raising of common errors of the learners, and approaching them in a constructive way, encouraging autonomous development through learner training techniques, while considering and working through the cross linguistic transfers that may lead to these errors, will pave the way to ensuring that future language learners will also feel more supported and will develop into confident users of their chosen foreign language.

Suggestions for further research are proposed in order to discover to what extent TTs feel their teacher education is communicative and how teacher education programmes can implement explicitly communicative methods and guidance for future foreign language (FL) teachers. I would suggest that these modifications be implemented into all language teaching programmes, not just English, in order to create a form of standardisation and a firm focus on the importance of language development as well as pedagogical competencies.

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## Appendices

### Appendix 1: Application data over 2 month period

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Analiza podataka

UID	W <sub>1</sub>	W <sub>2</sub>	R <sub>1</sub>	R <sub>2</sub>	L <sub>1</sub>	L <sub>2</sub>	S <sub>1</sub>	S <sub>2</sub>	U <sub>1</sub>	U <sub>2</sub>
20	90	5.61	120	0.00	270	0.00	151	0.00	130	0.00
22	0	0.00	0	0.00	120	2.01	15	3.44	15	2.04
28	5	0.00	10	0.00	90	5.95	0	0.00	0	0.00
24	5	7.41	10	9.99	40	9.99	0	0.00	0	0.00
26	10	3.00	20	4.00	180	9.08	20	2.38	15	1.74
25	0	0.00	20	2.54	120	5.24	0	0.00	0	0.00
23	10	5.70	40	9.99	35	9.99	10	9.99	0	0.00
30	0	0.00	15	0.00	20	0.00	0	0.00	0	0.00
21	15	1.45	10	1.12	30	7.74	0	0.00	180	8.11
24	5	0.54	30	4.10	40	9.99	60	9.99	60	9.99
26	5	3.09	15	6.90	120	9.99	15	2.59	15	2.75
20	30	3.17	45	6.48	200	8.34	45	7.24	45	5.80
22	0	0.00	0	0.00	105	1.54	30	0.00	0	0.00
23	5	5.73	40	9.78	100	9.99	5	1.48	5	1.48
28	15	5.27	30	5.52	40	2.29	0	0.00	0	0.00
24	5	0.54	15	3.76	40	9.99	0	0.00	0	0.00
21	0	0.00	15	1.42	50	4.13	0	0.00	0	0.00
24	40	9.99	15	0.59	40	9.99	0	0.00	0	0.00
26	10	5.03	20	7.24	120	9.02	10	3.51	35	4.70
20	85	4.02	130	8.35	50	5.88	40	7.54	130	4.73
21	120	5.86	210	9.99	60	9.99	0	0.00	0	0.00

## **Appendix 2:** Results of the focus group discussion

### **1. HOW CONSCIOUS WERE YOU OF THE AMOUNT OF EXPOSURE YOU HAVE TO ENGLISH BEFORE THE PROJECT?**

*I am always conscious about learning languages. With this app I was more conscious-I day I did the list and then I realised I needed to do the reading and writing*

*My exposure hasn't changed because of the project just I am more conscious of it now*

*Before the project I wasn't that conscious*

*I wasn't either but since the project I have become more so*

### **2. HOW HAVE YOU BENEFITTED FROM TAKING PART IN THIS PROJECT?**

*I realised that one day I have to use more skills or maybe I can concentrate on one skill but with more time. I can only meet my language teacher so the interaction was only once a week but after a while I inputted daily*

*I personally think I have as when I input after a few days I realised I hadn't read enough or spoken enough and it made me then read more or interact more*

*I feel the same I hadn't been conscious through all of this stuff before I watched a movie in English and just enjoyed it whereas now I think this is a good way of practicing Eng.*

*I also realised that I don't really use the language outside the classroom only watching films or series and no interaction at all so now I got conscious and I think I should do this or find a way to*

### **3. WHAT DIFFICULTIES DID YOU HAVE WITH THIS STUDY AND WHY?**

*The listening was hard to find the level.*

*Remembering to input*

*Same for me if I forgot I tried to catch up*

*After a while it was easier because at the start at the end of the day I had to remember how much I had spoken etc....*

### **4. HOW IMPORTANT IS IT FOR LANGUAGE TEACHERS TO CONTINUE TO DEVELOP THEIR OWN LANGUAGE SKILLS AND WHY?**

*From my point of view I always know that if I don't use the language day by day I just forget the grammar, vocab... and I need to be exposed to language day by day.*

*One of the most important parts*

*Very as language is a changing system and if we don't catch up we won't be modern teachers and we won't know*



*Our students will always have new language and new words you won't know and then you cannot help them*

*And you can always extend your knowledge if you think you have no more to learn you can learn better English or ESP*

5. DO YOU FEEL YOU RECEIVE ENOUGH GUIDANCE ON YOUR OWN LANGUAGE IMPROVEMENT DURING YOUR TEACHER TRAINING-IF SO HOW AND IF NOT WHY NOT?

*It's a not, Throughout this training session I didn't have the method how to teach PS or PC- or how I should improve their vocabulary to reach the B2 level and it was hard for me to find a balance and a method for that and I just feel that only the history or the background of how we teach EFL is the only source of my help.*

*On this training our language abilities are not taken into account only our teaching skills*

*We don't have enough lessons to improve our language-we only learn about teaching qualities and our language and competencies are not at the same level*

*We are studying in the past- I feel that I listen to the theory of LT every day all day long but I can't take advantage of it as we don't practise enough-the past is important*

6. WHAT DO YOU DO TO DEVELOP AND RETAIN YOUR OWN LANGUAGE SKILLS AND WHAT MOTIVATES YOU TO DO THAT?

*My students-some of them are really motivated and they come up with new ideas, words and topics and they boost me. That is how I motivate myself in order to help them improve their skills and I should be on the upper level of them.*

*I read articles that are interesting for me or if I see an article which is one of my students topics. I read authentic text books too and I only watch movies in the original language.*

*I usually just do everyday stuff- watching series, reading consciously, if there is an option between Hungarian and English I always choose English- I can get it from my personal life not through the university but in our own way*

*There are several applications, resources for this like '5 Minutes English' or through my smartphone and now it is erettségi (Matura exam) time and so I downloaded the tacks.*

*I think the students are the maximum motivation for us as if they have a problem I can't explain. I always check it and make sure I know it properly so during practice we can pick up on this.*

**Appendix 3:** Exposure to authentic language questionnaire

PLEASE NOTE ALL THESE QUESTIONS REFER TO EXPOSURE NOT RELATED TO YOUR WORK OR STUDIES.

8. How many books in/translated into English have you read in the last 6 months?
  - a. 0-2
  - b. 3-4
  - c. 5-6
  - d. More than 6
9. How often do you read English magazines, newspapers articles etc. (including online)
  - a. Daily
  - b. A couple of times a week
  - c. Once a week
  - d. Less than weekly
10. How often do you listen to English speaking radio broadcasts (including online radio)?
  - a. Daily
  - b. A couple of times a week
  - c. Once a week
  - d. Less than weekly
11. How often do you watch English speaking films (with or without subtitles)?
  - a. Daily
  - b. A couple of times a week
  - c. Once a week
  - d. Less than weekly
12. How often do you watch English speaking television films (with or without subtitles)?
  - a. Daily
  - b. A couple of times a week
  - c. Once a week
  - d. Less than weekly
13. How often do you have real time conversations in English? (including Skype video call, messenger video etc)
  - a. Daily
  - b. A couple of times a week
  - c. Once a week

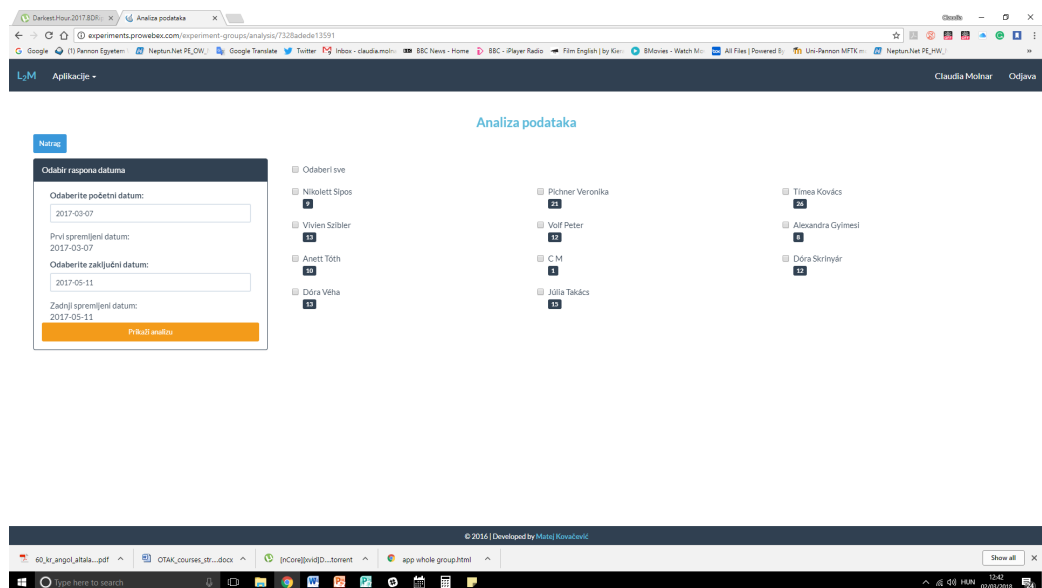
d. Less than weekly

14. How often do you write in English?

- a. Daily
- b. A couple of times a week
- c. Once a week
- d. Less than weekly

## Appendix 4: participants and number of inputs

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## Appendix 5: Indicator lesson plans from graduated trainee teacher's in -school practice

n, Pre-Intermediate Students' Book + Workbook

ent Continuous for future

ill brush up their previous knowledge about expressing future. At the end of the lesson students will be  
xpressing future: *Present Continuous, to be going to*.

Description	Material	Skills in focus	Working mode
Students (S) are asked to prepare name cards	-	-	frontal
Ss are asked questions, they have to answer	-	Speaking	frontal
Ss have to match the questions with the answers of Pete and Debbie	SB, p. 40. ex. 1.	Reading	individual
Ss listen to conversations and we check the answers together.	SB, p. 40. ex. 1.	Listening	individual
Ss read the Qs, they listen to the conversations again and they have to	SB. p. 40. ex. 2.	Reading Listening	individual

The entire document collection can be found here:

[https://drive.google.com/drive/folders/1EzICTPChwt\\_tfr90w2AHt6vv5ZGZKcl2](https://drive.google.com/drive/folders/1EzICTPChwt_tfr90w2AHt6vv5ZGZKcl2) or on the attached flash drive.

## Appendix 6: Audio recording

Audio recordings can be found here: <https://drive.google.com/drive/folders/1m6a0yBK68pFZrD-eyzogDc0pKKU4sXsZ> and on attached flash drive.

## Appendix 7 : Trainee EFL Teacher's Language Teaching and Learning Beliefs Questionnaire

Thank you for agreeing to take part in this questionnaire. Full anonymity is guaranteed.

Please choose **ONE** answer for each statement.

Teaching	Strongly disagree (1)	Disagree (2)	Partially disagree (3)	Neutral (4)	Partially agree (5)	Agree (6)	Strongly Agree (7)
1. The teacher should never use the L1							
2. The teacher should have complete control throughout the lesson							
3. The teacher should ensure all lessons are well planned and prepared							
4. The teacher should always stick to the lesson plan completely							
5. Teachers should encourage reflective learning							
6. The teacher should cover all aspects of the course materials							
7. The teacher should help students to learn better both inside and outside of the classroom							
8. It is important to give students regular written tests.							
9. It is not necessary to make sure all students are engaged all the time							
10. Teachers should aim for maximum							

communication in  
all lessons

### **Learning**

11. Students should never use the L1 in the classroom.
12. Students should self-correct and correct each other
13. Hungarian learners are motivated and engaged
14. It is more important to be accurate than to be fluent.
15. Grammar and vocabulary are more important than pronunciation and cohesion
16. Written tests are an effective measure of language learning
17. Being able to communicate and be understood is the most important aspect of language learning.
18. Students should make decisions about course content and materials
19. Translation tasks are no longer important.
20. Students should take responsibility for their own learning

### **Classroom Management**

21. The teacher should correct all student mistakes as they happen
22. Timing is very important
23. All students should be engaged at all

- times
24. Only one student should be talking at any time.
  25. Students should only speak when asked a direct question.
  26. Monitoring for delayed feedback is more effective than on the spot correction
  27. The teacher should create a comfortable confident learning environment.
  28. The teacher should take a more facilitatory role.
  29. Group work should outweigh individual work
  30. Student questions should always be answered by the teacher.



**Appendix 8: Group Profile**

<b>Student ID</b>	<b>Sex</b>	<b>Level</b>	<b>Character</b>	<b>Role</b>
<b>A</b>	M	C1	Strong and highly motivated	Natural leader, critical thinker, communicator, collaborator
<b>B</b>	M	B2 -	Shy but motivated.	Passive, creative critical thinker
<b>C</b>	F	B1+	V Shy, lacks confidence	V passive, critical thinker
<b>D</b>	F	B1+	V shy, low confidence, low motivation	Reluctant passive, creative Potential drop-out.
<b>E</b>	F	C1	Strong, sociable, medium motivation	Passive leader, collaborator, communicator
<b>F</b>	M	C1	Strong, sociable, low motivation	Dominant, leader, communicator potential disruptor.
<b>G</b>	M	B2	Lacks confidence in language skills but generally sociable, Low motivation	Creative Collaborator
<b>H</b>	M	B2+	V confident, strong communicator, motivated	Potential disrupter but creative collaborator, leader

## **Appendix 9: End of Semester Language Assessment**

### **End of First Semester Assessment- Instructions.**

**You have 2 hours to complete the exam.**

-Choose **ONE** writing task- you have **40 minutes** for this and may use a monolingual dictionary.

At the end of the 40 minutes the dictionaries will be collected in.

-Complete the rest of the exam (reading and language components)-you have **80 minutes** for this.

During this time you should also go back and proofread/edit your written work.

**The reading and language component carries 50 points. The pass mark is 60%**

**The writing component is graded by level- the minimum level of achievement is 3.(60%)**

Good luck!

### **Lexis and language**

**Write full sentences, in the correct forms, using the words below. You may add any extra words so long as they are in the correct form and context.**

1. One of the /most depressing/winter.

---

2. If/leave/on time/catch/train

---

3. Biggest concern/future/planet/environment

---

4. I love most/young people/passion/interest

---

5. Had/ weather/different/have/have/better/time

---

6. Can't stand/how much/poverty/my neighbourhood

---

7. Admire/most/tourists/attempt/language

---

8. Annoy/way/divorcees/ruthless

---

9. If/have/money/ would/travel/world

---

10. Love/my best friend/trust/self-confidence

---

10 point

**Create sentences with true meanings of the given collocations/idioms-the first one has been done for you as an example.**

Rolling in money:

That part of the city is the richest, everyone is *rolling in money*.

1. A step in the right direction:

---

2. Shadow of war:

---

3. Full to the brim:

---

4. Absolutely appalling

---

5. Traditional stereotype:

---

6. Close knit community:

---

7. Get rid of:

---

8. Shoulder the burden:

---

9. Mutual agreement:

---

10. Single out:

---

---

10 points

**Reading and use of language**

**Please choose the correct clause (from below) to complete the text. There are two extra clauses you do not need. Write your answer in the box provided.**

**Prince Harry is to marry his American actress girlfriend Meghan Markle.**

The prince, \_\_\_\_\_, will marry Ms Markle next spring and they will live at Nottingham Cottage at Kensington Palace, London. The couple, \_\_\_\_\_ secretly got engaged earlier this month.

\_\_\_\_\_, Prince Charles said he was "delighted to announce" his son's news and said that Ms

Markle's parents had given their blessing.

Only the Queen and "other close members of his family" initially knew of the engagement which took place in London. The announcement, issued by Clarence House, \_\_\_\_\_, said details about the wedding day would be "announced in due course".

The engaged couple will appear \_\_\_\_\_ on Monday afternoon, and will take part in a broadcast interview in the evening.

The Queen and Duke of Edinburgh said they were "\_\_\_\_\_ and wish them every happiness", a Buckingham Palace spokesman said.

Prince William and Catherine, Duchess of Cambridge, said they were "very excited for Harry and Meghan", adding: "It has been wonderful getting to know Meghan

Justin Welby, the Archbishop of Canterbury, whose predecessor wished them "many years of love, happiness and fulfilment".

Prime Minister \_\_\_\_\_ offered her "very warmest congratulations" and wished the couple "great happiness for the future".

Labour leader \_\_\_\_\_ said: "I wish them well - I hope they have a great life together."

He joked: "Having met Harry a couple of times I'm sure they're going to have a great deal of fun together."

- A. fifth in line to the throne
- B. Jeremy Corbyn
- C. for photographs outside Kensington Palace
- D. the Prince of Wales and Duchess of Cornwall's official residence,
- E. who have been dating since the summer of 2016
- F. delighted for the couple
- G. In a statement
- H. and to see how happy she and Harry are together."
- I. Seeing how happy they are together.
- J. [officiated at the Duke and Duchess of Cambridge's wedding](#) in 2011
- K. Who was Archbishop for many years before
- L. Theresa May

10 points

### **Honduras presidential vote: Both candidates claim victory**

Supporters of the two candidates have been celebrating on the streets. With 57% of votes counted, the electoral tribunal has so far given Mr Nasralla the lead. He has just over 45% of the vote and Mr Hernández just over 40%, the tribunal's president announced in the early hours of Sunday.

Opinion polls conducted before the election suggested Mr Hernández would win, but Mr Nasralla had recently made headway. President Hernández has been heavily criticised by the opposition for standing for a second term even though re-election was prohibited under the Honduran constitution, until a 2015 Supreme Court ruling overturned the ban.

Shortly before the electoral tribunal announced the partial results, President Hernández told cheering supporters that he was certain of victory. He was joined by the crowds in shouts of "Four more years!"

Mr Nasralla was equally confident of victory even before the partial results were made public, telling his backers "We are winning!".

Mr Hernández has been credited with lowering the murder rate in one of the world's most violent countries. He also conducted a purge against corrupt police officers and created a new militarised police force.

Revamped new maximum-security prisons have helped the government regain control over some jails from inmates. But the opposition has linked Mr Hernández with a huge scandal, alleging that social security funds had gone into his 2013 presidential campaign. They also say his government has become increasingly authoritarian, with a new anti-terrorism law making it a crime to march in protest.

Decide if the following sentences are true (T), false (F) or not mentioned (/).

1. More than half of the votes have already been counted.
2. The two candidates have the same number of votes.
3. The announcement came on Sunday morning.
4. Neither Mr. Hernandez nor Mr. Nasralla were predicted to win.
5. Mr. Hernandez has run for election before.
6. The ban on re-election was made in 2015.
7. Mr. Hernandez is currently in power.
8. It is easy to predict who will win the election.
9. Mr. Hernandez has been charged with corruption.
10. Protesting is no longer legal in Honduras.

10 points

Choose the most appropriate heading (A-L) for each paragraph (1-10). There are two extra headings you don't need. Write the number of the heading in the box.

**Does England need 300,000 new homes a year?**

1. The claim is that building 300,000 new homes a year in England would start to make housing more affordable and experts seem to agree on 300,000 as a good starting point but there is not universal confidence that it would make much difference to affordability.

2. Chancellor Philip Hammond told the BBC's Andrew Marr Show that experts agree that 300,000 new homes a year would start to make inroads on the affordability of housing. The figure was recommended by a House of Lords economic affairs committee report last year, which described it as the minimum annual amount needed to meet demand in England (housing is a devolved issue) and "have a moderating effect on house prices".

3. We've spoken to a number of experts to see if they agree. Malcolm Tait, professor of planning at University of Sheffield, said that the 300,000 recommended by the report "is on the high side of recommendations, but was derived due to their view that in order to keep house prices consistent with wages, this was the figure required".

4. Richard Disney, professor of economics at University of Sussex, said: "The simple answer is this is a number plucked out of thin air, since affordability depends on price and income."

But he pointed out that the Conservative manifesto of 2015 promised one million new homes by 2020 and that the pace of construction is going to have to pick up to meet that target.

5. Between April 2015 and the end of March 2017, a total of 287,600 homes have been built, so if the government is going to meet its manifesto pledge from 2015 of a million homes by 2020, there will need to be a considerable increase in the next three years to an average of more than 237,000 a year.

6. Steve Hayes from the Chartered Institute of Housing, said: "We would certainly agree with this - to meet existing and new needs, 300,000 is about right. Of course the key is what type of housing. "By recent standards, 300,000 is a very high number - the last time that many were completed in a year was in the financial year 1969-70.

7. Prof Michael Oxley, director of the Cambridge Centre for Housing and Planning Research, agreed: "Saying we need around 300,000 per year for several years is not a bad generalisation, but this is more houses to meet the requirements of a growing population. "He added that those extra houses would only have a very small impact on house prices. "For the impact on affordability to be significant, a very large number of the extra dwellings would have to be social dwellings supplied by housing associations or local authorities," he said.

8. David Clapham, professor of planning at Henley Business School, said: "300,000 is the number required to meet annual demographic change. There is little evidence that this will impact on house prices unless it is sustained over a large number of years as new production is a small proportion of the total stock of housing."

9. Christine Whitehead, professor of housing economics at LSE, questioned whether that many houses could be built. "Would there be enough demand to make it worthwhile for suppliers to actually supply the housing? There are reasons why market completions have rarely exceeded around 170,000," she said.

10. Lindsay Judge, from the Resolution Foundation, agreed with the 300,000 as a minimum annual figure, adding that: "In recent years, the 'affordable' homes that have been built are increasingly higher-priced varieties. A greater proportion of genuinely affordable homes to rent and own will be needed to make housing less of a living standards burden for families."

- A. **Lower prices higher numbers**
- B. One price does not fit all
- C. How realistic is this?
- D. **Supply and demand**
- E. **It's not only homes we need.**
- F. **Feeding the government's appetite**
- G. **Style over numbers**
- H. **Income sets the target**
- I. **Speedy building required**



J. **A copy- cat world**

K. Will government meet its promise?

L. More means cheaper

10 points

### **Writing**

You are studying abroad for the semester. Write an e mail to a friend describing your experiences.

Include the following points:

- Describe the environment and compare it to your home environment.
- Discuss the people you have met and those you are surrounded with
- Mention at least 3 positive and 2 negative aspects of your stay.

You should spend 40 minutes on this task. Please write a minimum of 250 words.

Write about the following topic:

***In some countries an increasing number of people are suffering from health problems as a result of eating too much fast food. It is therefore necessary for governments to impose a higher tax on this kind of food.***

***To what extent do you agree or disagree with this opinion?***

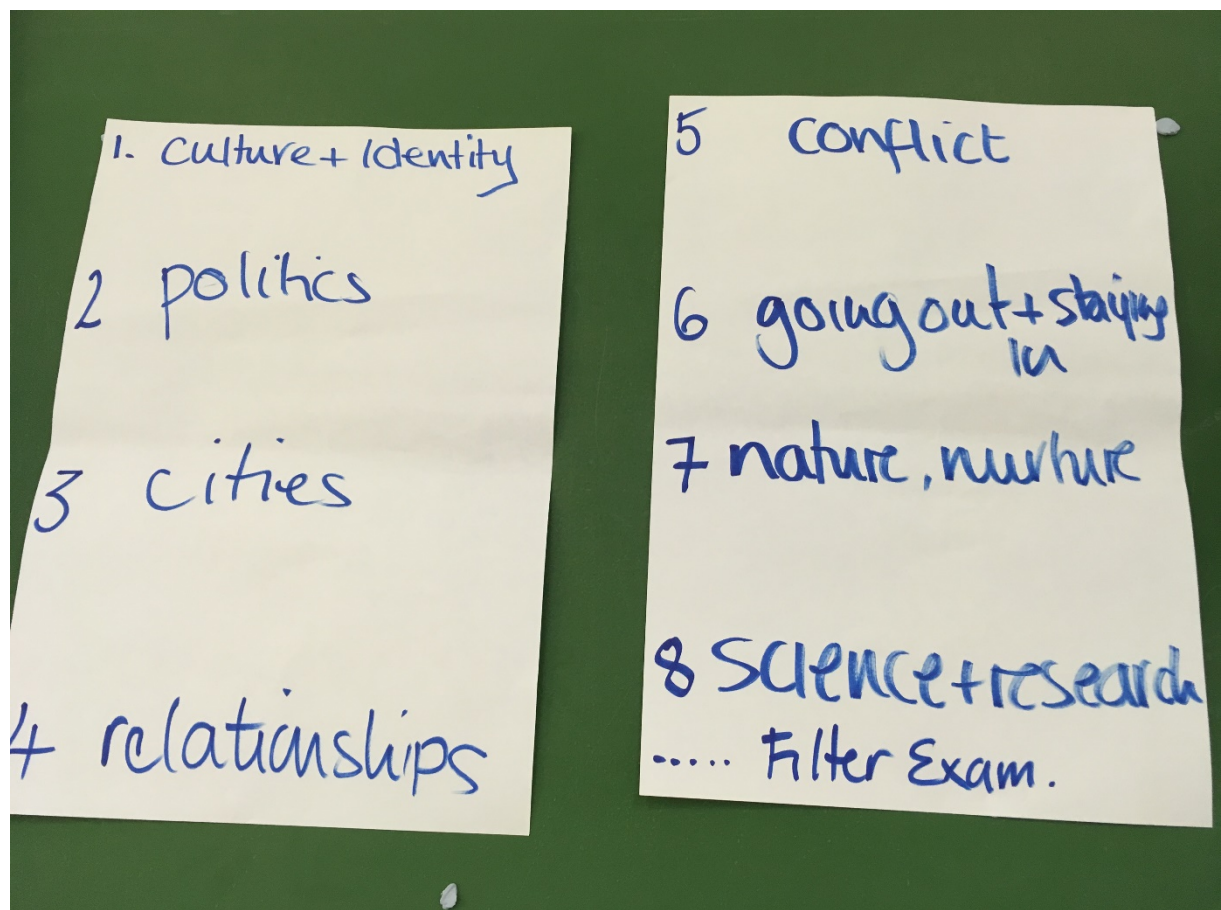
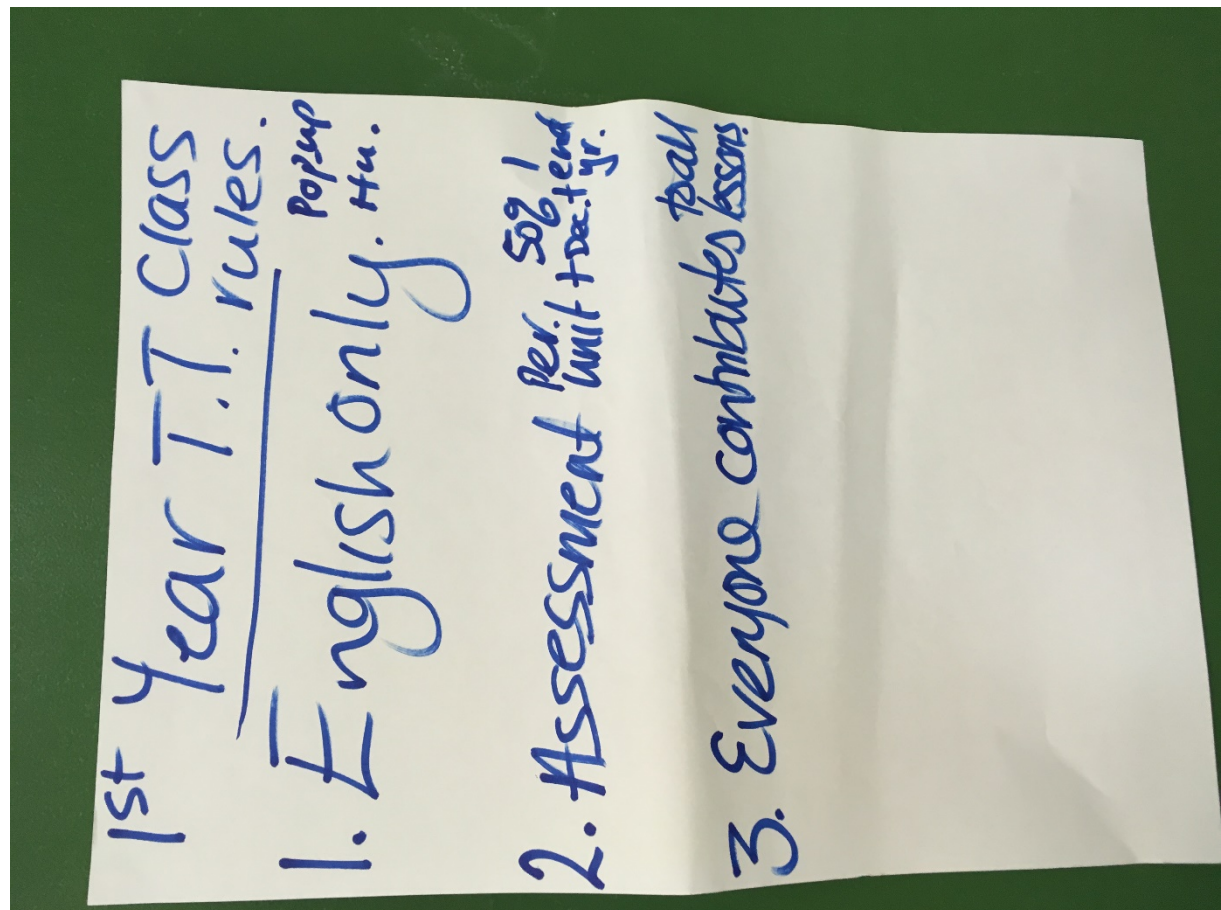
Give reasons for your answers and include any relevant examples from your own knowledge or experience.

You should spend 40 minutes on this task. Please write a minimum of 250 words.

**Appendix 10:** TT's choice of units, order of learning and preferred learning environment and methods.

The entire document collection can be found here:

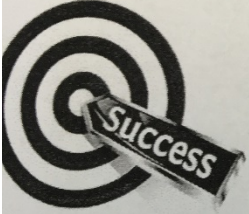
[https://drive.google.com/drive/folders/1nklzi2kii2SdZxlPJcaW\\_fvufZqk-R-C](https://drive.google.com/drive/folders/1nklzi2kii2SdZxlPJcaW_fvufZqk-R-C) or on the attached flash drive.



## Appendix 11: SMART Target sheets

Group:

By the end of ----- I will be able to....

	1 By the end of the semester, I will have greatly improved my pronunciation and will have a more prominent British accent.
	2 By the end of the semester, I will be much more confident and fluent in my English speaking.
	3 By the end of October, I will have <del>improved my</del> <del>academic</del> academic vocabulary.
	4
Achieved? Yes No	

The entire document collection can be found here:

<https://drive.google.com/drive/folders/1cpGljAc9aWlvAimBBwwwVlticL8Euag5> or on the attached flash drive.

## **Appendix 12: End of Semester Feedback Focus Group Questions**

1. In your own words, describe what language learning autonomy is.
2. In the class you were given autonomy over the order of topics and the order of the tasks within each unit. Did this affect your degree of motivation / involvement?
3. In the class you were asked to reflect on your language learning journey as you begin your language teacher (training) journey. What were the benefits to you?
4. Describe the (dis) advantages of setting yourself SMART targets.
5. To what extent has setting SMART targets helped in making you more autonomous in your out of class language learning?
6. .Before this class, what did you do to develop your own language skills outside of the classroom? Has this changed after the class?

### **Answers**

#### **Student A**

#### **In your own words, describe what language learning autonomy is.**

Learning autonomy seems and sounds like a student based method where the teacher puts the choices into the learners' hand, giving them freedom, but also responsibility. In my opinion this method is quite helpful for language learners with true, long-term motivations, otherwise it may cause some issues. It was strange for us, because we got used to teaching, however, with this situation the focus switched to learning for our own sake. I guess that was the whole point after all.

#### **In the class you were given autonomy over the order of topics and the order of the tasks within each unit. Did this affect your degree of motivation / involvement?**

It is certain that our own list could have been beneficial for us although I have to say that it didn't turn out as well as I imagined. To be completely honest, my motivation didn't change at all, despite the fact that we changed the order of the units. My intention was to go through all the units with almost every topic so I would have done everything anyway. And as a student who attends on each and every class and lecture, I tried to use my memory to create a sort of chronological order using the book's units which would have gone forward simultaneously

with other English - Drama - IT classes, but I feel like this couldn't really happen only with few exceptions. But that's my opinion only.

**In the class you were asked to reflect on your language learning journey as you begin your language teacher (training) journey. What were the benefits to you?**

Hmm this is a tough one. I would say the most beneficial part was the freedom what gave me the opportunity to learn about things which seemed to be useful in that period of time. As an example, on Wednesday I had a British culture lecture which main focus was on Political relations of Britain inside and outside of the country. Next day we had the political Unit as well, which 'came' in time, some connections could be found here and there, it was a great to be the part of program.

Another thing is that this experience surely drew our attention and I'm 100% sure many of us will try this out once we can start teaching our foreign language.

**Describe the (dis) advantages of setting yourself SMART targets.**

For me this SMART target paper seemed like a New Year's resolution, because we stated / set our goals then the targets faded with time, even though you tried to bring them up. I think if you would you like to use these targets to the benefit of the students, then the targets need to have bigger attention otherwise students won't take it seriously. For me it felt useful, since I unlocked a certain part of the language I needed for a long time now.

As a disadvantage or a negative experience from my side was the choosing method of these points.

**To what extent has setting SMART targets helped in making you more autonomous in your out of class language learning?**

The SMART targets I chose were something I missed to learn for a while. The targets reminded me every time I opened my books that something needs to be done otherwise my real- life teaching will be good enough but not the best I could do. Once I was done with my research I started using them and as a result now I feel more confident. Yet as I stated above these targets doesn't provide enough motivation if there is no supervision.

**Before this class, what did you do to develop your own language skills outside of the classroom? Has this changed after the class?**

Due to my teaching periods I need to improve my vocabulary and work on my speech which is usually done by surfing and searching on the internet, keeping an eye on the improving world and the current trends, while speaking to my friends and ex-trainees. This class made me interested in the autonomous learning process and the Outcomes book gave useful resources of listening and vocabulary exercises. Other than that I don't really think anything has changed. I do hope things will change once I am done with the IT and Math related classes because they take a lot of time what they shouldn't do, nevertheless my curiosity will move me forward one way or another.

## **Student B**

**In your own words, describe what language learning autonomy is.**

It is the process of learning a foreign language autonomously. So language learners can decide how to learn that language and how to develop their language skills. They choose the exercises to practise, they can map out a plan of learning for themselves. They have more freedom in this kind of language learning, but it also means that they are responsible for their own learning and development.

**In the class you were given autonomy over the order of topics and the order of the tasks within each unit. Did this affect your degree of motivation / involvement?**

Yes it did, because it was interesting to decide which topic would be the best to begin. I liked it, because we could choose the topics that are more beneficial to us regarding our other lessons in the university. It was good and useful to begin the more important topics earlier than the less important ones. It increased my motivation. Regarding the order of the tasks I would have preferred if the teacher had chosen the order of the tasks, because she knows better which tasks would be more important to do.

**In the class you were asked to reflect on your language learning journey as you begin your language teacher (training) journey. What were the benefits to you?**

The benefit to me was that I could see my own language learning journey. I could sum up of my experience in language learning. I collected the good and the bad things and memories. The most beneficial was that I saw my development.

**Describe the (dis) advantages of setting yourself SMART targets.**

The advantages are to clarify my goals and ideas, to use my time and resources creatively and productively to achieve them. SMART targets give me more self-confidence and motivation. If I achieve my SMART targets, I will consider myself more successful.

**To what extent has setting SMART targets helped in making you more autonomous in your out of class language learning?**

I knew what I wanted to achieve so I learnt outside of the classroom. I practised the grammar learnt during the class and I made grammar exercises. I learnt the vocabulary of the lessons and I used the online vocabulary builder of Outcomes.

**.Before this class, what did you do to develop your own language skills outside of the classroom? Has this changed after the class?**

I did similar things. I bought English student's books and workbooks for myself to practise grammar and to expand my vocabulary. I watched films and series in English to develop my listening skills.

### **Student C**

**In your own words, describe what language learning autonomy is.**

As we can tell what we want to learn and what the teacher expect.  
When we are developing our language skills with watching movies with english subtitles, reading english books, magazines or articles or when we learn grammar and vocabulary without teacher's expectation.

**In the class you were given autonomy over the order of topics and the order of the tasks within each unit. Did this affect your degree of motivation / involvement?**

It was a bit strange for me. I never have had this autonomy..and I am more motivated if the teacher expect something and if I have to write test.

**In the class you were asked to reflect on your language learning journey as you begin your language teacher (training) journey. What were the benefits to you?**

Now I know that the grammar is less important than the speaking.  
And I can develop my language skills for myself too.

**Describe the (dis) advantages of setting yourself SMART targets.**

My smart target was that I can speak more about anything.  
I think it was successful because I could realise that I speak without thinking whether it was right or not.

**To what extent has setting SMART targets helped in making you more autonomous in your out of class language learning?**

I began to speak with foreign students.

**Before this class, what did you do to develop your own language skills outside of the classroom? Has this changed after the class?**



I watch movies with english subtitles, listen english music.  
Now I think I can speak more effectively.

**Student D**

**In your own words, describe what language learning autonomy is.**

When I am learning outside the classroom on my own. I am learning new words in order to broaden my vocabulary.

**In the class you were given autonomy over the order of topics and the order of the tasks within each unit. Did this affect your degree of motivation / involvement?**

It didn't affect my degree of motivation as I may learn what we held the most important in the course book.

**In the class you were asked to reflect on your language learning journey as you begin your language teacher (training) journey. What were the benefits to you?**

I could see where I am so I saw that I need to improve as fast as possible because other members are at a higher level and I would like to be better.

**Describe the (dis) advantages of setting yourself SMART targets.**

We learnt how to be good teachers, we need to be interested in every topics.

I was frightened because of the self-determination.

**To what extent has setting SMART targets helped in making you more autonomous in your out of class language learning?**

I found the key to the solution on my own. I could learn how to learn autonomy.

I found plenty of interesting topics, collocations.

**Before this class, what did you do to develop your own language skills outside of the classroom? Has this changed after the class?**

I watched films in English or with English subtitles.

I watched videos about grammar, vocabulary,

I had a penfriend.

Yes, it has changed after the class.

**Appendix 13:** Peer teaching /Self Assessment checklist

Observation check list

Teacher:

Observer:

Lesson:

How confident was the teacher?

1 2 3 4 5 6 7 8 9 10

How student centered was the lesson?

1 2 3 4 5 6 7 8 9 10

How much focus was on developing learner autonomy?

1 2 3 4 5 6 7 8 9 10

How much student interaction was there?

1 2 3 4 5 6 7 8 9 10

**Appendix 14:** Peer teaching lesson plans from in –service teachers (in response to CLT results)

STAGES	STEPS	TEACHER'S ACTIVITY	LEARNERS' ACTIVITY	METHOD
STARTER	Introduction:  Homework checking	Teacher asks students to read out their homework	Learners read the tasks.  They discuss the right answers.	Frontal
WARM-UP	QUESTIONS about 'Daily routine' using the Past Simple Tense	Teacher explains the activity.	Learners try to answer the questions using Past Simple Tense and expressions given on cards	Frontal
ACTIVITY	Activity 1:  LISTENING comprehension task	Teacher gives three questions about the text.  1.Where was Oprah born?  2.What did she study?  3.What happened in 2007?	Learners listen the text twice and answer the questions.	Individual work
		T.: "Let's see and check the task together"  Teacher asks learners to	Learners read their answers	Frontal

	read out their answers and s/he writes the right answers on the whiteboard		
Activity 2-3-4.: Reading-Grammar-Speaking task	Teacher forms two groups (5-5 learners) for this task and gives some comprehension questions for the text: Oprah-TV Star and Billionaire	Learners read the text, fill in in the text with the verbs in the Past Simple Tense and sum it up with the help of the given questions, write 3 other questions to the text using Past Simple Tense and finally the two groups present the given text and put their questions to each other.	Group work
	Teacher goes round and gives some help.	Learners work on the task.	
	Teacher listen to the presentation of learners.	The two groups present the summary of the text and put their questions to each other.	Frontal

	Activity 5.	Teacher explains the mistakes that the learners made during the activity.	Learners write the correct answers in their copy books.	Frontal
	Activity 6.	Teacher gives the learners some homework in their copy books.	Learners write 10 sentences using Past Simple Tense about the career of a favourite person.	Frontal
	Homework			
Time min.	Procedure	Objectives	Skills	Method
0-1	greeting, lead-in, make the content of the lesson clear	clarify the aim of the lesson	receptive, listening	frontal
2-4	How much you know about work laws and rights? Short and quick questions.	raising interest, giving useful information	<i>speaking, productive</i>	frontal
5-8	Revision: listing the earlier learnt words (fitting into the topic) according to certain aspects	revision, warm-up	<i>productive, speaking</i>	frontal
9-16	New vocabulary. Students have to match the descriptions (10 pieces) with the names of the professions. (3 extra) Then check the answers together.	learning new words	receptive, reading	<i>pair work</i>
17-21	What makes a job, a profession, a work place	creative and emotional	<i>productive,</i>	<i>group work</i>

	desirable? Make a list then read it up.	thinking, cooperation	<i>speaking</i>	(groups of 3-4)
22-24	What about salary? Synonyms, interesting facts. (Teacher shares some information with the students)	raise attention, give a minute to rest	receptive, listening	frontal,
25-28	Gap filling (emphasizing vocabulary – first + last letters are given) – short article about well-paid jobs. Checking.	learning new words, see them in context	receptive – productive; listening - writing	individual work
29-30	Giving homework (choosing a job to describe) then close the lesson	practising at home	productive, writing	frontal

Activity	Classroom organisation
<b>I. Guided conversation, answering questions, retelling experiences (min. 0-3):</b> The teacher greets the group and asks them by chance about their weekend activities e.g. 'How are you?', 'What do you usually do at the weekends?', 'What did you do last weekend?'	<i>whole group work</i>
<b>II. Matching phrases with pictures (min. 4-7):</b>  The group matches the given pictures with the phrases. 'Match the holiday activities with the phrases.'	individual work
<b>III. Guided conversation, answering questions, retelling experiences: using the new vocabulary (min. 8-11):</b>	<i>whole group work</i>

<p>The teacher asks the question 'Which of these activities do you do when you go on holiday?' triggering a free discussion about holiday activities focusing on the new expressions.</p>	
<p><b>IV. Text-related listening &amp; reading comprehension task, answering questions (min. 12-22):</b></p> <p>Students listen to a longer text about a holiday once then they read it on their own in order to be able to answer the question 'Did Michelle have a good time on her holiday last year? Why (not)?'</p>	<p>individual work</p>
<p><b>V. Dichotomous items (min. 23-27):</b></p> <p>Students have to read the text again and find the person characterised by the statements. 'Read again and write M for Michelle, L for Lucas or T for Tonia in the boxes'.</p>	<p>individual work</p>
<p><b>VI. Identification, completion (min. 28-36):</b></p> <p>Students have to find the Past Simple forms of some verbs in the dialogue. Then, then teacher explains the Past Simple of the verb <i>be</i> with examples and the students complete a chart.</p>	<p><i>cooperative group work</i></p>
<p><b>VII. M/C, completion, rearranging-transformation (min. 37-43):</b></p> <p>The students complete dialogues with the Past Simple form of <i>be</i>. Then they make sentences by using correct forms of the given words. Then the group checks the answers.</p>	<p>pair work + individual work</p>
<p><b>VIII. Setting homework (gap completion) (min. 44-</b></p>	<p>individual</p>

<b>45):</b>  Students will have to complete dialogues with the Past Simple form of <i>be</i> . Then they make sentences by using the correct forms of the given words.		work	
Procedures		Interaction	Time
Aims			
Introduction		T-S	2 mins
<ul style="list-style-type: none"> <li>- Engage students</li> <li>- Generate interest</li> </ul>	Greeting,  Describe the aims of the lesson.		
Task 1	Activity 1	T-S	3 mins
<ul style="list-style-type: none"> <li>- Clarify the accurate use of Past Simple</li> </ul>	<ul style="list-style-type: none"> <li>- Brainstorming (CL) about the use of Past Simple (relating it to Present Simple)</li> <li>- Affirmative, negative, interrogative forms are written on the board</li> </ul>		
Task 2		S-S	
<ul style="list-style-type: none"> <li>- Increase students involvement</li> <li>- Develop speaking skills</li> <li>- Develop</li> </ul>	Activity 2	T-S	4 + 3 mins
	<ul style="list-style-type: none"> <li>- Groups (3-4) are given the action card students make a list of verbs related to the cards, group discussion, everybody writes</li> </ul>		



	social skills	the list		
		- <u>What happened in the past?</u>		
		- Students add the Past Simple (V2) forms to their lists	T-S	
		- group discussion, everybody writes the list		
Task 3		- Students take turns and individually answer the question: <u>What usually happened in the past?</u>		3 min
	- Clarify the accurate use of Past Continuous		S-S	
			T-S	
Task 4		Activity 3		
	- Increase students involvement	- Brainstorming (CL) about the use of Past Continuous (relating it to Present Continuous)		4 + 3 min
	- Develop speaking skills	- Affirmative, negative, interrogative forms are written on the board		s
	- Develop social skills	Activity 4		
		- Groups work with the same action cards	T-S	
		- <u>What was happening at 9 am yesterday morning?</u>		
Task 5		- Students add the Past Continuous forms of the verbs to their lists		
	- Clarify the simultaneous use of these Past Tenses	- Group discussion and individual work	T-S	5 min
		- Students take turns	S-S	in

	and individually answer the question: <i>What was happening at 9 am yesterday morning?</i>		
Task 6			
- Practise the accurate use of Past Simple and Past Continuous			8 min
	Activity 5		
- Increase students involvement	- Grammar explained through sample sentences	I	
- Develop social skills		S-S	
	Activity 6		
Task 7			
- Recall the accurate use of Past Simple and Past Continuous	- Past Simple and Past Continuous gap filling exercise online		
	- Students take turns and type the right forms of the verbs into the gaps		5 min
	- Frontal discussion, explanation, correction if it is needed		
			2 min
	Activity 7		
	- Students work		

	individually on the give worksheet	
	- Choose the appropriate form of the verbs	
	- <b>Group discussion-</b> correction	
Follow up, Homework	Monitor as students take notes of HW	1 m in
Evaluation of the lesson		2 m in

<u>Proce dure</u>	<u>Classroo m organizati on</u>	<u>Skill</u>	<u>Activity</u>
<u>Warm -up activit y</u>	<i>Group work</i>	Speakin g	Teacher gives the students 10 words/expressions on “travelling”/“holiday”: “travel”, “relaxation”, “adventure”, “fun”, “thrills”, “acquiring experience”, “learning about new cultures”, “learning foreign languages”, “volunteering”, “excitement” Teacher asks the students to discuss which of the given words/expressions a holiday should include. Chose 5 out of the 10 words/expression Tell it to the class
<i>Step 1</i>	<i>Group work</i>	Speakin g	
<i>Step 2</i>			Teacher asks the students to put the chosen 5 words in order, based on what they find the most important their holiday/travelling should include. The most important should be on the first place. Tell it to the class.
2. <i>Activit y</i>	Frontal/ <i>Group</i>	Speaki ng	Teacher writes the following alternative holidays onto the board: “Rock and gem hunting holiday in the eastern Arizona desert” “Zip lining holiday in Florida” “House sitting holiday in Paris” Teacher asks the students to connect the words/expressions given in ex.1 to these holiday types. Students can add more words/expressions to the alternative holidays on the board they want to. Teacher asks the students: “What do you think these alternative holidays are about?”

Discuss the answers.  
Tell it to the class  
Good eliciting

- |                 |                          |                          |   |
|-----------------|--------------------------|--------------------------|---|
| 3.              |                          |                          | Teacher gives each group of students pictures with alternative holiday types on them.   |
| <i>Activity</i> |                          |                          |   |
|                 | <i>Group/ Individual</i> |                          | Teacher put the names printed of the alternative holiday types onto a Speaking table and asks the students to find the right name of the alternative holiday type they have in their group. |
|                 |                          |                          | Students show it to the class.  |
|                 |                          |                          | Teacher asks:   |
|                 |                          |                          | “What an alternative holiday is?”   |
|                 |                          |                          | “Could you name others?”  |
|                 |                          |                          | Discuss it with the class   |
| 4.              |                          |                          | Teacher asks the students to read the text “The Grand Tour” in the book (p. 32-33) then find the purpose of the article.  |
| <i>Activity</i> |                          |                          |   |
|                 | Individual               | Reading<br>Speaking      | Tell it to the class  |
|                 |                          |                          | p.32 ex. B  |
| 5.              |                          |                          | Teacher asks the students to complete the gaps 1-6 with the sentences a-g in the book p. 33. ex. C  |
| <i>Activity</i> |                          |                          |   |
|                 | Individual               | Reading<br>Speaking      | Check it with the class   |
| 6.              |                          |                          | Teacher asks the students to look at the highlighted words/phrases in the text and match them with their meanings   |
| <i>Activity</i> |                          |                          |   |
|                 | Individual               | Speaking<br>/<br>Writing | p.33 ex. D  |
|                 |                          |                          | Check it with the class   |
| 7.              |                          |                          | Teacher asks the students:  |
| <i>Activity</i> |                          |                          |   |
|                 | Individual               | Speaking                 | Does the idea of the Grand Tour appeal to you? Why? / Why not?  |

8. Activity	Class	Speaking	Teacher asks the students to read the following extract from the text The Grand Tour.  What do you think the prepositional phrase in the bold means?  What does a prepositional phrase consist of? Teacher writes it on the board p. 34 ex. A
9. Activity	pair work	Writing	Teacher asks the students to complete the table with the words/phrases in the box to form prepositional phrases p. 34 ex. B
10. Activity	Pair work	Writing	Teacher asks the students to complete the sentences with some of the prepositional phrases from above  p. 34 ex.
11. Activity	Class	Speaking	Teacher asks the students to look at the example taken from the text The Grand Tour. What does the phrasal verb in bold mean?  Read the text and match the phrasal verbs 1-7 with the definitions a-g p. 34 ex. D
12. Activity	Individual		Giving the homework  Make a ppt. presentation about what sights or monuments you would recommend to visitors in your city/village and why. Add photos to your presentation. (approx. 20 slides)

Stages	Activity	Method/ Skills	Workform
Warming-up	<b>Disclosing the topic of the lesson</b>		<i>Frontal</i>
The aim of the lesson	<i>We are going to read and listen and discuss on environment issues this lesson.</i>	DM	
	<b>Eliciting student's vocabulary relating to the topic.</b>	CLT	
	(endangered animals, exploitation, selling animal's fur, poachers, rescuing animals..)		

Pre-listening	<b><i>Before listening and reading the letter</i></b>		
Handing out worksheet	1. hearing students' guessing what the text is about.	CLT	Frontal
Expanding vocabulary	2. teaching new vocabulary by definitions	DM	Individual
Giving viewing-points	Who or what are these?	Listening comprehension	Individual/ Frontal
1st reading and listening for basic information	Yuri    Valentine Pazhetnov a Fred O' Reagen    The Russian Bear Orphanage Bryansk	Skimming and scanning/ Listening and reading- receptive skills	
	Checking comprehension- Talking about the people and things given above using own vocabulary	DM CLT	Frontal
2nd listening and reading for details	<b><i>True or false statement</i></b> Discussing on the solution in pairs. Writing correct statements.	Intensive listening and reading- receptive skills+ speaking, writing- productive skills	Individual+ <b><i>pair work</i></b>
	Checking the answers	DM	Frontal work

Discussing on the text-telling opinion	<b><i>Discussing on 5 given questions in pairs.</i></b>	CLT	Pair work
	Listening to some opinions.	Speaking-productive skills	Frontal work
		Listening- receptive skills	
	<b><i>How green you are?</i></b>		
Speaking and listening	Reading and listening and answering the quiz.	Receptive skills	
		DM	Individual
	Answering direct questions using own vocabulary.		Frontal
Talking about how we can save our environment		CLT+ DM	
	Self and teacher's evaluation		
Evaluation	Write 3—3 false and true statements about the text.		
Giving homework			

Ss' activity	Teacher'sw activity	Aims and tasks	Methods	Ss' workform
<u>Word chain:</u> Ss say English words one after another beginning with the last letter of the previous Ss word.	Helping Ss	Motivating Ss	game	group work
<u>Vocabulary building:</u>	Uses the pictures to	Vocabulary	demonstration	individual

Ss' activity	Teacher'sw activity	Aims and tasks	Methods	Ss' workform
finding out the meaning of vocab. items acc. to pictures	make Ss understand the vocab. items	building		
<u>Listening:</u> <u>1.56</u> Listens to the dialogue and answers Ex. 1. Qs	Listening for gist. One listeningfor this ex.!	Improvin g listening skills	Gap filling	Individu al work
<u>Matching:</u> <u>SB. Ex. 3.</u> Matches the pictures to the expressions	Helps the Ss Asks Ss to pronounce the items, corrects, praises	Matching Checking	ingrain ing new vocabu lary	individu al
<u>Listening:</u> <u>1.56</u> Listen to the first recording and follow Zoe's route in the school building	Gives instructions	Understa nding Listening		Individu al
<u>Listening:</u> <u>SB. ex.5</u> <u>1.58</u> Using the school blueprints find out where the new Ss wants	Plays the recording at least twice if necessary three times in shorter sections	practice	filling in task	



Ss' activity	Teacher'sw activity	Aims and tasks	Methods	Ss' workform
to get to.				
<u>Speaking:</u> SB pg. 34 ex. 6. Using the school blueprints make dialogues to get to the given rooms/parts of school.	Walks around listening to the Ss. Corrects if necessary. After 6 minutes asks different Ss to perform the dialogues.	practice, improving speaking skills	dialogue	<i>pair work</i>
<u>Writing:</u> Draw a map about your school Write instructions how to get to: - headmaster's office -canteen -library	Coordinates, helps Ss	to improve writing skills		individual or pair work depending on Ss lvl
<u>Whisper game:</u> Ss form equal-member groups. Group members sit behind each other. T whispers a sentence into first S's ear.	Example sentences to convey: „The cat is in the box. The dog is in the living room.”	practice	game	<i>group work</i>

Ss' activity	Teacher'sw activity	Aims and tasks	Methods	Ss' workform
When T claps Ss convey the sentence whispering to the next member of the chain. The fastest group to convey the sentence without a law gets a point.				

<u>AIMS</u>	<u>ACTIVITIES OF THE STUDENT</u>	<u>ACTIVITIES TEACHER</u>	<u>METHODS, TASKS AND WORKING FORMS</u>	<u>SKILLS</u>
Greetings	Greetings	Greetings Giving instructions in target language	frontal work	Listening and speaking skill
Warming up	Answering, talking about their present mood	Giving questions. Gathering information about their present mood.	Free interviewing Question-answer Frontal work	Listening and speaking skills

Presenting the aim of the lesson		Giving information about today's topic : Using the structure of to be going to „” and „Planning a holiday”		Listening skills
Revision	Revising the vocabulary: city, county, continent.  Putting the word cards on the black board .	Revising the already taught vocabulary related to the topic.  Asking the students to put the word cards to the blackboard.	Frontal work	Speaking skills
	Giving answers using the structure „to be going to”  Using the expressions : continent – Africa, country – Egypt, city – Cairo.	Putting pictures under the expressions and asking questions „Where are we going to travel today?”  „Which continent are we going to visit?”	Question-answer  Frontal work	Speaking skills
Revising the structure „to be going to”	Revising „to be going to” formation by the help of the grammar table	Raising students' awareness of using „to be going to” today  Revising the formation by the help of the grammar table	Frontal work  <i>Discussing</i>	Reading and speaking skills

	Discussin g the formation			
Revising the structure „to be going to”	Revising when to use „to be going to „ by the help of the grammar table	Revising when to use „to be going to” by the help of the grammar table	Frontal work  <i>Discussing</i>	Reading and <b>speaking</b> skills
	Discussin g the use of this grammar			
Practicin g the structure „to be going to”	Setting sentences about holiday planning by using the grammar „to be going to”	Giving a worksheet  Giving instructions for setting a story	<i>Pair work</i>  Sentence setting	<b>Writing</b> and reading skills
Practicin g the structure „to be going to”	Presenting some freely chosen stories.	Correcting slightly the students’ pronunciation and grammar mistakes	<i>Pair work</i>  Phrasing sentences	<b>Speaking</b> and listening skills
Learning new vocabula ry about holiday activities	Completin g a writing task : matching expression s with pictures  Writing	Giving a writing task : matching expressions with pictures	<i>Pair work</i>  writing task : matching expression s with pictures	<b>Writing</b> and reading skills

	the right expressions under the holiday activities			
Checking and correcting the task	<p>Checking and correcting the task</p> <p>Reading out loudly the right expressions belonging to the pictures</p>	<p>Checking and correcting the task</p> <p>Checking and correcting the students' pronunciation</p> <p>While checking the students' work putting the wordcards of the holiday activities to the blackboard and forming a holiday schedule with these word cards</p>	<p><i>Pair work</i></p> <p>Checking and correcting</p>	<p>Writing, speaking and reading skills</p>
Practicing the structure „to be going to” while using the new vocabulary about the holiday activities		<p>Putting wordcards of the days above the word cards of the holiday activities with the aim of forming a holiday schedule on the blackboard</p>		<p>Reading skills</p>

Practicing the structure „to be going to” while using the new vocabulary about the holiday activities	Asking questions : „ What are you going to do on Monday ?” etc.  Putting the pictures next to the expressions and forming sentences with using the structure „to be going to” :” We are going to go hiking „ etc.	Giving pictures to the pairs Asking the students for setting questions and statements with using the structure „to be going to” Correcting their pronunciation and grammar mistakes gently	Pair work  Frontal work	<b>Speaking skills</b>
Revising	Revising the today taught vocabulary and grammar by the help of the holiday schedule  Setting sentences together	Asking the student for revising the today taught vocabulary and grammar by the help of the holiday schedule	Frontal work	<b>Speaking skills</b>
Giving homework		Giving homework  Asking the students to write sentences under the pictures with using the		<b>Writing skills</b>

today taught vocabulary  
and the structure „to be  
going to”

Saying  
Good bye

Saying Good bye

Frontal  
work

**Speaking skill**

Stages/activities	Interaction/work forms
welcoming students/administration (a student calibrates the smart board)	
warm-up (questions and answers)  students stand at the door and they can sit down if they answer correctly for the teacher's questions (in connection with the topic of the previous lesson), the teacher puts the students into heterogeneous groups instead of preferential/homogeneous ones	teacher asks, controlled systemisation, individual answers
T asks Ss to ask and answer questions previously given to them during warmer stage	pair work, revising with monitoring
checking homework	teacher-fronted individual work
<i>A helping hand</i> – based on the photos students try to predict the possible content of the text, then listening comprehension	teacher-fronted individual work, forum
<i>A helping hand</i> – students (now divided into three groups) work with the text divided into three parts, then the groups have to present their parts	teacher-fronted commentary, cooperative group work and individual performance
<i>A helping hand</i> – reading comprehension - to word true-or-false statements individually according to the text	teacher –fronted group work
using of present simple (following the previously seen	teacher's presentation, teacher-fronted individual

Stages/activities	Interaction/work forms
examples in the text), using prepositions: 'on', 'at' or 'in'	work
sentence completion – missing information	individual work
summarizing of the lesson, evaluation	teacher's presentation
homework: learning new words + student's workbook p16, exercise B and exercise C	

Stage	Procedure	Skills
warm-up	<p>Questions about you and your health.</p> <p>How are you?</p> <p>Are you fresh?</p> <p>Are you exhausted? If so, why?</p> <p>When did you last saw your local GP?</p> <p>Have you ever called the emergency service, ambulance?</p>	<i>speaking</i>
Presentation of the new material	<p><b>A. Let us speak about the pictures.</b></p> <p><b>What can you see? Students create a story for each picture.</b></p>	<i>speaking</i>

*Example: that man went gardening and he cut his arm with a piece of stick. Then he used a **plaster**.*

*What is plaster? Where can you buy a pack of plaster?*

*His arm **in a sling**. What is that? How can you make it?*



Stages/activities	Interaction/work forms
-------------------	------------------------

***X-Ray, Prescription, Injection, Bandage***

**B. Four conversations about health,  
GP and A&E**

They are the key words, please make sure you use all of them:

1. *to book appointment, runny nose, bad cough, high temperature, prescription, chemist's, capsules*
2. *to break one's arm, local hospital, x-ray, injection, tetanus, a sling,*
3. *A&E, bandage, ladder, neighbour, mobile phone*
4. *Moving to Africa, injection, shortly, to book an appointment, travel vaccine,*

**Listening task.**

**The students (peers) are going to listen the conversation twice and then correct the mistake in the sentences.**

Wrong sentences:

1. Emma wasn't at school yesterday.
2. Emma has been to hospital.
3. Emma hurt herself playing tennis.
4. Jane gave Emma a new phone for her birthday.
5. Emma rarely texts people.
6. Emma has to put cream on her hand.
7. Emma is going to stop texting.

*speaking*

**listening**

-----

*speaking*

**and**

**writing**

**reading**

**End of 30 minutes section**

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Stages/activities	Interaction/work forms
<p><b>Are you a healthy eater? What do you eat in a typical day? Students make a list of healthy and unhealthy food. (Expand your vocabulary)</b></p> <p><b>A text about three teenagers' diet. (Discuss but not judge.)</b></p> <p><b>Students tell their opinion about this issue.</b></p> <p><b>Homework is in the workbook.</b></p> <p><b>Thank you and good-bye.</b></p>	<p><b>and</b> <i>speaking</i> <b>Writing</b></p>

## **Appendix 15: End of Semester Feedback Focus Group Questions**

1. In your own words, describe what language learning autonomy is.
2. In the class you were given autonomy over the order of topics and the order of the tasks within each unit. Did this affect your degree of motivation / involvement?
3. In the class you were asked to reflect on your language learning journey as you begin your language teacher (training) journey. What were the benefits to you?
4. Describe the (dis) advantages of setting yourself SMART targets.
5. To what extent has setting SMART targets helped in making you more autonomous in your out of class language learning?
6. .Before this class, what did you do to develop your own language skills outside of the classroom? Has this changed after the class?

### **Answers**

#### **Student A**

#### **In your own words, describe what language learning autonomy is.**

Learning autonomy seems and sounds like a student based method where the teacher puts the choices into the learners' hand, giving them freedom, but also responsibility. In my opinion this method is quite helpful for language learners with true, long-term motivations, otherwise it may cause some issues. It was strange for us, because we got used to teaching, however, with this situation the focus switched to learning for our own sake. I guess that was the whole point after all.

#### **In the class you were given autonomy over the order of topics and the order of the tasks within each unit. Did this affect your degree of motivation / involvement?**

It is certain that our own list could have been beneficial for us although I have to say that it didn't turn out as well as I imagined. To be completely honest, my motivation didn't change at all, despite the fact that we changed the order of the units. My intention was to go through all the units with almost every topic so I would have done everything anyway. And as a student who attends on each and every class and lecture, I tried to use my memory to create a sort of chronological order using the book's units which would have gone forward simultaneously

with other English - Drama - IT classes, but I feel like this couldn't really happen only with few exceptions. But that's my opinion only.

**In the class you were asked to reflect on your language learning journey as you begin your language teacher (training) journey. What were the benefits to you?**

Hmm this is a tough one. I would say the most beneficial part was the freedom what gave me the opportunity to learn about things which seemed to be useful in that period of time. As an example, on Wednesday I had a British culture lecture which main focus was on Political relations of Britain inside and outside of the country. Next day we had the political Unit as well, which 'came' in time, some connections could be found here and there, it was a great to be the part of program.

Another thing is that this experience surely drew our attention and I'm 100% sure many of us will try this out once we can start teaching our foreign language.

**Describe the (dis) advantages of setting yourself SMART targets.**

For me this SMART target paper seemed like a New Year's resolution, because we stated / set our goals then the targets faded with time, even though you tried to bring them up. I think if you would you like to use these targets to the benefit of the students, then the targets need to have bigger attention otherwise students won't take it seriously. For me it felt useful, since I unlocked a certain part of the language I needed for a long time now.

As a disadvantage or a negative experience from my side was the choosing method of these points.

**To what extent has setting SMART targets helped in making you more autonomous in your out of class language learning?**

The SMART targets I chose were something I missed to learn for a while. The targets reminded me every time I opened my books that something needs to be done otherwise my real- life teaching will be good enough but not the best I could do. Once I was done with my research I started using them and as a result now I feel more confident. Yet as I stated above these targets doesn't provide enough motivation if there is no supervision.

**Before this class, what did you do to develop your own language skills outside of the classroom? Has this changed after the class?**

Due to my teaching periods I need to improve my vocabulary and work on my speech which is usually done by surfing and searching on the internet, keeping an eye on the improving world and the current trends, while speaking to my friends and ex-trainees. This class made me interested in the autonomous learning process and the Outcomes book gave useful resources of listening and vocabulary exercises. Other than that I don't really think anything has changed. I do hope things will change once I am done with the IT and Math related classes because they take a lot of time what they shouldn't do, nevertheless my curiosity will move me forward one way or another.

## **Student B**

**In your own words, describe what language learning autonomy is.**

It is the process of learning a foreign language autonomously. So language learners can decide how to learn that language and how to develop their language skills. They choose the exercises to practise, they can map out a plan of learning for themselves. They have more freedom in this kind of language learning, but it also means that they are responsible for their own learning and development.

**In the class you were given autonomy over the order of topics and the order of the tasks within each unit. Did this affect your degree of motivation / involvement?**

Yes it did, because it was interesting to decide which topic would be the best to begin. I liked it, because we could choose the topics that are more beneficial to us regarding our other lessons in the university. It was good and useful to begin the more important topics earlier than the less important ones. It increased my motivation. Regarding the order of the tasks I would have preferred if the teacher had chosen the order of the tasks, because she knows better which tasks would be more important to do.

**In the class you were asked to reflect on your language learning journey as you begin your language teacher (training) journey. What were the benefits to you?**

The benefit to me was that I could see my own language learning journey. I could sum up of my experience in language learning. I collected the good and the bad things and memories. The most beneficial was that I saw my development.

**Describe the (dis) advantages of setting yourself SMART targets.**

The advantages are to clarify my goals and ideas, to use my time and resources creatively and productively to achieve them. SMART targets give me more self-confidence and motivation. If I achieve my SMART targets, I will consider myself more successful.

**To what extent has setting SMART targets helped in making you more autonomous in your out of class language learning?**

I knew what I wanted to achieve so I learnt outside of the classroom. I practised the grammar learnt during the class and I made grammar exercises. I learnt the vocabulary of the lessons and I used the online vocabulary builder of Outcomes.

**.Before this class, what did you do to develop your own language skills outside of the classroom? Has this changed after the class?**

I did similar things. I bought English student's books and workbooks for myself to practise grammar and to expand my vocabulary. I watched films and series in English to develop my listening skills.

### **Student C**

**In your own words, describe what language learning autonomy is.**

As we can tell what we want to learn and what the teacher expect.  
When we are developing our language skills with watching movies with english subtitles, reading english books, magazines or articles or when we learn grammar and vocabulary without teacher's expectation.

**In the class you were given autonomy over the order of topics and the order of the tasks within each unit. Did this affect your degree of motivation / involvement?**

It was a bit strange for me. I never have had this autonomy..and I am more motivated if the teacher expect something and if I have to write test.

**In the class you were asked to reflect on your language learning journey as you begin your language teacher (training) journey. What were the benefits to you?**

Now I know that the grammar is less important than the speaking.  
And I can develop my language skills for myself too.

**Describe the (dis) advantages of setting yourself SMART targets.**

My smart target was that I can speak more about anything.  
I think it was successful because I could realise that I speak without thinking whether it was right or not.

**To what extent has setting SMART targets helped in making you more autonomous in your out of class language learning?**

I began to speak with foreign students.

**Before this class, what did you do to develop your own language skills outside of the classroom? Has this changed after the class?**

I watch movies with english subtitles, listen english music.  
Now I think I can speak more effectively.

**Student D**

**In your own words, describe what language learning autonomy is.**

When I am learning outside the classroom on my own. I am learning new words in order to broaden my vocabulary.

**In the class you were given autonomy over the order of topics and the order of the tasks within each unit. Did this affect your degree of motivation / involvement?**

It didn't affect my degree of motivation as I may learn what we held the most important in the course book.

**In the class you were asked to reflect on your language learning journey as you begin your language teacher (training) journey. What were the benefits to you?**

I could see where I am so I saw that I need to improve as fast as possible because other members are at a higher level and I would like to be better.

**Describe the (dis) advantages of setting yourself SMART targets.**

We learnt how to be good teachers, we need to be interested in every topics.

I was frightened because of the self-determination.

**To what extent has setting SMART targets helped in making you more autonomous in your out of class language learning?**

I found the key to the solution on my own. I could learn how to learn autonomy.

I found plenty of interesting topics, collocations.

**Before this class, what did you do to develop your own language skills outside of the classroom? Has this changed after the class?**

I watched films in English or with English subtitles.

I watched videos about grammar, vocabulary,

I had a penfriend.

Yes, it has changed after the class.

## Appendix 16 : Reflective Journals Group 1

G. 2017.10.04 As an observer: K: I'm always confident that she can make almost every lesson great because of her attitude towards teaching. That said this was her weakest teaching performance in my personal opinion. Not saying that was bad at all, but from the a couple of times I saw her teaching this was the weakest. She wanted to do it and be done with it. And I think we are starting to learn about this side of teaching. Sometimes you need to put up a smile and just do it be done with it and move on. I really liked the taboo game normally i hate taboo because how the real game basically want to put people into awkward situations but here I felt that I'm able to finish the task if i Think about it a little. Why I thought it was her weakest basically comes down to the task where she asked to read out dialogues and express emotions within the lines. I think she should have elicited more when needed. Overall it was again a great experience.

M: I admire M for his theory knowledge in grammar. He always know the solutions from the problem. Understands rules and able to use them in almost every situation. Sadly his **confidence** is not on the same level. He is getting better ,but given the circumstances as we are helping each other or trying to, we tend to have more patience than I think a normal group would. But as I said he is getting better. The tasks sheet he gave to us was almost flawlessly built up. First just a matching than a cloze test part now using the things we have learnt from the first exercise. Its just an opinion but I think he should really try bringing in one game or more of a pleasure exercise that would create a more comfortable class. Maybe I'm wrong and he would be lost in these.

My teaching: ( Human mind map) This was the first time I **wasn't feeling confident**, also this was the first time when I used this session to experiment with something. I was curious about the relevance of this task than to teach. This had a mark on my teaching because I could feel that **I'm not confident enough** in the task therefore I was had a hard time to give instructions, but my peers as always helped me out. If I' would have been in a real teaching situation I would had a harder time, and maybe even felt it is a failure. But that is also what teaching is about, not giving up when something works differently than you imagined. Before I do micro teaching sessions I tend to play the whole lesson in my mind. What can go wrong what do I need to change, What will be the questions. This lesson was quite different from the others. I was afraid because I had 50 concerns regarding the exercises. All in all better luck next time. Also I hate that room where we teach.



2017.10.11 As an Observer. N fascinates me in the sense that I think she has the most pressure to deal with, because both of her parents are teachers if I remember correctly. Maybe that is why she can make lessons from the simplest solutions. Making a lesson about idioms for me always starts with a question. What should be the theme the main focus be. And this is where I fail. I just overthink it. She on the other hand just uses the easiest solutions like BIRDS. She also created the exercise herself so she monitored almost everything and planned it correctly and according to her taste. My main problem with her lesson was that it was short and it was job- well done and nothing else. A lot of us has this problem when we teach, that we are **looking at it as something that is compulsory and not something that should help us**. One more comment. It's not a secret that I will copy the PPT idea for my future peer teaching session.

T: As I said on the comments after the lesson T brought the first Authentic language based lesson. And it was lovely, except I was concentrate on the fact that I was hungry. I know that is my fault I have not eaten before the lesson but that can happen with other students as well. I was on the verge asking her to let me eat but in the end I survived without asking. The main takeaway from her lesson was that it's not really the material that dictates the language level but the tasks that comes with it. Again this is something that everyone should consider more in our group or learn how to define a language level. She also wanted as to express ourselves more with a reading task but she made it as a group work so what happened was that by the second sentence I was bored to death by the monotone reading voices.

2017.10.17 As a teacher  
The planning was the easiest work that I have done until now. But as I'm now writing this I changed my mind. The "planning" for me starts with writing my lesson plan ...Or so I thought. The planning with this lesson started after N showed us her bird lesson. From then my brain was on lesson planning mode only it was not distracting me at all. The reason that I'm writing this down is important for me realizing that without pen and paper I'm now able to help myself figure out a lesson much faster than when I'm starting it from scratch.

During the lesson **I always get nervous** whenever I see eyes that are maybe questioning or Can't understand my instructions, sometimes I failed to see the "I'm tired face" in it and only blame myself. Also I need to work on my smiling game. This is very hard for me because even I appreciate people I rarely smile only when it is sincerely and I mean it. It's not a secret that I used up tricks and moments from other lessons but I don't think this is a problem,

a teacher learns watches and takes something from others and creates something new from it, well that is what our Drama sessions are based on. Its also hard to control yourself when teaching something to concentrate on 5 more things not just the flow of the lesson, that is why I haven't even realized what I did with N's answer.

As an observer B: The main thing that I would copy or take from B from my benefit would be his playfulness and quirkiness that creates wonderful and surprising moments when ever I see him teaching. He was very aware of the fact that the lesson he created would be fine for 45-90 minutes but he went on with it. My main problem with the lesson was that he simply did not pushed us enough to create what he wanted to achieve : A working and normal debate. This can be a cause of lot of things: we respect each other too much to talk into somebodies speech. We were not ready for a debate of that size. Or we were not accepting this question the way he thought we will. Either way its mostly the teachers job to eliminate these kind of problems. Needs analysis beforehand could be a great idea to find out what our students at the moment are interested in.

2017.11.15 N: Just a couple sentences about how I fell because I think its important. I missed her lesson. I was ready for her lesson we were talking about it before. And because of travelling circumstances and the bus being late and slow I missed it. I was not only feeling physically sick that day but also ashamed. I was thinking about what I would do if my class was waiting for me after I had something special for them and learning that I wont make it to the lesson.

T:I will be honest I never seen **T this afraid before**. She was handling the lesson and maintaining the balance between student and teacher but I could not take my eyes of her **hand shaking** all the time. She was **nervous and afraid** and I could not get why. We are getting tired and it shows. We are **full of anger and anxiety** as with every year, but I think this is something else. She is getting tired, as everyone else also. She also wants to plan everything from second to second and if something is not happening the way she wants that is a big problem for her, because its hard for her to improvise, but she did it anyway so good job :).

K:Again She amazes me. Even the lesson was longer than 20 minutes and she had less than that she tried to make the best out of the lesson like every other time. The create a Boucher or the “create-a thing” is always a great way to energize students! There is one important thing that I would say, please if in the future if start a lesson just let it roll, I know students will be angry, but for the one who teaches that is a much more important moment, and he or she will

appreciate the care. I'm sorry that I wrote so little about this, I liked the material, it was just too rushed 25 minutes shrunk into 10.

2017.12.06 As a teacher: I can't really tell anything new. When I wrote this “so called” script, in my mind I had everything played out, I knew that if any circumstances the group will be inactive this could be chaos. It was not a chaos far from it, thanks to some of my peers, but the energy drain that I felt during teaching was something new for me, even when I'm not showing any kind of emotion ( there are lot of cases for that) I tend to have this energy inside me that, “Finally I can teach!!!” This could be only applied for the start, I always open with a little bit of talk not just to have an Ice breaker for the students but for me also. **I need this to relax** and find my centre to go on with the lesson. I was happy that I could do a kind off drama/CLL language class and I hope to do a lot more in the future.

As an Observer:K:(young learners) When we had the lesson about young learners and whenever we got to a class observation in a primary school I always have the same feeling “this is hard”. Not only you have to think like a 12 year old in this case, you also have to think like a teacher that teaching 12 year olds. I can't imagine myself as a primary teacher, so props to K for trying it out. And I think the lesson structure was brilliantly put together, important thing about it that I had fun (even if I can't rally draw) I felt like a young learner. I never would have imagined that K will be the one cries first but also I think this was more of a stress relief than anything else in connection with the lesson. I have countless of people telling me you will cry a lot and you will do it again again, but don't be ashamed about it, embrace it! So If I get to that moment , I will try to that.

2017.12.12 G ( Past simple passive? products): With G I always felt that he did not have the answers for his own questions. I mean that from a lesson structure standpoint. Whenever a question is ask about a part he use to say “ well because” . I think when he creates lessons he just creates them, won't ask question “ would this good”, “is this enough”. This somehow changed today, I cannot pinpoint what was it, but it looked like he was interested in our opinion, and he saw his mistakes, and most of all wanted to correct it. Its really weird seeing each others work evolve, and not just the work but as our “teacher persona” if there is something like that. It was not anywhere perfect but it was a giant step. The part of the lesson I liked the most is the reverse taboo game or “history cards” (I like to give names for games just remember it more easily).

2017.12.13 As an Observer: N: (Question Tags) Uhm....Bravo?! I guess.... I don't really anything special to add. It was a wonderfully masterfully constructed lesson structure and geniusly executed, I was floored basically. We had the questions she had the answers, I don't really liked that point system what we used, this reflection journal is much better, but N is the first and only one who got a perfect 10 for me, if that matters. What really matters is holy crap.. (I'm sorry for swearing) that was a capital LESSON. I know I will steal a lot of things from that lesson. Mainly the importance on pronunciation. The writing exercises on the paper were flawless, how they followed one and another. And the last exercise with the (now known) arrows pointing into direction of the intonation. Congrats N! I'm going to try smiling too maybe it helps!

M: (Language history listening) When ever I write this reflection I try to think globally. Now I'm going to change that, because what M did was very brave. He has some communicative problems, but he tried it nevertheless. I really appreciate the effort he put into this lesson, especially moving out from his comfort zone 100%. The lesson itself was not that great, in the sense that the listening tasks were too much and I did not see any kind of connecting power between the tasks and as a whole. It would have been great if he comes back to the mind-map to collect notions we just learned from the listening. But I really appreciate the fact that he is trying and not giving up or doing it the easy way. He has to improve a lot if he wants to be THE TEACHER but I think he is on the right track. What I can take away from his lesson is that every moment has to have a reason to be in it. Also this is not an easy job at all...

B: (Word classes) The energy that B has is absolutely fantastic, no matter how many mistakes he does he just keeps on going, but I see he recognizes those but this “whatever” mentally is something to be envied. He is a very talented guy, and utilizes drama like no one I met before. But this also can be a curse. He needs to focus sometimes and concentrate on one thing and be a little bit more I hate to use the word professional. He tries to hide his **lack of confidence** with his playfulness but sometimes this just makes it more clear. I liked all of his lessons especially when he brings games to the mix. He also **lacks the confidence in** “real” teaching these are not my words he tells this to everyone. But from the first time I saw him bumble around (it was the same with me) I see what teacher persona he is building to himself. And I think it is more important if he thinks he is on the right track than what we think. This

sentence can applied to anyone. About his lesson, I loved the try to guess the definition game, and how he transformed a game we learnt from a drama class into an English lesson one.

Overall thoughts: Maybe this was the first time I felt I was in a group who in the majority wants to be a teacher. I felt very blessed with these guys and we connected personally like we never did before. I reached the point what I wanted to reach ( to try to make a communicative lesson with dramatic methods) It was not really that successful but my goal was to do it anyway. I think I also can plan much more efficiently as I learnt that you can do it without any equipment, just using your thoughts. There are a lot of things now that comes to my mind about, which of these lesson could work in a real classroom situation? how real students would behave?, and here a 35 minutes class would sometimes grow into a full lesson? depending on the language knowledge level of a student. It is a weird feeling, **I'm nervous all the time before teaching** but its a rewarding experience ( at least for now), and I cant really say why. This was a very hard semester and In a lot of ways I would say It was not worth the loads of effort and stress I put into it, but In other ways I worth it almost 100%..It is kinda hard to put into words what I mean by that.. Maybe that is what teaching is all about ..I guess.

#### N.Reflective journal

This reflective journal is the diary of the happenings of the practical class “Theory and practice of teaching foreign languages”. **My aim is to be more confident** in the front of the class, and I would like to learn how to teach more fluently and spontaneously, even if something unexpected happens during the lesson.

On the 4<sup>th</sup> of October K, M, G, and KR gave us four teachings.

G started the teaching with a so-called mind-mapping game. This means that one of the students (or the teacher) starts a sentence, and the classmates should join with other ideas, words, and questions. Although he wasn't always **confident** during his lesson, my opinion is that G is one of the people in this class who have a really good voice for teaching. The execution of this task wasn't fluent from the beginning till the end, but mind-mapping is a great idea to create stories and help students to memorise long sentences. I think I am going to use this way of teaching in the future.

K made a well-prepared lesson based on negative feelings. She seems to be really **confident** in the role of a teacher. She speaks in a calm, composed manner and she also has a really good voice for teaching. I liked the idea of presenting the new words in a humorous story, I used

this method in my own micro-teachings as well. It helps students to understand and memorise words in an easy, amusing way. It would have been even better if she had taught us more words, in this way the tasks could have been more diverse and creative.

M was really **nervous**, but he has improved a lot in my opinion. His topic was the third conditional. He seems to be really clever and well-prepared, but he must defeat his own **anxiety** in order to be a good teacher; when the teacher is **stressed**, the students will also feel inconvenient. I appreciated that he tried to choose a hard grammar topic to teach, but his tasks seemed to be a little bit rough-and-ready. If he learns how to communicate in a calm manner, he will be a well-learned and reliable presenter in my opinion.

KR's lesson was a bit weird for all of us. The topic was the conditionals, but I couldn't see his objectives and aims behind the presentation he gave, and he didn't succeed in delivering the message of his lesson. This lack of enthusiasm and preparation lead to the early end of his teaching. I felt frustrated because he didn't look at us at all, and it was rather a lecture than an interactive, engaging lesson.

I held my first micro-teaching on the 11<sup>th</sup> of October. I was a bit **nervous**, because I didn't bring the speakers to the classroom, so I felt that the first part of my teaching became a bit useless and it lost its function. Although I had prepared a lot and learned almost every word from my presentation, I felt a little anxious until the end of my teaching, and I feel that I'm not really used to present before a whole class yet. I was proud of my idea and of my slides as I worked a lot with them, but I didn't feel satisfied at all, because **I should be much calmer** and more organised. I would like to learn how to organise a lesson more freely and spontaneously, and I wouldn't be happy if my **nervousness** ruined the good mood in the classroom. I know that I should smile more, but in this situation I didn't feel convenient enough.

After me, T held a teaching with the topic baking. I really liked her ideas, and she gave us creative tasks. She was extremely well-prepared and she seemed to be much more **confident** in the role of the teacher than the earlier herself. Her teaching made me realise that estimating the level of the tasks is really hard.

The next occasion was the 18<sup>th</sup> of October. B started the day with a debate lesson. He seems to be the "funny" teacher, I find his way of presenting entertaining and amusing, but the timing of his teaching was a bit sketchy. This task-type needs more time in my opinion. The

good thing was that it gave us a good opportunity for some “**student-student interaction**”, and his questions and debate topics were thought-provoking and useful.

B was followed by G and his Halloween idioms. I loved his slides, ideas and way of presenting the material. It gave us an opportunity to brainstorm, **communicate** with **each other and** learn new idioms. He had clear objectives and he managed to estimate the level of the students. He didn’t smile a lot, but in my opinion it would be a bit unnatural for him. With a little more **confidence** it would have been an excellent example of a 20 minute micro-teaching.

GR brought us some jobs and professions. The lack of preparation was obvious in his case; he brought us badly prepared exercises and tasks, which were incompatible to the level of the students. This was visible also on his attitude and **confidence**; he **flustered**, and his teaching was also shorter than it should have been.

On the 15<sup>th</sup> of November I made a lesson about the topic “health and illnesses” and out situations at the doctor. I felt that I’ve managed to improve; **I didn’t feel nervous at all**, and I could execute the lesson the way I wanted.

The second lesson was K’s teaching about Amsterdam. This lesson was an unprompted project based on a short listening task. I liked the way she presented the tasks, it was really creative, and I’m thinking about doing something like this in my own classroom.

T’s lesson was about the past continuous. She seemed to be little bit **scared**, but she was prepared. I think she’s improved a lot, but she was a bit **unsure** about herself and she felt that something was missed from her class. In my opinion, it was still a good lesson, and it’s really difficult to explain grammar using only the second language.

The next occasion was on the 6<sup>th</sup> of December. K, T and G were the teachers on this day. K made a grammar-based lesson, she ‘taught us’ how to use have/has got. The exhaustion was obvious, when we saw her teaching, but I think she is a great presenter and she really knows how to work with young learners. I loved the drawing task and I really enjoyed playing an A1 level learner.

G’s lesson was a drama-based activity, when we had to introduce charity organizations. It was a great opportunity to meet with **authentic** language, as we looked for information on the internet. He was more **confident** than before, although I found this lesson a bit minimalistic.

On the 13<sup>th</sup> of December I began the seminar with a thirty minute long teaching. I tried to connect this lesson with my previous one, as I wanted to make it more realistic, and I thought that was a good opportunity for a little play at the beginning. We started the class with a crossword, than I introduced the topic “question tags”. I think I was spirited and I managed to explain grammar in a clear, understandable way. The only thing which I found a bit controversial was my pronunciation-based exercise, though I know that I have some difficulties with the proper pronunciation.

M held a listening-based lesson. Although he has managed to improve, this lesson was really hurried and I became frustrated because we didn’t have time to finish the exercises. I think he **should be calmer**, because the students can **feel the tension** and they are going to be stressed, too.

The last lesson in this semester was held by B. He prepared games for us, and it was appropriate for holiday time. I’m actually a bit envious of his **ease and his calm manner**; I think he’s going to be a great teacher someday.

And what have I learned from this semester? I definitely should work on my own pronunciation and my English vocabulary in order to be a genuine teacher. I’m also going to collect more creative ideas as I don’t want to be a boring teacher. I learned the importance of a lesson plan and I can’t imagine planning too less for a class from now on.

## **B Reflective journal on the microteachings**

2017. 09. 20.: I made my first micro-teaching for this occasion. It was an introduction session with two drama games. The reactions were satisfactory, but I also got one feedback about the point and gun game, that it might cause some trouble if I play it with students from the Middle East because they may have actual experience with real guns, and not pleasant experience. During my teaching **I wasn’t very nervous** due to the fact that these were the trainings I’ve done in drama classes, with the difference that I made those in Hungarian.

T’s lesson was very interesting; it was about giving directions. The tasks were spectacularly creative; still I felt some **tension**, because she was **nervous** in a degree I didn’t see from her before. Still, thanks to the careful preparations of her class, she was able to make a good lesson with a moral example: Even if you are in a bad pass, you can make a good lesson if you are prepared enough.



GRs lesson was very educational, he only used a presentation, to give examples on time idioms, but he did it in an **interactive** way, like in a guessing competition. He connected entertainment with learning in a way I also want to in the future.

2017. 10. 4. In this class I saw three different lessons, and an unfortunate attempt. The first was from G who made a human mind map lesson. It was a prototype of a task but he said so, that the whole lesson was experimental. Although in some aspects it worked the way it was designed, I still wouldn't use it, because there are too many ways it can go wrong.

K's lesson was of emotions, a very detailed lesson, with lot of clinging for students to hold on to. It went through the vocabulary, step by step, anchoring each new knowledge piece with a memory of a successful experience. The use of the learnt words had just as much emphasis as the words themselves.

M's class was interesting, he taught the conditionals, with example sentences and handouts. This will be a recallable example of microteaching, because conditional is very hard to teach, and still he managed to just do that without too much effort on the material. Still he created the tasks, so while I don't see as much work as in (for example) GRs time idioms presentation, I still acknowledge the effort.

2017. 10. 18. For me, this lesson needed the most preparation, with the least effect. I made a debate lesson, prepared 3 big topics, with questions that have no clear answer to take sides, and many useful expressions for my students, just to waste half of it in the little time it could get. It was my fault by all accounts. I prepared an hour long lesson, and tried to compress it in 15 minutes, although I knew the risk it bore. The feedbacks also showed me where did I went wrong, and although I put down this lesson as a failure, the feedbacks were very useful. I should pay more attention to the needs and possibilities in the future, so I won't make such mistakes.

G's lesson was built around Halloween and it was that day's best lesson. It was interesting, **engaging**, with all the hooks that needed, and it was funny and amusing. It is interesting how one lesson can influence an entirety of a day, but it really lightened our mood and psyched us up. I definitely picked this up from this session.

GRs lesson was about jobs, and job vocabulary. I had lot of problems, and some of them were nitpicking, but in hindsight, maybe it was worse only in the shadow of his last lesson. He had

some nice ideas, to bring the topic closer to the students, and his style also reinforced the end product, so in conclusion, it was a class I could accept as a student.

2017. 10. 25 This was the last micro-teaching session before the autumn break, and I had my doubts before it began.. But later it proved to be groundless concern, for we three performed the classes just as well as any other time.

First it was K, who prepared a listening and sentence making task, based on her hypothesis, that with only sounds, one can pretty much describe a situation, without needing of a scene. I think she was partly right. I was the one who only got the sounds, and I managed to figure out some aspects from the video, but after M told me what he saw, the amount of differences brought down the similarities. Still, it was a nice experiment, and K's radiant execution made it much better. The end of the class was the most interesting, we had to make one segment of the video into a scene in the classroom, and I immediately thought that with one or two changes, this language class could be turned into a fine drama class. I put away this class for further use to be sure.

The second lesson was M's and he again, thought us the conditionals, with similar method, and handouts. What was very interesting in this class was the development of M. One could see how much he advanced since the last time, and in the right direction.

For my class, from the expressions during the class, I think it was a well made lesson. I taught the vocabulary of fashion and clothes with the help of Kahoot. I only saw this program once, in a class about Kanada, and I immediately thought about the advantages in teaching. In the real situation, everything that could go wrong went wrong, and I couldn't use the technique in the classroom, so I had to show it on my smart phone.

2017. 11. 15. The first lesson was K's lesson about Amsterdam. It was very entertaining, and mainly not because of the video, but more like the performance and the well constructed planning. One can make an interesting description of a barely known country, and quickly make an improvised project work from it. It is a kind of task, I want to build into my own repertoire.

N's class was something that one can learn from. It seems like, that she really developed the most on how to construct and execute a lesson. She is doing it by the book, and it is working. She also connected this lesson to the next of hers, and as far as I can remember, she was the only one to try this. I should have tried it, and next time I will have to.

T's Past continuous class was stupendous. She portrayed the form on the board, like someone who does it all the times. Actually it made me want to try it at home, and I drew many grammatical forms on a piece of paper, just to try myself out.

2017. 12. 06. This was the lesson, that K felt the worst, but in my eyes it was still a good and useful occasion. She made her lesson about have got and has got, and she gave us handout papers, she made herself, with pictures on it. It was apparent that she put much effort in her work. My most memorable moment of her class, was with the monster pictures she handed out. We had to tell what do these monsters have, and I had to talk from a role of a B1 learner, but I also wanted to say tentacles. As it turns out, it is most likely, that there will be learners with vast vocabulary, than to only have learners which will know less than me, so it wasn't a problem.

G's lesson had dramatic elements in it; we had to talk to each other from a role, with persuasive intentions. We also used our smart phones, to look up data, as a good example for integrating the smart devices into the lessons. Also I was expecting more exercises from this occasion, it felt so short.

2017.12.12 GR made a class of passive form, in the past time. The confusion in me of this class was the level, because he wanted to teach B2 students, but he used B1 material to it. Still what he felt like his lesson lacked, was creativity as he said. I didn't feel this way, in fact, his lesson was quite creative in many ways. He really loves to make presentation slides, but not **very comfortable** with the table yet, so maybe that's an aspect he should improve, but it is always true that he is the one from our group who always brings the hugest variety of teaching tools to his classes.

2017. 12. 13. On the last occasion, N made a question tag class, and it was marvelous. We did lots of exercises but I didn't notice half of them only after it ended. We looked into question tags from lots of perspectives, and she even brought some games to play here and there. What I liked the most was her monitoring technique. It wasn't embarrassing, and **I felt fully safe**, if I were to ask anything, she would know what to say.

M's lesson was a listening task on English history. In my opinion it had lots of potential and it lost half of it during the execution. He brought so many written tasks, we couldn't keep up with the fast talking on the CD and we did a mind map, that he completely ignored for the rest of the lesson. I appreciate that he tried to focus on talking in the end, because I know how

**nervous** he is when it comes to talking. A suggestion from me if he were to recreate this class, to use the mind map, and talk about that, so the students would feel more committed to it.

Last but not least, I left my lesson for the end. It was a disappointing experience for me, because we weren't running out of time because of me, but because the discussions of the other lessons filled out some of my time. I had so much more planned to this lesson, and all I could do is play the first two games. Later I sat down with some of my classmates, and we were talking about the possible uses of this sentence building game, so after all it wasn't all for nothing.

In conclusion:

We were in the need of a course like this. It is always hard to start something that you are not sure, and teaching is still an unstable matter for many of us. I enjoyed every occasion, and I **personally feel more confident** now than when we were started. It is almost Monday, and I already want to prepare my lesson plan for the next Wednesday, although I know it is not necessary anymore. Still if something comes to mind, I will definitely write it down. For the future, **I want to concentrate on my own language development**, and also to try practice teaching grammar more, because **I'm still afraid of that**.

## **Appendix 17: Reflective Journals Group 2**

**RJK: BEFORE** // First thoughts-It is already the second week of the semester and I am not sure about how this timetable would work out. On Wednesdays I have a clash, both of my classes is on teaching methodology, I have no idea how I am going to be able to get through this semester.

**AFTER**-I have goal. By the beginning of October I will be able to use wedding related vocabulary more naturally. I have 3 steps which are to be taken to inherit the knowledge I wish to have. It will be a rough 3 weeks. I already made a list what I need to buy...

About the lesson: It was a lot better than what I thought it will be. We had a lecture to learn all the background knowledge (if I am not mistaken there will be one more through the semester) otherwise we will had to do the microteaching.

**BEFORE**-I already knew that I want to make a B2-C1 level teaching, because I never had the opportunity to try myself out. I am certain that I want to make my students aware of themselves, to make them think and I know that it is bad to say but I am not mad about

English, it is not a must to speak English during my lessons but it's a must to **feel comfortable**. To become inspired.

Other than having a level and an idea of creating a whole topic, I had nothing. Yet, I came across a Russian rapper duo and it was love at first listening. I was looking for the English translations of the lyricses but I haven't found anything so I only could guess about the meaning. And at that moment I realized: I have a class of high level speakers, I have a great song with amazing footage, I need to make a collaboration.

I started to create blocs, of course I had the main four: listening, reading, writing and speaking. For the listening part I had the video, which is in Russian so I need to connect it with English. The rap is about self-discovery, inspiration and motivation, self-help and success. At first, I wanted to start with the listening lesson because I was (and I still am) fond of the song and the plan, but I felt like that this lesson would be nonsense without the preface (the reading and writing part.)

When it comes to inspiration and motivation I grasped the advising bit of grammar and shifted my idea. The original plan was to create a C1 level topic on motivation. However, I tamed this idea and I realized that I want to use my chances. So at the end I had a B2 level reading lesson, focusing on vocabulary. In the long run I have a picture of the C1 level listening class focusing on writing.

#### THOUGHTS while creating the lesson plan:

What do I need for a good reading lesson? Great materials. I could write them, but **I am not that confident** so I rather find something online, and truth to be told it is God damn hard. How long should it be? I have 30 minutes, approximately 6 students so at the end I will have 3 pairs. Is it on the correct level? Can I cut out irrelevant parts of the text? Does the source important? Can I edit the text to make it easier for the students to make notes on the marginal?

I found one text. Great! Should the others be like this one? Or something slightly different? Can I choose something that is totally against the first text? Yes, I can.

(Honestly, I loved doing this. Searching for the right material, rewriting the texts to make them a bit harder, cutting out paragraphs because they were pointless.)

After founding the texts, I had pervious scrawls in my notes, questions and ideas. One of the connecting points was the advise, but I had to look at the texts separately. ( One of the texts didn't fit into the order I created so I looked for another. I was busy finding the right literature. I know that materials are not everything but they make a good base to work with. )

*DURING*-Just a quick reflection: **I felt very calm. I felt calmer than I usually do.** Amazing :O

*AFTER*-I had this issue after we talked about D's teaching. I didn't remember what was it but I remember **feeling insecure** about my lesson plan. I felt like my lesson plan won't be enough. It is just...texts. I put so much effort into finding the right material that I didn't

thought about any games or exercises that could make the classroom funnier, more entertaining, it was just plain teaching and learning.

I realized that my instructions were not clear all the time. I need to make a strict order of giving instruction, for me and my student sake.

*What I have learnt from D's microteaching?*

- It was a great idea to use the literature ( I wish I have thought that first ☺ )
- She helped with the meanings of the words, exercises quite naturally. I need to be more fluent on that.
- After the lesson I couldn't recall any of the words, so I think students need a direct instruction what to do with the words.

*What I have learnt from K's microteaching? (XI.06. Lexical acquisition class)*

- Apart from personal views, I liked the lesson. She had tons of question and I felt that the conversation could go on and on if we haven't run out of time.
- I didn't feel like I was in a classroom. (I am not sure if it's a good or a bad point...personally, I would say it's bad. However, it was a speaking lesson, so it is great that **we felt comfortable, and confident** enough to even start a debate.)
- It's great to choose a rather controversial problem, because, as I experienced everyone in the group had an opinion or a story to share. ( I think the same goes for very popular topics)
- Notes on my aims: Unfortunately I couldn't use any of my gained vocabulary. (Which is not at all true, but from what I was expecting, it was a lot easier.)
- Also, I inherited a new way of thinking and vocab-learning. I admitted that I find it frustrating to learn words from the vocabulary book or vocab bank, because last time I used them I was 16. Now I am 22. I need more than this... So I started making tables. I created this telephone book – like collection of worlds that you have suggested. I also downloaded two or three workbooks for native English speakers and I started filling them up.
- Thus, I started to think about a new aim, something that trains my ears. To be more **confident** when it comes to listening. I usually don't have many misspelling ( or mislistening, I don't know the right word), however when I am out of the steril-classroom and I hear Scottish-Irish- whatever Englishes I feel dumb. And I would like to improve that. So, in terms of my English learning objectives, that's my new goal.

**RJJ:**

3.10.2018

Speaking:

Stereotypes about Britons

I felt the **lack of confidence** during the lesson, because I did not catch the line of my lesson plan and my language was not as accurate as it supposed to be from a teacher. I have done what I planned, but after the lesson I realised, that it was too much for a 30-minute lesson.

4.10.2018	<u>Writing:</u> Social media Pro & contra	On the lesson, I felt a <b>little bit confidence compared to the previous lesson</b> , I was very accurate in time management. Sadly, this was <b>not so much student centred</b> , which was a very bad feeling for me, because the lesson is for the students and not for the teachers, and I did not gave the students enough courage etc. <b>to use the language outside of the classroom</b> which is very important for me.
7.11.2018	<u>Reading:</u> Environmental protection & pollution	It was the lesson, which I have mostly enjoyed and <b>was confident</b> , which was missing from me during my previous teachings. The topic was very displeasing for me, because I hate this topic, but it is also a topic in the language classroom, that is why I also need to deal with it. Therefore, I snatch at the chance and I try myself in this topic, I felt a kind of freedom- because in this lesson, <b>students spoke more</b> , than me, thus it was <b>more student centred</b> as the lessons before.

My feelings before & after the course:

	before	after
can try myself in teaching		I know what are my strengths and weaknesses in teaching , partly
can learn something about how can I teach something.		I know what I need to improve
was really excited what will we do		I have more ideas for teaching than before
hoped that it will get some practical knowledge, finally		I feel confidence , when I am teaching
		I find myself in teaching
		I find the way who can I teach something, what is not my favourite
		I will be familiar with some new teaching techniques
		partly I am familiar with the methods and the ways of teaching which are close to my ideas and thoughts

## RKDK:

RJDK:In my journal I write about my experiences about giving lessons to my classmates and about the lessons given by my classmates.

3<sup>rd</sup> October 2018 First of all, I focus on the lesson objectives that were “At the end of this lesson students will be familiar with indoor and outdoor free time activities and will be able to persuade classmates, friends to try new activities.” We discussed free time activities during the lesson and they held conversation in order to persuade each other. They have learnt the necessary language to it (you should, why don’t you, we suggest). I think that there were clear outcomes for the student and the persuading others is useful language not only in exam situation but in everyday life as well.

As for the activities and materials I tried to be diverse. Not only used students technology but also the blackboard. The lesson concentrated mostly on the developing their speaking skills. They seemed to be interested in the topic. Although my classmates are older than my possible students, they enjoyed the lesson and showed interest to the topic and the activities. The reordering of the video seemed to be a bit difficult but they found it challenging and did it well. To tell the truth, I would not change my plan but it was a 40-45 minutes long lesson instead of 30 minutes. To be honest, I don’t have any idea which tasks I should leave. I think the problem was my speaking time. It needs to be less and **the lesson would be more student-centred as well.**

“My students” were disciplined and they did what they were supposed to do. They enjoyed the reordering of the dialogue but the collecting of free time activity in a group seemed to be boring. It could be a frontal work when everybody says one and all the students can get a lot of examples this way. The amount of English was correct. Mostly, we have not used English. Students used the target language as well.

Classroom management is the point where I have a lot of deficiencies. The timing was really bad so activities didn’t last the right length of time. The pace was good, probably the number of tasks was the problem. I used more frontal work, group work and pair work than individual work. During the group **works students cooperated with each other** as I asked them to do. Students understood the main points but my instructions weren’t clear enough. Never say “You should form a group. Never! **Students had enough opportunities to participate in the lesson. Finally,** the most important part of my lesson is my language use. I really need to improve my language while speaking because it is not acceptable that I have got mistakes in my speech.

My lesson did not focus on feedback (I tried to explain the difference between like + to + verb and like + verb + ing expressions without success. I really need to improve my knowledge!) **and learner’s autonomy was not increased.**

3<sup>rd</sup> October 2018 – J’s teaching

On the one hand, I really liked the topic, the discussion on the existence of positive and negative stereotypes. I would use the worksheet we get completed with other exercises like another column would be useful to thick stereotypes we found true.

On the other hand, we have to miss out Kahoot! in a 30 minutes teaching or we need to reduce the number of questions at least. I would use Kahoot! only for revision or checking understanding based on words, expression mentioned in the class. **Teacher’s speaker time seemed to be longer than student’s.**

10<sup>th</sup> October 2018 – S. D’s teaching



I really liked the authentic language of the video. As a student it was interesting to listen to different accents. The individual tasks were good. I had the responsibility to take notes so I needed to concentrate on what I am listening to. I found the language of the video acceptable because D said that we are above 18 but it would be a brilliant possibility to learn paraphrasing and using euphemisms.

10<sup>th</sup> October 2018 – K's teaching

I liked K's cards and the association exercise. The competition was fun but I find it really important to base this tasks on vocabulary student have gotten acquainted with previously. If the words have not been mentioned before students do not have the same chance to win. Spontaneity is important. I felt that she was not prepared for a situation in which three of us have the same point but she solved it well. It was a good point that J had the task to check the words on the board. I liked the teaching of conditionals with spell-words like bucket list. 10<sup>th</sup> October 2018 – A's teaching

The drawing of pictures was surprising but I really liked it. It was a good opportunity to practice speaking and listening. To be a specialist in a gallery was fun we needed to be loose, but precise. We used **authentic language**. I might complete exercises with expressions in some cases during the presenting the paintings, pictures but we would lose the authentic language use in this case.

17th October 2018 – Kr's teaching

I liked the type of text, the difference between the texts -> every student really needs to read it to be able to tell the main points the others. I liked the idea of finding out stories in them someone needs help. These situations are more life-related that is the reason why it is easier to give advice. I felt myself alone with my topic, D was sitting next to me while we were reading, and we had the same topic. Firstly it wasn't clear why do we have 3 topics. I prefer focusing only on one topic at the same time. Of course, as examples we can mention new topics but the length of them needs to be shorter. We could have learnt expressions useful to giving advices.

17<sup>th</sup> October 2018 My objectives were the following "At the end of this lesson students' reading skills will be developed. They will be better able to put emphasis on important words from the view of comprehension of a text. They will be get familiar with expressions in connection with family and they will be able tell some memories." After reading my objectives again, I do not think that they are clear. It is confusing because reading skill improvement was the main point. In spite of this fact it was rather a vocabulary builder lesson with the help of a lesson. The words, expressions seemed to be unfamiliar and they had different tasks to activate the new words. The student's main problem was the lack of time I gave them. 3 minutes are never enough to read a text and understand in a way to be able to solve a task after the reading based on the text. I have planned a clear outcome but it wasn't clear for the students at the end. Despite missing a clear outcome, they have learnt useful expressions like indulgent, pose a problem, found and vague memories, spoil the grandchildren.

As for the activities and materials, the variety was not so big. I projected the expressions that were on the paper as well to raise their interest and to look up from the paper and not to hide

behind it. Mostly we worked on the worksheet. The lack of time and my bad time management resulted the leaving of the True or False exercise. As we discussed it, it is important to solve only in exam preparation period. I am sure that I could have done some parts differently. Now, I would leave the Q&A exercise in order to focus on the important parts of the text and to have time to tell memories about their relation to their grandparents as the objectives say. “My students” did what I asked them to do. They definitely did not like to Q&A task. They liked the task that was to suppose a possible subject matter based on the words from the text. Students mostly used the target language. I tried to give extra tips with underlying the possible answers in order to find them later or at home during learning or reading the task and the text again. **It may increase the learner’s autonomy.**

Overplanning is better than having no tasks principle was true this time as well. I needed to leave one task and I could not accomplish the main task of the lesson. I cannot estimate the time students need for a task precisely. There were only 3-4 students but I tried to make them work together in various ways. I tried to give feedback, correct pronunciation. The small number of students made it possible to provide **enough opportunity for all the students to participate**. All in all, I was happy to try a new approach. It was not my best lesson I have done until this point but I and my classmates have learnt about this “new” approach and we have got to know new words. I would use this lesson plan in a reconsidered, reformulated form.

24<sup>th</sup> October 2018 – Am’s teaching: The topic of bullying was brilliant because of the nearness of Anti-Bullying Week. I have never heard about it before. I liked the describing of the words. Related to the words I would highlight the importance of new words. I think that students need to have time to write them in their notebook or we can give them a list of words or they can take a picture of the cards at the end of the lesson. Useful words need to be written or they need to have them in any form. Discussing the questions and using the cards were challenging. I really liked it, so I used it on my EFOP lesson. Students could get extra point with the use of cards. They really enjoyed it.

24<sup>th</sup> October 2018 – J’s teaching: Social media is a very important topic to mention. Students use it every day so they need to know and need to be able to discuss the advantages and disadvantages of it. Working on the board and discuss the topic was great idea, I would have completed it with expressions. I had the feeling that lesson was **not so student-centred** as it should have been. In my opinion, it is enough to complete the ideas on the board with expressions and with asking the students to say because and one reason. This task and the processing of this topic in this way might be new. Less is more, I think. J had planned this lesson to be a preparation lesson for writing. I really liked the list of expressions. Getting to know the new expression in a deductive way means a bigger experience for the students. They can have group work task or individual task to highlight the expression they think to be useful in other texts as well. Then they can check the context and the way how they can use the expressions grammatical correctly.

24<sup>th</sup> October 2018 – K's teaching: Giving direction is my favourite topic. No, it isn't. I am very bad at it. I think, not because of my deficiencies in language but my lack of sense of locality. Although I cannot distinguish my right and left hand several times I have a driving license... (by the way, I am a good driver so to say.) The map we get was a bit difficult. The game can be more effective if only two students work together or a third person can join the group to show signs like 'no entrance!' or 'one-way street'.

**RJK:**Before the teaching lessons:

I was really excited because this lesson is my first time to teach so I wanted to get as many information, tips, theoretical background about what-s, how-s and why-s as possible.

Firstly, we collected the qualities and features of a good teacher and it was a really interesting discussion. Everybody had an ideal teacher in mind but these idols were different in some cases. The biggest opposite was by the question of 'let them decide (task types, content of the lesson, type of tests...).' Personally, I would let them decide the date of the test or if they were really tired, they could choose other way of the elaboration which would be more entertaining. But! Children are clever, especially in secondary schools. They know exactly their rights and they take the advantage of them. If you let your students decide the most important part of your lesson (e.g. content, task types...), they will choose the lightest path. Nobody wants to suffer if there is an easier way. We can attach 'joy-centred/ knowledge-centred teaching' to this point as well. It was the second hottest dispute's topic. I think we have to find the golden path. I understand that rewriting, cloze tasks or translation exercises are boring and monotone but personally, I don't mind it. As a language learner, I hated those lessons where we played because I wasn't able to understand and practice as much as I needed. Of course it was fun and entertaining but it wasn't as effective by grammar part for example as these 'boring exercises'. Furthermore, if we just played, why did I have to be in school? As a teacher, I also think that school is the institute of learning, not the institute of entertaining. I mean, you have to manage your lesson in a fascinating way because the attention and motivation have to be maintained. Back to our first point, **if we let them decide the task types, they will choose the games and the entertaining exercises instead of the boring grammar tasks.** In my opinion, in these cases the experience remains rather than the knowledge. I believe that the 'boring' exercises can be managed in an entertaining way; all depends on the teacher's creativity.

After these 'warming up' lessons, I was really curious how we would teach each other and what could we learn from each other.

Objective: This course is the first opportunity for me to teach. **I was really scared** because I had neither experiences nor enough English knowledge. That is why I chose 'use classroom communication more confident and fluently' as my first objective. I didn't know how much should I talk as a teacher and how should I express myself or give instructions as clear as possible. **I followed 4 steps to reach my goal and become a more confident 'teacher' in front of the others.**

Firstly, I searched some useful expressions and specific examples of instructions. I repeated them and tried to automatize them as my second step. Honestly, I didn't use them in practise much although I knew the expressions. Somehow, I instructed my students 'conversation-like' or just simply explained what I wanted to do with them. But these ways of instructions were time consuming so I want to use more from simpler instructions next time. I found a list of these expressions on the homepage of the [americanenglish.state.gov](http://americanenglish.state.gov). For example:

(task instructions)

It links to my third step which was 'watching and monitoring English classes'. I focused on the gestures and way off communication of the teachers. I had opportunities to observe real English lessons in my previous schools. I recognised some patterns from my internet source's theoretical parts in practice. **I also watched full lesson videos on You tube, which were taught by a native English teacher, so I could see the similarities/ differences between a native and a non-native English tutor's behaviour. I stopped the videos and tried to imitate the pronunciation, tones and gestures.** It was more difficult in real time situation. If I concentrate on how to say it, I had errors in what I am saying and vice versa.

The final step was 'using the learned and observed classroom communication in real life situations'. I've already taught two lessons where I could practice the learned expressions. **I was shaking so I just wanted to survive somehow.** I didn't use as clear instructions as I planned and my language use left a lot to be desired. In my opinion, I planned too much that is why I had to rush a little bit and that is why I made more mistakes. I returned to my first step and **repeated the whole procedure to become more confident.** I think it worked because **my second lesson was much more fluent and easier to manage.** As part of my fourth step, I also tried to think in English. My brain was under pressure outside the lessons as well. I wrote my shopping list or read the schedules in English, I translated everything what I saw and created dialogues in my mind. I think it was a successful journey toward my objective. I tried my best and made all of the steps repeatedly. I'm glad and I think I could reach my goal. I need to practice more but **there was a huge difference between my first and second teaching process in the meaning of confidence.**

Microteaching sessions: My lessons

I couldn't imagine that only two teaching could have as much edifications as I gained. I had a grammar class first and after that a vocabulary lesson. I tried to be as creative as I could to challenge my students and myself as well.

1<sup>st</sup> lesson: Grammar: 2<sup>nd</sup> Conditional practice:

It was my first teaching attempt ever. **After it, the teacher told me something like 'it is seen that you've already taught several times', which made my day honestly. I was shaking,** I had to rush because I planned a little bit much and that is why my language use was a mess. I had to recognise that less is sometimes more. Fortunately, everybody did what I wanted to see. But I'm not sure that it would work in a regular B2 level class because 'my students' were above B2 level. It would be a perfect class plan for a 45 minutes class but in a 30 minutes setting, well, it was a rush. I couldn't explain the differences between the Conditionals as I planned because we wouldn't have time to practice and play. Maybe, I could leave the Money Quiz out. The words and phrases from this task weren't used as hints by 'If I were a millionaire...' sentence building task so they were on the board unnecessary. It wouldn't be a problem, if I were able to remove the foil of the projector which was covering the half of the board. I learned that I have to count with the lack of possibilities of the

environment by planning the lessons as well. The task types were different, they worked in pairs and individually too, **I tried out what would happen if I let them work alone or work under my managing**. I was proud of my lesson and my creativity but I wasn't satisfied in connection with my presentation or class managing skills. I will plan less next time, which will cause less pressure because of the time limit so I can concentrate on the way of speaking and enjoy the lesson. I was really happy after the feedbacks; my students enjoyed the lesson's tasks and games and also blessed my 'bucket list', 'tooth fairy' and 'grumbling Mari néni' classifications. An important advice to myself: don't create the tasks/ units at late night until having routine because it will cause some dumb errors or misspellings. Unfortunately, I had some mistakes in my Cards against humanity game because I was really tired so my brain couldn't operate effectively.

2<sup>nd</sup> lesson: Vocabulary of giving direction:

My second attempt to teach was a vocabulary lesson on a B1 level. We highlighted some useful phrases which can be used in a real life situation and then we practised them. I learned from my previous lesson and I planned fewer tasks so we could discuss one unit deeper. The timing was perfect, we could solve every task what I planned. **I didn't feel the pressure as te previous time**, furthermore I really enjoyed it. It rolled more freely, we chatted and laughed a lot, shared personal experiences (which was a great introduction of the topic) and worked as a group. I was very happy when D wasn't a professional guider because it imitated more a real B1 lesson where the students are still insecure and make numerous mistakes. We could discuss the problems after a real time situation as feedback. We concluded the importance, the difficulties and also gave some tips how we can guide someone more effectively. My problem is that I don't know how it would work in a class with more students. Maybe, this lesson wouldn't be suitable, if there were a larger class. After all, **I was much more satisfied than after the previous lesson**. Of course, it was a grammar lesson, which is much more complicated than a vocab or listening class but I felt an improvement since that. At least, **in connection with confidence, language errors or giving clear instructions. I think it was a big step forward**.