EFL TEACHER TRAINER BELIEFS AND PRACTICES AT A HUNGARIAN UNIVERSITY - VALIDATING INSTRUMENTS FOR A PILOT STUDY

doi.org/10.61425/wplp.2015.09.58.81

David Juhasz
Language Pedagogy PhD Program, Eötvös Loránd University, Budapest
david.l.juhasz@gmail.com

Abstract: Training great teachers is the ultimate goal of teacher education (Almarza, 1996; Brown & McGannon, 1998; Nunan, 1992, etc.). While the contents of the various certificate, diploma and Master's-level courses vary, all these courses have a common goal: training "good" ELT professionals. As the category "good" and what it constitutes vary according to the aims and outcomes of these courses, the emphasis is on different issues in teaching and teacher training. The aim of this paper is to validate the instruments used to explore the complex interplay of teaching beliefs and actual teaching practices of three Hungarian teacher trainers at one of Hungary's leading ELT training institutions and investigate whether trainers' beliefs are supported by their teaching practices using three instruments: an interview schedule for trainers, another interview schedule for the trainers' trainees, and classroom observations. The findings indicate that although there is remarkable variation in teaching beliefs, styles and classroom practices among experienced teacher trainers, they have a realistic view of their teaching practices possibly due to self-reflection. The instruments in the study provided valuable insights through triangulation and further refinements are suggested to better investigate the research subject. Using the results, further studies could investigate the transmission of beliefs from trainers to trainees during apprenticeship of observation (Darling-Hammond, 2000).

Keywords: Teacher development, teacher beliefs, beliefs and practices, teacher trainers, research validation

1 Introduction

In a recent TED Talk, Bill Gates (2013) pointed out that "[u]ntil recently, many teachers only got one word of feedback a year: 'satisfactory'." Unsurprisingly, these teachers often fail to develop further and hone their existing skills as they are deprived of mentoring help (Hobson, Ashby, Malderez, & Tomlinson, 2009) and developmental opportunities through learning as a member of their professional society (Vygotsky, 1978). Although the sources above refer to teachers' need for continuous professional development (CPD) which would enable them to adopt new practices in their own working contexts (McLaughlin & Mitra, as cited in Yuen, 2012), teacher education begins much earlier in pre-service courses. Therefore, the need for quality teacher training courses has been voiced by numerous experts in the field of English language teaching (ELT) (Almarza, 1996; Brown & McGannon, 1998; Nunan, 1992).

While the contents of these various certificate, diploma and Master's-level courses vary, all courses seem to set the same goal: training quality teachers, or as most people might call them: 'good' teachers. As the category 'good' and what constitutes 'a good English language teacher' tend to vary according to the aims, purposes, background and outcomes of these courses, the emphasis in training is on different issues in teaching and teacher training. The difference (e.g., for the role of teachers in the classroom, see Cook, 2005) in focus might result in considerable differences in trainee outcomes.

The aim of this paper is dual: (1) to begin to explore the beliefs and practices of three Hungarian teacher trainers at one of Hungary's leading English language teacher training institutions and investigate whether the trainers' beliefs are in accordance with their teaching practices and (2) to validate the pilot instruments applied in the study. To focus the scope of the study, four research questions were formulated (see Section 3). Although the paper is motivated partly by the need to validate the research instruments, there is no research question dedicated solely to piloting the instruments. Instead, when the results for the research questions are discussed, there are also reflections on the use of the research instruments. To answer the research questions, three main instruments were used: an interview schedule for trainers, an interview schedule for a trainee of one of the trainers and multiple classroom observations. The use of multiple instruments allowed for a triangulation of qualitative data and a deeper understanding of the observed phenomena.

This paper was primarily motivated by the author/researcher's teaching duties at the university involved in the study, which included teaching a course entitled *Developing language skills.* In order to gain a better insight into what final semester MA in ELT (Master's in English Language Teaching) university trainees studied about language teaching and methodology, I visited a number of core methodology courses. The variation (the term is used in a general, non-statistical sense) among these courses, including the methodology, the trainer and his/her approach to teaching and the focus of the classes, was considerable. Unsurprisingly, this variation was also present in the trainees I was teaching: there seemed to be major differences in their language abilities, knowledge of methodology, peer-teaching goals and aims, etc. Therefore, an initial question was raised: How do the English teacher trainers at this Hungarian university ensure that teacher training outcomes are similar for all trainees? The relevance of examining the teacher trainer component is that trainers act as role-models for novice teachers and that the experiences encountered through the training period, often referred to as an apprenticeship of observation (Darling-Hammond, 2000; Lortie, 1975), might have a transformational effect on trainees (Kosnik & Beck, 2009). For further discussion of the term "apprenticeship of observation", see Section 2.2.

The paper first looks at the underlying theories and available models in teacher education and beliefs studies. The literature review is followed by the research questions (Section 3), the discussion of the Hungarian university setting, the methods of data collection and analysis and the results the pilot instruments provided. The paper concludes with discussion and conclusion sections. As the paper has dual aims (described above) there is equal emphasis on the results and the research procedures and validation of the various instruments used in the study. The results and discussion sections of the paper have a stronger focus on how the instruments contributed to revealing the data and what difficulties and further questions they pose from a methodological point of view.

The paper uses three terms consistently to describe the research: teacher trainers, trainees and students. The first, teacher trainers, refers to professionals engaging in educating future teachers. Unfortunately, many teacher education specialists would find the expression pejorative and believe that 'teacher educator' or 'teacher education professional' would be more suitable terms as teacher training is not a cause and effect relationship, but rather one that opens up new pathways and possibilities to future teachers (Wette, 2010). I use the term teacher trainer simply to show an etymological relationship between teacher trainers, training and trainees. The second expression, trainee, is used for a pre-service English as a Foreign / Second Language (EFL / ESL) teacher currently undergoing training to teach students later. In the current study

it means the MA in ELT university population undertaking training (described in Section 4.1). Finally, the term students is used for EFL / ESL learners who are / will be taught by English teachers or the trainees under discussion.

2 Review of the literature

2.1 Teacher beliefs, cognition and practice(s)

As my study is concerned with the interplay of teaching beliefs and whether these beliefs are reflected in the selected teacher trainers' everyday teaching practices, it is essential to investigate what teacher beliefs are. Although learner beliefs have been studied internationally (Horwitz, 1988; Loewen et al., 2009; Mori, 1999; Victori & Lockhart, 1995), and in Hungary (Édes, 2008; Rieger, 2009), the observations concerning teacher beliefs, also referred to as teacher cognition (Borg, 2003) began much later (Borg found only 47 studies between 1996 and 2002). Despite the inquiries into teacher beliefs (for a comprehensive collection of Hungarian studies in the area see Medgyes & Nikolov, 2014), so far there has not been a study in the Hungarian setting that compared the teaching beliefs and practices of English teacher trainers.

According to Borg, teacher cognition is the sum of four main areas: (1) what teachers' cognitions are about, (2) how these develop, (3) what the link is between teacher cognition and teacher learning and (4) teachers' practice in general. Most articles on the topic suggest that teachers are "active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs" (Borg, 2003, p. 81). Wette (2010) described "teachers' knowledge as coherent, usually unarticulated, idiosyncratic, bound to specific contexts and curricula, and oriented towards influencing cognitive processes in learners that will promote learning" (p. 570). The "unarticulated" nature of beliefs calls on complex triangulation methods as there is a need to further explore if and how beliefs manifest themselves in teaching. Also, the idiosyncratic and context-specific nature of beliefs seems to suggest that though there may be overlaps in the teaching beliefs of teachers sharing the same context, their beliefs might be different, which justifies further research treating teachers and beliefs more as case studies than as subjects for quantitative inquiry (see, for instance, Lugossy, 2009).

Unfortunately, there is a major source of difficulty in conducting research into teacher beliefs and that is the unobservable and cognitive nature (Borg, 2003) of the study subject. It is difficult to devise ways in which cognitive data, such as thoughts, beliefs, etc. can be collected in a reliable way and the question of whether actual practices meet these beliefs is always present (Basturkmen et al., 2004). In practice this means that interview and questionnaire studies are not sufficient to investigate teacher beliefs due to their different focus on one's thinking instead of actual practices. The deviation from theory in practice is not only a unique feature of teacher cognition: it is present in learner belief research (Juhász, 2010) and also teachers' classroom performance compared to their lesson planning (Graves, 1996; Woods, 1996). In all these cases, interview and questionnaire studies would have failed to paint the whole picture.

My research aims to fill this hiatus by linking interview studies (which tend to be more subjective) with classroom observations (regarded as less subjective) and decreasing the effect

of subjective interpretation by researchers by triangulation from a variety of angles. Also, the Hungarian setting, as shown above, is rather under-researched in this area.

2.2 Apprenticeship of observation

Lortie (1975), coined the term *apprenticeship of observation*, by claiming that,

> [t]eaching is unusual in that those who decide to enter it have had exceptional opportunity to observe members of the occupation at work; unlike most occupations today, the activities of teachers are not shielded from youngsters. Teachers-to-be underestimate the difficulties involved, but this supports the contention that those planning to teach form definite ideas about the nature of the role. (p. 75)

Lortie claims that as students undergo education, they observe a high number of teachers and form certain preconceptions about what effective teaching practice is and what constitutes poor teaching. The students then, as professionals in their various jobs, consider the teaching and learning techniques that worked for them as "ready-made recipes for action and interpretation that do not require testing or analysis while promising familiar, safe results" (Buchmann, 1987, p. 161). Lortie (1975) also points out that most teacher training courses tend to have a weak effect on teacher trainees, especially on pre-service teachers, who will revert back to their previous style of teaching/(mis)conceptions about teaching once they complete their course. To illustrate the problems some teachers have after their initial teacher training, a trainee in Johnson's (1994) study noted:

> [i]t's been really frustrating to watch myself do the old behaviors and not know how to 'fix it' at the time. I know now that I don't want to teach like this, I don't want to be this kind of teacher, but I don't have any other experiences. It's like I just fall into the trap of teaching like I was taught and I don't know how to get myself out of that model. I think I still need more role models of how to do this, but it's up to me to really strive to apply what I believe in when I'm actually teaching. (p. 446)

Other researchers (for instance, John, 1996) found similar effects in various settings. Richards and Pennington (1998) found that although pre-service teachers in Hong Kong were trained using a communicative syllabus, a year after graduation they reverted back to teaching with a heavy emphasis on rote learning. It seems then that some teachers are unable to abandon the way they were taught, especially in times of indecision and uncertainty (Tomlinson, 1999).

The apprenticeship of observation is relevant to this study for a number of reasons. Firstly, as shown above, it seems to have a determining effect on teachers' views and beliefs of education and teaching. Secondly, it appears that these views are transferred to novice teachers by/from their tutors and that teachers form beliefs about "good" and "poor" teaching practice even before entering a pre-service teacher training course. Also, these beliefs appear to be less prone to change during training, which questions the validity of pre-service training courses in general. Therefore, it is an essential to explore how this study's selected teacher trainers try to overcome this effect, which might contribute to a better understanding of what constitutes "good" teaching and how teaching practices could be transferred to trainees against all odds.

3 Research questions

The research questions (see below) are based on the niche identified in the literature review, i.e., (1) the lack of studies investigating the relationship between teaching beliefs and practices among English teacher trainers in Hungary, (2) the Hungarian university setting presented above and (3) on the researcher's own experience of having graduated from the same courses. The research questions aim at exploring and understanding the relationship between the beliefs and practices of the selected teacher trainers. As explained in the introductory section of the paper, there are no research questions about the validation of the research instruments (for that, see Section 4). The questions are as follows:

> (1) What personal characteristics / behavior traits do English teacher trainers at a Hungarian university highlight as necessary for a good English language teacher?
>
> (2) What teaching practices and attitudes do English teacher trainers at a Hungarian university claim to be important for an English language teacher?
>
> (3) Do the beliefs and practices voiced through the teacher trainer interviews surface in the actual classroom practices of the trainers? If so, how?
>
> (4) Do the trainees of the interviewed teacher trainers perceive the same strengths and beliefs in their trainers' practices that were highlighted by the trainers? If so, which ones?

The first two research questions (RQ1 and RQ2) inquire into teacher trainer beliefs (including teaching practices and attitudes), while RQ3 and RQ4 act as questions for triangulation to investigate whether the beliefs observed in RQ1 and RQ2 manifest themselves in the classroom practices of the teacher trainers. Most research in the field stopped at analyzing only at the level of RQ1 and RQ2, and did not or barely touched upon the confirmation level (RQ3 and RQ4).

4 Research methods and data analysis

4.1 Research setting

The Hungarian university setting is not unknown to researchers in the field (see Menyhárt, 2008; Prescott, 2011). The relevance of referring to these two studies is twofold. They were conducted in the same university setting as my study and their findings also indicate that there is great individual variation both among professors and lecturers in terms of motivation (Menyhárt, 2008) and among trainees' language and discourse proficiency (Prescott, 2011). Therefore, a description of the setting is essential to understand what background the participants of this study have.

By the time teacher trainees at this university reached the second semester of their MA studies, when the study was conducted, they had graduated from a Bachelor's course in English, had taken several subject courses in English about English language, linguistics and culture and some courses in Hungarian run by the Faculty of Pedagogy and Psychology (see Figure 1).

During their studies, trainees are free to compile their own timetables and are rarely together with familiar trainees and teachers from other courses (Menyhárt, 2008). Therefore, in order to make this study more in-depth, it was necessary to observe the classes of several trainers and interview more of those trainers who teach the same subject. This allowed me to gain a greater insight into the variation among trainers and trainees and also to observe how the different trainers aim to provide a minimum standard (or compatibility) for teacher training.

<table>
<tr><th>Average age of trainees</th><th colspan="3">Stages in the MA in ELT course</th></tr>
<tr><td>18 - 19</td><td colspan="3">School leaving examination (students choose at least 5 different subjects, but they need an A-level in English and "intermediate" level in another subject for entry into English studies at university)</td></tr>
<tr><td rowspan="4">18-23</td><td rowspan="4">Bachelor's degree in English</td><td rowspan="4">6 semesters

(Though most trainees complete the degree course in 7-9 semesters due to late thesis submission, failed courses, etc.)</td><td>120 credits: English subjects</td></tr>
<tr><td>50 credits: a minor (may be English for "English only teachers" and may be another subject trainees want to teach)</td></tr>
<tr><td>10 credits: 6 courses in Pedagogy and psychology</td></tr>
<tr><td>Total: 180 credits[1]</td></tr>
<tr><td rowspan="5">22-26</td><td rowspan="5">MA in ELT Programme</td><td rowspan="5">5 semesters

(Though most trainees complete the course in 6-8 semesters)</td><td>40 credits: ELT teaching</td></tr>
<tr><td>40 credits: Other subject</td></tr>
<tr><td>40 credits: Pedagogy and psychology</td></tr>
<tr><td>30 credits: teaching practice</td></tr>
<tr><td>Total: 150 credits</td></tr>
</table>

Figure 1: Regular pathway for trainees in the MA in ELT course[2]

4.2 Steps of the validation process and instruments

One of the most important features and aims of the current study is a comparison of the data and results gained through triangulation of the instruments (see Figure 2). The term 'triangulation' refers to locating a geographical point using two other places (Erzberger & Kelle, 2003), but Dörnyei (2007) claims that "it became synonymous with combining data sources to study the same social phenomenon" (p. 34). The relevance of the term in this paper comes from multi-angle observation that takes into account more points of view while trying to consolidate the results gained through various instruments. The aim is for triangulation to improve the validity of the subject matter and the instruments used to investigate it. For the triangulation of different kinds of data gained through various instruments in this research, see Figure 2.

Research question	Method of data collection	Method(s) of data analysis
(1) What personal characteristics / behavior traits do English teacher trainers at a Hungarian university	Interview with English teacher trainers	Grounded theory and interview data analysis

[1] 1 credit = ~30 hours of study.
[2] In 2013, the MA IN ELT course became "undivided", i.e., combined BA and MA degree without a break.

highlight as necessary for an English language teacher?		
(2) What teaching practices and attitues do English teacher trainers at a Hungarian university claim to be important for an English language teacher?	Interview with English teacher trainers	Grounded theory and interview data analysis
(3) Do the beliefs and practices voiced through the teacher trainer interviews surface in the actual classroom practices of the trainers? If so, how?	Classroom observations	Comparison of classroom observation notes and teacher trainer interviews
(4) Do the trainees of the interviewed teacher trainers perceive the same strengths and beliefs in their trainers' practices that were highlighted by the trainers? If so, which ones?	Trainee interviews	Comparing classroom observation notes and teacher trainer interviews with trainee interviews

Figure 2: Research questions and methods of data collection and analysis

Here is a short overview of the selected instruments and their application (detailed in section 4.4):

> **(1) Classroom observations**: I observed teaching methodology courses in the spring semester of 2013-2014. All trainers were observed on at least 2 consecutive occasions to ensure that observation was not based on single-class performance (see persistent observation in Dörnyei, 2007). One participant (András) was observed throughout the semester. For a sample schedule see Appendix A.
>
> **(2) Trainer interviews**: To triangulate the insights of the classroom observations I conducted interviews to explore teacher training/trainer beliefs and trainers commented on their classes using stimulated recall (Gass & Mackey, 2000). The notes of the classroom observations were collated and cue response scenarios were used to elicit how trainers would react to situations arising in other classes, thereby making the observations more comparable. The main outcome of this stage was the validation of the interview schedule (see Appendix B).
>
> **(3) Trainee interviews**: Following the classroom observation and teacher interviews, I compiled a different interview schedule (see Appendix C) that asked trainees in the observed classes similar items as their trainers were asked, but the trainees also commented on the perceived strength, weaknesses and focus of their respective trainers. This helped to assess whether trainers were successful in conveying their own views of teaching to trainees and what role they play(ed) in the development of the trainees.

4.3 Qualitative or quantitative research paradigm?

Dörnyei (2007) sets out a number of criteria to help researchers evaluate what method or rather, what kind of data they might use to gain the desired results. Based on the research questions and the small-sample pilot study nature of the investigation, which is mostly exploratory in its aims, the qualitative approach was deemed best for a number of reasons:

As the starting point of the study is to explore the qualities (covering a wide range of features, practices and characteristics) and practices of a "good" English teacher, due to the exploratory nature of the study,

> (a) there is no preconceived idea of the outcome of the research, or expectations about what the participants might highlight as important features;
>
> (b) there is no need or desire for the results to be generalizable;
>
> (c) it is anticipated that participants in the study will voice and highlight different qualities of teachers and teaching based on their own experience; this also predicts an idiosyncratic and subjective understanding and perception of teaching as a profession;
>
> (d) the notion and quality of 'good' would require a number of measurable constructs, but in its current form, there is no quantifiability, i.e., the study requires the researcher's subjective interpretation of the emerging data. Also, there is room for the researcher, who is a practicing teacher coming from the same context as the participants, to interpret the data and its implications through a unique angle.

For the reasons mentioned above and the need for an in-depth understanding of the topic, the research study adopted a qualitative approach.

4.4 Participants

The teacher trainers (1 male and 2 females) in this study are all members of the university's English teacher training departments and have teaching experience ranging from 25 to 46 years. Prior to becoming teacher trainers at the selected university, they had spent two to five years in secondary school settings. The trainers were assigned Hungarian pseudo names (András [male], Cecília and Emese [females]) to protect their identity and to reflect the study's timeline as the alphabetical order of the names also reflect the chronological order of the interviews and classroom observation (András being interviewed first, while Emese was last). Figure 3 provides further information on the biographies of these trainers.

	András	**Cecília**	**Emese**
Gender	Male	Female	Female
Age	69	55	48
Teaching experience (sum)	46 years	30 years	25 years
Secondary school teaching experience prior to university	5 years	3-4 years	2 years
Other relevant info	-	András was her teacher and she "became a teacher because of that"	Was a journalist, translator and interpreter; currently participates in international teacher training projects

Figure 3: Teacher trainers in the study

The other participant pool of the study, the trainees of these trainers (about 12-14 in each group) were all MA in ELT trainees who had completed their Teaching Methodology 1 and 2 courses (teaching methodology courses taken in consecutive semesters in the first year of the MA studies) and were about to begin their short teaching practice. Due to the pilot nature of the study, the interview schedule was piloted with the help of a female trainee (with the pseudonym Flóra), aged 23, taking English Language Teaching as a major and Hungarian as a Foreign Language as a minor, studying in András's group. The trainee was self-selected, i.e., the researcher asked which trainees would like to further participate in the study and Flóra volunteered. Further interviews were pending in Cecília's and Emese's group.

4.5 Instruments and procedures of data collection and data analysis

4.5.1 Classroom observation

In order to gain sufficient data for the interviews and to be able to verify if the interviewees' concerns, thoughts and practices during the teacher trainer interviews were reflected in their actual teaching practice, it was essential to gather information about the teachers' classroom behaviour and practices before the interviews. Furthermore, to be able to stimulate recall (Gass & Mackey, 2000), detailed notes were taken of what was happening in the classroom, how students and teacher reacted and what questions the researcher had about these events and practices. In certain cases, where interview topics were similar, trainers were given cue response scenarios to see whether they would react differently than their observed colleagues. These all helped to gain an in-depth understanding of the observation and to further evaluate the interviews and to clarify why the teachers made certain decisions during teaching.

As for the process, semester-long classroom observations (twice a week for three months) were carried out before the interview with András, and then two classroom observations before both of the other two trainer interviews (persistent observation, Dörnyei, 2007). This kind of observation enabled the researcher to adopt an emic approach to teaching and lesson observation, i.e., the observed classes were part of a process and were embedded in the trainers' professional routine, and it also allowed for a greater understanding of classroom dynamics. This kind of depth would not have been possible without observing the trainers for a longer period of time. Possibly, it also helped the trainers and trainees alike to ease up while they were observed and did not disturb them in their routines the same way as the one-time classroom observation they were used to during their everyday career.

To make interview data comparable, similar points were observed in the case of each trainer. This approach helped in the data analysis part of the study to identify and analyze recurring themes. In addition, the constant comparative method of carrying out and analyzing the classroom observations in a strictly linear manner (having observed all of András's classes followed by the first interview and the first trainee interview before observing and interviewing the other two trainers), helped to identify further recurring lesson parts.

As for the process, altogether 26 classroom observations were carried out at throughout the second semester of 2014 with András's observations comprising 20 of the total sum and two consecutive classes of the other two trainers were observed in altogether six weeks. The trainers knew their classes were going to be observed and the classes were about various topics related to ELT teacher training. Due to timetabling issues and the fact that the courses follow almost the same syllabus, observing the classes where similar material / topic was taught was not

always possible. The observed topics included: developing learners' listening skills and grammar instruction (in all cases).

4.5.2 The teacher trainer interviews

The interviews were carried out after the classroom observations and the observations provided valuable data and raised further discussion points on top of the interview schedule to establish a common ground with the trainer while discussing the strengths and qualities of each teacher trainee. The interview schedule and the interviews were completed in eight steps:

(1) Topics were pooled from the available literature (discussed below in this section), through discussions with a senior researcher in Applied Linguistics / motivation research with several years of experience in designing surveys and questionnaires, and a Hungarian English as a Foreign Language (EFL) teacher to investigate whether the topics are relevant in the Hungarian context, too.

(2) The topics were categorized to avoid repetition. The topics were first narrowed down to smaller areas and then overlaps were eliminated.

(3) The questions were formulated and drafted three times. After the necessary eliminations were made to make the questions as simple as possible, the questions were piloted by the senior researcher, and the EFL teacher mentioned above.

(4) The questions were shortlisted again to avoid repetition. After the questions were formulated, there were some recurring questions that needed to be eliminated to avoid repetition of questions in the interview schedule.

(5) The final draft was checked by the senior researcher. After shortlisting the interview topics, the final version of the pilot interview schedule was ready to be piloted.

(6) A pilot interview was carried out. The interview with the first trainer was used as a pilot opportunity, when the trainer was also given a chance to comment on the questions and the areas covered. Some key areas of improvement were identified (see step 7).

(7) The order of questions was modified and some questions were re-worded after the pilot interview so that the flow of conversation could be maintained.

(8) The last two interviews were carried out with the remaining two teacher trainers.

The topics that emerged from the literature available in the subject included, among others, are the following:

(a) The biodata of the participants (cf. Dörnyei, 2007 – about ensuring credibility, etc.). This was necessary to understand where the teachers come from and what influences they had about teaching and how their own teaching career and practice evolved.

(b) Beliefs about good language teachers (cf. Raths, 2001 – Teacher beliefs; Llurda, 2004 – Non-native teachers, etc.). It was essential to discover what the trainers believed to be

contributing to their trainees' becoming good teachers and how trainers transferred these beliefs to trainees and into their own teacher training practices.

(c) Beliefs about good teaching practice (cf. Basturkmen et al., 2004 – error correction; Ross, 2005 – assessment in classrooms etc.). Just like in the topic described above, it was crucial to understand not only what these trainers believed to be important about teachers, but also, whether their beliefs about good teaching practices prevailed in their everyday teacher trainer practices.

(d) Perception of the MA in ELT course (cf. Borg, 2006 – MA in ELT courses). Probing the trainers' views of the MA IN ELT course helped to understand what the trainers thought about the whole MA programme of which their course was a part, what and how they could contribute to the trainees' development and whether these beliefs were reflected in their trainer inventory and actual behaviour in the classroom.

The teacher trainer interviews were analyzed using a language-based analysis after data-transcription until reaching saturation point (Richards, 2005). First, the data was transcribed, which was followed by initial and second-level data coding with highlighting and grouping recurring themes in the interview data. As the interview schedule was semi-structured, the constant comparative method was useful in grouping the recurring themes and "cleaning" the data set from frequently recurring themes representing almost the same information. This process was helpful in organizing data after the identification of the main themes. Finally, the data and interview sections were organized into larger, overarching topics acting as super-topics to avoid the repetition of recurring themes.

4.5.3 The trainee interview

Finally, the trainee interview, which lasted about 20 minutes, was carried out to investigate how she perceived the trainer's classes and whether the trainees enrolled into these classes were able to identify the trainers' goals, expectations and beliefs towards teaching, i.e., whether the trainers' practices reflected the trainers' beliefs according to the trainees. To find an answer to this question, a trainee was interviewed and almost the same items were asked of the trainee as of the trainers. There was one exception, though: the trainee was also asked about the trainer's practices and what s/he thought the trainer's aims and goals were for the course. The data analysis procedure followed the same process described in 4.4.2.

5 Results and discussion

5.1 Teacher trainer beliefs

As shown in Figure 4, there are some overlaps in the categories mentioned by the trainers talking about the qualities of a good ELT teacher, e.g., the importance of reflection on the classes or the need for a teacher to be a bit exhibitionist. At this point it is important to mention that Trainer 2 had been the trainee of Trainer 1 and they were both older than 55, while Trainer 3 had been trained by both Trainer 1 and Trainer 2 and came from a younger generation, having just turned 48. Therefore, they might have received rather different methodological training and consider different things important in teaching.

Qualities of a good ELT teacher		
András	**Cecília**	**Emese**
• Sound knowledge of English • Ability to handle and motivate students • Charisma • Creativity • Loves talking and is not afraid of opening his mouth	• Reflective • Open to the world • Can "take in" students' ideas • Creates a background / base to language teaching • Somewhat exhibitionist • Likes to communicate • Charisma	• Prepared • Reflective • Plans • Pays attention • Dynamic • Creative • Has a sense of humor

Figure 4: Qualities of a good ELT teacher according to the ELT trainers

András's convictions about the qualities of a good teacher (e.g., "Sound knowledge of English" and "Loves talking...") seem to be more teacher-oriented than that of the other trainers, who describe the ideal teacher mostly from an interactionist point of view, i.e., what the teacher is like in relation to the student and what the interaction is like. Cecília's response to the question is somewhere along the continuum of András and Emese, but seeing that she was András's trainee, there might have been a transfer of teaching beliefs between the two.

At this point, it is telling if the results are compared to another country's results in the same area. Brosh's (1996) study identified the following points to be important for EFL teachers in Israel (a country where, similarly to Hungary, English is also a foreign language, i.e., learners do not tend to have a chance to interact with native speakers on a daily basis outside the classroom):

- knowledge and command of the language
- ability to organize, explain and clarify
- sustain interest and motivation
- fairness to students
- availability to students.

As the setting for Brosh's study is different, the differences might be due to different cultural expectations at the time his study was conducted. However, as only two categories overlap in his list and the study carried out here (knowledge of language and the ability to sustain interest and motivation), it can be seen that teaching and the expectations of teachers are dynamic and change over time and/or are seemingly context-bound.

5.2 The practices of a good ELT teacher

Teacher trainers were also asked about the practices of good ELT teachers (Figure 5). Just as in the case of good teachers described above, there is considerable variation as to what constitutes good teaching practice. Therefore, it might be more relevant to observe whether there is a connection and continuity in each trainer's comments that could be somehow related to their beliefs about good teachers. To do that, a quick look is taken at András's comments of what qualities and behavior constitute a good English teacher. His first and most frequently voiced opinion was that the teacher should enjoy the class s/he teaches and similarly, his beliefs suggested that the most important behavior trait for him was that a teacher has fun in the classroom and is able to entertain both themselves and their learners. It seems that he consistently associates good teachers with the ability to provide learners with entertaining and enjoyable lessons, while, for instance, the importance of grammatical knowledge or the ability

to explain points and language well do not occur in either of the other two participants' lists, in contrast to Emese's comments, who values thorough lesson plans and behavior related to that highly.

Beliefs about good teaching practice		
András	**Cecília**	**Emese**
• Much of teaching, as a profession can be learnt • Teacher motivates students • "My son would love biology if a teacher was able to show him the beauty of bugs." • Creative tasks • Engaging for students • Teacher has a good time	• "At [this] university, it is not usual to teach students to think" • "The class/teachers should meet the requirements of the age: using digital sources and dealing with individual differences." • Teachers always have to make decisions and they should be ready to do so	• "A class should have a sensible goal, fit into the process, match the needs of the students and the institution, be exciting, interesting and reach its goal." • Teachers should plan, prepare, think through and should not rely only on the textbook.

Figure 5: Good teaching practice(s) according to the ELT trainers

5.3 The trainers' teaching practices in the classes observed

Finding answers to Research Question 3 (regarding the trainers' teaching practices) required a different approach as opposed to the previous two sections where interview data were analyzed. Figure 6 shows the trainers' prevailing teaching practices and features. These features and teaching practices and the lack thereof (noticed perhaps subjectively as opposed to other observed trainers) appeared to be frequent during the classes and typical of all the observed lessons, i.e., they occurred more than others. It is important to emphasize that the findings are purely descriptive, i.e., there is no value judgment as to whether the given classroom behavior was inherently good or bad. In addition, the number of features described in the study is limited due to constraints on length and scope. Also, as the trainers were observed on only (at least) two consecutive occasions, generalizing their most visible habits would be problematic.

The trainers		
András	**Cecília**	**Emese**
• Focuses on accuracy, applies instant error correction and drilling if students make a mistake. • Includes numerous tasks without reflection on their applicability and use in the classroom. • Introduces new vocabulary items to trainees every lesson to develop lexis. • Provides no feedback on peer teaching and grammar presentation.	• Does not do any form of error correction. • Provides trainees with display tasks that they can do without any difficulty. • Does not reflect on the tasks. • Uses ICT in the classroom heavily. • Encourages learners to look up vocabulary online and does so herself too during class.	• Uses ICT and encourages trainees to do so as well. • Provides feedback on grammar presentation in front of whole class. • Reflects on tasks: age, level of learners, advantages and disadvantages. • Allows trainees to freely voice their opinion about their peers' teaching. • Uses communicative/ information-gap exercises to generate student interest.

Figure 6: ELT trainers' classroom practices

Based on the analysis of the classroom observation notes, the three participants approach teaching in rather different and unique ways. András's aim seems to be to improve the trainees' English skills, which is reflected in his introduction of new vocabulary items in each and every class for trainees to learn, along with his constant and instant, on-the-spot error correction. As the focus seems to be on the trainees' development, there is almost zero feedback on the tasks themselves and how the trainees could use these tasks in their own teaching practices. Cecília, in contrast to András, does not correct the trainees' mistakes and errors, but encourages learners to take learning into their own hands (see Holec, 1981 and Reeve et al., 1999 for "learner autonomy"), and encourages them to look up vocabulary items outside class. Also, she uses ICT in the classroom and tells her learners to do so during the grammar point presentations and peer-teaching sessions. Finally, Emese also relies on the inclusion of ICT in the classroom and shows trainees how materials could be adapted to and applied using Interactive Whiteboards (IWB). Trainees in Emese's class voiced their opinion freely about each others' performance and provided and asked for feedback on the various communicative tasks Emese introduced to them.

The differences in classroom approaches might be due to a variety of personal experience of learning and teaching and as the bio data of the participants show, there might also be generational differences in teaching. For example, András represents an older generation of teachers who are used to ICT-free instruction, while Emese is a much younger, possibly more technologically adept teacher who sees great value in using a variety of teaching techniques and info-communication tools.

However, observing classroom behavior and practices answers only the first part of Research Question 3 (classroom practices) and does not provide answers about why the trainers conduct their classroom behavior and practices the way they do. To find an answer to the latter part of RQ3, it is essential to collate the findings from the classroom observations and the interview data. As this paper has a strong focus on research methodology and because of limitations in length and scope, only András's beliefs and classroom behavior will be compared in a systematic way, though the same process has been carried out with Cecília's and Emese's group by looking at sections 5.1 (beliefs about good teachers), 5.2 (beliefs about practices) and 5.3 (classroom practice), see Figure 6.

András's		
belief about good teachers	**beliefs about good teaching practice**	**own teaching practice (classroom observation)**
Sound knowledge of English	n.a.	Focus on accuracy (error correction)
"A good teacher is creative."	Creativity	Trainees do numerous tasks one after the other.
"[A good teacher] loves talking and is not afraid of opening his mouth."	The teacher has a good time.	Generally friendly atmosphere with the teacher being in control
Ability to handle and motivate students	[The class is] engaging for the students.	There is no feedback on peer teaching and grammar presentation.

Figure 7: Triangulation of András's beliefs and teaching practice

With the reorganization of the findings gained from the first two research questions regarding beliefs about good teachers and good teaching practice and the classroom observations, certain patterns could be formed. For instance, András's most important criterion of a good teacher is the sound knowledge of English, which manifests itself in his teaching practice through his continuously correcting the trainees' pronunciation and grammar mistakes. Interestingly, he did not mention error correction when he talked about good teaching practice or the teachers' focus on accuracy while teaching. This might be because András either took error correction and focus on accuracy for granted, and as such not worthy of mentioning, or because during the interview he did not consider that important. For the other selected categories, there seems to be a match at every level. One area worth mentioning might be the last part, as András said that a good teacher is able to handle and motivate students and that the class should be engaging. At the first glance, these are not closely linked to the lack of feedback on teaching and grammar presentations, but during the interview András claimed that he had trouble being consistent with it and learners might not be able to profit from these conversations as they could be considered as boring. Therefore, an area thought to be positive in one aspect could lead to a lack of certain anticipated habits in another.

5.4 The trainee's view of the teacher trainer's practices

As mentioned earlier, a trainee from András's class was selected to act as a counterbalance for the researcher's subjectivity in compiling the classroom observation notes and to further triangulate the study by adding a valuable point of view, the trainee's angle (referred to in the study as Flóra). Flóra perceived András to be funny, motivating and as someone who enjoys his own classes. Just like in section 5.3, triangulation of the findings shed light on certain emerging themes. In the figure, "perceived" means Flóra's opinion of András (Figure 8).

<table>
<tr><th colspan="6">András's</th></tr>
<tr><th>belief of good teachers</th><th>beliefs about teaching practice</th><th>own teaching practice</th><th>perceived personality</th><th>perceived strengths</th><th>perceived main aim</th></tr>
<tr><td>Sound knowledge of English</td><td>-</td><td>Focus on accuracy (error correction)</td><td>"[András] uses lots of examples for us to learn."</td><td>"[András] always gives a couple of examples."</td><td rowspan="4">"[András's main aim is] To teach students to be accurate in language use."</td></tr>
<tr><td>"A good teacher is creative."</td><td>Creativity</td><td>Trainees do numerous tasks one after the other.</td><td>"[András]is funny."</td><td>"[András] engages students and prevents boredom."</td></tr>
<tr><td>"[A good teacher] loves talking and is not afraid of opening his mouth."</td><td>Teacher has a good time.</td><td>Generally friendly atmosphere with the teacher being in control</td><td>"[András] seems to enjoy his classes a lot."</td><td rowspan="2">"[András] creates a pleasant atmosphere."</td></tr>
<tr><td>Ability to handle and motivate students</td><td>[The class is] engaging for students</td><td>There is no feedback on peer teaching and grammar presentation.</td><td>"[András is] motivating."</td></tr>
</table>

Figure 8: András's teaching beliefs and practice through the eyes of a trainee

The first three categories are detailed in the previous section (5.3), the latter three come from the interview with Flóra. Just as in the previous case, after the data has been coded and grouped, they were organized in the table to show whether the trainee's perception of the trainers' classroom practices and behavior match the trainers' beliefs about teaching and good teachers. As Figure 8 suggests, most of András's practices and beliefs are perceived by Flóra. The reason for using the term "mostly" is because with more categories introduced, keeping these intact and relatively separate from others is more difficult. Therefore, it was necessary to link topics together. According to Flóra, András's most important goal is "to teach trainees to be accurate", which links András's belief about good language teaching and his classroom practices together. As this paper is only a pilot study and the scope is on the validation of research methods, only selected categories are shown here and only for András. The inclusion and detailing of the practices of the other trainers and their trainees might yield more results in terms of how the trainees' perception is similar to and/or different from their trainer's beliefs and practices.

6 Conclusion

As the pilot study shows, I was able to answer the research questions using the selected instruments. The interviews provided valuable insights into what teacher trainers consider to be important teacher qualities in the Hungarian setting along with the teaching behavior they consider most effective in the classroom. The observations showed that there are numerous differences in teacher training approaches despite the standardized descriptions of the courses and learner outcomes. Finally, the trainee interview showed that trainees should be taken into consideration as active stakeholders in the process because they also benefit from apprenticeship of observation, and the teaching tasks and activities filtered through the trainers' approaches and beliefs about teaching define not only the trainees, but their learners too in the long run.

However, the findings indicate that as the research questions become more complex and intricate, more instruments and further methods of triangulation are required to answer them. The inclusion of such research complexity and longitudinal studies is necessary to understand complex issues as they are, instead of simplifying the issues to certain points, which act differently in a system and on their own (Borg, 2009; McIntyre, 2005). The data shows that the teacher trainers in this study are mostly aware of their own teaching practices and beliefs, which might indicate that with longer service, practice and experience, teachers are able to re-allocate mental and cognitive resources to becoming aware of and focusing on more issues in the classroom (Westerman, 1991).

It is important to highlight that the research was carried out with experienced teacher trainers in Hungary who regularly give talks and workshops both in Hungary and internationally, thus they seem to reflect more on their teaching practices than most teachers do. The findings might be different if novice or pre-service teacher trainers were interviewed or if the setting were in other countries and educational contexts. Also, the findings are context-specific and dependent on the country's culture of learning. However, some of the findings could prove useful in identifying so-called best practices that could be adapted to other environments.

Finally, researching teacher training is essential to further our understanding of the changes trainees undergo during their university years and to understand what the differences are between novice, experienced, poor and good teachers. To do that, reliable and ready-to-use research instruments are required and a longitudinal approach that looks at teaching as a process of change and not as a current state that is beneficial or disadvantageous to learners. Also, transforming teacher education in order to provide quality teachers is not possible within a short period of time and without questioning our beliefs of good and effective teachers.

6.1 Limitations

As the study is a pilot project to answer the research questions and validate the instruments used for data collection, it has certain shortcomings, three of which would require special attention in a full-scale research project. Firstly, the number of participants in the study is limited, though at the time only four teacher trainers were involved in the methodology courses, three of whom were observed. This could mean the inclusion of other tertiary institutions and teacher training courses. Based on the initial interviews, questionnaire constructs could be compiled that would allow for large-scale data collection from trainers and trainers throughout the country to understand the Hungarian setting better. Parallel to this, the number of observed lessons could be increased to gain a better understanding of teacher trainees' longitudinal experience in the teacher training course along with having a co-researcher code the classes for improved inter-rater reliability in order to ensure better objectivity of the findings. Finally, the views of the self-selected trainee participant might not represent the views of all the students in the group. That could be avoided by having all the trainees in the courses interviewed and/or taking part in a larger scale survey or focus group study to observe their perceptions in a more reliable and objective way.

6.2 Future research

As the study was only intended to be a pilot project focusing on the validation of the research instruments and methods, only some themes were detailed, specifically those that answer the research questions. However, during the research process and the analysis of the data, further emerging themes were identified. These are as follows:

- trainees and teacher trainers' motivation to become a teacher, and where possible inspiration to be a teacher might come from,
- the role of trainee selection and the resulting quality that occurs when the trainees are not selected well enough,
- distinction between "average" and 'good' trainees and how the course should help learners become good future teachers of English instead of remaining at the level where they are at the moment,
- teachers as role models and the model university teacher trainers should provide to future teachers,
- trainers' added value to the MA in ELT course and what additional expertise the different course trainers could bring into the MA in ELT course.

Although there are still a number of questions that this study has not answered, it seems that the triangulation methods provide useful insights into most areas it set out to investigate. Also, most of the suggestions for further research were emerging topics, which shows that research

in teacher training and education is dynamic in nature and all research should aim to contribute to the ongoing conversation as to what makes not just a "good", but a "great" teacher.

Proofread for the use of English by: Sarah Graham, Teacher Trainer, Freelance.

References

Almarza, G. (1996). Student foreign language teachers' growth. In D. Freeman, & J. C. Richards (Eds.), *Teacher learning in language teaching* (pp. 50–78). Cambridge: Cambridge University Press.

Basturkmen, H., Loewen, S., & Ellis, R. (2004). Teachers' stated beliefs about incidental focus on form and their classroom practices. *Applied Linguistics, 25*(2), 243–272. https://doi.org/10.1093/applin/25.2.243

Borg, S. (2003). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching, 36*(2), 81–109. https://doi.org/10.1017/s0261444803001903

Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language Teaching Research, 10*(1), 1–29. https://doi.org/10.1191/1362168806lr182oa

Borg, S. (2009) English language teachers' conceptions of research. *Applied Linguistics*, *30*(3), 358–388. https://doi.org/10.1093/applin/amp007

Brown, J., & J. McGannon (1998). *What do I know about language learning? The story of the beginning teacher.* Retrieved June 5, 2014, from http://www.cltr.uq.edu.au/alaa/proceed/bro-mcgan.html

Buchmann, M. (1987). Teaching knowledge: The lights that teachers live by. *Oxford Review of Education*, *13*(2), 151–164. https://doi.org/10.1080/0305498870130203

Cook, G. (2005). The best teacher. In R. Bhanot, & E. Illes (Eds.), *Best of language issues* (pp. 245–252). London: LLU+ London South Bank University.

Darling-Hammond, L. (Ed.). (2000). *Preparation in the undergraduate years*. Washington, DC: AACTE.

Dörnyei, Z. (2007). *Research methods in Applied Linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.

Édes, Cs. (2008). 'Teachers know best' – Autonomous beliefs and behaviours of English majors: A case study of three first-year students at Eötvös University. In R. Lugossy, J. Horváth, & M. Nikolov (Eds.), *UPRT 2008: Empirical studies in English applied linguistics* (pp. 43-57). Pécs: Lingua Franca Csoport.

Erzberger, C., & Kelle, U. (2003). Making inferences in mixed methods: The rules of integration. In A. Tashakkori, & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 457-488). Thousand Oaks, CA: Sage.

Gass, S. M., & Mackey, A. (2000). *Stimulated recall methodology in second language research*. New York: Routledge.

Gates, B. (2013). *Teachers need real feedback* [Video file]. Retrieved October 14, 2015, from http://www.ted.com/talks/bill_gates_teachers_need_real_feedback

Graves, K., (1996). *Teachers as course developers*. Cambridge: Cambridge University Press.

Hobson, A. J., Ashby, P., Malderez, A., & Tomlinson, P. (2009). Mentoring beginning teachers: What we know and what we don't. *Teaching and Teacher Education, 25*(1), 207–216. https://doi.org/10.1016/j.tate.2008.09.001

Holec, H. (1981). *Autonomy and foreign language learning*. Oxford: Pergamon Press.

Horwitz, E. K. (1988). The beliefs about language learning of beginning university foreign language students. *The Modern Language Journal, 72*(3), 283–294. https://doi.org/10.1111/j.1540-4781.1988.tb04190.x

John, P. D. (1996). Understanding the apprenticeship of observation in initial teacher education: Exploring student teachers' implicit theories of teaching and learning. In G. Claxton, T. Atkinson, M. Osborn, & M. Wallace (Eds.), *Liberating the learner: Lessons for professional development in education* (pp. 90-107). London: Routledge.

Johnson, K. E. (1994). The emerging beliefs and instructional practices of pre-service English as a second language teachers. *Teaching and Teacher Education*, *10*(4), 439–452. https://doi.org/10.1016/0742-051x(94)90024-8

Juhász, D. (2010). *The types and ranking of independent methods of learning according to efficiency among first year university students of English* (Unpublished Bachelor's thesis). Eötvös Loránd University, Budapest, Hungary.

Kosnik, C., & Beck, C. (2009). *Priorities in teacher education: The 7 key elements of pre-service preparation*. London and New York: Routledge.

Loewen, S., Li, S., Fei, F., Thompson, A., Nakatsukasa, K., Ahn, S., & Chen, X. (2009). Second language learners' beliefs about grammar instruction and error correction. *The Modern Language Journal, 93*(1), 91–104. https://doi.org/10.1111/j.1540-4781.2009.00830.x

Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago Press.

Lugossy, R. (2009). 'I will think about this': A case study with a lower-primary school teacher of English. In R. Lugossy, J. Horváth, & M. Nikolov (Eds.), *UPRT 2008: Empirical studies in English applied linguistics* (pp. 59-69). Pécs: Lingua Franca Csoport.

Llurda, E. (2004). Non-native-speaker teachers and English as an international language. *International Journal of Applied Linguistics, 14*(3), 314–323. https://doi.org/10.1111/j.1473-4192.2004.00068.x

McIntyre, D. (2005). Bridging the gap between research and practice. *Cambridge Journal of Education, 35*(3), 357–382. https://doi.org/10.1080/03057640500319065

Medgyes, P., & Nikolov, M. (2014). A country in focus: Research in foreign language education in Hungary (2006–2012). *Language Teaching, 47*(4), 1–34.

Menyhárt, A. (2008). Teachers or lecturers? The motivational profile of university teachers of English. *Working Papers in Applied Linguistics*, *2*, 119–137.

Mori, Y. (1999). Epistemological beliefs and language learning beliefs: What do language learners believe about their learning? *Language Learning, 49*(3), 377–415. https://doi.org/10.1111/0023-8333.00094

Nunan, D. (1992). The teacher as decision-maker. In J. Flowerdew, M. Brock, & S. Hsia (Eds.), *Perspectives on second language teacher education* (pp. 135−65). Hong Kong: City Polytechnic.

Prescott, F. (2011). Validating a long qualitative interview schedule. *Working Papers in Applied Linguistics*, *5*, 16–38.

Raths, J. (2001). Teachers' beliefs and teaching beliefs. *Early Childhood Research and Practice, 3*(1). Retrieved October 28, 2014, from http://ecrp.uiuc.edu/v3n1/raths.html

Reeve, J., Bolt, E., & Cai, Y. (1999). Autonomy-supportive teachers: How they teach and motivate students. *Journal of Educational Psychology, 91*(3), 537–548. https://doi.org/10.1037/0022-0663.91.3.537

Richards, J. C., & Pennington, M. C. (1998). The first year of teaching. In J. C. Richards (Ed.), *Beyond training* (pp. 173-190). Cambridge: Cambridge University Press

Richards, L. (2005). *Handling qualitative data: A practical guide*. London: Sage.

Rieger, B. (2009). Hungarian university students' beliefs about language learning: A questionnaire study. *Working Papers in Language Pedagogy, 3,* 97-113.

Ross, S. J. (2005). The impact of assessment method on foreign language proficiency growth. *Applied Linguistics, 26*(3), 317–342. https://doi.org/10.1093/applin/ami011

Tomlinson, P. (1999). Conscious reflection and implicit learning in teacher preparation: Implications for a balanced approach. *Oxford Review of Education, 25*(4), 533–544. https://doi.org/10.1080/030549899103973

Victori, M., & Lockhart, W. (1995). Enhancing metacognition in self-directed language learning. *System, 23*(2), 223–234. https://doi.org/10.1016/0346-251x(95)00010-h

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Westerman, D. A. (1991). Expert and novice teacher decision making. *Journal of Teacher Education, 42*(4), 292–305. https://doi.org/10.1177/002248719104200407

Wette, R. (2010). Professional knowledge in action: How experienced ESOL teachers respond to feedback from learners within syllabus and contextual constraints. *System, 38*(4), 569–579. https://doi.org/10.1016/j.system.2010.09.017

Woods, D. (1996). *Teacher cognition in language teaching: Beliefs, decision making and classroom practice*. Cambridge: Cambridge University Press.

Yuen, L. H. (2012). The impact of continuing professional development on a novice teacher. *Teacher Development*, *16*(3), 387–398. https://doi.org/10.1080/13664530.2012.722440

APPENDIX A

Sample classroom observation schedule

The following format was used for taking classroom observation notes (example given):

Date and time	**Intended lesson stage**	**What aim does the stage seem to accomplish?**	**What is happening in the classroom (interaction, modality and focus)**	**What are the researcher's thoughts and questions?**
11/02 *9:00 - 9:05*	*Lesson start and warm-up*	*Ease learners into learning and break ice after exam period*	*T asks learners to tell each other about their break* *Ss work in pairs while T monitors*	*Instead of opinion exchange, could learners be instructed to ask each other questions and take notes?*
9:05 - 9:10		*Feedback on task (only meaning)*	*Ss tell the class about their break going around in a circle (occasional clarification of meaning and no error correction)*	*The "creeping death" method does not seem to engage learners. Is there a way to select "interesting" stories to share or could learners tell smg interesting they just heard?*

APPENDIX B

The English translation of the teacher trainer interview schedule

(1) Questions related to teacher trainer's bio and personal questions
- (a) How old are you?
- (b) How long have you been teaching?
- (c) What kind of teaching qualification do you have? Where did you study?
- (d) Who do you normally teach and where?
- (e) How did you get into touch with teacher training?
  - (1) Did you take a special course to be a trainer or did they ask you to do this job at your workplace?
  - (2) What did you think of being a trainer at the beginning and what do you think about it now?
- (f) How would you describe your teaching style?
- (g) What points and goals do you consider when setting lesson aims?
- (h) How does your teaching style contribute to the development of students and teacher trainees?

(i) Is there an area where you think you could contribute something "special" to learners' development? E.g., A unique point of view / experience?
(j) Do you attend developmental workshops/meeting/seminars? Did you spend a longer period of time abroad?
(k) Why did you become a teacher? What challenges, successes and failures do you encounter in your daily professional life?

(2) Beliefs about the "good" language teacher
(a) How would you describe an ideal teacher? How is s/he different from you? Have you met anyone you would describe using this adjective? If yes, who?
(b) How does a good teacher relate to the students and to colleagues?
(c) What is the personality of a good teacher like? What personal traits would you emphasize / highlight?
(d) Is there a teacher trainee among your students you would describe as good? How is s/he different from the others?
(e) How long does it take for a trainee to reveal if s/he is going to be a good teacher? What traits / actions can you deduce that from?
(f) What is the structure of a good English lesson? What does the teacher do and what is his/her task?
(g) How does an English teacher / language teacher differ from other teachers?
(h) Is a good teacher native or non-native?
(i) What family background do good teachers come from?

(3) Opinion about the teacher training course / system
(a) How does this university help teacher trainees to become good teachers?
(b) Which courses do you think especially contribute to trainees professional development?
(c) Are there courses that do not help trainees to improve? What are the aims of these courses and why do not these help?
(d) How does an "ordinary" university trainee become a good teacher?
(e) How do the oral entrance exam and the cover letter help in filtering and short listing teacher trainees?
(f) Do you believe that good teachers are "born" or can the necessary skills be taught to everyone?
(g) How does this university try to ensure that trainees are on similar levels after the course regarding language proficiency, knowledge of methodology and in terms of personality? What are the differences among trainees?

(4) Beliefs about good teaching practice

(a) What does an ideal English language language class / course look like? What are they based on? What points do you consider when planning a course? E.g., Syllabus design?
(b) What is the relationship of the students and teacher like? In case of a good teacher, how would you describe the relationship / dynamics between the teacher and the students? Is it similar for teacher trainers and trainees? How do trainees perceive teacher trainers?

(c) How do a novice, an average and a good teacher differ from each other?
(d) Can you judge / evaluate if the teacher is a good one or not based on the lesson plan or the execution of the class?
(e) Do good English language teachers have bad days, too? How do you know whether a good teacher had a bad day or a bad teacher had a really good when you observe a class?
(f) How does a good teacher know if the class was good or bad? How and to what can s/he compare the class?

(5) Is there an area I did not ask you about, but you think it would be important to ask when talking about good teachers and good teaching practices?

APPENDIX C

The English translation of the teacher trainee interview schedule

(1) Personal / bio questions
(a) How old are you?
(b) How many semesters have you spent at university?
(c) What teaching degree will you obtain upon completing your studies? (major and minor)
(d) Whom and where will you like to teach after graduation (e.g., age group, institution type, etc.)?
(e) How would you describe your teacher's (András) teaching style?
(1) What do you consider to be the most useful in András's class?
(2) How does the teaching style of András contribute to students / trainees development?
(3) Is there a special area where you think András could contribute something extraordinary to trainees' development? E.g., a unique point of view / experience?
(4) Based on your impression, what is the most important quality András is looking for in a trainee? What does he put an emphasis on in teaching?
(f) Why do you want to become a teacher? How and why did you decide so?

(2) Beliefs about the "good" language teacher
(a) How would you describe an ideal teacher? How is s/he different from you? Have you met anyone you would describe using this adjective? If yes, who?
(b) How does a good teacher relate to the students and to colleagues?
(c) What is the personality of a good teacher like? What personal traits would you emphasize / highlight?
(d) Is there a teacher trainee among your trainees you would describe as good? How is s/he different from the others?
(e) How long does it take for a trainee to reveal if s/he is going to be a good teacher? What traits / actions can you deduce that from?
(f) What is the structure of a good English lesson? What does the teacher do and what is his/her task?

(3) Opinion about the teacher training course / system
   (a) How does this university help teacher trainees to become good teachers?
   (b) Which courses do you think especially contribute to trainees professional development?
   (c) Are there courses that do not help trainees to improve? What are the aims of these courses and why do not these help?
   (d) How does an "ordinary" university trainee become a good teacher?
   (e) How does this university try to ensure that trainees are on similar levels after the course regarding language proficiency, knowledge of methodology and in terms of personality? What are the differences among trainees?

(4) Is there an area I did not ask you about, but you think it would be important to ask when talking about good teachers and good teaching practices?