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THE REFLECTIVE PRACTITIONER: PERMANENT LANGUAGE TEACHER DEVELOPMENT

Master's Thesis

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INTRODUCTION

The Thesis is examined the stages a teacher goes through during his/her first experiences of teaching. The topic is investigated by reflecting on my own experiences, my teaching practice, reading literature related to it, and drawing parallels between the two: whether I experienced what I should have according to the literature reviewed, or whether I experienced something different.

The chosen topic is highly relevant not only for me, but for my fellow teachers-to-be as well and for teacher education generally. Becoming a teacher is, however well researched it is, still a somewhat mysterious profession. By conducting this research, I hope that I can explore and understand it in some degree.

The chosen way to analyze my experiences was reflection and the analysis of my reflections. Organized by the literature I read, I am going to go through my reflections, and examine my first steps toward becoming a teacher.

After this first chapter of Introduction, I am going to review the literature about teacher development. I start Chapter 2 with clearing up the most important Terms I am going to use throughout my Thesis, then, I am going to turn to the beginner teacher's Personal Beliefs, which is going to be followed by the details and different aspects of development. The stages are organized by the components of development. Chapter 3 is going to contain the Research design and method, starting with the Components of development, moving on to the methods I used which give the data of my Thesis.

The purpose of this Thesis was to research the stages a teacher goes through during the experiences of teaching. This topic can be relevant for any student teacher, and teacher education generally, because it might help make sense of how one becomes a teacher. This thesis examines an instant of teacher development at

tertiary level. It makes use of the case study approach and employs exploratory practice as a means of collecting the necessary data. The case study approach is used because this is a long-term undertaking concentrating on one individual teacher. The findings should help those in a similar position.

There are a variety of ways to develop as a teacher: Five will be discussed here: language classroom research; collaborative development; action research; reflective practice; and exploratory practice. However, before these are considered, the bulk of the review will be devoted to teacher development, as indicated in Part 1.

Whether the situation is to be bemoaned or not, the teacher's lot is a lonely one (Bailey, Curtis and Nunan, 2001). Once a classroom door is shut behind the teacher, they are very much on their own: the focus of attention may, temporarily, be on other elements and phenomena in the classroom, but the prime mover and arbiter of classroom activity remains the classroom teacher. This role and responsibility of classroom teachers can neither be removed nor abdicated without obviously and radically altering the reality of the classroom. Teacher development is discussed here as a valuable way of ensuring that classroom teachers have the means at their disposal to contemplate, reflect upon, understand and where need be, change their practice for their own benefit and that of their students.

PART 1.

TEACHER DEVELOPMENT

This section will deal with teacher development and explore the various terms associated with development; some of which are used synonymously, some of which are used inappropriately and some of which are used inaccurately. For this reason a number of terms will be introduced in an attempt to find a working definition of teacher development for the purposes of this thesis. In addition, the distinction between training and development will be made and examined in some depth, including a treatment of the term education. The examination begins with background information on the current state of teacher develoment, in particular in the United Kingdom, a country where CPD has become all important across both the public and private sectors (Boyd, 2005).

Nicholls and Jarvis (2002) refer to the recent situation in the United Kingdom, where there is to be found a rhetoric that teaching and research are of equal importance and consequently its government sought 'to create a better balance between teaching, research and scholarship in higher education. This implies a need to reconsider the role of the lecturer in teaching and learning, the changing 'nature of student intake, curriculum and pedagogy, and the way they are affecting the way in which academics have to function. In addition, the British context reflects a heightened acceptance by large swathes of society of the ongoing socio-economic swing towards consumerism and entrepreneurism. As White, Hockley, van der Horst Jansen and Laughner (2008) point out when discussing the management of English language teaching operations throughout the world, there is now a focus on quality, efficiency, improved productivity, self-management, accountability to stakeholders and an emphasis on service, which is all pervasive.

Professional development is a key component to remaining current, addressing potential problems, building teacher confidence and properly serving

student needs in teaching. Murphy (2001) presents some of the ways that English teachers can grow professionally such as “gaining teaching experience,participating in teacher-development courses, thinking about and discussing published scholars, attending conferences, consulting colleagues, and getting to know about students”. Reflection is one of the ways to accomplish or discover the need to participate in these activities. Being referred to as the current grand idea (Webb, 1999), it is accepted that reflection plays a significant role in teacher education (Schön, 1987; Valli, 1992; Zeichner & Liston, 1996). However, the concept of reflection is still ambiguous and is not clearly defined. Moreover, it is even more difficult to teach reflection (Jay & Johnson, 2002) as research in this area shows variation. For example, according to Jay and Johnson (2002) some studies take “the content of reflection or what teachers reflect upon (Brubacher, Case, & Reagan, 1994; Liston & Zeichner, 1987; Valli, 1997; Zeichner, 1994; Zeichner & Liston, 1996)”, while „others have studied the process of reflection, or how teachers think about their practice (Richert, 1991).”

It is further claimed that teaching reflection in teacher education is difficult due to the lack of agreement about what to be taught precisely. Before delving into the study, an understanding of the definition of reflective teaching and instruments to practice and measure this technique is necessary.

As it is noted above, researchers adopt different approaches to reflection. For example, Van Manen (1977) utters that reflection comprises three elements of „technical rationality”, „practical reflection” and „critical reflection”. „Technical rationality” deals with the time course of reaching to an aim, in fact to an end, and at the same time, individuals are expected to make use of their existing educational knowledge to accomplish this aim or end. „Practical reflection” focuses mainly on the assumptions that stay behind the practice. „Critical reflection” is concerned with the ethical and moral values of practice. Although moral aspects are covered by the item of „critical reflection” in Van Manen (1977) taxonomy, Valli (1990)

adds moral reflection as an additional and individual item to the list. In relation with the previous taxonomies of reflection, Korthagen (2001) presents reflection as organized, rational, language-based decision making processes that also include non-rational gestalt type operations.

In a different classification Jay and Johnson (2002) propose three crucial steps of reflection as description, comparison and criticism. For them descriptive stage involves the intellectual process of setting problem, while the comparison stage reframes the matter for reflection in light of alternative views. The last stage is the critical stage at which the reflective practitioners take the different choices and alternatives into consideration and establish a renewed perspective. As a result, a reflective teacher is someone, who critically examines his or her practice, comes up with some ideas as to how to improve his/her performance to enhance students, learning and puts those ideas into practice (Akbari, 2010).

It is obvious from the above explanations that many processes are involved in teacher reflection. These processes include „describing the situation, surfacing and questioning initial understandings and assumptions, and persisting, with an attitude of open-mindedness, responsibility, and whole-heartedness" (Dewey, 1933, Schön, 1983 Valli, 1997 cited in Jay & Jonson, 2002). Moreover, according to Dewey (1933), „reflection does not consist of a series of steps or procedures to be used by the teachers. Rather, it is a holistic way of meeting and responding to problems, a way of being as a teacher" (Jay & Johnson, 2002).

Although the correlation between the post method era and reflective practice is not investigated, talking about them will be better as they have occurred simultaneously. It can be argued that this paradigm shift in language teaching has caused a positive change in the field. Due to rapid change resulting from the complexity of learning and teaching processes in the language classroom, reflective practice can be seen as a new model of teacher education by language teacher educators (Richards & Lockhart, 1994; Halliday, 1998; Akbari, 2007).

More studies are needed to suggest that reflective practice is an effective model in language teacher education. At this point Akbari et al. (2010) mention gaps in the area by stating that „the construct of reflection has not been defined in its operational terms to allow for its quantification, mainly due to the absence of any instrument for measuring teacher reflection". With this in mind a research study was conducted by Akbari at al. (2010) with two motives behind „first come up with a model of teacher reflection in applied linguistics, and second, to design an instrument to allow for the quantification of the construct and consequently, its empirical investigation". As a result an instrument was developed to measure teacher reflection in language teacher education. It is also suggested in the study that the true test of this instruments relevance and validity can be achieved through the results of the empirical studies which will be conducted in different pedagogical contexts (Akbari et al., 2010).

There are a variety of ways to develop as a teacher: language classroom research; collaborative development; action research; reflective practice; and exploratory practice. However, before these are considered, the bulk of the review will be devoted to teacher development.

Whether the situation is to be bemoaned or not, the teacher's lot is a lonely one (Bailey, Curtis and Nunan, 2001). Once a classroom door is shut behind the teacher, they are very much on their own: the focus of attention may, temporarily, be on other elements and phenomena in the classroom, but the prime mover and arbiter of classroom activity remains the classroom teacher. This role and responsibility of classroom teachers can neither be removed nor abdicated without obviously and radically altering the reality of the classroom. Teacher development is discussed here as a valuable way of ensuring that classroom teachers have the means at their disposal to contemplate, reflect upon, understand and where need be, change their practice for their own benefit and that of their students.

1.1. Teacher development and teacher training

Although the terms teacher training and teacher development are often used interchangeably, there would appear to exist a dichotomy between the two. Kennedy (1993), for example, refers to the distinction between training and development, describing training as reflecting a view of teaching as a skill which has finite components which can be learnt. Development meanwhile focuses much more on the individual teacher's own development of a theory through personal reflection, examination and intelligent analysis.

Richards (1998) endeavours to differentiate between teacher development and what is often construed as its polar opposite, training, and their different relationships to the wider cast net of teacher education. Richards, Platt and Platt. (1992) consider teacher training and teacher development to be two areas often subsumed within teacher education. For them teacher education is the field of study which deals with the preparation and professional development of teachers. Within this field they refer to a distinction sometimes made between teacher training and teacher development.

Teacher training deals with the basic teaching skills and techniques, typically for novice teachers in a preservice education programme. These skills include such dimensions of teaching as preparing lesson plans, classroom management, teaching the four skills (i.e. reading, writing, listening, speaking), and techniques for presenting and practising new teaching items, correcting errors, etc.

Teacher development looks beyond initial training and deals with the on-going professional development of teachers, particularly in inservice education programmes. This includes a focus on teacher self-evaluation, investigation of different dimensions of teaching by the teacher, and examination of the teacher’s approach to teaching.

As already mentioned, teacher development can also be referred to as continued professional development or personal professional development. Both Balloch (2000) and Curtis (2000) discuss the relevance and practicalities of professional development for language teachers. The likes of Edge (1992) and Underhill (1992) perhaps, therefore, use the terms rather loosely, particularly that of development. Edge (1992) refers to autonomous development as well as stressing his more personal use of the term development to mean self-development. However, the use of the term differs somewhat from that of Allwright (1999) since Edge (1992) stress that the purpose of development is action whereas Allwright (1999) sees a number of possible choices. Just as Gebhard and Oprandy (1999), so Edge (1992) makes clear that there is extra effort involved in such a developmental undertaking. Acknowledging the potential resistance to such effort, there is the significant observation that professional maturity and cross-cultural sensitivity are taking ELT worldwide beyond the idea of a best received method. As Barduhn (2002) makes clear development of some form is becoming a given.

For Underhill (1992) teacher development takes many forms, has different meanings in different contexts, operates from a variety of implicit and explicit beliefs and value bases and is manifested in different forms of action. While this definition accords more with Allwright (1999) it also gets closer to the notions of exploratory practice put forward by Gebhard and Oprandy (1999).

Teacher development (TD) refers to the ongoing professional growth of teachers, particularly that which takes place after initial teacher training. TD may take the form of in-service training of a more formal kind, such as attendance on short or long courses, or at professional conferences (Shudlo S., Zabolotna O., Lisova T. 2018). But it is more typically associated with informal, collegial and classroom-based programmes that incorporate cycles of classroom practice and reflection. These might include such activities as: a mentoring system, where more experienced teachers work alongside novice teachers, including taking part in team

teaching:

- classroom observation, by peers, mentors or supervisors, plus feedback
- keeping a teaching journal
- action research
- locally-based workshops and seminars
- guided reading and discussion (Shudlo S., Zabolotna O., Lisova T. 2018).

Thornbury goes on to discuss how teacher development is frequently contrasted with teacher training with the latter having more technical goals, such as the acquisition of basic classroom skills and subject knowledge while teacher development has a more whole person orientation, aimed at developing the teacher's capacity for self-directed growth and educational well-being. However, both teacher training and teacher development are subsumed within the larger notion of teacher education.

While the above concepts of teacher development are well-established in the literature, for many teachers, and for many of their supervisors, managers and colleagues, teacher development is still frequently equated with training. Moreover, given such perceived equivalence of the two terms, development can be construed as synonymous with the use, or more pertinently the misuse, of performance reviews, including the likes of classroom observations, observation reports and student feedback questionnaires, as well as career planning and counselling, including prospects for promotion, and even disciplinary and dismissal procedures.

Unfortunately, teacher development is all too often done under the guise of quality control, and then rarely for the benefit of the teacher involved, but rather for more visible and thus public benefit of the school and its students. Interestingly, White, Martin, Stimson and Hodge (1991) concern themselves with this perspective on teacher development. Fortunately, other and more recent texts on

ELT management offer approaches to development which are less threatening: development is an attempt to widen the professional development of staff beyond the concept of in-service training into a very much more personal model in which all aspects of a person and their interaction with the working environment are included. The organization can facilitate this process by providing the necessary investment, support and conditions under which people can develop their potential to the full.

In addition, teacher development may, falsely, be seen as receiving positive lesson observation reports from institutional superiors and positive student feedback, as well as keeping abreast of current developments in EFL/ESL, and the collecting of further (academic) qualifications (Zahorodnia, L. & Titarenko, A. 2010).

1.2. The personal nature of teachers development.

Development, as Gebhard and Oprandy (1999) emphasise, is indeed personal, and can be neither externally imposed nor undertaken with any lack of conviction. For Underhill (1992) teacher development is a means of enabling teachers to move on rather than keep repeating the same experience. Moreover, teacher development is seen as a very personal aspect of the individual teacher's roles, and being no different from personal development can only be self-initiated, self-directed, and self-evaluated.

The observation of Ramani (1987) that teachers often see themselves as 'practitioners' who have little or nothing to do with theory would appear to support this. As Freeman (1998) contends many people outside the classroom try to define what teaching should or shouldn’t be.

1.3. Lifelong Learning

The common ideas behind the lifelong learning (LL) concept share thrree characteristics which transform education and training into the concept of LL.

The first characteristics of LL is that is post-compulsory education provided for adult learners, most of which are practical, not academic. It is additional to that recieved at secondary school and is distinct from the education offered in universities.

The second common idea is that LL consist typically of short or part-time courses in a variety of subjects, to formal college credit courses.

Format is the third shared characteristic of continuing education. It encompasses bith formal and non-formal types of education and training and varies from basic literacy training to facilitate the learning process.

Since adult and continuing education programmes are aimed at students that are already professional in certain areas, they are usually quite flexible and offer a wide variety of options as to their methods and format of presentation. The methods of delivery of such type of programs include both especially those beyond traditional undergraduate university age. Adult and continuing education providers make heavy use to distance and online learning which can include CD-ROM/podcast material, broadcast programming, as well as secondary school students. A combination of traditional, distance, and online study is used and the use of online seminars and workshops.

According to Smith (2001), the concept of lifelong learning was first proposed by Basil Yeaxlee in 1929. Furthermore, the concept of lifelong learning was also adopted and discussed in detail by UNESCO in a conference organized in 1960 (Ohidy, 2008;). According to another source, the concept of lifelong learning reached an intellectual dimension as a result of studies on adult education by

Eduard Lindeman in the 1920's (Bilir, 2004). Aksoy (2008) stated that the concept of lifelong learning was firstly suggested in 1919 as a discussion regarding the educational needs of individuals who work in the armed forces and industry. It can therefore be understood from this information found in previous studies that there is not a consensus about the emergence of the concept of lifelong learning.

Karaman (2012) stated that the importance of lifelong learning has increased as a result of rapid change in the world, and the lifelong learning approach began to appear in educational systems in the 1970s. Hürsen (2012) summarized the statements in the UNESCO international education commission:

1. Educational activities should not be limited to school age and school buildings.

2. Education should be considered as the main component of all educational activities, which includes both school education and out-of-school education.

3. Educational activities should have a more flexible structure.

4. Education should be designed as a lifelong process.

Although the historical development process of lifelong learning approach is summarized in this above mentioned way, there are different opinions towards this concept.

PART 2.
TEACHER TRAINING AND TEACHER DEVELOPMENT

Much confusion surrounds the terms teacher training and teacher development. Teachers, teacher trainers and trainer trainers, as well as inspectors, assessors, observers and administrator, and not least trainee teachers, have various interpretations and definitions, some personal, some more academically founded, of the two terms. This section will attempt to unpack the interpretations and definitions found in the literature in order to serve two purposes:

-to compare and contrast the two concepts of teacher training and teacher development in order to contribute to a better understanding of what each contributes to the professionalism of the teacher;

-to emphasise that while they are in many ways distinct entities, serving different purposes and often encountered under differing circumstances, they are, nevertheless, not always so easily subject to clear delineation.

The two are closely associated with each other, or at the very least should be, and, as this section seeks to clarify, no teacher can function fully without experiencing each of them, regardless of to whichever of the two definitions they may personally subscribe.

2.1.Teacher training and teacher development: Historical perspectives

Although the terms 'teacher training' and 'teacher development' are often used interchangeably, there would appear to exist a dichotomy between the two. Taking a historic perspective Richards (2002) notes that during 'the early 1970s, learning to teach English as a second language was a process of acquiring a body of knowledge and skills from an external source, i.e. from experts'. Such a top-down approach placed great emphasis on demonstrations of good practice 'built around a standard or recognized teaching method'. This meant that to become a teacher of

language entailed the acquisition of 'a set of discrete skills - lesson planning, techniques for presenting and practicing new teaching points and for teaching the four skills'. As a consequence, the courses offered to graduates of the time 'consisted of a limited diet of theory courses, mainly confined to linguistics (syntax, morphology, semantics), phonetics, English grammar and sometimes literature, plus the study of methodology' (Zahorodnia, L. & Titarenko, A. 2010).

However, over the last three or so decades a sub-field of language teaching has emerged now known as second language teacher education. The practical exemplification of which can be seen in the theories and practices of teacher development for language teachers as discussed by the likes of, Bailey et al. (2001) or more recently Richards and Farrel (2005).

During this same period there has grown up 'a substantial industry devoted to providing language teachers with professional training and qualifications' (Richards, 2002). Beaven (2005) for example, discusses this in great detail in terms of the experience of preparing teachers for state educational institutions in England and Wales. Moreover, even a cursory examination of the literature reveals the international scale of the proliferation of such training and qualifications: the conference proceedings of International Association of Teachers of English as a Foreign Language IATEFL conferences (Beaven, 2005) are good illustrations of the international scope of, and interest in, the discussion.

Both Beaven (2005) and Richards (2002) refer to the shift in emphasis and understanding of what is meant by the (initial) preparation of language teachers. Both describe how teacher training, and as a result language learning, was once dominated by discrete and prescriptive lists of knowledge and skills to be mastered and put into subsequent practice. However, more recently the notion of the development of the teacher has gained wide credence and won for itself a more central role (Richards, 1998).

Nevertheless, opinions remain doggedly divided in regard to what constitutes the essential knowledge base for language teachers. Richards (2002)

refers to a number of questions, the answers to which remain contested:

Is language teaching a branch of applied linguistics or a branch of education?

How much linguistics do teachers need to know and whose linguistic theories are most relevant?

What are the essential subjects in a pre-service or in-service curriculum for language teachers?

Do teachers need to know how to carry out research? If so, what kind of research?

Due to these dogged differences of opinion, the 'professionalisation' (Grenfell, 1998.) of teachers varies considerably from country to country or even from institution to institution within a country (Richards, 2002).

2.2. Teacher training and teacher development: Examining the differences

According to Richards (2002) training can involve such processes as:

- understanding basic concepts and principles as a prerequisite for applying them to teaching;
- expanding one’s repertoire of routines, skills and strategies;
- trying out new strategies in the classroom;
- monitoring oneself and getting feedback from others on one’s practice.

Teacher development meanwhile can be seen to serve longer-term goals in terms of seeking to facilitate growth of the teacher's general understanding of teaching and of himself or herself as a teacher.

By way of exemplification, the following could serve as developmental goals for teachers:

- understanding how the process of second language development occurs;
- understanding the kinds of decision-making that occurs during lessons;

- reviewing one's own theories and principles of language teaching;
- developing an understanding of different styles of teaching;
- determining learners' perceptions of classroom activities;
- acquiring the skills of a mentor. Richards (2002)

It is interesting to note that the use of words such as 'understanding', 'reviewing', 'developing', 'determining' and 'acquiring' sit well with the underpinning philosophies, theories and practical applications of teacher development as manifested in the likes of Allwright (1999),and Malderez and Bodóczky, (1999) to name but a very small number of the authors writing in the field.

Comparing the two Larsen-Freeman D. (2003) pointed out that 'training deals with building specific teaching skills: how to sequence a lesson or how to teach a dialogue…' whilst development 'focuses on the individual teacher - on the process of reflection, examination, and change which can lead to doing a better job and to personal growth and professional growth'. A result of such a dichotomy, 'training assumes that teaching is a finite skill, one which can be acquired and mastered', thus implying that the ' teacher… learns to teach in the same way s/he learned to tie shoes or to ride a bicycle'. Development meanwhile views teaching as a constantly evolving process of growth and change…', that is as 'an expansion of skills and understanding, … in which the teacher is responsible for the process in much the same way students are for learning a language'.

Kennedy (1993), echoes this, describing training 'as reflecting a view of teaching as a skill which has finite components which can be learnt', whereas development 'focuses much more on the individual teacher's own development of a 'theory' through personal reflection, examination and intelligent analysis'. Richards (1998) differentiates clearly between teacher development and what is often construed as its polar opposite, training, and their different relationships to the wider cast net of teacher education.

2.3. Teacher training and teacher development: Definitions

Some current views of teacher training seek to decry it as an unthinking, mechanistic enterprise. While clearly not doing so herself, Ur (1996) illustrates why such an attitude may be so prevalent: "training' has a specific goal: it prepares for a particular function or profession'. By implication it would appear to lack the broad sweep and rounded features of an education. As Ur goes on to say 'we normally refer to 'an educated person', but 'a trained scientist/engineer/nurse" and thus tied to function and/or profession. Training then is clearly necessary for a variety of professional occupations; however, equally clearly it is not a sufficient enough basis in its own rights, neither in the short nor in the long term. The professions mentioned by Ur are generally accepted to be ones of which some form of further or continued knowledge acquisition is expected, purely by virtue of being a scientist, an engineer, or a nurse. Teachers as a profession can join such a list.

As we have already seen, numerous authors consider teacher training and teacher development to be two areas which are subsumed within the broader rubric of teacher education, for example Grenfell (1998), Richards al. (1992) and Thornbury (2006). Section provided detailed examination of this.

Woodward (2004) concedes that the phrase "Teacher Training" has come, in some people's eyes, to carry associations of unthinking and rather mechanistic work with pre- service teachers. However, the point is also made that teacher training is no longer universally understood to include teacher education, mentoring and professional development.

However, not all authors subscribe to this view: Ur (1996) is one such dissenting voice. While there is recognition of the fact that the interchangeable use of the terms 'teacher training' and 'teacher education' to refer to the same thing, that is to 'the professional preparation of teachers', is in appropriate, 'training' is nevertheless seen as 'the process of preparation for professional teaching, including

all aspects of teacher development'. On the other hand, 'education' is seen as 'the more varied and general learning that leads to the development of all aspects of the individual as a member of society. Similarly, Ur (1998) discusses the apparent differences and distinctions between the two, before positing the artificiality of such and advocating a synthesis more appropriate to the needs of current practice.

In spite of the need to accommodate such opposing views, it is without the scope of this thesis to discuss the broader issue of education for all society's members per se. We shall, perforce, limit ourselves to teacher training and teacher development within the field of English language teaching, and learning where relevant.

Although referring to job training in the context of vocational education rather than to teacher training, Duke (1990) does make an illuminating comment regarding his understanding of training as a focus 'on a specific set of skills necessary to perform a particular set of functions'. As a result, training thus defined has no place in education. However, still referring to training in the same context he goes onto emphasise that 'training need not reduce an individual's options. A certain part of every student's education must involve training. Such a seeming contradiction serves to highlight the role of training, and, by extension, development in the general education of those who wish to become teachers. Despite protestations to the contrary the distinction between the two is far from clear, with each displaying elements of the other depending on the circumstances.

In very rough and ready terms, two characteristics of teacher training seem to emerge from these definitions. Teacher training is generally:

- oriented towards the acquisition of subject knowledge and teaching skills and techniques;

- experienced prior to formal classroom teaching.

That is an extension of the winning and mastery of the techniques and knowledge required to meet the experience of real-time teaching, and thus indispensable to survival in the classroom. Such treatment of development as a

mere add-on to (initial) teacher training is fully misplaced. (Senior, 2006)

On a more salutary note, Senior (2006), writing about the experience of Australian private sector teacher training, draws our attention to the pivotal role of motivation. The importance of the individual teacher's motivation in regard to how they perceive their own professionalism be it in terms of (initial) training and any subsequent professional development is made vividly clear:

- in view of the fickle nature of the profession and the relative lack of career paths, it is not surprising that many teachers are not particularly interested in working towards achieving a high level of professionalism. After all, there are plenty of jobs to be had and, in the words of a contributor at a language teaching conference. Casually employed teachers tend to teach casually.

2.3.1 In-service teacher training (INSETT)

Teacher training strives to address a wide range of issues, such as teaching and learning situations, and the roles of teachers. However, the investigations of Lamb (1995) into the long-term effectiveness of in-service teacher training courses once the glow of 'the positive evaluations' is gone, suggest that what the tutors had said was not necessarily what the participants had heard, or remembered later. The cause of this phenomenon rests with the mental parameters (italics in original) within which teachers conceptualize their own teaching and learning processes, one result of which is the way teachers interpret the ideas taught. The presentation of ideas on the course by the course leaders, that is what is referred to as research theory, did not always accord with those of the 'individual teacher's theory'. What such courses may lack is a tangible connection between the content presented and teachers' own experience: 'participants needed to see… or even experience… the practical manifestation of many ideas before they could fully understand, and so accept them'. The ' 'Jet-In, Jet-Out Expert' ' (Alderson and Scott, 1992) or 'a FIFO (a Fly In Fly Out trainer) (Woodward, 2004) can frequently assume that trainees

are empty vessels or be unaware of their true pedagogic needs and thus have no lasting effect or influence on the subsequent teaching and pedagogic behaviour of the course participants they worked with. Woodward therefore advocates that we thus have to think about how people actually learn teaching and thus what core tasks we are involved in.

Practising teachers would, therefore, be able to attend an in-service course, enjoy the social and learning environment, and then leave with their own conceptions, views and practices unchanged.

Ignoring the teachers' contribution means that 'contradictory approaches may temporarily co-exist in a teacher's classroom routine' (Lamb, 1995) following a training course, or that what was taken up was reinterpreted by teachers to fit their own beliefs and their own concerns about what was important to them and their students. Essentially the focus of the short INSETT course, where experienced teachers already have well-developed mental constructs of teaching, should be the teachers' beliefs themselves. Moreover, awareness-raising activities offer the possibility for participants to confront their own routine practice and the values it is intended to serve. That is it should be the participants themselves who, on the basis of this expanded awareness of their own practice, determine the specific areas of their teaching they wish to develop and to formulate their own agenda for change in the classroom.

Therefore, a teacher training course could serve not only as an intense learning experience in itself, but could also enhance the learning value of all the many occasions when teachers are exposed to new ideas – in the classroom, at conferences, during staffroom conversations, and when reading journals. Such training should not be looked upon as a quick fix or an entertaining interlude, but as a springboard. Significantly for trainers a course which is seriously concerned with long-term change in teachers' practice will have to take these beliefs into account. As Freeman (1982) emphasises development 'speaks to broader, long-term concerns: how a teacher can be encouraged to grow, to explore new avenues and

ideas, and, thereby, to avoid professional atrophy or the feeling that one has done it all before'.

For Gebhard (1996) such development in the guise of INSETT is all about teachers taking responsibility for their own teaching. In essence, this means development refers to self-development (Edge, 1992). As Gebhard (1996) and Gebhard and Oprandy (1999) suggest this involves systematic reflection through such means as self-observation, observing others, keeping a teaching journal and engaging others in talk about teaching (Gebhard, 1996).

As should be clear from the above discussion of the PRESETT scenario, for a beginner teacher the question of 'What do I teach?' is of crucial importance. However, for the trainer, and the trainee, this question is easily answered by reference to course books, syllabi and curricula. Yet just as the teacher gets answers to this their primary question, they begin to ask themselves another question: "How do I teach what I teach?". This question, though clearly more involved with the first, still belongs to the PRESETT scenario and concrete answers can be provided, again by the trainer, or it is hoped the trainee. However, the third question which follows subsequent practice: "Why do I teach what I teach, and why do I teach it the way I do?" is one more suited to teacher development in an INSETT context: there is no one clear-cut answer. It is significant for the purposes of this thesis, that just as the concerns of the trainee change over time, and as a result of experience won via practice, so do those of the trainer.

Thus does Freeman (1982) describe the teacher trainer as offering a 'Supervisory Approach' in order to answer the first question, an 'Alternatives Approach' for the second, and a 'Non-Directive Approach' for the third. The trainer clearly needs to work in different ways depending on the different (developmental) stages of the trainee:

The role of authority or arbitrator found in the Supervisory Approach may no longer be fruitful. Instead, the trainer/observer can become a resource, a

provider of alternative perspectives. Working in this way, the observer broadens the choices open to the teacher. As the teacher explores these alternatives, individual criteria start to develop and eventually the teacher begins to set his/her own goals. The choices raised by the Alternatives Approach lead to a third question.… (to which there is no one answer). At this third stage, then, the trainer/developer can assume a supportive role in the developmental process. Through the Non-Directive Approach, the observer can help the teacher to clarify the significance of the teacher's own experience in the light of his/her own goals.

Teacher development, and here for present purposes it is the trainer to whom reference is made, can thus be characterised as a long-term undertaking: the means cited above do not lend themselves to yielding instant results. This may well differ from the likes of action research (Burns, 1999) where problem identification and the supplying of a solution or solutions occur more quickly. Teacher development thus implies a commitment and concomitant burden of time on the part of teachers wishing to self-develop.

Such development may well mean novice (but not exclusively) teachers going through the chronology of classroom experience. In concrete terms, this could imply a gradual reduction in their dependence on the techniques learnt from pre-service programmes, on course books or on supervisors, as well as overcoming the daily drama of surviving the classroom, as described by Freeman (1982) above. Reference has already been made to the description by Cohen (1996) of a similar process for newly qualified primary and secondary teachers, referring specifically to a sequence for developing competences. Moving on from these concerns to considerations of how students learn and how teaching influences this learning process reveals the pivotal importance of teachers making informed decisions inside the classroom. Such decision making when added to the already considerable burden borne by most practising teachers is clearly time-consuming. This implies a clear commitment on the part of the teacher, be they a novice or a more experienced teacher. This is illustrated by Johnson and Golombek (2002)

who provide a collection of highly personalised teacher narratives and so reveal the teachers' own ways of understanding and knowing to a wider teacher audience.

Action research can reflect a problem solving approach to classroom activities (McKernan, 1996); and in a similar way development can bring about change or solve perceived problems, but unlike action research the intention is not to find instant solutions or bring about immediate change. Development is a longer, potentially more incremental process, the end of which may well not be in sight at the beginning of the undertaking. A related issue could be that of development based not on such outcomes as in action research, but undertaken purely for the sake of curiosity, purely out of interest in seeing what happens. Fanselow (1987) discusses this notion in considerable depth.

Development can be a process of review and recycling. Teachers return to the basics and review, revise and recycle knowledge and practice with a possible view to doing things differently in the future. Furthermore, undertaking to self-develop implies that teachers actively seek out opportunities and circumstances to do so. By returning to basic or first principles in different conditions teachers pursue self-development in new environments thereby potentially offering up new opportunities.

2.4. Reflective practice

Kullman (2008) regards reflective practice as today's 'most widely promoted model in English Language Teacher Education and Development'. Indeed, referring to the roles and responsibilities of mentors, Cohen et al. (1996) consider them to have responsibility for the professional development of their mentee since it is the mentor who 'has a significant role to play in the student teacher's development as a reflective practitioner'. In addition, Cohen et al. refer to the 'responsibility upon student teachers to nurture their own development as reflective practitioners, constantly aware of the shifting current of debate and

practice, and becoming increasingly able to exercise autonomy, collegiality and professional judgement in schools'. For Allwright (1999) the central idea of reflective practice, 'the real-world exemplar of contemplation for understanding' , is that teaching is a cerebral as well as an active profession. Richards (1998) sees reflection, indeed critical reflection, as 'an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose'. Bartlett (1990) goes further maintaining that critical reflection implies that teachers:

transcend the technicalities of teaching and think beyond the need to improve their instructional techniques. This effectively means they have to move away from the how to questions, which have a limited utilitarian value, to the what and why questions, which regard instructional and managerial techniques not as ends in themselves but as part of broader educational purposes.

Bowen and Marks (1994) put it slightly differently but share the basic sentiment, namely that the 'the focus on the how rather than the which, and on looking at the people in the classroom, is an expression of an interest in the process which goes on within and between the participants in a lesson', and moreover that 'the teacher is working in accordance with some personal knowledge of 'what to do' in a particular context… depending crucially on the teacher's awareness of that context, not as a 'setting for implementation', but as a 'framework for knowing'. For Thornbury (2006) reflection implies thinking back on one's teaching in order to understand it better, and to take steps to improve it. However, it involves more than simply remembering. It means being able to think critically about experience, identify problems, and to reframe these problems, to consider them in a new light, in order to identify possible solutions, and to formulate these as a plan of action. Thornbury refers to the claim that self-directed reflection is a characteristic of professional expertise.

Richards and Nunan (1990) point out 'that experience alone is insufficient for professional growth, and that experience coupled with reflection is a much

more powerful impetus for development'. Emphasise that:

teachers develop routines and strategies for handling the recurring dimensions of teaching. However, research suggests that for many experienced teachers classroom

routines and strategies are applied almost automatically and do not involve much conscious thought or reflection. Experience is the starting point for teacher development, but in order for experience to play a productive role, it is necessary to examine such experience systematically

Teacher education, used in a broad, non-technical sense, has two principle components according to Wallace (2001): received knowledge and experiential knowledge. The former refers to knowledge won via scholarly and scientific work, the latter to practising teachers' ongoing experience. However, this experience amounts to nothing if it is not supplemented by the 'critical examination of our motivation, thinking and practice' (Bailey et al., 2001). Such examination (reflection) can be immediate and automatic of the reflection-in-action type, or it can be long- term and ongoing in nature, 'to reflection-on-action type informed by public academic theories' (Bailey et al., 2001). However, as I endeavour to show, the theories need not be informed by the academic debate alone; classroom teachers have contributions to make.

However, stresses there are two ways to viewing professional knowledge:

If we see professional knowledge in terms of facts, rules, and procedures applied nonproblematically to instrumental problems, we will see the practicum in its entirety as a form of technical training. If we focus on the kinds of reflection in action through which practitioners sometimes make new sense of uncertain, unique or conflicted situations, then we will assume neither that existing professional knowledge fits every case nor that every problem has a right answer.

The type of teacher we are and the type of teacher we can become depends on which of these two attitudes we adopt.

2.5 Exploratory practice

Exploratory research may offer ways of reconciling this dilemma and providing an answer.

Exploratory practice seeks to avoid teachers being trapped in contemplation (reflective practice) or leaping headlong from the identification of a (potential) problem to its (potential) solution (action research). This means that understanding per se can be seen as sufficient: there is no compulsion to act as a result of achieving understanding. For Allwright (1999) reflective practice, exploratory practice and action research can all bring about change. However, whereas only reflective and exploratory practice can lead to an understanding of a situation, action research merely formulates a proposal for change, and where circumstances allow, implements such change. Furthermore, exploratory practice is different from reflective practice in that it requires the collection of data. Exploratory practice therefore lends itself to the purposes of the research proposed here.

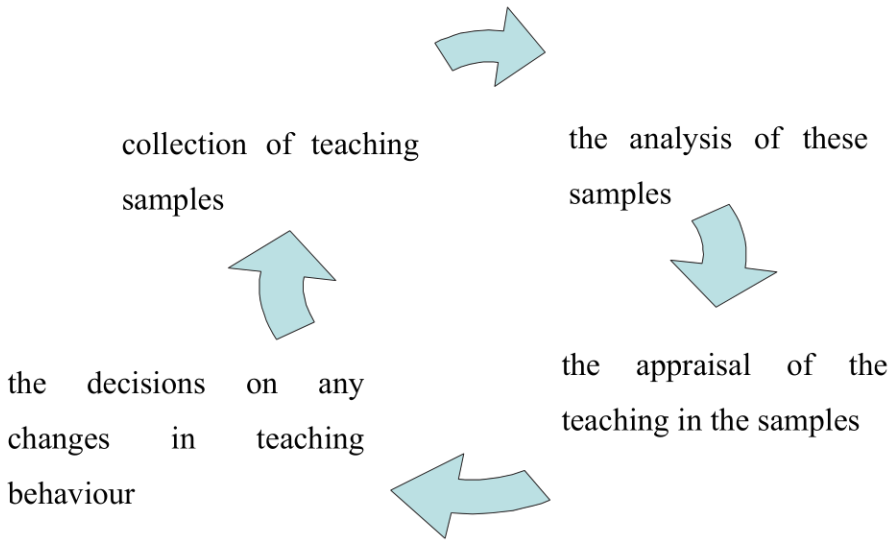
For Gebhard (1996) teacher exploration, that is exploratory practice, can be presented as a four-stage cycle:

collection of teaching samples

the analysis of these samples

the appraisal of the teaching in the samples

the decisions on any changes in teaching behaviour.



Using this cycle, teacher development activities can involve the likes of peer observation, writing a teaching diary or talking about teaching with other teachers. All these activities can be placed within the exploratory cycle depicted above and have been chosen here because they lend themselves to use by practising teachers. Importantly, unlike action research, exploratory practice is considerably less intrusive.

Allwright (1999) sees exploratory practice as:

the deliberate exploitation of standard classroom language learning and teaching activities as the means for collecting data on what happens in the classroom, preferably making at the same time a direct contribution to the learning, and all for the explicit purpose of developing understanding of what is happening in the classroom.

The approaches of Gebhard (1996) and Gebhard and Oprandy (1999) for raising language teaching awareness are non-parasitic in nature and clearly 'out of the morbid shadow of the theory/application discourses' (Edge, 1999) common to much academic research as criticised by Allwright (2003).

Gebhard and Oprandy (1999) perceive their approach as one of simply gaining awareness of teaching beliefs and practices. In doing this they propose that description supplant prescription, that attention needs to be paid to the language and behaviours used to describe teaching, that ways be found to transcend conventional understanding of teaching, and that connections be established between teachers personal and professional lives. They suggest that awareness is reached once 'teachers are provided with even more opportunity to develop that is when they process teaching through multiple activities, especially if given chances to relate the experience of one activity to that of another' .

Teacher development therefore is a long term, personal commitment to bringing about change. It can be engaged in using a variety of means, none of which can claim universal approapriacy and relevance. It would be wrong to necessarily equate change only to change in a concrete sense; change can also

mean a change in one's understanding of a certain situation. or coming to terms with a classroom phenomenon (Zahorodnia, L. & Titarenko, A. 2010)

PART 3
RESEARCH QUESTION

The aim of the research described here is to chart my own development as a classroom practitioner. While being characterised as a long-term undertaking, teacher development can also be viewed as a very practical short-term phenomenon. By this I mean that the steps consciously, or unconsciously, taken by classroom practitioners are oftentimes short ones, yet if taken frequently they can add up to significant instances which have a clear and considerable long-term effect. In order to do this I shall chart my own move from being a teacher to becoming a teacher trainer. What do I want to find out? In essence I want to find out what is happening in the classrooms where I teach and how such findings can help me, and others, to become the best possible teachers we can be (Underhill, 1986).

The research provides for an examination of an instance of teacher development for the purposes of:

achieving a better understanding of what teacher development means for the classroom practitioner conducting the research, including a greater understanding of the trainee participants;

sharing the findings with fellow practitioners in the wider professional community;

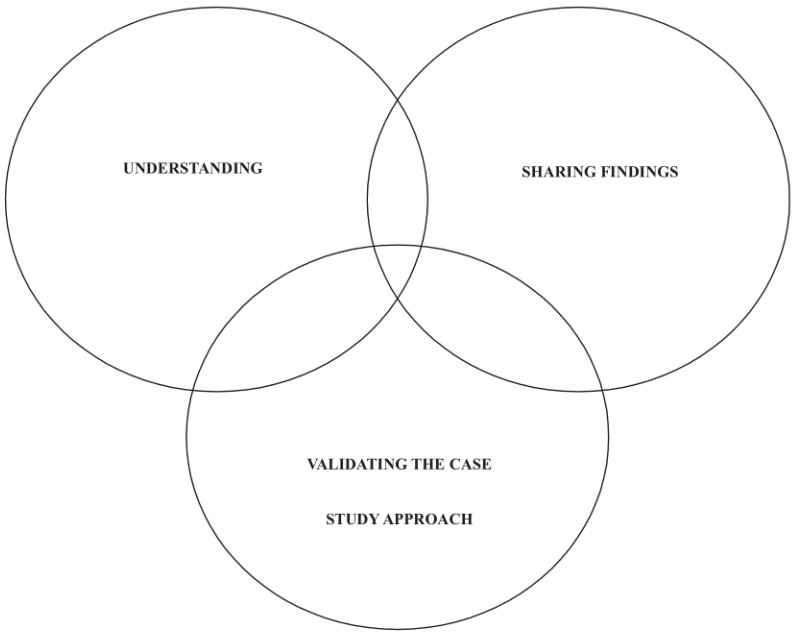


Figure 2 The three ways of examining teacher development

The fact that my area of investigation is my own practice, that is myself in my own classrooms with my own students, and that the means of conducting the enquiry do not include the use of statistical tools, I am adopting the naturalistic paradigm, taking the case study as my approach.

The research questions driving the study are as follows:

Research Question 1 (RQ1):

How should the teacher trainer share their own teaching experience and expertise in the delivery of a methodology course?

Sub-questions:

1.1 How far should the teacher trainer feel obliged to do this?

1.2.How can the teacher trainer avoid the temptation to lead trainees down their own preferred methodological path?

Research Question 2 (RQ2):

Trainees on methodology courses often comment that they have no teaching experience. What does having 'no teaching experience' mean?

Sub-questions:

2.1. What are the implications of this for the teacher trainer?

2.2. What counts as experience?

3.1.Research design

The essence of the study is to capture an instance of teacher development. Having defined what I understand by the term teacher development in the research instruments have been specifically chosen to enable me to be both teacher and researcher (Freeman, 1998) in my own classrooms, examining my own practice, and thus my own development. Originally I envisaged using myself as the sole data source, and, via the use of triangulation, lend the findings won from the data the expected degree of validity and veneer of credibility. This was naïve. In addition to data collected on and by me, data collected from others is of crucial importance.

The literature on teacher research (Bailey et al., 2001, Brown and Rodgers, 2002, Freeman, 1998, McDonough and McDonough, 1997, Nunan, 1992, Robson, 1993 and Wallace 1998) describes a wide variety of data collection methods. The following sections will now describe these methods more fully.

McGrath (2006) proposes that the 'real test of a research method…is its fitness for purpose' (p. 171) and this section seeks to describe the principal data collection instruments and their suitability for the research. The tools are as

follows:

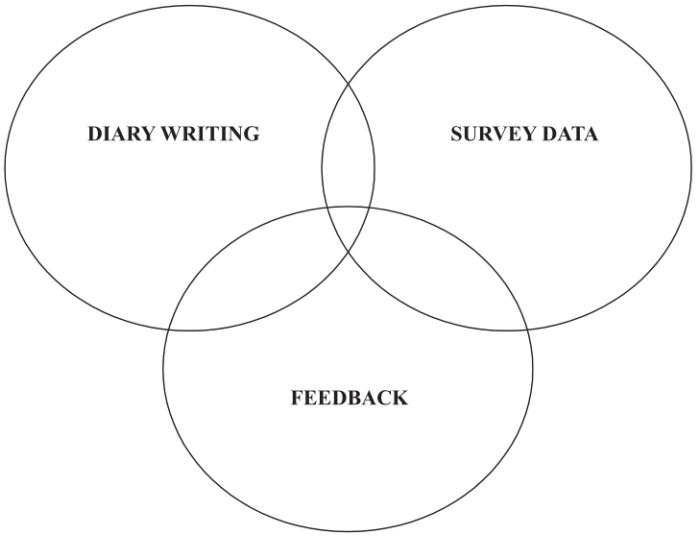


Figure 3 Research instruments

These will now be described in turn in the following sections.

3.2. Diary writing as a research tool

Without wishing to go into great detail regarding the different types of diaries and the difference between diary and journal writing (Bailey, 1990), for this study diaries are seen as 'a place to record our observations of what goes on in our own and other teachers' classrooms, write about our discussions, consider teaching ideas and reflect on our teaching' (Gebhard, 1996). There are no hard and fast rules for the keeping of diaries. Entries can be complete cohesive texts, lists or bullet-points, sketches, transcripts or even visuals. The prime concern is that writing takes place at regular intervals. Ideally this would be immediately following teaching (while the experience is still fresh), and entries would be subsequently read, reviewed, and analysed for 'recurring patterns or salient features' (Bailey, 1990). A critical, non-judgmental distance to one's own practice can be achieved via such

reworking, rethinking and interpreting.

The literature points to diary writing as being prone to two major problems: the question of finding the time and quiet to write as soon as possible after the event; and the need to write in a way which is not just descriptive but also does not succumb to the dual temptations of overly praising or criticising one's own practice. Both these phenomena proved to be true for preliminary research from the pilot study research.

The time-to-write factor was solved by liberal use of much self-discipline, that is forcing myself to sit down and write as soon as possible at set times after the class taught.

First of all, I am going to answer my research question with the help of my diary I kept during the official part of my TP. The method I use for data collection is the examination of reflective diaries about my experiences. I kept a written record of my experience during the first 9 weeks of my teaching: the official period of my TP, 34 lessons. I jotted down some key ideas after each of my lessons and I wrote my precise reflections at the end of every week. I decided to conduct my research with the help of my reflections, on one hand, because teaching and learning is such a subjective and personalized process, especially the aspect I wanted to examine, that the only way I could get closer to my own experiences was first to write them down, reflect on them, and then, a few months later try to find recurring motives, patterns, and compare them with the literature I read. On the other hand, reflection is a method I wanted to practice and making my reflection the main resource of my Thesis made it quite motivating for me to write.

I would like to turn to the quality of my research discussing credibility, transferability, and reliability, which are the major criteria regarding the value of a research (Shenton, 2004). First of all, it is important to add that these criteria are more difficult to meet in the case of a qualitative research.

Firstly, I tried to improve the credibility of my research by triangulation, which involves the use of different methods (Shenton, 2004), in this case:

observations, reflections, and analysis; questionnaires for pupils.

Secondly, respecting transferability, from the context it can be seen that my case is similar to other beginner teachers' situations. Another student teacher is not necessarily going to have the exact same experiences as I had, because it is highly dependent on personality and the circumstances, and so varies from teacher to teacher, but some kind of development can be recognized in any cases and so my approach can be transferred and might be helpful for someone in a similar situation, but it cannot be promised.

Thirdly, as to reliability, it is rather unimaginable to repeat the same context, methods, participants in the case of teaching. As I have already discussed in relation to transferability: in my opinion, with the use of the stages of development I follow throughout my Thesis, other beginner teachers could use my methods to make sense of what is happening during his/her first experiences of teaching. My methods could be suitable for these purposes, especially because reflective diaries are used by many teachers; cooperative teachers' comments are inevitable for novices during the TP, and finally, standardized pupil-questionnaires can be repeated at any time.

On the other hand, however, this element causes the advantage of my research: as it can hopefully reflect on the whole person, capture the totality of human experience and the essence of what it is to be a beginner teacher. The aim of my research is to understand the reality of becoming a teacher as well as possible, the way I experienced it during my TP.

In my study I recorded, analyzed and attempted to uncover the meaning and importance of my behavior and experience during my TP including my beliefs and emotions. I wanted to gain a complex understanding of my own experience and not obtain quantitative data which can be generalized and made into statistics. I followed the inductive type of thinking, looked for a pattern of meaning on the basis of the data that I have collected from my own reflections. For my study I did not have a pre-determined hypothesis, but I clearly identified the topic I would like

to explore as written in the previous section, which is going to provide a framework for my investigation.

I jotted down some key notes after each of my lessons during the official part of my TP, and then, at the end of each week I draw up a detailed and worded summary of the week. Looking back at this text there are some key and recurring elements outlining which correlate more or less with the literature I read about the development of the beginner teacher. In this part of my Thesis I am going into details about to what extent this happened and on which areas.

This chapter and subsequent chapters will analyse the survey data won from the classroom surveys between autumn 2020 and spring 2022. This one focuses on the role of trainer and their experience and expertise. As already mentioned the data presented here reproduces the teachers' own comments as closely as possible, taken directly from the original surveys. The data has been analysed by a process of identifying responses which were allocated to a set of emerging categories, given in bold in the body of the text, which reflect salient aspects of the research questions and each of the sub-questions.

Research Question 1: How should the teacher trainer share their own teaching experience and expertise in the delivery of a methodology course?

The responses, naturally with a variety of caveats attached, recognised the potential usefulness and beneficial nature of teachers sharing their experience and expertise with their students. However, it was important that the contents of the individual lessons did not diverge from the overall stated aim of the course. It was, therefore, important that the contents of the lessons be aligned with those of the course, especially in terms of the trainer being able to plan the lessons according to the principles taught in the course. Consequently, as far as the sharing of experience was concerned:

he/she should progress with the material systematically, and in connection with the topics, the teacher trainer can talk about his/her experience.

Thus suggesting that course content and its systematic teaching should be

prioritised over trainers' sharing of experience. Nevertheless, trainees were clear in stating that the teacher trainer should refer to their own experience and expertise as part of their classroom teaching. A division can be made here between participants' referring to 'talk' on the one hand, and 'anecdotes and stories' one the other in the following collection of responses based on which of the respondents made overt reference to one or the other terms in their answers. A certain degree of overlap can be assumed here between the two categories.

When talking about their experience teachers could highlight the problematic: he/she could tell about those fields that caused problems for them and suggest possible solutions or show methods and techniques which worked for him. However, despite the perceived benefit that could accrue when s/he can share his/her experience by telling memories and useful advices to us, such advice must be given in a specific way:

as far as anecdotes and stories are concerned, these could make lessons colourful by telling anecdotes from their teaching experience or it could prove interesting to hear stories about different people with different experiences. That they have a part to play was exemplified by the respondent who thought that personal experiences can be implanted in methodological courses and to hear about how a certain method works in practice is always useful. Similarly, the view of the trainer could be ascertained via the form of stories and presenting his own personal attitudes towards a certain issue. In addition, the intrinsic worth of anecdotes and stories, particularly in relation to the readings, was emphasised by a respondent's claim that:

anecdotes help a lot just as well as comments made by the trainer on the readings

In addition to talking about their work, trainees also expected trainers to be able to give examples of teaching, that is concrete examples of teaching, both good & bad, or both positive and negative methods, or even for them to demonstrate an efficient and a less efficient way of teaching for example a grammar point or

reading, speaking etc, as well as examples which were general and specific.

The use of **peer teaching** by trainers, as discussed below, was viewed as important, for example one response succinctly states that *I think peer teaching and its criticism is really a good way*. However, as is becoming clear, considerable overlap is already emerging; peer teaching as a teacher training technique involves the sharing of experience in regard to student-to-student interaction and its subsequent analysis:

peer teaching concentrating on a difficult task they had to face during their practice and discussion about it in one methodology class – share experience

Just as course contents need to be considered, so too must the needs and wants of student teachers, and it is expected that the trainer be aware of these. A clear case therefore emerges of the need to focus on the student, particularly in terms of student interest and relevance. The trainer is obliged to establish such needs and wants:

by asking how the students would do something then add their own ideas as well. (But not saying: 'This is my idea)'

Unsurprisingly, given the avowed trainee preference for the practical over the theoretical, as already demonstrated above, the role of theory received only very scant mention:

to teach theory

Given that the role of the readings should be to represent a significant part of the input of the course it is disappointing that they merit so few mentions. However, in view of the previous data entry this is less than surprising. In spite of this, their role is recognised in so much that the trainer's shared experience and expertise complement the readings, that is goes along with the readings, with commenting. More importantly, the readings are seen as a way to:

add comments on the subjects raised by the readings, with relevant anecdotes.

Going from having no experience to experienced status is clearly a process, the process of becoming a teacher. Trainees appear cognizant of this and are able to express this clearly, the person never went through a learning-teaching process, aware that it takes time and effort. Yet they are equally aware that without experiencing the process themselves, not having gone through the process of becoming a teacher, they remain inexperienced:

a beginner teacher has to go through the process of experimenting with all kinds of materials and activities to see which work and which don't. This takes a lot of time (and effort) until one finds the best method for oneself. I have not done it yet, so I have no experience.

The results from this question were expected to give the teacher trainer an indication of potential strategies that could be used in the seminars for training purposes.

What is important is that a very obvious majority of the responses to this sub-question was wholly in agreement regarding the main implication for the teacher trainer: the teacher trainer should provide as many possibilities for teaching as possible. From a trainees' perspective it is clear that it is the trainer's responsibility to present trainees with ways of gaining experience. One response stood out in its lucidity, placing the blame for insufficient opportunities fully at the feet of the trainer.

In practical terms for the trainee increasing the teaching opportunities on a Methodology Foundation equates with the provision of peer teaching in class: they (the trainer) will have to provide opportunities for students to peer teach. The trainees are therefore very much aware aware that peer teaching is necessary and useful as it offers trainees the chance to listen to others' experiences and therefore peer-teaching session have to be organised The trainer is therefore obliged to give the opportunity to the students for teaching. (e.g. peer teaching).

It will come as no surprise that there is no call for more provision of theory from the data given here. However, there is a call to balance theory with practice,

that is the trainer should involve more practical stuff, peer teaching for instance in order to meet the need to balance theory and practice.

Moreover, as well as asking for more peer teaching and practice teaching, it is encouraging that students make requests for the chance to observe others' teaching or make visits to schools: organise, observations or go to a secondary school to visit classes. However, the danger inherent in such an approach is that the trainee may see problems unrealistically because they have no experience. Consequently, they can only imagine possible problems and possible solutions but it's very theoretical, they have no real experience of these problems or opportunities to test solutions.

What counts as experience?

According to the data, any kind of teaching can constitute teaching experience, as can the realisation that it is hard to determine what counts as experience, 1 year or two years of teaching. I don't think there is such a borderline' It has already been seen above that some trainees are able to think in broader terms, not confining themselves solely to the experience of teaching in a classroom. The data from this section attempts to reflect trainees' views on what constitutes experience.

However, for the majority of trainees, experience is gained via real teaching within the formalised confines of the school classroom through via hard work and application. In this view peer teaching no longer counts. It is the classroom that is the real "battleground", anything else counts for very little: when the teacher trainee teaches real students, not peer trainees or reflecting the teaching environments where many trainees succeed in working teaching in a secondary school. If you don't know what teenagers are like, you don't know how to teach them.

This type of teaching means that the teacher teaches in front of a group without any supporting background, having been trained in holding and organising a lesson for a class/group, and in a methodologically based way. This then is

achieved because of the knowledge that have accumulated through the years of practice and practical skills; a wide range of materials and activities.

This hard won experience is also the result of sustained and regular teaching. Such sustained regularity of teaching adds to the characterisation of learning to teach as a process, a process with results and outcomes that need to be experienced. It is this process which must result from regular (not one-off) teaching. This regularity is variously defined as teaching a group or a class in school for more than a few times or having taught for a year at least more or less regularly.

This process of learning to teach can be supported by an environment that is designed for learning and teaching along with the inner forces which form the group. Having said that, it is also necessary to be aware of aspects of teaching which do not lend themselves to easy identification or quantification, that is to be able to handle the unexpected. Moreover, it is a process that does not end upon completion of a teacher training course, but involves informal as well as formal elements, that is the exchange of ideas with others along with more formalised provision:

talking to colleagues as much as possible about their own experience, taking part in teacher training courses even after graduation.

3.3. Consequences

Trainees are generally aware of their lack of experience , however, they do not all agree what constitutes experience or how to go about obtaining it. Peer teaching is advocated by the trainer but some disparage this option considering it less than the real thing. Despite the efforts of the trainer to encourage a wide variety of teaching experience this is not always successful. Surprisingly, one-to-one, the default teachng mode for many students is frequently given low status, ironically while counting as experience of teaching at the same time. Trainees need to be proactive

in finding teaching opportunities for themselves.

What is a teaching professional?

According to one respondent a teaching professional can be defined simply as: somebody who makes their living out of teaching

However, his or her experience, that is practical experience of teaching, was seen as paramount, with a teaching professional being variously defined as somebody trained to teach professionally, or as a person with lots of experience in teaching, that is a very good teacher – has teaching experience. However, the professionalism of a teacher amounts to more than experience; it could include somebody working in a qualified and quality institution, and so reflect the consideration of the institutional teaching context discussed. Equally it could refer to a teacher whose methods and teaching practice are highly respected by other teachers, or likewise to a successful teacher. Meaning that he/she knows how to help students reach their aims. What's more, can convey this knowledge. So, while practical experience is clearly important, the ability to work and interact on a human level when using this practical experience is also significant:

it is someone who has a lot of practice and has empathy towards students and can get the sympathy of the students.

In addition to the above, knowledge defines a very good professional, that is knowledge of methodology and psychology, as well as the need to be well-informed, with up-to-date methods; consciously doing what he has to do. The notion of being conscious is expanded in terms of knowing what to do and when, being devoted and having responsibility, which links to the need for sharing our knowledge with students in a specific subject. Overall, the teaching professional should possess:

knowledge in 3 fields: - subject matter, - pedagogical, - human relations

Furthermore, a combination of the above, teaching experience and knowledge of teaching, that is somebody who has both theoretical and practical experience, was suggested. The teaching professional possess the skills,

knowledge, experiences, and strategies concerning teaching and therefore:

someone who has a couple of years of practical experience and also knows about the theory

However, experience of teaching and knowledge about teaching were not seen as wholly sufficient. As already indicated by the inclusion of such personal attributes as empathy and sympathy and exhibiting such characteristics as not being rude, arrogant or authoritarian, the teaching professional needs more than experience and knowledge: a commitment to teaching one's subject and one's students is also considered necessary:

It is when somebody is truly committed to teaching the subject & to the students

Such commitment, exemplified by someone who is very devoted and professional in their teaching, would also involve sharing, as already discussed, being ready and willing to give your students as much as you can as well as a commitment to develop:

a person who is dedicated and enthusiastic about teaching + who is willing to perform self-training and development from time to time

However, such development is seen as more than an occasional undertaking. The teacher who develops does more than only teaching they go to conferences, are adopting new materials, discuss problems with other teachers, and make research. Furthermore, development is seen as constant development, trying to do our best, consulting colleagues, experimenting with new ideas, keeping up with innovations. Therefore, at the end of the teacher training process:

a teaching professional is someone, who is trained to be a teacher and engages in continuous development

In terms of professionalism trainees are variously ambivalent. On the one hand, teachers are professional, just like doctors or ministers, and teachers carry a huge responsibility, while on the other there is no such thing. Those who speak about themselves as professionals always loses the real meaning of the words

profession and teaching. Teachers should not concern themselves with notions of teacher professionalism; they should simply teach what is prescribed and teach the students. However, defined more fully, teaching professionalism encompasses knowledge and skills along with being able, willing and having the know how:

a teacher is a professional when they consider the methodological aspect for their field when preparing for the class, they monitor their own performance and constantly revise their methods and material.

CONCLUSION

When I started writing this Thesis I was trying to find out more about the stages a beginner teacher is supposed to go through during the long teaching practice. I examined this topic by first reviewing the literature related to it, and then, reflecting on my own experiences and exploring whether what I experienced corresponded to what I read in the literature.

The way I conducted my research was by reflecting on my teaching and then analyzing my reflections. I organized all these by the literature I read.

The results of my Thesis are organized according to the components of development. Regarding the first one: the increase in metacognition and the knowledge about pupils, based on my data in some degree I accomplished what the literature predicted.

These then are the findings from the approach to teacher development. As a case study there is not the possibility to use its findings to generalise from it, neither is it considered to be an objective depiction of the phenomenon examined. The point of a case study is that it is read and the reader takes from it for their own use, or leaves it, however he sees fits, that is the beauty of a case study. Similarly, the analysis of the data is closely bound upwith the researcher, and as pointed out in the Thesis the way data is seen changes over time. When we interpret we make use of many things, Malderez and Wedell (2007) recommend, that ' we pay attention to and value those flashes of insight that may occur at any time'.

Looking into the future I would like to examine the advantages of my topic-choice. The process of becoming familiar with the background of teacher development made me become interested in further research of the teacher development. My topic was unquestionably relevant for me, but it might be relevant in the future for other student teachers, and teacher education generally. From my own perspective, I benefitted from my research, because it taught me to be as reflective as I can be and gave a background to my further development.

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РЕЗЮМЕ

Коли я почала писати цю роботу, намагалася більше дізнатися про шляхи, які доводиться проходити вчителю-початківцю протягом тривалої педагогічної практики. Я так досліджувала цю тему, що спочатку переглянула відповідну літературу, а потім, беручи до уваги власний досвід, перевірила, чи відповідають ці знання тому, що прочитано в фаховій літературі.

Дослідження проводила, керуючись своїм досвідом, а потім аналізуючи свої отримані враження. Все це я спостерігала на основі прочитаної фахової літератури.

Результати дисертації я упорядкувала за тим, як розвивався хід роботи. Що Щодо отриманих вражень, підвищуючи свою метакогніцію та відомості про студентів, на основі своїх досліджень та досвіду, я певною мірою виконала те, що передбачено фаховою літературою.

Отже, це мої висновки щодо підходу до розвитку вчителя. Але не можна використовувати мої висновки дослідженнь як узагальнення і не можна розглядати як об'єктивне зображення досліджуваного явища.

Суть роботи полягає в тому, що читач використовує речі для власних потреб або залишає їх, перетворюючи відповідно до власного бачення дослідження. Так само аналіз роботи тісно пов'язаний з дослідником, і, як я зазначила у дисертації, бачення та актуальність досліджуваної теми з часом може змінюватися.

Коли ми інтерпретуємо дослідження, то багато чого використовуємо. Малдерез і Ведель (2007) рекомендують «звернути увагу та оцінити ті «спалахи», які можуть виникнути в будь-який момент»

Дивлячись у майбутнє, я хотіла б дослідити інші додакові матеріали моєї теми. У мене викликала інтерес пердумова процесу вивчення розвитку вчителя, що спонукало до подальших досліджень цієї теми. Моя тема була, безперечно, цікавою для мене, але вона може бути актуальною і для інших

студентів, вчителів-початківців та педагогічної освіти загалом у майбутньому. З моєї власної точки зору, дослідження принесло мені користь, оскільки воно навчило мене бути максимально практичною і дало основу для мого подальшого розвитку.

NYILATKOZAT

Alulírott, Dónát Zsuzsanna, angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1. _____

Dónát Zsuzsanna