

DOCTORAL DISSERTATION

“THAT WAS THE START OF AN ACADEMIC CAREER”

A MIXED-METHODOLOGY CORPUS-BASED STUDY OF TEFL THESES
AND PORTFOLIOS

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University of Pécs

2022

University of Pécs
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Doctoral Programme in English Applied Linguistics
and TEFL/TESOL

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Table of Contents

List of tables	v
List of figures	vi
List of acronyms and abbreviations.....	vii
Acknowledgements	1
Introduction	2
Structure of the dissertation.....	4
Part I Literature Review	7
Chapter I English Language Teaching	7
1.1 English for general purposes	8
1.2 English for specific purposes.....	9
1.2.1 The concept of ESP	10
1.2.2 Classification of ESP domains	13
Chapter II Academic discourse	25
2.1 Spoken academic discourse.....	32
2.1.1 Classroom genres.....	32
2.1.2 Institutional genres	34
2.1.3 Research genres or research-process genres.....	34
2.2 Written academic discourse.....	36
2.2.1 Diction.....	39
2.2.2 Voice	40
2.2.3 Cohesion, coherence and unity.....	41
2.3 Written academic genres	43
2.3.1 Textbook.....	43
2.3.2 Essay.....	45
2.3.3 Reflective writing	46
2.3.4 Abstract	48
2.3.5 Research paper.....	50
2.3.6 Lesson plan.....	57
2.3.7 Teaching portfolio	59
2.3.8 Thesis and dissertation	63
2.4 Author identity in academic discourse	68
Chapter III EFL teacher education in Europe.....	71
3.1 Knowledge, competence, competency and metacompetence.....	76
3.2 Teacher education in Hungary.....	82

3.1.1	3+2-year (Bologna) teacher education (2006-2013)	82
3.1.2	Critical evaluation of the Bologna system.....	83
3.1.3	5-year/5+1-year teacher education (2013-)	85
3.1.4	Critical evaluation of the 5-year/5+1-year teacher education.....	87
Part II A mixed-methodology inquiry on teaching portfolios and theses.....		90
Chapter IV. Foundation and framework.....		90
4.1	Background to the empirical studies	90
4.2	Social constructionist perspective	92
4.3	Web and desktop applications used.....	95
4.3.1	VocabProfile Compleat Web VP v.2.6.....	95
4.3.1.1	NGSL.....	95
4.3.1.2	NAWL	96
4.3.2	AntWordprofiler	96
4.3.2.1	GSL	96
4.3.2.2	AWL.....	97
4.3.3	AntConc.....	97
4.3.4	Coh-Metrix Web Tool	98
4.3.4.1	Narrativity	98
4.3.4.2	Syntactic simplicity	98
4.3.4.3	Cohesion.....	99
4.3.4.4	Readability.....	99
4.3.5	NVivo	100
4.3.6	Word counter	101
Chapter V Pilot case studies on novice teachers' narratives		102
5.1	Participants	102
5.2	Data collection and analysis	103
5.3	Procedures	104
5.4	Results and discussion.....	104
5.4.1	Pivotal life events determining novice teachers' decisions	104
5.4.2	Teaching competencies highlighted in the narratives.....	115
5.4.3	Interviewees' career choices.....	119
5.5	Conclusions and limitations	120
Chapter VI A corpus-based analysis of teaching portfolios and theses.....		122
6.1	Aim and context of the study.....	122
6.2	Methods.....	123
6.1.1	Sample and data collection.....	123

6.1.2	Data analysis.....	125
6.3	Results	126
6.3.1	Comprehensive descriptive statistics and lexical measures.....	126
6.3.2	Academic vocabulary of the CTPT	135
6.3.3	Words characterized as off-list in the CTPT	141
6.4	Conclusions and further research perspectives.....	144
Chapter VII Academic reflective writing or anecdotal storytelling: a study on pre-service EFL teaching portfolios		
7.1	Context of the study	146
7.2	Research questions	146
7.3	Methods.....	147
7.3.1	Sample and data collection	147
7.3.2	Data analysis.....	148
7.4	Results	149
7.4.1	Descriptive measures.....	149
7.4.2	Narrativity of the reflective writing scripts	151
7.4.3	Syntactic measures	152
7.4.4	Cohesion.....	153
7.4.5	Readability.....	156
7.4.6	Correlation analysis.....	159
7.4.7	Uncovering themes and codes	162
7.5	Discussion	164
7.6	Conclusion.....	166
Chapter VIII Case studies.....		
8.1	The aim of the study	167
8.2	Participants	167
8.5	Quality criteria of narratives.....	170
8.6	Quality criteria of narrative analysis	171
8.7	Results and discussion.....	172
8.7.1	Essential teacher characteristics and competencies.....	172
8.7.2	Thesis topics	177
8.7.3	Challenges while writing	179
8.7.4	Retrospective evaluation	180
8.7.5	Changes in retrospection	182
8.7.6	Advice for the future trainees	184
8.8	Conclusion.....	184

General conclusions	187
Implications for corpus linguistics	192
Pedagogical implications.....	192
References	194
Appendices	232
Appendix A	232
Appendix B	233
Appendix C	234
Appendix D	266
Appendix E.....	267

List of tables

Table 1 The research questions, data sources and methods of analysis	5
Table 2 Defining quality, good, and effective teaching (Conway, Murphy, Rath, & Hall, 2009, p. 22)	73
Table 3 Narrative told by Natalie – success	105
Table 4 Narrative continued by Natalie.....	107
Table 5 Narrative told by Kate – success	107
Table 6 Narrative told by Paul – success.....	109
Table 7 Narrative by Natalie – success as process	110
Table 8 Narrative told by Kate – bad experience	111
Table 9 Narrative by Paul – the worst moment	113
Table 10 Narrative told by Kate - the least encouraging feedback.....	114
Table 11 Teaching competencies occurring in narratives	116
Table 12 Descriptive statistics of the CTPT	127
Table 13 Comparing TTR	127
Table 14 Lexical measures of the CTPT (reference corpora: NGSL & NAWL).....	128
Table 15 Lexical measures of the CTPT (reference corpora: GSL & AWL).....	130
Table 16 Lexical measures of the theses	130
Table 17 Lexical measures of the portfolios	132
Table 18 Paired samples test on TTR, NGSL 1, NGSL 2, NAWL, and Off-list scores in theses and portfolios	135
Table 19 One-Sample Statistics and Test for academic vocabulary use in the CTPT	136
Table 20 Prior empirical research on AWL and NAWL coverage	137
Table 21 Academic vocabulary profiles for the CTPT and the sub corpora (reference corpus: AWL)	138
Table 22 Top 25 academic words in portfolios and theses.....	140
Table 23 Top 25 off-list words in portfolios and theses.....	143
Table 24 Lexical measures of reflective writing samples	150
Table 25 Correlations between lexical measures in the reflective writing samples	161

List of figures

Figure 1 A possible diagram for positioning General ESP	14
Figure 2 Traditional ESP tree diagram (Dudley-Evans & St John, 2012, p. 6).....	16
Figure 3 ESP diagram by Robinson (1991, pp. 3-4)	17
Figure 4 Three divisions and further subdivisions of ESP (Huhta, 2010, p.17).....	19
Figure 5 Multiple approach to ESP (Stevens, 1977, p. 123).....	20
Figure 6 Subcategorizing EST (Swales, 1986).....	21
Figure 7 The Tree of ELT (Hutchinson & Waters, 1987, p. 17).....	22
Figure 8 Metaredundancy (Martin, 2005, p. 8)	29
Figure 9 Levels of discourse socialization (Bhatia, 2013, p. 5)	31
Figure 10 Hartley’s (1998) 12-point guideline of clear writing	38
Figure 11 Presenting reflection (Moon, 2006, p. 100)	47
Figure 12 Content of an abstract (Harris, 2006, p. 139).....	50
Figure 13 “Plan for preparing and writing a paper for publication” (Derntl, 2014, p. 115).....	51
Figure 14 “The ‘Hourglass Model’ (light-grey parts) and the ‘King Model’, which covers an extended set of parts in a typical paper’s structure” (Derntl, 2014, p. 108)	54
Figure 15 Stages of the planning process (Yinger, 1980, p. 114)	58
Figure 16 Thesis structure types (Paltridge, 2002, p. 135).....	65
Figure 17 Personal and social identities (Brewer, 1991, p. 476).....	69
Figure 18 Analytical framework of improving competences for diversity (Public Policy and Management Institute, 2017, p. 16).....	75
Figure 19 Model of general pedagogical/psychological knowledge (Voss, Kunter, & Baumert, 2011, p. 954).....	77
Figure 20 Teacher educators' position (Guerriero, 2017, p. 115).....	78
Figure 21 Modelling competence as a continuum (Blömeke, Gustafsson, & Shavelson, 2015, p. 9)...	81
Figure 22 Competence-framework (translated from Hungarian; Nagy, 2010, p. 12)	88
Figure 23 Narrativity measures of the reflective writing samples.....	152
Figure 24 Syntactic measures of the reflective writing samples	153
Figure 25 Referential cohesion measures of the reflective writing samples	154
Figure 26 Deep cohesion measures of the reflective writing samples.....	155
Figure 27 Connectivity measures of the reflective writing samples.....	156
Figure 28 Flesch-Kincaid Grade Level of the reflective writing samples.....	157
Figure 29 Flesch-Kincaid Ease measures of the reflective writing samples	157
Figure 30 Word length in the reflective writing samples	158
Figure 31 Hierarchy chart of themes in the written reflections	162

List of acronyms and abbreviations

AE	Academic English
ANSI	The American National Standards Institute
APA	American Psychological Association
AWL	Academic Word List
BA	Bachelor's program
BASE	British academic spoken English
BNC	British National corpus
BSL	Business Service List
CAQDAS	Computer-assisted qualitative data analysis software
CEC	Cambridge English corpus
CEFR	Common European Framework of Reference for Languages
CLIL	Content and language integrated learning
COCA	Corpus of contemporary American English
CTPT	Corpus of teaching portfolios and theses
EAOP	English for academic and occupational purposes
EAP	English for academic purposes
EBE	English for business and economics
EBP	English for business purposes
EEP	English for educational purposes
EFL	English as a foreign language
EGAP	English for general academic purposes
EGP	English for general purposes
ELP	English for legal purposes
ELT	English language teaching
EMP	English for medical purposes
EOP	English for occupational purposes
EPLTE	European profile for language teacher education
EPOSTL	European portfolio for student teachers of languages
EPP	English for professional purposes
ERPP	English for research publication purposes
ESAP	English for specific academic purposes
ESCP	English for sociocultural purposes
ESL	English as a second language
ESP	English for specific purposes
ESS	English for social studies
EST	English for science and technology
EU	European Union
EVP	English for vocational purposes
FKGL	Flesch-Kincaid grade level
FL	Foreign language
GPE	General purpose English
GPK	General pedagogical knowledge
GSL	General Service List
IMRD	Introduction – Methods – Results- Conclusion structure
IT	Information technology
ITE	Initial teacher education
L1	First language
L2	Second language
LD	Lexical density
MA	Master's program

MICASE	Michigan Corpus of Academic Spoken English
MITB	Model for interpersonal teacher behavior
MLA	Modern Language Association
NAWL	New Academic Word List
NEST	Non-native English speaking teachers
NGSL	New General Service List
OECD	Organisation for Economic Co-operation and Development
UP	University of Pécs
PM	Participation metaphor
RA	Research article
SAT	Scholastic aptitude test
SD	Standard deviation
SLTE	Second language teacher education
SP-LT	Special-purpose language teaching
TEFL	Teaching English as a foreign language
TESL	Teaching English as a second language
TESOL	Teaching English to speakers of other languages
TL	Target language
TOEIC	Test of English for international communication
TSL	TOEIC Service List
TTR	Type/token ratio

Acknowledgements

First and foremost, I would like to express my sincere gratitude to my supervisor, Dr Magdolna Lehmann for raising my interest in corpus-linguistics and for her guidance and invaluable suggestions during the research and writing process.

I owe special thanks to my teachers at the University of Pécs for their professional guidance and useful comments not only throughout my PhD studies, but also throughout the BA and the MA programs. Many thanks to Professor Marianne Nikolov, Dr Réka Lugossy, Dr Mónika Fodor, Dr Irén Hegedűs, Dr József Horváth, Dr Gábor Szabó, and Dr Zoltán Lukácsi. It has been a long and exciting journey, and I will always recall these years with joy.

I am deeply grateful to all the teachers who participated in the studies and without whom my research would not have been possible. I am thankful for your fruitful insights and engaging stories. Besides, this project would not have been possible without the permission given by the Registrar's Office to access theses and portfolios at the university.

I would like to thank those researchers who made their research instruments and findings available to the public on the Internet, especially Tom Cobb, Arthur C. Graesser, Danielle S. McNamara, and Laurence Anthony. Especially, when a problem came up, somebody was always ready to help me out from the other side of the world.

Finally, I could not have undertaken this journey without my family: my supportive parents and my loving husband. Attila, thank you for creating a computer program just for me to make word-counting easier. I am grateful for all the help and encouragement.

Introduction

“The student writer may work individually or as a member of a group [...],
and much of the time is guided by one or more supervisors”

(Thompson, 2013, p. 290).

Students start their English studies at university with their own suitcases full of their thoughts, visions, knowledge, styles, and language use. Although everybody arrives with a different suitcase, the content starts to live its own life; some get new owners; others disappear in the crowd. Students start to create their new identities in the new environment. Besides connecting with peers, students attend a great variety of courses, gain new ideas and experiences, and get to know more about academic style through their studies. Moreover, engaging in conversations with their peers, teachers and lecturers also broadens their horizons and refines their language use. While reading academic texts, writing university assignments, and working with other people they form their communities and become part of a larger academic whole. Even though not every student feels that they are or have become a member of an academic community, their academic work makes them included. Submitting their academic papers, their theses, as well as their portfolios as teacher trainees, makes them developing writers of academic genres. I have used the word *developing*, since every writer has experienced it at least once in a lifetime after finishing a script, that it was the best work which could have been done. However, thinking back or rereading that paper made the writer feel that it could have been written better, or some changes would have been necessary.

The reason for writing about this feeling is that I have already experienced it as well; and it has become my main aim to deal with academic writing in this dissertation. After submitting my BA thesis, I considered it as the best document I could create. I knew about the work put into the research project, the writing process, and the background research on structure and language. Nevertheless, reading certain sections after some time I experienced it in a very different way. I believed that the sentences and the language were too simple to be considered academic. When I started the teacher training program, I knew that I needed to improve my skills to be at a level where I would be able to support my students and my own professional development as well. I believe that was the first semester when I felt as a member of the academic community. Reading and writing assignments scaffolded the improvement of my academic language use; however, technical vocabulary also became a crucial element of the

assignments and professional and academic knowledge. After the submission of the TEFL thesis and the portfolio, I once again felt that I could not have written these texts in a better way. Still, I reread them after some years and felt some inadequacies. That was the moment when I realized that it meant improvement not only professionally but academically as well. Those documents were written to the best of my knowledge and abilities while asking for help from members of the community: consultants, peers, university professors and teachers. At the end, the documents were constructed in a socially connected environment using all resources available. I wonder if this dissertation will have the same impact on me years after it is submitted.

Being a university student means acquiring academic communication. Academic communication does not only refer to speech or writing among members of the academic community, but also to the discourse which comes to existence between the writer and the reader while engaging in research. Comprehension of academic texts requires the knowledge of academic vocabulary and language use: English used for specific and academic purposes in the present context.

English for Specific Purposes (ESP) has been studied for more than a hundred years now and research has concentrated on a great variety of aspects concerning its domains (Belcher, 2006; Bhatia, 2014; Dudley-Evans & St John, 2012; Flowerdew, 2016; Hyland, 2002c; Hyland, 2011), using corpus-based and genre-based approaches to investigate, inter alia, vocabulary (Chen & Ge, 2007; Csomay & Prades, 2018; Luey, 2006; Malmström, Pecorari, & Shaw, 2018; Snow & Uccelli, 2009; Sword, 2012; Therova, 2021), cohesion and coherence (Bowen & Thomas, 2020; Hinkel, 2001; Tardy & Swales, 2007), structure (Duff, 2010; Hyland, 2013; Johns, 2003), and voice (Hinkel, 2004; Tarone, Dwyer, Gillette, & Icke, 1998).

Research into ESP and English for Academic Purposes (EAP) has been a growing and important field of inquiry due to the ever-growing number of English as a second language (ESL), English as a foreign language (EFL), and teaching English as foreign or second language (TEFL/TESL) students. Past literature has investigated various genres, including research articles (Leki, Cumming, & Silva, 2008; Lei & Yang, 2020; Xodabande, Torabzadeh, Ghafouri, & Emadi, 2022), essays (Bowen & Thomas, 2020; Morris & Cobb, 2004), abstracts (Young, 2006; Salager-Meyer, 2006), theses (Lindgrén, 2015; Pietila, 2015; Stamatović, Bratić, & Lakić, 2020), dissertations (Glatthorn & Joyner, 2005; Paltridge, 2002), portfolios (Lehmann, 2015; Petneki, 2005), and other text types.

The present dissertation provides an opportunity to advance our knowledge on Hungarian TEFL students' academic- and general-purpose language use through a specialized corpus representative of teacher trainees' written discourse at the University of Pécs concentrating on TEFL theses and portfolios including reflective writing texts, lesson plans, and research articles. Even though teaching portfolios are not required to be written in English at the UP anymore, insight into trainees' language use may contribute to development of general academic writing skills of future writers.

Structure of the dissertation

The dissertation consists of two main sections divided into eight chapters. Part I including three chapters gives an overview of the theoretical background to the subsequent empirical studies. **Chapter I** provides an overview of English language teaching (ELT) and research touching upon EGP and focusing on ESP domains from the dawn of ESP research. It also explores the different approaches towards the concept of ESP examining the categorizations illustrated by diagrams and reconsidering the domains by creating a formula applicable to any domain. **Chapter II** discusses EAP, overviews spoken and written academic discourse from a general point of view in order to provide a clear picture on particular characteristics. Written academic discourse and genres are discussed in greater detail as a result of the focus of the dissertation; and I touch upon author identity in academic discourse. **Chapter III** overviews EFL teacher education in Europe, highlights the changes Hungarian teacher education has gone through and attempts a critical evaluation of system-modifications. Besides, it introduces essential terminology for pedagogical studies in terms of knowledge, competence, competency and meta competence.

The theoretical background detailed above is followed by the second part of the dissertation establishing the framework of the empirical studies, introducing the instruments of data collection and analysis (see **Chapter IV**), and discussing four studies (see Table 1). In order to provide a summarized and clearcut picture on web and desktop applications used in the empirical studies, tools are described thoroughly with special attention to any integral corpora and specific indices.

Table 1 The research questions, data sources and methods of analysis

	Research questions	Data source	Method of analysis
Pilot study	RQ1 What pivotal life events determined novice teachers' decisions about their profession?	Narrative interviews with 3 novice teachers	Manual coding
	RQ2 What competencies were highlighted in the stories?		Narrative analysis
	RQ3 How did the teacher training program affect interviewees' career choices?		
Quantitative study	RQ1 How can the vocabulary of the Corpus be described in a corpus-based approach?	UP Corpus of Teaching Portfolios and Theses (CTPT) 42 TEFL theses 64 TEFL portfolios	Corpus analysis
	RQ2 What characterizes the academic vocabulary of the EFL teaching theses and portfolios according to the NGSL and NAWL?		Descriptive statistics Vocabulary profiling
	RQ3 What kind of words are categorized as off-list according to the NGSL and NAWL?		Test for significance
Mixed-methodology study	RQ1 How can the vocabulary of reflective writing texts be described in a corpus-based approach?	20 reflective writing samples submitted as sections of TEFL portfolios	Descriptive statistics
	RQ2 Can the texts be characterized as academic in terms of their linguistic features?		Vocabulary profiling
	RQ2.1 What characterizes the narrativity of written reflections?		Test for significance
	RQ2.2 What do syntactic measures indicate?		Correlation analysis
	RQ2.3 What characterizes the cohesion and coherence of texts?		Qualitative data analysis
	RQ2.4 What readability level do the texts reach?		
RQ3 What are the main themes discussed in the reflective writing samples?			

	RQ1 Which teacher characteristics or competencies are essential according to the interviewees?		
	RQ2 What role did English teachers play in the interviewees' life?		
	RQ3 What challenges did teacher trainees encounter while writing the documents?		Qualitative
Qualitative study	RQ4 Why did the interviewees choose their topics?	6 novice teachers	data analysis
	RQ5 How do interviewees evaluate their writing as they look back?		Narrative
	RQ6 What would student teachers change in their writing?		interviewing
	RQ7 Looking back on the products, what kind of advice would trainees give to future students writing theses and portfolios?		

Chapter V explores the use of narrative interviews as data collection instruments in a pilot study conducted on pivotal life events, career choices, and essential competencies and competences reported by novice teachers. **Chapter VI** is an inquiry into the nature of EFL teacher trainees' vocabulary using a corpus-based approach. A specialized corpus incorporating TEFL theses and portfolios written at the UP is analyzed to reveal data on teacher trainees' general- and specific-purpose lexis and their academic vocabulary. It also explores the coverage of low-frequency vocabulary in individual texts and reveals the nature of off-list words in theses and portfolios.

Chapter VII discusses a mixed-methodology study combining a quantitative corpus-based approach with qualitative textual analysis. The study focuses on reflective writing scripts submitted as part of TEFL portfolios in order to reveal lexical features and recurring themes of a twofold document reporting on both professional and personal development of teacher trainees. **Chapter VIII** examines narratives told by novice teachers concerning three (occasionally) overlapping topics, *school years and teachers*, *university years and teaching practice*, and *theses and portfolio writing processes*. General conclusions revisit the findings, discuss the pedagogical implications of the results, present the limitations of the studies, and identify future perspectives.

Part I

Literature Review

“Vox audita perit, littera scripta manet”

Chapter I English Language Teaching

Research into language teaching and learning started over a hundred years ago in the European region. English language teaching (ELT) refers to the process of teaching English to non-native English speakers. ELT has grown out of colonial and post-colonial language education, from British colonialism, particularly in Africa, to introduce the European form of education to African people. The first researcher who rose interest in English language teaching to speakers of other languages was Harold E. Palmer (Smith, 1999). Palmer was an English linguist and phonetician who became a leading figure in the history of English language teaching in the early twentieth century from the 1920s. Although he never worked as a teacher, he paid much attention to the connection between the needs of the language classroom and the principles of learning theory. Palmer’s most influential work was a practical teaching manual titled *English Through Actions* (1926) with workable activities and exercises to develop oral proficiency (Smith, 1999).

After World War II, Albert S. Hornby set up the journal *English Language Teaching* in 1946. Initially, this journal was published for teachers within the UK to support English teachers in secondary schools. In the early years, the journal had a subtitle: *A Periodical devoted to the Teaching of English as a Foreign Language*. In 1967, the title of the journal was changed to *E.L.T.*; however, since the title of the journal and the name of the profession were the same, researchers, academics, and teachers started to confuse the two. This was the impetus for title alteration in 1973 when the journal got its final title: *ELT Journal*, and it has not changed for almost five decades. From the 1970s, *ELT Journal* changed its primary focus from secondary school institutions to language school education and English for Academic Purposes (EAP; Smith, 2012). Smith, in his talk in Cardiff, defined ELT as a UK-based initiative in the field of English as a foreign language teaching after World War II. Nowadays, *ELT Journal* is for all those involved in ELT, dealing with English as a foreign, second, additional, or international language. Studies published in the journal link everyday concerns of practitioners with relevant academic disciplines such as linguistics, education, psychology, and sociology.

ELT professionals are engaged in theory, practice, and research related to best methodologies, approaches, and techniques emphasizing the development of the four skills: speaking, listening, reading, and writing, besides, they are concerned with educating English to people who speak other languages as a first language. Considering the aims and focus of ELT, another enterprise should also be discussed: teaching English to speakers of other languages (TESOL). TESOL started in the USA in the 1940s to refer to teaching English to large groups of non-native speakers. *TESOL Quarterly*, a professional and refereed journal, was first published in 1967.

ELT is the common category that denotes both teaching English as a second language (TESL) and teaching English as a foreign language (TEFL). TESL refers to the English language education of immigrants and foreign exchange students in countries where English is an official language. TEFL is concerned with teaching English in countries where English is not spoken as an official language. TEFL and TESL are applied in primary, secondary, tertiary, and adult education, as well. English language education has recently been extensive and crucial in all age groups since English has become a lingua franca. The development of Information Technology (IT) has made English a global means of communication through the use of widespread technological devices, the anywhere-accessible worldwide web, and international computer games, which are becoming popular with younger generations, since instant written and oral communication are possible with foreigners.

ELT has two divisions, namely English for general purposes (EGP) and English for specific purposes (ESP). EGP and ESP are taught to enhance university students' English language learning, develop their language skills, and broaden their horizons in English. However, their absolute separation has always been questioned in practice regarding approach and methodology applied in class.

1.1 English for general purposes

Primary and secondary schools, colleges, universities, and evening courses provide English language sessions to all those who are interested in learning the English language. The main aim of these courses is to maintain students' interest in learning English and to educate them about general, everyday topics in the target language. These EGP courses emphasize the development of learners' language proficiency and the improvement of their productive and receptive skills. Since learner needs are difficult to be specified in such courses, most EGP courses do not deal with field-specific topics, vocabulary or phrases. Topic-related content is

dealt with without specifications on profession or occupation. Content and Language Integrated Learning (CLIL) supports language learners in getting to know more about specified topics in life, for example, geography, history, art, politics, technology through communicating in the target language; however, these themes are not professionally specified which makes them appropriate for general-purpose learning. CLIL means that “a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role” (Marsh, 2002, p. 58). Long (2005, p. 19) stated that general courses, also known as EGP sessions, are courses which teach language for no purpose, which I argue, since all courses have a certain purpose whether general (EGP) or field-specific (ESP). EGP courses teach general English with the aim of developing students’ four language skills, reading, writing, listening, and speaking which can be described as general purpose of using the language in everyday situations. As Widdowson (1983, p. 6) also defines,

GPE [General Purpose English] [...] is essentially an educational operation which seeks to provide learners with a general capacity to enable them to cope with undefined eventualities in the future. Here, since there are no definite aims which can determine course-design, there has to be resources to intervening objectives formulated by pedagogic theory. These objectives represent the potential for later realization and are, so to speak, the abstract projection of aims.

Teachers in EGP courses are the symbols of formal authority in EFL classrooms, who possess the primary knowledge and facilitate learning. EGP practitioners encourage and promote student learning and equip them with useful and effective learning strategies. A difference between EGP and ESP can be made by analyzing how purpose can be defined, as Larouz and Kerouad (2016) claim. Their position concerning differentiation can be supported remarkably since purpose in ESP is seen as “eventual practical use,” and in EGP, it is understood in educational terms to “achieve a potential for later practical use” (p. 99). EGP provides a basis for mastering English related to specific fields in the academy or certain professions. Astika (1999) also claims that there is a need for effective learning at the general level to establish the acquisition of a language meeting professional or occupational needs.

1.2 English for specific purposes

Over the last four decades, English for specific purposes (ESP) has been the subject of language teaching and linguistic research. Studies have aimed at investigating non-native authors’

language use in academic and workplace settings in order to develop students' language skills in certain disciplines or professions who attend tertiary education. ESP has become a prominent field in English as a foreign language (EFL) and English as a second language (ESL) teaching and research.

1.2.1 The concept of ESP

As the field of ESP started to broaden, researchers attempted to define the concept thoroughly, which resulted in various definitions from different perspectives, mostly describing its characteristics. Examining the definitions and explanations that were put forward in the last four decades, although differences can be observed, all have concentrated on the aspect of being specific in a certain way.

A workable starting point in defining the concept is having a look at the definition in dictionaries. The online Cambridge Dictionary defines ESP as “the teaching of English for use in a particular area of activity, for example, business or science” (<https://dictionary.cambridge.org/>). The two main points the Cambridge Dictionary highlights is the teaching of the English language and a certain discipline in which it is needed. The online MacMillan Dictionary provides a more detailed definition: “English taught to people whose first language is not English, but who need to know technical, scientific, and other English vocabulary from specific fields for their careers” (<https://www.macmillandictionary.com/>). The MacMillan Dictionary already frames the definition into EFL and ESL and includes the discipline-specific vocabulary needed in the profession. Since vocabulary carries the information that is needed to understand communication, it also involves the specific content that is needed in a certain discipline which can be interpreted as part of the second definition. In the case of ESP, specific vocabulary is connected to field-specific content as well. Analyses of scientific and technical texts by Barber (1962) identified a set of sub-technical vocabulary that were more likely to occur in ESP related contexts than in general English.

ESP is an acronym with many definitions, applications, and interpretations (Anthony, 2018). The term has been used in different contexts to refer to three main constructs in research literature.

Firstly, ESP has been interpreted as a model or framework. Bhatia, Anthony, and Noguchi (2011) present ESP as a model “which focuses on the acquisition of professional expertise,

which integrates discursive competence, disciplinary knowledge and professional practice in a complex and dynamic manipulation of socio-pragmatic space within which most forms of specialized communication take place” (p. 143). Such a model can be applied in different domains of ESP as a universal and objective framework. Strevens (1988, pp. 1-2) sets a framework for ESP by giving details on four absolute and two variable characteristics:

1) Absolute characteristics:

ESP consists of English language teaching which is:

- designed to meet specified needs of the learner
- related in content (i.e., in its themes and topics) to particular disciplines, occupations and activities
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse
- in contrast with "General English"

2) Variable characteristics:

ESP may be, but is not necessarily:

- restricted as to the language skills to be learned (e.g., reading only)
- not taught according to any pre-ordained methodology.

Strevens' (1988) framework and definition in the field of ESP has become internationally accepted and widely used. He also includes claims for ESP in his definition, namely he puts primary emphasis on needs assessment, relevance to the learner, successful information transfer, and he adds that it “is more cost-effective than “General English” (Strevens, 1988, p. 2). In Strevens' (1988) definition, the subject he characterizes is not ESP, but English language teaching as one element of ESP. In this sense, ESP becomes a framework in which teaching English ought to meet certain features in contrast to General English, EGP. In his definition specificity in ESP comes from specified learner needs and discipline-specific content supplementing them with appropriate language use and discourse analysis. As variable qualities, he adds that courses might be focused on particular skills and may not use established methodologies.

Secondly, ESP may also be labeled as an approach to teaching the English language to FL or SL learners. Johns and Dudley-Evans (1991) provide a definition of ESP as “the careful research and design of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context” (p. 298). Later, Dudley-Evans and St. John (2012,

pp. 4-5) present a modified definition of ESP, constituted of absolute and variable characteristics (as Strevens' definition):

I. Absolute Characteristics

- ESP is defined to meet specific needs of the learner;
- ESP makes use of the underlying methodology and activities of the discipline it serves;
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.

II. Variable Characteristics

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners.

Their definition addresses students' needs, methodologies and activities of the target discipline, and the communicative movements needed to engage in the target communities. Dudley-Evans and St. John (2012) define ESP itself according to these characteristics, which means that it makes ESP an approach to teaching English in their definition. Nevertheless, they do not include a distinction between ESP and EGP as Strevens does, which lets ESP extend and cover language education of those students as well who do not belong to a specific discipline or profession. Moreover, they state that ESP courses are usually designed for adults, learners at higher proficiency levels or students in tertiary education requiring a basic knowledge of the language system. However, they tag on their explanation that it can be used with beginners which makes their summary vague and obscure.

Hyland (2002c) states that ESP is "research-based language education" (p. 386) and most ESP courses focus on preparing learners for professional engagement in the target community and communicative practices. Therefore, ESP practitioners need determination to be absorbed in certain academic or occupational domains in English and educate learners according to their

needs in the given area (Belcher, 2006). Hutchinson and Waters (1984) describe ESP as a form of language teaching, Widdowson (1983) says it is “essentially a training operation which seeks to provide learners with a restricted competence to enable them to cope with certain clearly-defined tasks” (p. 6). Mackay and Mountford (1978) state that ESP means teaching English definitely for utilitarian purposes. These varying definitions illustrate that ESP can be understood as an approach to language teaching for a purpose defined by the students’ specific needs at higher educational levels. Learners’ needs play a vital role in establishing the content of the materials. Therefore, Johns (1991) claims that needs analysis to be the first step in course design. ESP courses put emphasis on preparing students to engage in academic or professional situations and to apply appropriate vocabulary of the discipline, since a word can have many possible meanings. A crucial issue in why ESP courses differ was addressed by Strevens (1977), since he identified dimensions along which courses vary: area of specialization, restriction of language skill, specificity of language, and pedagogical variations (p. 119).

Thirdly, ESP, from a narrow viewpoint, can be seen as the language used in a discipline or occupation. ESP may refer to the English language used to transfer field-specific content. Mackay and Mountford (1978, p. 4) wrote that special language means “a restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation”. Specific language may represent different registers used in discipline-specific discourses. The concept of a special language arose already in the 1960s when register analysis identified different lexical and grammatical features of texts in different disciplines.

1.2.2 Classification of ESP domains

ESP is an umbrella term with different interpretations and as many domains as specific learner needs and communities. Some scholars (see e.g., Bloor & Bloor, 1986; Master & Brinton, 1998) claim that ESP fields have a common core called General ESP. Based on earlier studies, General ESP refers to the common core language that all disciplines use, including vocabulary and grammar, language skills, or common themes. Bloor and Bloor (1986) advise teaching general skills that are transferable across purposes, which is called the Common Core Hypothesis. Master and Brinton (1998) discuss general abilities and skills that can be developed in General

ESP courses and emphasize the importance of rhetorical strategies and instructions on email-exchanges and Internet resources.

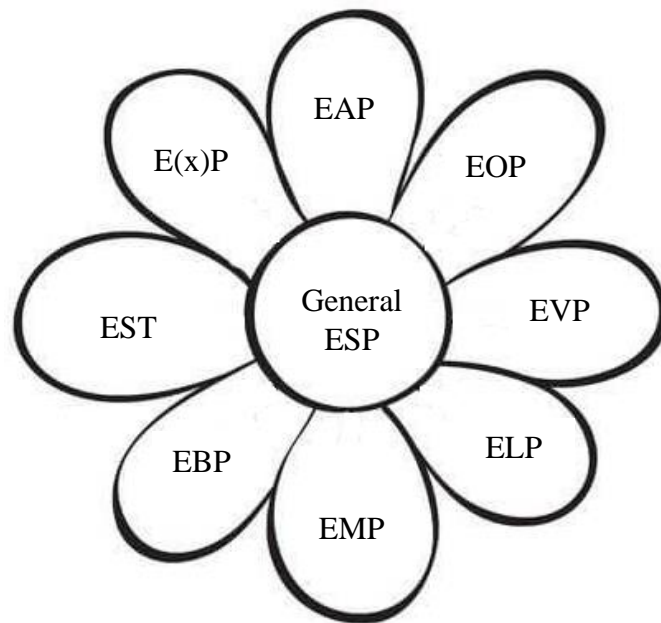


Figure 1 A possible diagram for positioning General ESP

In Figure 1, I present some of the relevant and highly published domains of ESP (see detailed description of the branches later), and I have named one petal E(x)P, a formula to express that specific purpose English courses can focus on a great variety of disciplines. These courses attempt to focus on the foundation of other ESP courses, their participants engage in core language skills, and grounding topics and themes relevant to several specific aims. Hyland (2002c) summarizes why some ESL experts support the application of the General ESP approach, the “wide angle approach”: (1) importance of general inquiry and rhetoric connected to the lack of expertise and confidence of language teachers in specific disciplines; (2) need for inquiring the ‘general English’ at lower levels; (3) time-consumption of systematic analysis of tasks and texts, and the most important is that (4) “there are generic skills and forms of language that are the same across a range of disciplines, professions, or purposes” (Hyland, 2002c, p. 387). However, he criticizes the application of General ESP courses and approaches since “[t]here are numerous courses organised around ‘core’ themes such as ‘business writing’ and ‘oral presentations’, and ‘core’ topics like ‘persuasive language’, ‘expressing cause and effect’, and so on” (Hyland, 2002c, p. 389), but engagement and communication in the target community seldom depend on these grounding topics or common core grammar features. Hyland (2002c) holds a contrasting opinion, and advocates that a) ESL/EFL language teachers

work in ESP courses, since specialists may not have the expertise or desire to teach literacy skills; b) students do not learn in a step-by-step approach heading toward the more difficult or specific language features; c) students need subject specific communicative skills; d) the “general” and the specific variety of the target discipline should be acquired together; and e) meaning and use of language features differ in specific contexts (pp. 388-389).

As Bloor and Bloor (1986) record, “[t]he term has also been used in ESP to refer to texts (or other linguistic input) which are suitable for use with heterogeneous groups of learners such as those on Study Skills courses” (p. 17). However, in common with Hyland’s (2002c) viewpoint, Bloor and Bloor argue that many forms may have different meanings depending on the context. Thus, views on General ESP can be concluded with Hyland’s (2002c) perspective: “Disciplines have different views of knowledge, different research practices, and different ways of seeing the world, and as a result, investigating the practice of those disciplines will inevitably take us greater specificity” (p. 389). Since distinct disciplines require distinguished research practices, knowledge, worldview, and employ different communicative practices, the subject- and discipline-specific purposes of English will be discussed thoroughly in what follows.

Concerning the branches of ESP, the researcher society has been divided into groups supporting different viewpoints. The first group of researchers promote the idea that ESP has two main branches, namely English for Academic Purposes (EAP; Anthony, 2018) and English for Occupational Purposes (EOP; Belcher, 2006; Dudley-Evans, 2001; Dudley-Evans & St John, 2012; Flowerdew, 2016; Peacock & Flowerdew, 2001; Johns, 2001; McDonough, 1984), which is the traditional viewpoint on the main ESP domains. In all diagrams, EAP describes the English language instruction that is designed for academic needs within educational settings. It is primarily associated with university level English (Master, 1997). Hyland (2018) highlights that “EAP can play an important role in assisting students to unpack textual norms to take a more critical view of the academy” (pp. 1-2).

Jordan and Matthews (1977) conducted classroom research in a Study Skills course with 49 students from distinct disciplines: math, sciences, engineering, economics, adult education, architecture, and town and country planning. They concentrated on teaching listening comprehension, note-taking, and academic writing. They paid special attention to materials conveying useful information about language learning, being relevant to all students and suitably academic. However, they encountered problems with relevance for all students because of their specializations. Their course can be seen as an English for general academic purposes

(EGAP) course. The term EGAP was originally introduced by Bloor and Bloor in 1988, endorsing the idea of broad literacy domains and the concept that there are language components that are common in different disciplines (Dudley-Evans & St John, 2012; Swales & Feak, 2000). Hyland (2017, 2018) writes that EGAP courses can have real value in bridging the gap between proficiency-focused language knowledge and academically used disciplinary English.

When disciplinary knowledge comes into focus of academic English studies, scholars refer to it as English for Specific Academic Purposes (ESAP; Basturkmen, 2003; Blue, 1988; Bodin-Galvez, 2019; Flowerdew, 2016). Specific branches of EAP are referred to as ESAP focusing on students’ needs from specified disciplines and on the provision of students in learning disciplinary features. Since the teaching of English in such ESAP courses concentrates on disciplinary features, content, genres, and language use, it would be of high importance to specify the S in ESAP. This is my reason for promoting Swales’ (1980) formula of EA(x)P (p. 20) illustrating any discipline-specific EAP course or approach.

English for Science and Technology (EST), English for Medical Purposes (EMP), and English for Legal Purposes (ELP) have always been in the focus of EAP teaching and research. English for management, finance and economics is mentioned by Dudley-Evans and St John (2012) as a field of study that started to emerge in the late 1990s; but at that time, it did not have an established acronym mirroring its discipline and courses.

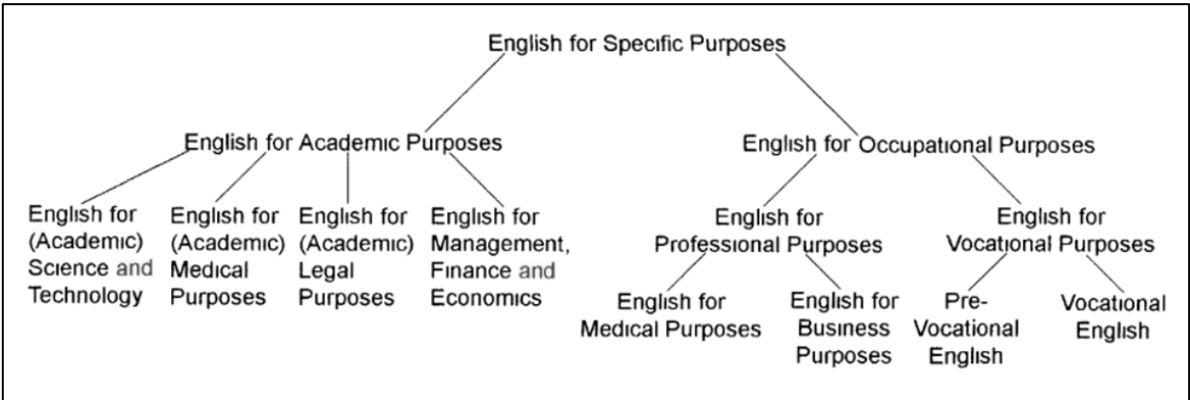


Figure 2 Traditional ESP tree diagram (Dudley-Evans & St John, 2012, p. 6)

In Dudley-Evans and St John’s (2012) diagram (Figure 1), EOP refers to English for Professional Purposes (EPP) courses designed especially for professional aims “in administration, medicine, law and business” (p. 7), outside academic settings. Applicants for

an EPP course are usually not beginners, but experienced English language learners. Besides EPP, it also covers EVP courses designed for “non-professionals in work or pre-work situations” (p. 7). The example attached helps understand their interpretation of the concepts: “[w]e may distinguish between studying the language and discourse of, for example, medicine for academic purposes, which is designed for medicine students, and studying for occupational (professional) purposes, which is designed for practicing doctors” (p. 7). Within EVP, pre-vocational courses are designed for people looking for a job. They can learn about applying for a position and taking part in an interview, and they can also develop their communication and soft skills needed in these situations. Vocational courses are concerned with learning the language of specific trades or occupations (Dudley-Evans & St John, 2012). A similar divergence can be observed in Johns’ (2001) advocacy, EOP can further diverge into professional English, dealing with, for example, English for Business and Economics (EBE, also known as EBP, Blue, 1988; Rao, 2019) which has the longest history in the ESP movement. The other branch she distinguishes is VESL, courses working on curricula for craftsmen, for example, English for Car Mechanics.

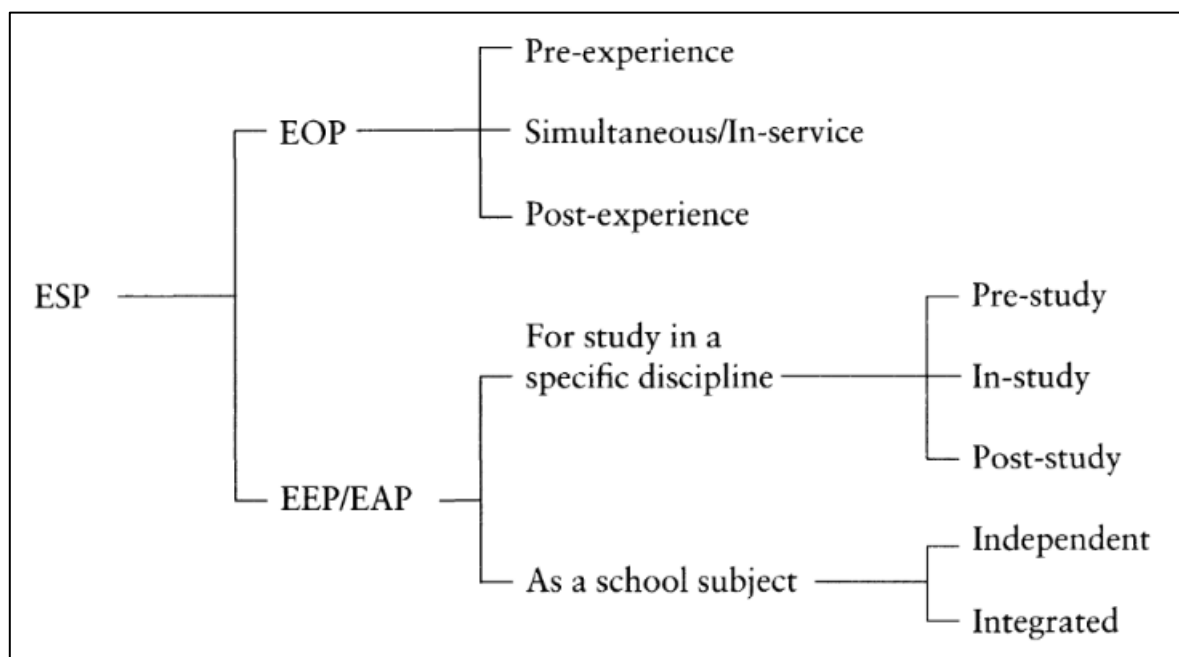


Figure 3 ESP diagram by Robinson (1991, pp. 3-4)

Robinson (1991) created a diagram that presents EAP courses as the ones concentrating on academic study needs and add that it can be targeted at secondary school level as an independent subject or as an integrated element/material in a certain subject. This direction meets Strevens’

(1977) view that SP-LT (special-purpose language teaching) can be either occupational (EOP) or educational (English for Educational Purposes, EEP). Pre-experience EOP and pre-study EAP are both directed towards preparing language learners for either positions or academic studies. In-study EAP courses refer to service courses which are not closely related to their chosen field of study. Post-study and post-experience ESP courses provide language learners with further knowledge concerning their specialization. EOP courses deal with work-related needs and training which can be pre- or post-experience or done simultaneously while working (in Strevens' diagram, simultaneous EOP is not present, see Figure 3). However, EAP and EOP can aim at teaching specific disciplines according to the language learners' needs in certain courses.

The second group of researchers maintain the point of view that ESP can be split into three categories. Basturkmen (2010), Swales (2000) and Mancill (1980) divide ESP into three operating categories to further specify special aims: (1) EAP, concerning academic or educational settings; (2) EOP/EVP, with regard to language courses for people working in craft or trade; and (3) English for Professional Purposes (EPP), courses for professionals and businessmen. In Swales' understanding EOP/EVP courses are also venues "where graduating students are being prepared to be effective communicators" (p. xvi) in their specializations.

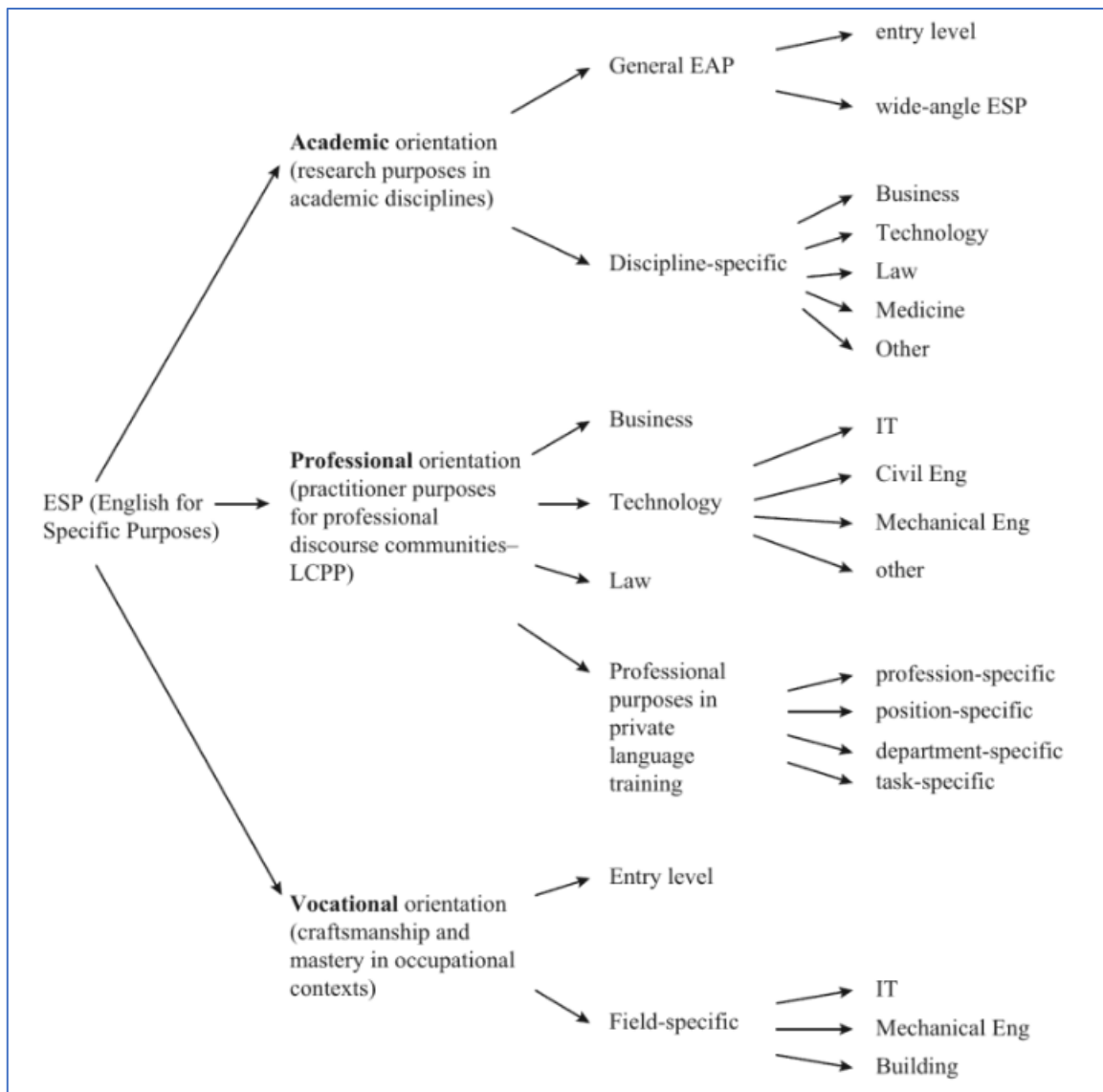


Figure 4 Three divisions and further subdivisions of ESP (Huhta, 2010, p.17)

The traditional approach to ESP (see Figure 5) distinguishes between EVP/EOP and EPP based on the educational background of the language learners. Coxhead (2018) identifies the abovementioned three branches of ESP, but calls them EAP, Professional and Occupational English, and English in the Trades (p. 1). EAP can perfectly parallel Basturkmen's (2010) and Swales' (1986) category and EPP in their understanding could cover Professional and Occupational English. EVP/EOP corresponds to English in the Trades since it deals with needs of craftsmen, only the denomination differs.

The third group of scholars illustrate ESP domains according to needs, which indicates an infinite number of domains. It may be called a multiple approach describing the specifications of ESP. Strevens (1977) distinguishes between EST and "Other ESP" branches within ESP. It

shows the superiority of EST in the 1970s, but also indicates that all other ESP courses were divided according to needs. Strevens (1977, p. 120) demonstrates that occupational and educational branches can be found within given specifications:

All ESP courses are concerned with either the language and purposes of a job (hotel manager, motor mechanic, jet engine technician, seafarer, air hostess, etc.) or the language and purposes of a field of study (geography, tropical medicine, economics, etc.). Educational ESP tends to be more academic, more abstract, less closely related to everyday actions of the learner, less pragmatic, than is occupational ESP.

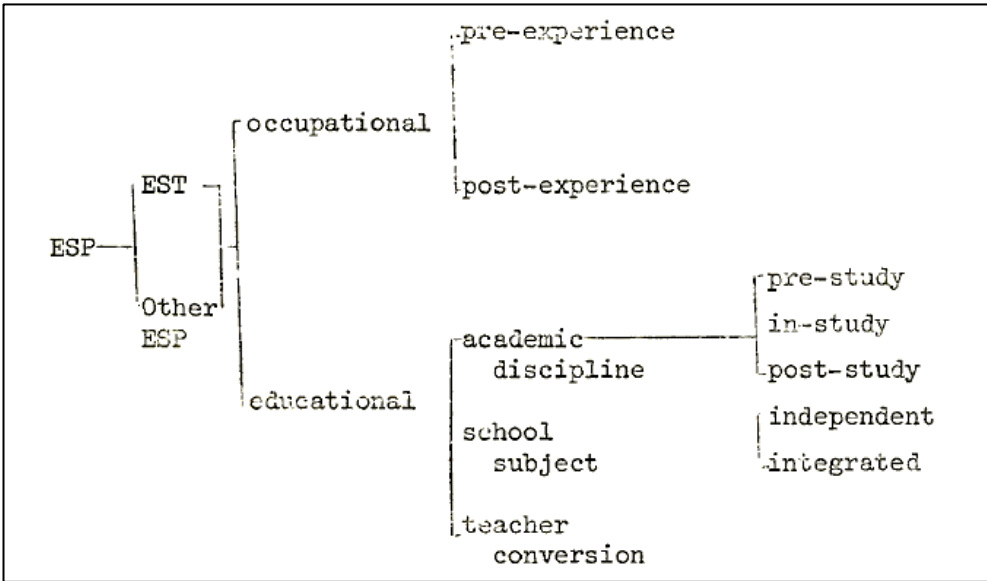


Figure 5 Multiple approach to ESP (Strevens, 1977, p. 123)

Strevens (1977) introduces a category that did not appear before, namely teacher conversion in the branch of educational ESP. Teacher conversion is a special case of education meaning that experienced and already trained teachers can have the opportunity to receive retraining and switch that language they have taught. An example could be seen in the Hungarian context from the late 1990s when Russian as a foreign language teachers had the possibility to get retrained to Western language teachers.

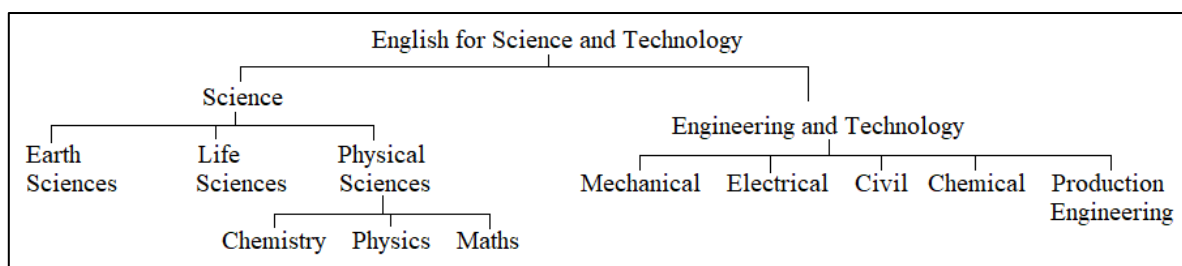


Figure 6 Subcategorizing EST (Swales, 1986)

EST is the senior branch of ESP according to Swales (1986) since it is “senior in age” and it is greater in volume of publications than other branches. Swales (1986) separates it following institutionalized boundaries in terms of subject matter (p. xv). EST has been a prominent field of ESP teaching and research since the 1960s. However, it plays an as valuable role as other subfields, thus, it is not highlighted as a main domain anymore.

Master and Brinton (1998), Harding (2007), and Paltridge and Starfield (2013) address the issue from a multiway point of view. They identify EAP, EOP, EVP, EBP, EMP, ELP, plus one further category as their main classifications of special purpose courses. The “plus one” for Master and Brinton (1998) is English for Art and design, for Harding (2007) it is EST, according to Paltridge and Starfield (2013), it is English for Sociocultural Purposes (ESCP). Even though they highlight the subcategories above, Harding (2007) and Paltridge and Starfield (2013) established multiple other classes within ESP. Such a diversified viewpoint does not make any of the areas stand out but treats them as equally important.

The ESCP approach refers to those aims for language learning that are connected to disadvantageous social or cultural situation of the ESP learners (Belcher, 2009; de Silva Joyce & Hood, 2009; Master, 2000; Master & Brinton, 1998). Belcher (2009) characterizes attendees of ESCP courses as “learners who are incarcerated, coping with physical disabilities, or seeking citizenship” (p. 3). These courses are primarily designed for adult language and literacy learners. Sociocultural ESP or specific-mission-oriented ESP (Belcher, 2006, p. 134) may also focus on AIDS education and family literacy.

In the 'Tree of ELT' proposed by Hutchinson and Waters' (1987), ELT denotes not only teaching English to speakers of other languages, but also English as a mother tongue or first language.

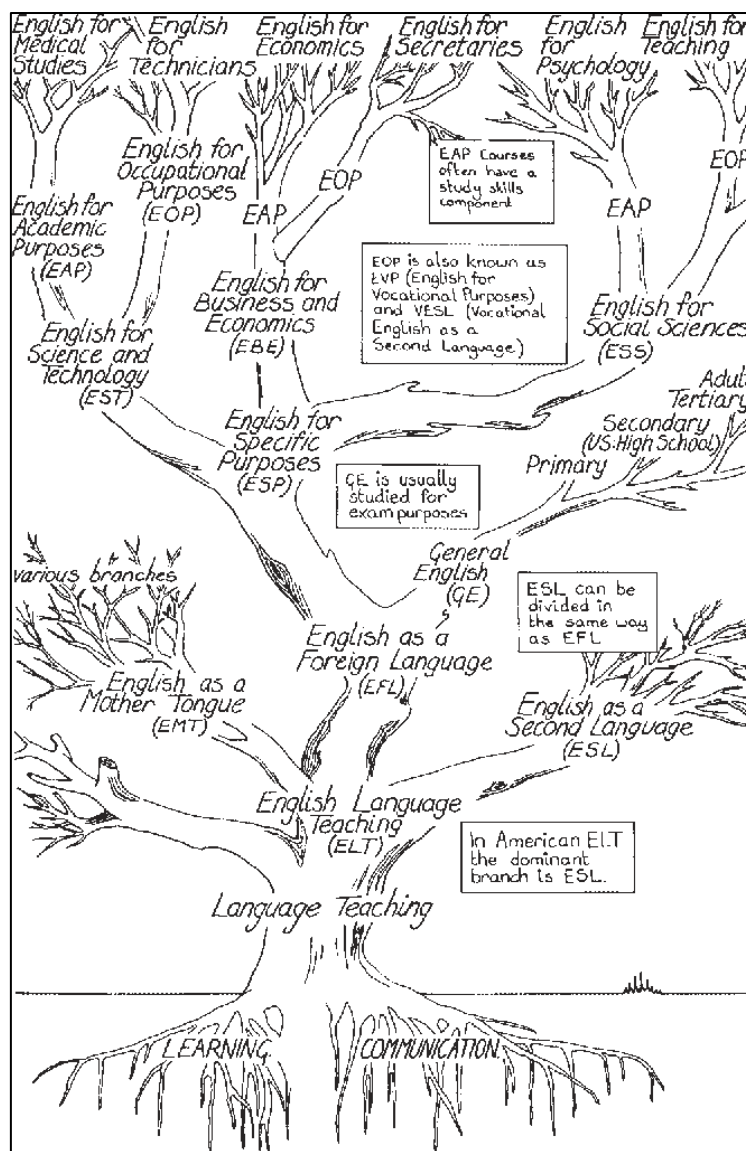


Figure 7 The Tree of ELT (Hutchinson & Waters, 1987, p. 17)

ESP is broken down into three branches: EST, EBE, and English for Social Studies (ESS). Each of these subject domains are further divided into EAP and EOP. Hutchinson and Waters (1987) note that there is no clear-cut distinction between the two: "people can work and study simultaneously; it is also likely that in many cases the language learned for immediate use in a study environment will be used later when the student takes up, or returns to, a job" (p. 16). Hutchinson and Waters (1987) show how far-reaching the subbranches are, but their illustration may also indicate the independency of the domains.

Carter's (1983) approach to the description of ESP differs from the previously presented classifications. He sets three types: (1) English as a restricted language; (2) English for academic and occupational purposes (EAOP); and (3) English with specific topics. Mackey and

Mountford (1978) stated that “a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in contexts outside the vocational environment” (Gatehouse, 2001, as cited in Mackey & Mountford, 1978, pp. 4-5) since this type of language is limited and situationally determined. It refers to the language of, for example, international air-traffic controllers or dining-room waiters (Gatehouse, 2001). EAOP can be further directed towards EAP and EOP, since the separation of EAP and EOP is not possible in certain situations. In English with specific topics, the emphasis shifts from aim to topic and the focus is on one specific future need within the academic study or occupation. It is not specific enough since it could cover EGP courses, too. Specific topics may emerge in class as situational elements but can also refer to conferences.

Finally, universities and scholars have always been evaluated on the basis of the publications they can present, that show how valuable their research activities are. Therefore, I find it crucial to include a final domain which can be connected to all ESP branches in written discourse: English for Research Publication Purposes (ERPP; Flowerdew, 2013a, 2013b; Hyland, 2016a, 2018; Moreno, 2010). Publication in international journals known worldwide has become more important for researchers than it was three decades ago. Since then, there has been great interest in acquiring skills relevant to publishing in English (Moreno, 2010). According to Cargill and Burgess (2008, p. 75),

English for Research Publication Purposes (ERPP) can be thought of as a branch of EAP addressing the concerns of professional researchers and post-graduate students who need to publish in peer-reviewed international journals. It is now almost a truism to say that the vast majority of these journals are published in English, and that this presents considerable challenges to users of English as an Additional Language (EAL), regardless of the field in which they work. While EAP programs in universities can address some of these needs in a general way, the real-life, specific issues for academics whose L1 is not English wishing to publish in English are often broader and more complex.

Curricula in ERPP courses focus on research articles with an emphasis on understanding the structures, the rhetorical patterns, and other features of the genre. An ERPP approach ought to deal with the whole process of writing a research paper from the planning phase, through designing research and writing up the findings, till revising the completed work. Hyland (2016a) holds the view that these courses have to “encourage students to do a considerable

amount of writing” (English for research purposes section, para. 7). The citation index in a researcher’s life has become a crucial aspect that shows research productivity. This is why the ERPP approach has been evolving and ERPP courses are more important for university post-graduates, university teachers, and researchers than ever.

As ELT has developed and changed through the past one hundred years, a great variety of approaches have been applied, evaluated based on use, abandoned in the case of negative feedback or negative class experience, and studied by researchers in order to further develop them. EGP courses provide English language learning to all age groups at all institutional levels. In contrast, ESP courses focus on academic and workplace settings bringing special learner needs to the fore. Throughout the greater portion of the previous section I discussed thoroughly ESP because of its importance in the present study. I have found that ESP can be seen as a framework, an approach, and a discipline-specific language used by a community. ESP has been divided into various branches based on disciplines and researchers have created a variety of models to identify the major categories. In what follows, the focus is on the academic context and academic English language use with special focus on teacher education and the teaching profession.

Chapter II Academic discourse

Academic social practices include educating students, demonstrating learning, disseminating ideas, and constructing knowledge (Hyland, 2011), which rely on language as a means of conveying information and maintaining contact within the community. By forming social contacts and new identities in the academy, students must take on roles to socialize into the academic community. Academic socialization “is concerned with students’ acculturation into disciplinary and subject-based discourses and genres” (Lea & Street, 2006, p. 227) and new ways of understanding and interpreting information, thinking and organizing knowledge according to the disciplinary community. In the new academic context, students can keep in touch with their peers, colleagues, and educators by “the heart of the academic enterprise” (Hyland, 2011, p. 171), academic discourse. Academic discourse denotes the ways of thinking and the language use that occur in university contexts. This can be the reason why Hyland (2011) claims that academy cannot exist without its discourse.

As students become members of an academic community (Swales, 1990), they socialize into academic practices and acquire a way in which they can consolidate and demonstrate their ideas and understanding of their field. Thus, academic discourse provides a way of collaboration, competition, creating knowledge, educating neophytes, and defining academic allegiances (Hyland, 2011). There are several ways and instruments to learn the ropes of academic life and practices, some of which are central constituents of the academic enterprise, e.g. use of textbooks, lectures, seminars, presentations. By taking part in academic activities, they acquire the ability to engage with other members of the community and speak to the academic audience by getting to know more about academic language use, style, and structure.

Since the growth of English as lingua franca, it has become the international language of research, scholarship and publication, also indicating the prominent importance of the English language. Academic discourse in English has become the focal means of communicating ideas worldwide. This is why academic discourse in applied linguistics and ESP literature is often identified as EAP discourse (Bhatia, 2014). Thus, greater emphasis is put on launching EAP programs and developing academic literacy skills. Academic discourse is “viewed as a unified register in applied linguistic literature, especially language teaching and learning, where course for EAP have become established as a standard response to fulfilling the English communication needs of tertiary-level students in the academy” (Bhatia, 2014, p. 25). The term

Academic English (AE) is also commonly used by researchers to refer to the English underlying most academic discourse types. It can be called the academic core, which is assumed but not investigated or established, as Bhatia (2014) writes. Based on ESP literature, this academic core can be associated with English for General Academic Purposes (EGAP).

By using English, students and scholars can “connect with the wider international academic community” (Flowerdew, 2013c, p. 1); therefore, EAP has truly become an international phenomenon. In spite of assuming the existence of the academic core or academic English, members of specific academic communities require knowledge of discipline-specific language features to comprehend and transfer useful information in the academic society.

The theme of academic discourse includes three terms which are in some cases overlapping and complementary, in other cases unclear and not distinctly defined, these are academic register, academic genre, and academic style. As Biber (2006) reports, register and genre “refer to varieties associated with particular situations of use and particular communicative purposes” (p. 10) and most scholars adopt one and ignore the other, without noting differences between the two. When genre is differentiated as a distinct term, register and style are often used interchangeably. In what follows, I will overview literature on the three terms and present my stance regarding the definitions that will be used in the following chapters.

The concept of register has been used to describe two different notions. Firstly, the term “register” was introduced by Reid (1956, as cited in Agha, 2004) to refer to different types of language use based on context, audience, or purpose. The description of the concept referred to functionally significant differences in different social situations (Reid, 1956 cited in Agha, 2004) observed in language use. Halliday (1968, as cited in Ferguson, 1996) was the first to differentiate between language varieties according to users, and according to use. Agha (2004) defines the notion as follows:

From the standpoint of language structure, registers differ in the type of repertoire involved, e.g., lexemes, prosody, sentence collocations, and many registers involve repertoires of more than one kind; from the standpoint of function, distinct registers are associated with social practices of every kind, e.g., law, medicine, prayer, science, magic, prophecy, commerce, military strategy, the observance of respect and etiquette, the expression of civility, status, ethnicity, gender (p. 24).

The domain of use determines the language associated with it, i.e. the register. Academic English is a register used in journal articles and books and is “characterized by specific linguistic features associated with academic disciplines” (Scarcella, 2003, p. 19). However, Rolstad (2005) claims that different disciplinary content demands different “academic register” (p. 1997), which I would refer to as academic subregister. Her example illustrates how a certain register can be characterized by its stereotypical language use:

The register used to study computers, for example, is comprised of such features as unique jargon (motherboard), specialized meanings of words which may appear familiar from other contexts (mouse), perhaps higher frequency of particular syntactic structures (passive voice), and so forth. The register used to study geometry also includes unique jargon (rhomboid), specialized meanings (plane) and higher frequency of particular syntactic structures (the sum of which), and so forth (p. 1997).

Register studies focus on lexico-grammatical features, demonstrating the linguistic characteristics common in a variety in accord with the situation of use. Therefore, register can be described according to situational context, linguistic features and functional components (Biber & Conrad, 2019; Schleppegrell, 1996, 2012). From the perspective of systemic functional linguistics (Eggins, 2004; Halliday, 1985; Hasan, 1978, 2009; Schleppegrell, 2012), register can be analyzed based on the relationships between form and meaning. On the other hand, register is analyzed in terms of three variables: field, tenor, and mode (Swales, 1990). Field indicates content and ideas, tenor shows the relationship of participants in the discourse, and mode is concerned with the medium of communication. Academic register is determined by the purpose of the discourse, its context, the genre and the audience.

Secondly, Biber (2006) approaches the notion of register differently and defines it as a situationally defined variety or text type. "In many cases, registers are institutionalized varieties or text types within a culture, such as novels, letters, editorials, sermons, and debates" (Biber, Johansson, Leech, Conrad, & Finegan, 1999, p. 15). Others, Ure (1982), Hymes (1984), and Conrad (2001) also referred to text types as registers. However, in what follows, I use register following the description provided by the Hallidayean (1964, 1985) concept and systemic functional linguistics.

Genres in linguistics and language teaching can be distinguished according to social activity types, e.g., literary genres, popular fiction genres, popular non-fiction genres, educational genres, and everyday genres (Eggins, 2004, p. 56). Bhatia (2014), Samraj (2002), and Swales (2004) use the term to refer to culturally recognized texts and discourse types, which have structural rather than functional constraints. Ventola (1989, 1999) and Martin (1985; cited in Swales, 1990) claim that different “semiotic planes” exist in discourse. According to them, genre is the “content-plane” of register and register is the “expression-plane” of genre. Another approach to understanding discourse is genre theory which interlaces language use, as Bhatia (2014, p. 23) summarizes it:

1. Genres are reflections of disciplinary cultures and, in that sense, those of the realities of the world of discourse, in general.
2. Genres focus on conventionalized communicative events embedded within disciplinary or professional practices.
3. All disciplinary or professional genres have integrity of their own, which is often identified with reference to textual and discursive (text-internal) factors, or contextual and disciplinary (text-external) factors. However, it is not always fixed or static but often contested, depending upon the rhetorical context it tends to respond to.
4. Genres are recognisable communicative events, characterized by a set of communicative purpose(s) identified and mutually understood by member of the professional or academic community in which they regularly occur.
5. Genres are highly structures and conventionalized constructs, with constrains on allowable contributions in terms of the intentions one can give expression to, the shape they can take, and also in terms of the co-grammatical resources one can employ to give discoursal values to such formal features.
6. Established members of a particular professional community will have a much greater knowledge and understanding of generic practices than those who are apprentices, new members, or outsiders.
7. Although genres are viewed as conventionalised constructs, expert members of the disciplinary and professional communities are often in a position to exploit such conventions to express ‘private intentions’ within the structures of socially acceptable communicative norms.

Based on research literature, academic genres can be defined as communicative events recognized in academic communities which can be associated with conventional structures. However, their structures may differ in accord with disciplinary traditions, practices, and purposes. Martin (1985, cited in Swales, 1990) writes that genres are realized through registers and registers are realized through language.

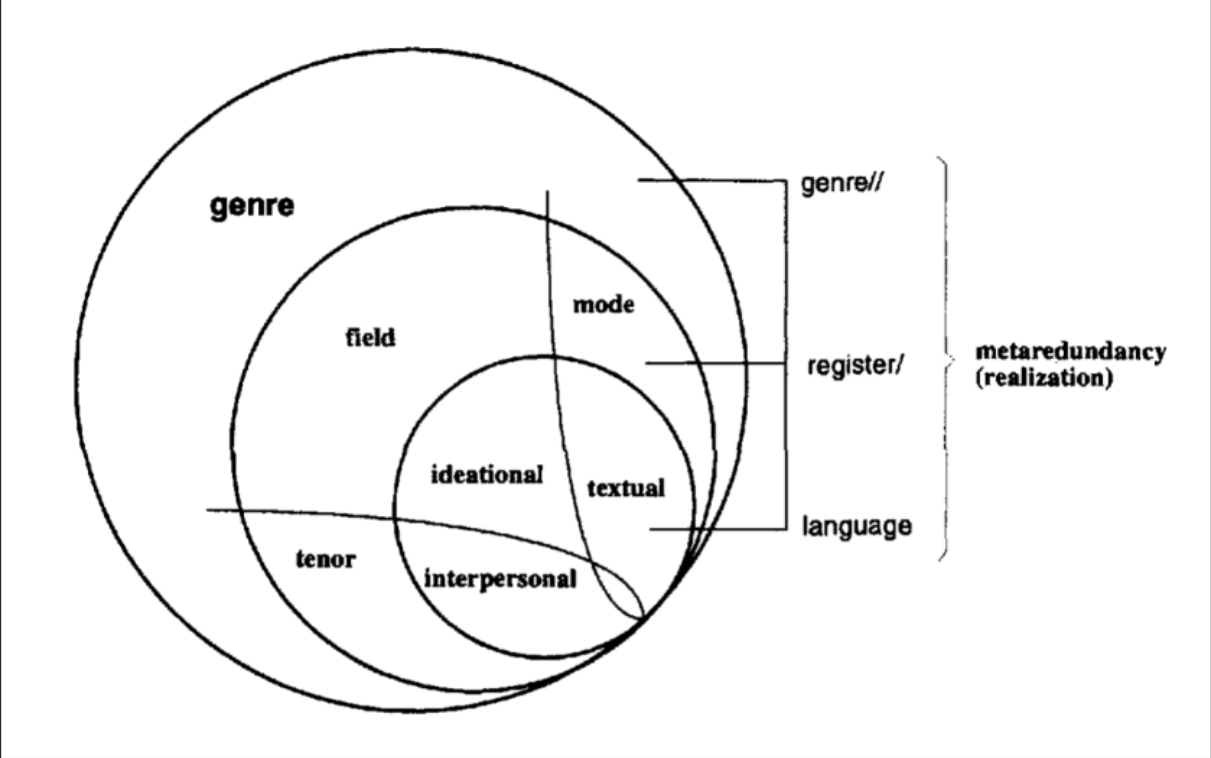


Figure 8 Metaredundancy (Martin, 2005, p. 8)

Martin’s (2005) figure shows how genre is constructed through register and language. Although there are typical sets of genres in each discipline, generic overlaps can be observed across a number of academic disciplines (Bhatia, 2014). Prototypically, genres are constituted in speech or writing, but Biber (1988) claims that spoken and written discourse cannot be distinguished by a single parameter of linguistic variation. Students, teachers, and researchers in the academy have to work with an enormous range of text-types which are represented by academic genres. Hyland (2011) lists genres which are central to the academic enterprise: textbooks, essays, conference presentations, dissertations, lectures, and research articles.

All academic genres ought to reflect aesthetic features representing academic style. Academic style seems to be standardized and rule-bound when observed from the outside of the

community, as Bennett (2009) claims. She analyzed academic style manuals and found that English academic style is varied and does not constitute a uniform entity.

Since the beginning of the 20th century, a great number of style manuals have been published to declare policies and requirements in academic journals and books. Style specifications help maintain the quality of articles and papers and deliver “acceptable level of consistency” among them (Swales, 1990, p. 93). Style manuals set requirements as standards to writers on the structure and the language. The Chicago Manual of Style has been published since 1906. The manual offers tools for editors, a detailed structure of a book, information on the editing process and document formatting focusing on American English. The Chicago style is adopted and applied worldwide by books and journals.

In the linguistic society one of the most well-known style manuals is the Publication Manual of the American Psychological Association which has been published since 1952. The APA Style Manual helps academics write appropriately and follow a clear communication system. The manual can be utilized by “students and researchers in education, social work, nursing, business, and many other behavioral and social sciences” (VandenBos, 2010, p. xiv). The APA style manual comprises ethical and legal standards, manuscript structure and organization, bias-free language and language use, mechanics of style, graphics, citation and references, statistics, writing style, and the publication process.

Several other style manuals could be mentioned, some also concerned with special and discipline-specific academic purposes, such as the American Medical Association Manual of Style, the American Sociological Association Style Guide, and the MLA Style Guide. Such style manuals are concerned with discipline-specific or academic language use, basic structures and formatting conventions, ethical principles and publication procedures. In line with the aspects mentioned, writers can decide about stylistic features of their language taking the publishers’ requirements into consideration. Although most of these manuals have been written to describe written discourse, they can also be used in spoken language since information should also be delivered through appropriate, academic style in particular situation.

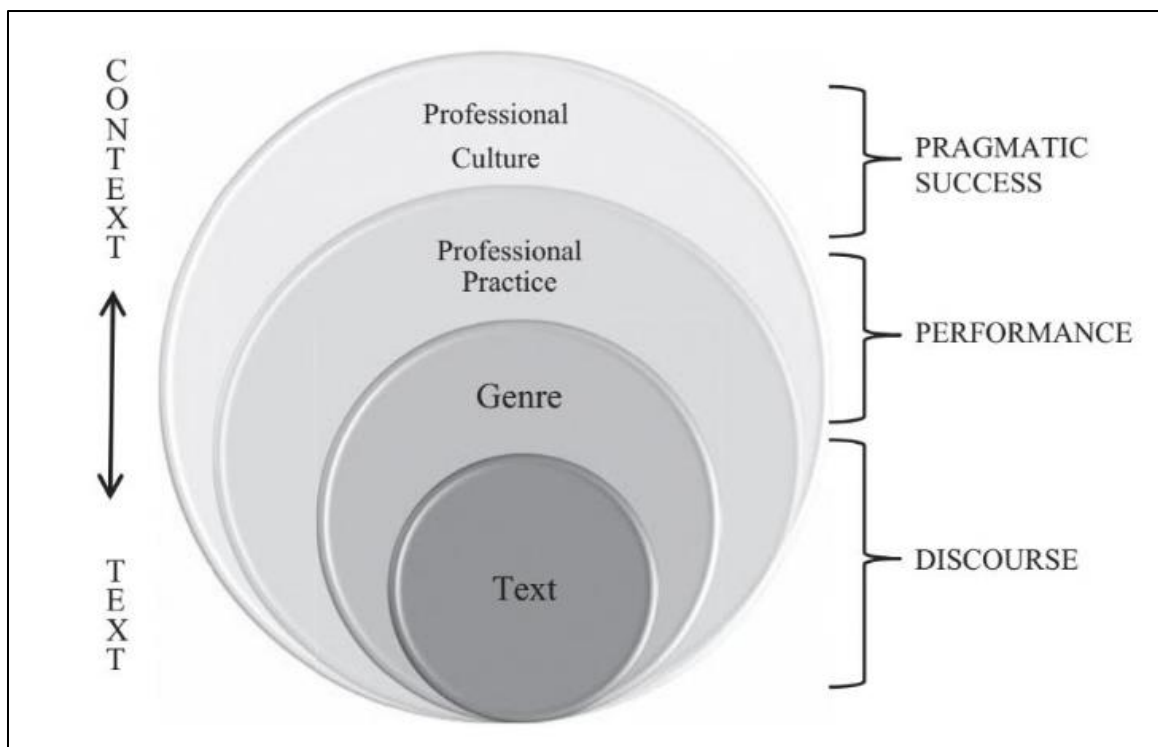


Figure 9 Levels of discourse socialization (Bhatia, 2013, p. 5)

Figure 9 illustrates how levels in professional discourse socialization are built up. This diagram summarizes not only the professional context, but also the academic settings since university texts and genres are constructed within a certain context. University students encounter several types of oral and written academic genres which support them in becoming familiar with the characteristics of each and enable them to perform well and succeed in the academic culture. In my experiences, students engaged in English Studies read discipline-specific books, articles, empirical studies, book and media reviews, and literature reviews. They regularly participate in lectures, seminars, and oral examinations, give presentations on certain topics, and may also take part in conference and poster presentations if they have the opportunity to do so, either as members of the audience or as presenters. Through these experiences, they learn about structure, format, and lexico-grammatical features of written and spoken academic genres, including specialized disciplinary and interdisciplinary vocabulary, and the importance of pragmatic success through discourse. In what follows, I discuss spoken and written academic discourse with special attention to detailed description of genres. However, written discourse is elaborated in a greater extent as a result of the focus of the dissertation.

2.1 Spoken academic discourse

Academic communities use written or spoken language to collaborate and cooperate with each other. Spoken discourse is the means of personal informational exchange which varies according to academic discourse communities and contexts. From a wider perspective, academic spoken discourse encompasses research- and academically-oriented language which occurs within university settings (Lee, 2006). It is the language used by tutors, scholars, lecturers, and students. Usage and “comprehension of spoken academic discourse by non-native speakers of English is an important issue in the acquisition and dissemination of scholarly knowledge and the promotion of academic exchange” (Long & Richards, 1994, p. ix). Spoken academic genres range from being formal and informal (Carter & McCarthy, 2006) since they can characterize lectures and presentations and also personal conversations and friendly consultations.

Four main types of spoken discourse are distinguished in research literature: unplanned, semi-planned, semi-scripted, and scripted (Cutting, 2011). All four types occur in university contexts depending on the situation. Since unplanned discourse cannot be exactly defined, such spoken discourse may be more difficult to describe than scripted spoken or written discourse. However, research shows that in spoken academic discourse lexical density is lower, grammar is less intricate, and meaning is more implicit and more dependent on context than in written discourse, (Cutting, 2011). Fortanet-Gómez and Bellés-Fortuno (2005) classify spoken academic discourse according to purpose of communication and creates three categories, namely classroom genres, institutional genres, and research genres. Swales (1990) refers to research genres and research-process genres.

2.1.1 Classroom genres

Informational communicative purpose of classroom discourse is positioned on the oral-literate continuum (Csomay, 2006). Its oral nature denotes prototypical speaking, and its literal character refers to stereotypical writing. Most classroom genres are usually semi-scripted or semi-planned since they incorporate a two-sided interaction emerging between the tutor and the students. According to Fortanet-Gómez and Bellés-Fortuno (2005), lectures, seminars, student presentations (discussed under research genres), and oral exams are university classroom genres. All these genres embody teacher and student performance, however, occurring in different ratios. Tutor and university teacher talk is partly planned, since pre-planned

information is to be conveyed. Although lectures have generally been based on frontal conventions of teaching, and academic listening and note-taking have been more necessary than speaking (Flowerdew, 1994), academic lectures are changing, making university students active participants of the classroom process.

Lectures have been central instructional venues for university education and a “central ritual of the culture of learning” (Benson, 1994). University lectures used to follow a frontal, strictly planned, and teacher-centered style, but have been changing recently (Fortanet-Gómez & Bellés-Fortuno, 2005). Instead of focusing on the pre-planned, semi-scripted or scripted talk, students are invited to interact and participate in the lecture. In a number of cases, lecturers remain the primary speakers leading a formal talk and conveying information. Lectures do not provide opportunities for students to work in smaller study-groups and discuss the topic or subject matter of the lecture. Lectures usually keep over 50 or 100 students busy in a session. Such circumstances would not provide enough student talking time.

Depending on the field of university studies, students visit seminars and tutorials in the case of co-called soft subjects and labs when studying hard subjects. Labs are practical classes which support professional development. EAP and ESP seminars and tutorials give students the opportunity to speak and engage in conversations in their foreign language. These are the venues of debates and topic discussions in smaller study-groups moderated and monitored by a university teacher. The teacher remains the primary possessor/conveyer/source of information; however, students may receive information from peers as well. Seminars support students in learning and understanding the academic or special vocabulary required during academic studies and they can practice their usage. Spoken discourse in seminars combines formal academic discourse and less academic, even conversational language used by students in study-groups to understand complex academic phrases to be used in examination or professional settings.

In the case of EAP students, oral assessment includes not only the evaluation of students’ knowledge of the subject matter, but also their foreign language speaking and presentation skills, since they transfer information through their learned language. Oral examination is generally described with a high ratio of student talk in the case of preparation. As a result of the twofold expectation, pre-examination anxiety plays a crucial role in whether students’ performance reaches the required level. Examination anxiety may increase student performance by sustaining mental alert, which is a normal and facilitating phenomenon. On the other hand,

highly anxious students may experience negative effects of examination anxiety, such as mental, emotional and even physical concerns. Lipovsky (2006) described *viva voce* (doctoral oral examination) as formal and critical to success. Oral examination reveals students' professional readiness and development in their discipline. Oral testing can also be conceived as oral presentation, since students have to be able to make a difference between oral and written academic discourse and apply the appropriate spoken academic structures.

2.1.2 Institutional genres

Institutional genres give a framework to academic life and academic discourse. They are rarely discussed in research; however, if they are in focus, researchers concentrate on written discourse. Such written institutional academic genres are course catalogues, degree and module descriptions, and regulations about university programs (Bernardini, Ferraresi, & Gaspari, 2010). On the other hand, when switching these written types into spoken discourse, we encounter spoken institutional genres when managing administrative issues at the university. Formal discussions about catalogue affairs, accreditation, course application and registration issues, and financial concerns related to university studies are great examples. Any academic matter that is related to university problems discussed with administrative staff can be identified as institutional discourse. It interlocks and connects administrative matter in the university context.

2.1.3 Research genres or research-process genres

Research genres (Fortanet-Gómez & Bellés-Fortuno, 2005) or research-process genres (Swales, 1990) focus on the presentation of studies to a competent and professional or inexpert audience. Genres related to research can be divided into two main groups dealing with official conferences and reporting about research outside conference settings. Research presentation requires good academic speaking skills with the ability of estimating the audience's level of understanding academic matters and adjusting language use accordingly.

Conference genres are used at professional meetings with different structures depending on the purpose. Shalom (2002, as cited in Ruiz-Madrid & Fortanet-Gómez, 2015) divides conference genres into subgenres connected to research presentation (plenary lecture, paper presentation, poster presentation, workshop, research meeting; Fortanet-Gómez & Bellés-Fortuno, 2005) and to social events (conference dinner, coffee break, conference outing). A plenary lecture is an

introductory presentation given by a senior researcher experienced in the field, also seen as an authority in the disciplinary field (Ruiz-Madrid & Fortanet-Gómez, 2015). It is an established research genre with content-focus (Shalom, 1993). Plenary lectures are described by “a) dynamism, b) situatedness, c) form and content, and d) community ownership” (Berkenkotter & Huckin, 1995, as cited in Ruiz-Madrid & Fortanet-Gómez, 2015). The speaker’s aim is to sound natural and create a bond with the audience and members of the discourse community (Ruiz-Madrid & Fortanet-Gómez, 2015).

Paper presentations, similar to plenary lectures, can be seen and analyzed as multimodal practices, relying on “the linguistic, the visual, the audio, the gestural and the spatial modes of meaning” (Cope & Kalantzis, 2009, p. 3). Presenters engage with the audience through their talk and may have a much closer relationship with them than the relationship writers have with their readers. A speech given about research findings will rather be presented as narration than exposition (Swales, 1990). Differences can, however, be observed between a novice and an expert researcher. Students are novice professionals presenting their own research and conveying information which may be new for the audience. However, student presenters usually have a lower status than most members of a conference audience. When student presentations are given as in-class performances, the members of their audience are also novice researchers who may not have the same reactions and follow-up questions as in a conference setting. When students present at a conference, they are in front of professional researchers who can have more in-depth questions and comments deepening students’ knowledge in the field. Moreover, students may use their slides more frequently, occasionally reading off the text from the slides (Csomay, 2005). Because of their callowness, students’ talk may display literate rather than oral academic discourse (Csomay, 2005).

Experienced researchers have more practice and knowledge of how to present research at a conference. Their presentation resembles oral academic discourse which they may spontaneously edit adjusting it to the experience of the audience, whether it is presented to students or fellow researchers. With the help of their expertise, experts can insert elaborations (Csomay, 2005) and extra examples in their speech using the slides only as guidance for the audience. Humor and narration may also characterize paper presentations while maintaining academic and content-focused discourse. Conference presentations are usually followed by discussion sessions which serve the audience to have comments and questions related to the presentations. Querol-Julián and Fortanet-Gómez (2019) claim that discussion sessions are

usually unpredictable dialogues in which presenters are supposed to convince the audience that their research is relevant and valuable, and they are knowledgeable in the field.

Poster presentation discourse operates the same way as paper presentation at a conference, although the display of content and the contact with the audience are different. Posters show all the most important data related to the research done and usually display visible and easily comprehensible information. The audience can have a look at the posters and ask the poster presenter to elaborate on given details of the study. Such contact creates a closer bond between the audience and the presenter, but the discourse remains academic.

Fortanet-Gómez and Bellés-Fortuno (2005) distinguish defenses and other project presentations from paper and poster presentations. Defenses are also built up as research presentations, displaying the presenter's knowledge and experience in the field. They are also supported by a slideshow, scaffolding the audiences' understanding of the presentation; however, slides should never be read out unless a quotation is showed. The presentation of the work is a formal academic talk given to professionals, but the audience may also include inexperienced members who are only guests, not part of the target audience. The presentation of the dissertation is preceded and followed by questions by the external readers and advisors of the presenter.

Examining spoken academic genres, it can be seen that different types of speeches may have, sometimes only slightly, different structures, but always particular purposes. They differ according to the purpose and the context of the discourse. The more formal the context is, the more formal and abstract the discourse will be. However, research shows the evolution of academic speech. Two decades ago, the use of *I* and *you* were associated with negative politeness and *we* indicated positive attitude and closer connection with the audience; therefore, *we* was three times more frequently used (Brown & Levison, 1994; Rounds, 1987). Research by Fortanet (2005) shows an almost doubled ratio of *I* and *you* than that of *we* in the analysis of the MICASE corpus. The change indicates the growing importance of individual members of discourse communities.

2.2 Written academic discourse

Personal writing shifts to academic writing when the writer is not in the center anymore, as Creme and Lea (2008) claim. Academic writing comments, evaluates, and analyses, whereas personal writing tells a story. Written academic discourse does not aim to reveal the writer's

personal feelings and views, but focuses on observable profession-specific processes. As Duff (2010) states, written academic discourse is “often produced in relative isolation by the writer (student, professor) – although with a great deal of social academic experience leading up to the writing – and then submitted to someone else for private assessment or comment” (p. 177).

During EAP studies, students encounter academic readings, become involved in academic writing, and approach theory and practice through critical analysis (Duff, 2007, 2010; Pavlenko, 2003; Swales, 1990). As they become members of the academic discourse community (Swales, 1990), they obtain the ability to speak and write to the academic audience by getting to know more about academic diction, style, and structure. As students become familiar with EAP, they build awareness of appropriate academic language use, and they will be able to select their words to present their ideas in academic discourse. Thus, academic writing is an interactive and cognitive project, as Hyland (2004) claims. In a university context, these written academic documents include assignments, such as research papers, essays, or reviews handed in to professors and lecturers. At the end of the last academic semester, students are required to produce sophisticated academic writing as a means of assessment of academic proficiency.

Since academic prose approaches specialized audiences and deals with field-specific information, complex communication takes place between the writer and the reader including complex structures and more formal language than everyday language (Carter & McCarthy, 2006). Writers take it “for granted that their readers [...] share the grammatical conventions and contextual frames of reference to interpret them” (Carter & McCarthy, 2006, p. 267). Interpretation is scaffolded by the use of technical or specialized vocabulary known and used in the community, and correct, clear, and logical organization of thoughts. Researchers agree that good academic writing is clear, succinct, precise, and coherent (see Hyland, 2003; Lappalainen, 2016; Luey, 2006; McMahan & Day, 1988; Oliver, 2014; Snow & Uccelli; 2009, Sword, 2012). Despite its clear language and organization, academic writing may also contain vague language which “softens expressions so they do not appear too direct or unduly authoritative and assertive” (Carter & McCarthy, 2006, p. 202). Vagueness enables writers to hedge their language. However, writers may use certain phrases for boosting their writing, when it is necessary to assert their viewpoint or claim (Carter & McCarthy, 2006). Hartley (1998) proposes a 12-point guideline, giving clear directions throughout the process of writing, which can be used as a checklist by writers of academic papers.

1. Keep in mind your reader
2. Use simple wording
3. Avoid over-using abbreviations
4. Vary sentence lengths
5. Use short paragraphs
6. Use active tenses if possible
7. Avoid negatives
8. Place sequences in order
9. Use structural devices to make the organization clear
10. When in difficulty...
11. Try reading the text out loud
12. Ask other people to read your draft

Figure 10 Hartley's (1998) 12-point guideline of clear writing

Johns (2003) poses the question whether we can speak about general academic English in connection with EAP. As she claims, even though academic writing is not a monolithic concept, there are conventions that emerge in all forms of academic writing. Linton, Madigan, and Johnson (1994) discuss three such practices that appear in all kinds of academic writing: conventions of structure, reference, and language. As a result of a second language (L2) context, writers ought to acquire writing skills in English which may differ in features from their first language (L1). As Hyland (2003) states,

L2 writers bring five kinds of knowledge to create effective texts and these should be acknowledged in teaching:

- Content knowledge – of the ideas and concepts in the topic area the text will address
- System knowledge – of the syntax, lexis, and appropriate formal conventions needed
- Process knowledge – of how to prepare and carry out a writing task
- Genre knowledge – of communicative purposes of the genre and its value in particular contexts
- Context knowledge – of readers' expectations, cultural preferences, and related texts.

(p. 27)

The aforementioned five types of knowledge, which are elements of academic writing ability, are implemented in the construction of L2 writing. From the point of view of academic L2 writing, content knowledge refers to an academic discipline and specific themes involved in the field. System knowledge in terms of academic writing is discussed in the literature according to tone and style (McCrimmon, 1984), diction (Luey, 2006; Snow & Uccelli, 2009; Sword, 2012), voice (Biber & Grey, 2010, 2016; Creme & Lea, 2008), sentence fluency (Biber & Gray, 2010; Hartley, 2008; Hughes, 1996), coherence (Hinkel, 2001; Lukácsi, 2013; Kuo, 1995; McCrimmon, 1984) and structure and format (Duff, 2010; Greetham, 2001; Johns, 2003, 2013; Swales, 1990). Process knowledge means the ability to plan, write, and revise an academic paper. Genre knowledge is required to be able to structure the document appropriately and apply textual conventions accordingly. Genre knowledge may overlap in certain categories with system knowledge because of specifications regarding different types of documents. The university context and the academic audience determine particular professional situations and academic requirements, which are represented through context knowledge. In research literature, academic writing refers to any written communication toward an academic community in order to convey meaning formally in the frame of an academic genre fulfilling its structural and language requirements.

2.2.1 Diction

Diction refers to the writer's choice of words (McCrimmon, 1984), in this respect, EAP students need to master the academic diction paying special attention to academic and technical terms, syntax, and the expression of their identity as authors. Snow and Uccelli (2009) compared and contrasted academic texts with colloquial ones and claimed that written academic discourse is, "at the lexical level, a diverse, precise, and formal repertoire that includes appropriate cross-discipline and discipline-specific terms" (p. 120). According to their lexical analysis, academic texts displayed the use of prestigious phrases and technical terms and higher lexical diversity than colloquial texts.

Sword (2012) analyzed academic style guides and found evidence encouraging authors to use plain English instead of "ornate, pompous, Latinate, or waffly prose" (p. 26). Luey (2006) warns writers not to use obscure, vague, and verbose language. Besides, Zinsser (1998) advises the use of short words instead of longer phrases with unnecessary words (pp. 7-12). Even though plain and simple English is supported in the literature (Hartley, 1998, Oliver, 2014, Sword, 2012,), Oliver (2014) states that "academic writing employs a great deal of technical

vocabulary” (p. 17). Academic writing in every discipline has its specialized and distinctive terminology that authors use to express certain phenomena.

Sophisticated (Luey, 2006) and technical (Swales, 1986) vocabulary are a fundamental element in academic writing that students need to possess and use. However, slang and colloquial words are to be avoided (McCrimmon, 1984). McCrimmon (1984) discusses popular words, which are basic elements of the language and are used for everyday communication, and learned words, which are, in contrast, more often used in written discourse by educated people on formal occasions. He sets up a scale for the formality of words from the most formal to the least formal: learned, popular, colloquial, and slang (pp. 271-275). Learned phrases in complex lexical structures usually represented by nominalization are common characteristics of academic papers. Noun phrases tend to be more complex in academic written discourse than in everyday non-academic and informal writing (Carter & McCarthy, 2006). Biber and Gray (2010) conducted corpus-based research, analyzing academic research articles from four different disciplines: “science/medicine, education, social science (psychology), and humanities” (p. 4). Their findings revealed a common characteristic of nominalization in the materials: the use of verbal phrases typifies spoken language, while the application of noun phrases creates a more complex structure and more systematic elaboration, which is found in academic writing (Biber & Gray, 2010).

Discipline-specific vocabulary, which is understood and used by members of the discourse community, helps the writer avoid verbose and over-explaining language. Another relevant feature of language use determining interpretation and meaning is the voice of writing.

2.2.2 Voice

From an applied linguistics point of view, writers may choose from active and passive constructions according to their preferences in the context. Heffernan and Lincoln (1986) claim that active verbs stress the agent’s activity and create direct and concise writing. According to their description, “active voice can also enhance the unity and coherence of your paragraph” (p. 395). One of the twelve guideline points, discussed by Hartley (1998) is the use of active verbs in academic writing. He argues that the audience understands the discourse easier when it is written in active tenses. However, according to Hartley (2008), the use of passive verb constructions is more typical in scientific writing since it may help the writer to put more

emphasis on the actions rather than on the writer's person (Sword, 2012) or human agency (Carter & McCarthy, 2006). However, get-passives are rare in academic discourse.

Earlier, passive constructions were relatively frequent in academic writing and discourse displayed 25% approximate passive use (Barber, 1962). According to Heslot (1982, as cited in Swales, 1990), passive voice is favored in the Methodology section of academic documents, whereas active voice is strongly preferred in the Results and Discussions sections. It is also highlighted in the APA Publication Manual (2010) that "the passive voice is acceptable in expository writing and when you want to focus on the object or recipient of the action rather than the actor" (p. 77) which is the main characteristic of the Methodology section. Besides, writers often use passive verb constructions in research article abstracts to focus attention on research methods and findings; however, writers might overuse them (APA Manual, 2020). As academic discourse has developed, active verb formations have come into the foreground by allowing researchers to aim attention on the agent, themselves. It is in close connection with the tone of writing and the writer's identity in academic discourse, however, the expression of voice greatly depends on the disciplinary field the writing is concerned with.

On the one hand, the overuse of passive voice is a great obstacle to good writing (Heffernan & Lincoln, 1986), because it may sound vague or wordy when passive is not necessary. According to Sword's (2012) analysis of academic style guides, writers should "avoid passive verb constructions or use them sparingly" (p. 27). On the other hand, good writers know when to shift to passive, for example, when the focus is on the subject, when the agent is unknown, or when the person acting can easily be attached at the end of the sentence as a long modifier (Carter & McCarthy, 2006; Heffernan and Lincoln, 1986). "Personal subjects and active voice verbs do occur frequently in academic discourse, particularly where a researcher is laying claim to a different or new approach to something, or contrasting their approach with that of others" (Carter & McCarthy, 2006, p. 277). Although literature supports the use of active voice, academic writing still shows a high frequency of passive constructions and as Cecchetto and Strońska (1997) note, the use of passive voice is absolutely acceptable if the agent is irrelevant.

2.2.3 Cohesion, coherence and unity

Researchers have made different connections between cohesion and coherence. Crossley and McNamara (2010) state that cohesion, which refers to explicit in-text cues, and underlies coherence, which is the subjective understanding of the reader. Todd, Khongput, and

Darasawang (2007) write that connectedness refers to cohesion, propositional coherence and interactional coherence. “Propositional coherence is based on the content of discourse and reflected as textual cohesion on sentence level, while interactional coherence is based on sequences of communicative acts, and no textual cohesion is needed” (Tanskanen, 2006, p. 76). Propositional coherence is important in written discourse, interactional coherence in spoken discourse.

Cohesion means explicit links represented by linguistics devices: grammatical and lexical connecting phrases (Csölle & Kormos, 2000; Lukácsi, 2013; Todd et al, 2007). “Cohesion is concerned with the way in which parts of written texts fit together to make a whole rather than a series of disconnected bits” (Creme & Lea, 2008, p. 158). According to Hinkel (2001), conventional cohesion devices in written academic discourse include coordinating phrase-level conjunctions, sentence-level transitions, and logical-semantic conjunctions (p. 113). Kuo (1995) addresses these three terms as “within-sentence, inter-sentence, and cross-section lexical or structural interdependency” (p. 48). These phrases improve the connectedness of ideas in academic writing in and between paragraphs. Bailey (2011) claims that the use of reference words and conjunctions create clear and readable text, but the writer ought to avoid referencing when it may cause confusion in the text. However, written discourse employs “longer and more complex clauses with embedded phrases and clauses, particularly in the form of densely informative noun phrases” (Hughes, 1996, p. 34). According to Hartley (2008), variation of sentence length helps the interpretation of the text, and he states that twenty-thirty-word-long sentences are satisfactory in academic writing. If sentences and ideas are well-connected, readers are supported by a high level of cohesion. On the other hand, gaps in cohesion may force the reader to make connections (Crossley & McNamara, 2010), however, conceptual gaps can be bridged by high-knowledge readers with the help of their background knowledge. In fact, the overuse of cohesive devices may even be disturbing for high-knowledge readers and supportive for low-knowledge readers.

Coherence is a psychological construct which “refers to the kind of relationships, among elements of a text, which are not based on surface links, but links derived from thematic development, organization of information, or communicative purpose of the particular discourse” (Kuo, 1995, p. 48). Clear expression and logical structuring of ideas maintain text coherence which scaffolds interpretation and meaning making by the reader. Coherence relations are constructed in the mind while connecting ideas together. When ideas hang together,

the text is considered coherent (Graesser, McNamara, & Louwrese, 2003; Graesser, McNamara, Louwrese, & Cai, 2004). A coherent text is easy to follow and “makes sense” to the reader” (Csölle & Kormos, 2000). Texts, which are less coherent, may hinder the reader in processing the information provided by the text since the reader does not possess the knowledge to fill the conceptual gaps (Graesser, McNamara, & Louwrese, 2003).

The variation of short and long sentences (Sword, 2012) and their relation to one another is important for clarity, coherence and cohesion (Luey, 2006). Logical clause structure scaffolds the understanding of sentences and promotes the reasonable and coherent composition of interpretable text structure and format. Cohesion and coherence are strongly connected and enhance the clarity of argumentation and analysis in written academic discourse. Connectedness ought to exist throughout the text which is greatly scaffolded by the appropriate structuring of the paper. Connectedness also indicates unity in text, if sentences in a paragraph relate to the same topic. Thus, if something is irrelevant in the paragraph or in the text, it should be omitted (Csölle & Kormos, 2000).

2.3 Written academic genres

As defined by Hyland (2007), “genre refers to abstract, socially recognised ways of using language” (p. 149), and he adds that members of the community are able to recognize, understand and produce similar texts. Academic socialization involves the acquisition of discipline specific academic genres which have different characteristics to be learned (Eriksson & Carlsson, 2013; Deli & Rétvári, 2018, Koller, 2011). As various features express different cognitive states, they provide many opportunities for the academic community to communicate with the audience. According to English (2011), written academic genres offer a great variety of possibilities for the writer to communicate with the reader.

2.3.1 Textbook

Since English has become an academic lingua franca worldwide, ELT and EAP coursebooks and materials have been spreading and are used in university courses providing knowledge to language learners. A coursebook is a pedagogical genre which require compromises between pedagogical and commercial demands (Sheldon, 1988). Their language is not typical of any other discourse in the academic field (Pecorari, Shaw, Malmström, & Irvine, 2011). Coursebooks evoke different responses from potential consumers, teachers, learners and

educational purchasers. In most cases, needs of the local context ought to be taken into consideration to satisfy teachers' and students' expectations. "Pedagogical experiences generate expectations about what a coursebook should contain, what it should look like, and how it should be used" (Sheldon, 1988, p. 238). Textbooks may stimulate teachers' thinking and serve as a basis in their teaching process. However, success or failure of the teaching material could be determined only after a certain period of classroom use (Sheldon, 1988). All researchers and teachers agree that appropriate feedback channels are needed for coursebook users to evaluate published materials in local contexts.

According to the reviewed literature, there are three groups of teachers and researchers regarding their position toward using textbooks. The first group supports having coursebooks in class since they provide students and teachers with a clear structure on what is planned in class and take the workload off teachers' shoulders. On the other hand, there are practical problems with textbooks which are greatly highlighted by researchers and educators supporting a weak or a strong anti-textbook opinion. The weak anti-textbook position does not reject the use of textbooks but finds the current state unsatisfactory (Harwood, 2005). As Allwright (1981) claims, ELT textbooks are valuable, but a published textbook cannot satisfy different social, cultural and learning needs. Language learning is too complex and even in the case of a well-written textbook teachers and learners need a certain amount of independence and autonomy to modify it according to specific needs. Sheldon (1988) claims that textbooks are "necessary evils" (p. 237). The strong anti-textbook position promotes the abandonment of all coursebooks and published materials. "Textbooks are frequently seen as the tainted end-product of an author's or a publisher's desire for a quick profit" (Sheldon, 1988, p. 239). Besides, the content and methodology provided by textbook publishers is not based on empirical research findings (Kuo, 1993; Love, 2014), but on intuition without consistent methodology (Love, 2014; Swales, 2002). As Harwood (2005) concludes,

Textbooks can help teachers develop – but only when they are properly based on research, and contain what they should. At present more are failing both teachers and learners, since the very fact that the textbook is a commercial product reifies its content, however inaccurate that content might be (p. 156).

If the textbook chosen is not appropriate for the group of ELT, EAP or ESP learners, it may still serve as a useable syllabus in class, but such a context requires the teacher to be competent and fill in the gaps of the textbook. Educators have to be watchful in the case of deficiency in

disciplinary variation presented in the textbook or incorrect example of assessment writing or academic research writing (Harwood, 2005; Pecorari, Shaw, Malmström, & Irvine, 2011).

2.3.2 Essay

An essay is a noble and well-established default genre in the academic context (Womack, 1993). The word ‘essay’ comes from the French ‘essai’ meaning an effort, an attempt and an essay. There are two main types of academic essays, content-based and general essays. Content-based essays “primarily aim at exploring the students’ knowledge in a given subject or content area” (Csölle & Kormos, 2000, p. 12). General essays are expected to inform educators about students’ language skills, including grammatical, lexical, text production skills (Csölle & Kormos, 2000) and stylistic conventions (Ybarra, 1992). Based on the focus, essays can be descriptive, narrative, argumentative, discursive, and comparison and contrast (Csölle & Kormos, 2000). The essay has become a culturally specific form of written communication (Womack, 1993) with explicitness as its key characteristic (Andrews, 2003). According to Bailey (2011), an essay is written in objective academic style.

According to Cotterall and Cohen (2003), who have studied an academic writing course, the structure of the academic essay can be detailed as introduction, main part (more sections), conclusion, and references (p. 162), which is the usual structuring of a written academic document. Crossley and McNamara (2011) studied assessing argumentative essays written by undergraduate students at Mississippi State University and developed an analytic rating rubric to evaluate students’ language proficiency:

The final version of the rubric had four subsections: introduction, body, conclusion, and correctness. The introduction subsection contained questions related to the use of an effective lead, clear purpose, and clear plan. The body subsection addressed the use of topic sentences, paragraph transitions, clear organization, and essay unity. The conclusion subsection included judgements on the strength of summarization and conviction. The correctness subsection identified the proper use of grammar, syntax, and mechanics (Crossley & McNamara, 2011, p. 1237).

Even though teachers develop handouts explaining ‘what makes a good essay’, it is not always clear for students what teachers mean. Andrews (2003) claims that such a mismatch between

what tutors mean and what students understand may result in trouble. It may mean professional failure for the teacher or a demanding task resulting in frustration for students (Krause, 2001).

2.3.3 Reflective writing

Around the millennium, researchers claimed that systematic reflection should be defined clearly and be separated from recording thoughts and ideas (Rodgers, 2002; Rogers, 2001). Researchers, teachers, and students needed critical analysis of the concept instead of the vague definitions (Rodgers, 2002; Rogers, 2001; Smyth, 1992). Rodgers (2002) and Smyth (1992) both referred to John Dewey's work, *How We Think: A Restatement of the Relation of Reflection of Reflective Thinking to the Educative Process*, from 1910, and claimed that we have to go back to Dewey's understanding of reflection. Rodgers (2002) summarized his conceptualization and created four criteria as follows:

1. Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experiences and ideas. It is the thread that makes continuity of learning possible, and ensures the progress of the individual and, ultimately, society. It is a means to essentially moral ends.
2. Reflection is a systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry.
3. Reflection needs to happen in community, in interaction with others.
4. Reflection requires attitudes that value the personal and intellectual growth of oneself and of others. (p. 845)

In the last two decades, the concept was defined thoroughly, but sometimes differently by researchers. Rodgers (2002) wrote that reflection is a "complex, rigorous, intellectual, and emotional enterprise that takes time to do well" (p. 845). In contrast, Procee (2006) defined reflection as "a central component of critical counter-education" (p. 238) and highlighted Serafini's (2000, as cited in Procee, 2006) three dimensions: purpose, process, and focus, as essential elements of reflection. Others articulated specific details on dimensions in the process of reflection. Moon (2006) claimed that teachers need a conscious and stated purpose when reflecting on their work while examining their beliefs and practices, which needs to affect their learning and developmental processes. Gimenez (1999) detailed the dimensions of the process of reflection according to moment (before, during or after action), content, mode (private

activity or social practice), depth and speed (rapid, repair, review, research, or re-theorizing and reformulating), and level (technical, practical, or critical).

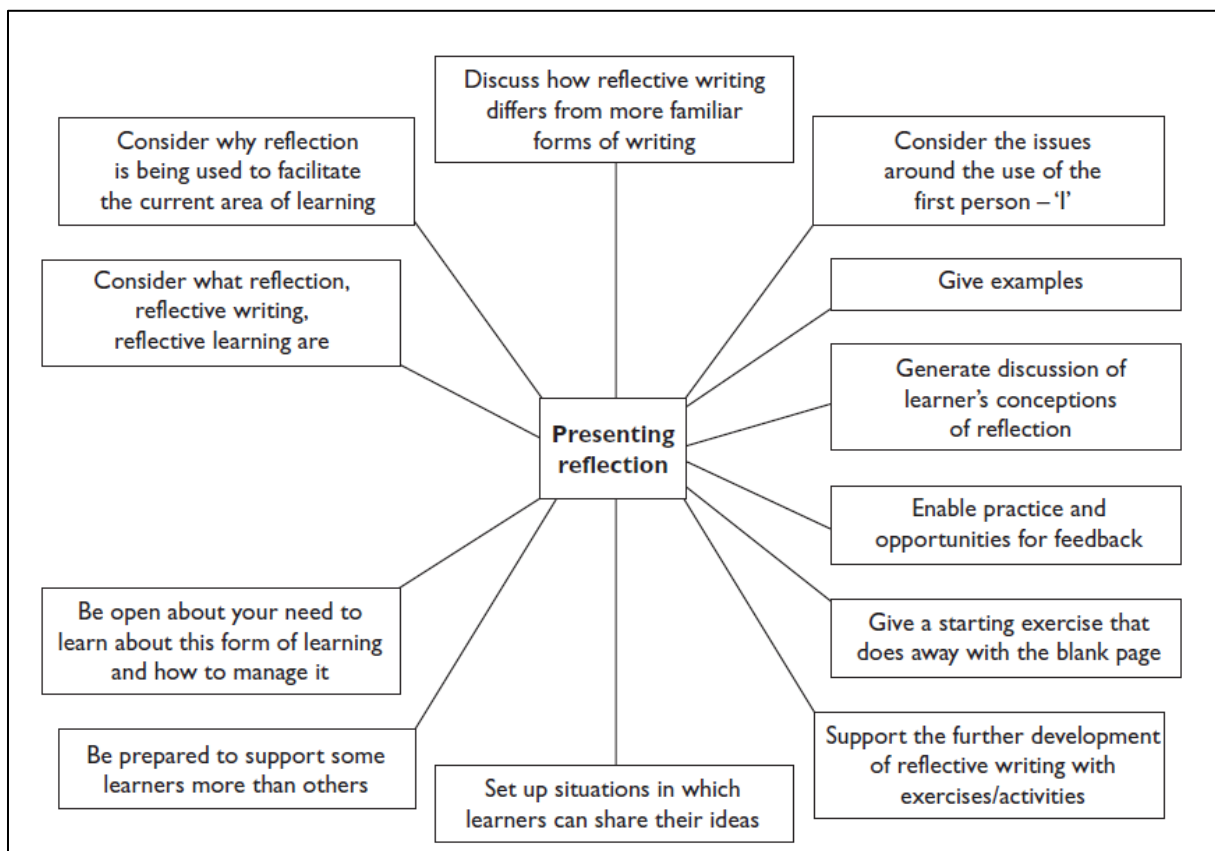


Figure 11 Presenting reflection (Moon, 2006, p. 100)

The outcome of reflection is most of the time reflective writing. Moon (2006) gives a clear and detailed guideline as to how to reflect thoroughly. These instructions can be of paramount importance for teacher trainees who ought to reflect on their professional development in written discourse. However, other professionals can make use of being capable of in-depth reflection. Hatton and Smith (1995) describe reflection according to four levels: (1) descriptive writing (text describing an event without evidence of reflection); (2) descriptive reflection (a description of an event and reflection from one perspective); (3) dialogic reflection (analytical or integrative exploration of an event with qualities of judgement); and (4) critical reflection. Critical reflection “[d]emonstrates an awareness that actions and events are not only located in, and explicable by, reference to multiple perspectives but are located in, and influenced by multiple historical, and socio-political contexts” (Hatton and Smith, 1995, p. 49). Reflective texts are read and assessed by tutors in university contexts based on complexity of reflection, which depends on the effectiveness and depth of the reflective approach. Assessment concerns

not only the written product, but also the process of reflective development. The aim of such discourse is an outcome in learning, clarification of a concept, or practice.

Reflection can be viewed from numerous angles, but most researchers and teachers agree that reflection is a means of personal, intellectual and/or professional improvement (Bain, Ballantyne, Mills, & Nestor, 2002; Carrington & Selva, 2010; Pavlovich, 2007; Richardson, 1996; Rodgers, 2002; Russell, 2005; Ryan, 2011; Smyth, 1992). Reflection makes teachers and students active change agents and lifelong learners (Moon, 2006). As the National Commission on Teaching and America's Future (1996 as cited in Rodgers, 2002, p. 843) records,

Teachers must be able to think systematically about their practice and learn from experience. They must be able to critically examine their practice, seek the advice of others, and draw on educational research to deepen their knowledge, sharpen their judgement, and adapt their teaching to new findings and ideas.

Thus, student teachers should give account on their development and growth in academic reflective writing to show their understanding and application of practice and theory. Since academic genres do not concentrate generally on the writer's person, student teachers need to find the balance between academic style and critical reflection on self-development and self-mention. As Creme and Lea (2008) claim, the reflective writing is a "mixture of an academic and a professional approach" (p. 207) with personal experiences and reference to theory. Although reflective writing tends to be self-centered, it is possible to reflect on factors concerning the events in focus which are not personal. Pre-service teachers need to learn to reflect critically on their learning and teaching processes, but deep reflective skills require time to be acquired. Reflection on beliefs and practices will influence their future decision-making, attitude, beliefs and classroom practices (Renzaglia, Hutchins, & Lee, 1997).

2.3.4 Abstract

Although an abstract is the shortest element of an academic text, it carries considerable importance not only in writing but also in academic reading. "The American National Standards Institute (ANSI) defines abstract as follows: An abstract is an abbreviated, accurate representation of the contents of a document, preferably prepared by its author(s) for publication with it" (ANSI, 1979, p. 1, as cited in Bhatia, 2013, p. 78). Academics, tutors, and students look for the most valuable studies and documents in their field to broaden their horizon and

knowledge. In order to be efficient and economical, an abstract is supposed to help the academic reader to scan the content of a document. Thus, abstracts have to be straightforward and informative to attract readership. “They constitute the gateway that leads readers to take up an article, journals to select contributions, or organisers of conferences to accept or reject papers” (Lorés, 2004, p. 281).

Two main categories of abstract can be differentiated, conference abstract and research article abstract. Conference paper abstracts or call-for-paper abstracts are usually condensed with reduced forms and syntactic devices which contribute to the compaction of the text (Kaplan, Cantor, Hagstrom, Kahmi-Stein, Shiotani, & Zimmerman, 1994). Conference abstracts tend to be lexically rich with strict focus on the topic. Melander, Swales and Fredrickson call them “homotopic” abstracts, “stand-alone documents that enter into a competition for slots on the conference program” (1997, p. 252). Berkenkotter and Huckin (1995, as cited in Melander, Swales, & Fredrickson, 1997) claim that interestingness is the key when it comes to conference abstracts, meaning that the topic addressed ought to be of current interest with a clearly defined problem discussed in a new way from the insider point of view.

Research article abstracts (RA abstracts) provide a summary of the research article (Bhatia, 2013), and it is “the readers’ first encounter with a text”, and the point when they decide if it is worth reading (Hyland, 2000d). As Alexandrov and Hennerici (2007) explain the notion, “writing an abstract means to extract and summarize (AB-absolutely, STR-straightforward, ACT-actual)” (p. 256). Their unfolding and extension of the word may scaffold novice academics in writing good abstracts. Good RA abstracts are multifunctional texts and building blocks of more complex discourse (Harris, 2006; Lorés, 2004). Hyland (2000d) claims that

[t]o gain readers’ attention and persuade them to read on, writers need to demonstrate that they not only have something new and worthwhile to say, but that they also have the professional credibility to address their topic as an insider. (p. 63)

Hyland (2000d) analyzed 800 abstracts from ten journals in eight disciplines, compiling a 127,000-word corpus. He identified the Introduction – Methods – Results- Conclusion structure (also proposed by Kaplan, Cantor, Hagstrom, Kamhi-Stein, Shiotani, & Zimmerman, 1994) and claiming significance as key elements of abstracts. Nevertheless, Alexandrov and Hennerici (2007) and Lorés (2004) reported the IMRD (or IMRaD) (Introduction – Methods – Results - Discussion) structure as characteristic of an abstract. Lorés (2004) found that most RA abstracts

mirror the IMRD structure which also describes RAs. She recorded CARS (Create a Research Space; Swales, 1990, p. 141) structure as the second most common RA abstract structure which comprises three moves: (1) establishing a territory; (2) establishing a niche; and (3) occupying a niche. While examining 35 abstracts, Lorés (2004) discovered a third, “combinatory type” (p. 298), involving five moves: (1) establishing a territory; (2) establishing a niche; (3) occupying a niche; (4) methods; and (5) results.

<p>Content: <i>Abstract:</i></p> <ul style="list-style-type: none">• Use the word “Abstract” in bold as a heading.• An abstract is a summary written in a scholarly writing style that represents a thorough comprehension of the article.• The text of your abstract should be 100 to 150 word count.• Six components to include<ul style="list-style-type: none">○ Purpose○ Scope○ Method○ Results○ Recommendations○ Conclusions

Figure 12 Content of an abstract (Harris, 2006, p. 139)

Harris (2006) summarizes the basic characteristics of an abstract, touching upon elements such as heading, definition, length and its essential components as shown in Figure 12. Of course, the length of an abstract depends most of the time on the publisher, conference organizer, or journal editor. Several researchers have examined the genre of abstract in the past decades and found that the length of abstracts has not changed a lot and there is little movement toward standardization across different disciplines (Bonn & Swales, 2007; Hyland, 2000d; Lorés, 2004; Okamura, & Shaw, 2014). Bonn and Swales (2007) sum up and define the notion well: “Great majority of these RAs now contain an informative abstract, typically of between 100 and 250 words, which attempts to summarize the main feature and finding of the accompanying article” (p. 94). Nowadays, most journals define the type of abstract they expect from academics and give detailed guidelines to direct the writers.

2.3.5 Research paper

Conducting research is a basic element of most academic programs, since future academics have to be able to approach disciplinary issues and analyze them critically. This is why Swales (1987) finds it essential to teach nonnative speaker graduate students how to write appropriately

within this genre. He encourages educators to take RP teaching seriously and discusses a range of literatures that scaffold teaching about research reporting. Swales (1987) also highlights that diverse perspectives enrich the background knowledge and insights of university teachers. As Larson (1982) states, “research” is an activity in which one engages” (p. 812). Larson (1982, p. 812) provides a clear definition of what research can be:

Research can take many forms: systematically observing events, finding out what happens when one performs certain procedures in the laboratory, conducting interviews, tape-recording speakers’ comments, asking human beings to utter aloud their thoughts while composing in writing or in another medium and noting what emerges, photographing phenomena (such as the light received in a telescope from planets and stars), watching the activities of people in groups, reading a person’s letter and notes: all these are research.

A research or scientific paper is a product (Swales, 1987), a written text which is usually limited to a few thousand words and it reports on a study carried out by the researcher (Swales, 1990), “a written and published report describing original research results” (Day, 1983, p. 1). Students studying in EAP courses often encounter research paper writing as one of the assignments. They have to go through various stages in order to establish valuable research and write it up in the correct way.

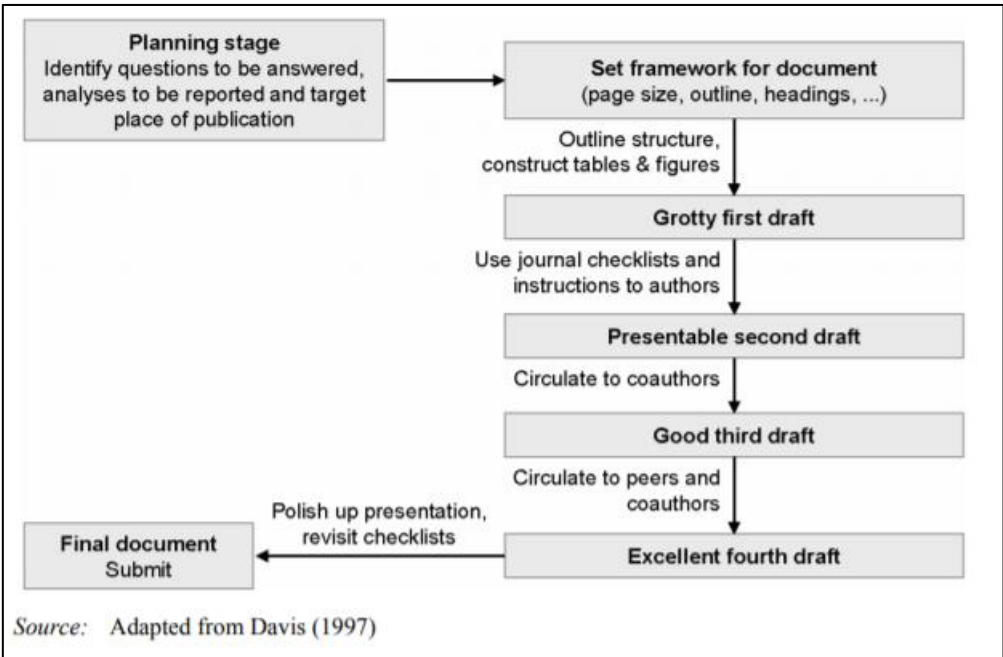


Figure 13 “Plan for preparing and writing a paper for publication” (Derntl, 2014, p. 115)

Since the planning stage is the first step of a valuable study, it establishes the complex process. If the research and the paper are not well-planned, the results and the data-analysis may leave the track and fail completely. Circulation in the academic context happens between the teacher or advisor and the student author, but students may ask for advice from peers in order to understand and see certain issues from different angles. Peer-support may help research writing greatly. The drafting process may be the longest but most important component of writing, because every text can be polished and refined to provide a perfect product. Derntl (2014) recommends five questions focusing on the essential elements of a good RA:

- 1 Motivation: Why do we care about the problem and the results?
- 2 Problem: What problem is the paper trying to solve and what is the scope of the work?
- 3 Solution: What was done to solve the problem?
- 4 Results: What is the answer to the problem?
- 5 Implications: What implications does the answer imply? (p. 110)

If students can answer these questions in a meaningful way, the content of the RA is complete. However, writing a paper is not only about the content but comprises several other elements most of which differ across disciplines. There are characteristics which are universal (Swales, 1987). It is true in all disciplinary fields, that “research articles are rarely simple narratives of investigations but are complexly distanced reconstructions of research activities” (Swales, 1987, p. 61). Another universal feature is the abstract lexis, moreover, key devices are lexical repetition and paraphrase. Most of the time “the range of voice, tense, aspect, and modality is narrow” (Swales, 1987, p. 61) in scientific papers. According to the American Psychological Association (APA), “uniform reporting standards make it easier to generalize across fields, to more fully understand the implications of individual studies, and to techniques of meta-analysis to proceed more efficiently” (p. 21). Davis, Davis and Dunagan (2012, p. 25) give the following set of rules that apply for all scientific and academic writing:

- If it can be interpreted in more than one way, it is wrong.
- Know your audience, know your subject, know your purpose.
- If you cannot find a reason to put a comma in, leave it out.
- Keep your writing clear, concise and correct.
- If it works, do it.

Academic documents are usually built up according to a certain structure which is set by institutions, publishers and editors. The average format of academic written discourse consists of three main sections: (1) Introduction; (2) Main body; and (3) Conclusion (Creme & Lea, 2008, pp. 142-149). These sections can be further divided into specific subsections according to genres. “Text organization, or macrostructure, is often not original with the writer. Form, as well as other text features, is often strongly influenced by the conventions of a genre and the immediate situation in which the text is being produced” (Johns, 2003, p. 211). In the case of a research paper, the genre itself and the academic setting determine the structure of writing.

The Seventh Edition of APA Manual (2020) helps university students in formatting an academic paper and lists its elements: (1) Title; (2) Author’s name; (3) Abstract; (4) Introduction; (5) Method; (6) Results; (7) Discussion; (8) References; and (9) Appendices. Csölle and Kormos (2000) claim that a typical empirical paper comprises an introduction, a review of the literature, a method section, results and discussion, conclusion, references and appendices. The introduction, methodology, results and discussion sections are usually referred to as the “IMRD” or “IMRAD” model (Alexandrov, 2004; Davis, Davis, & Dunagan, 2012; Day & Sakaduski, 2011; Duff, 2010; Thompson, 2013; Swales, 1990). Derntl (2014) illustrates the main structure of a paper by the Hourglass Model (Swales, 1993, as cited in Derntl, 2014) and the King Model (see Figure 14), which can be further detailed according to the text-type of the paper. In what follows, I discuss the main sections of a research paper; however, I do not deal with the section of abstract since it is overviewed as a separate genre in Section 2.3.4.

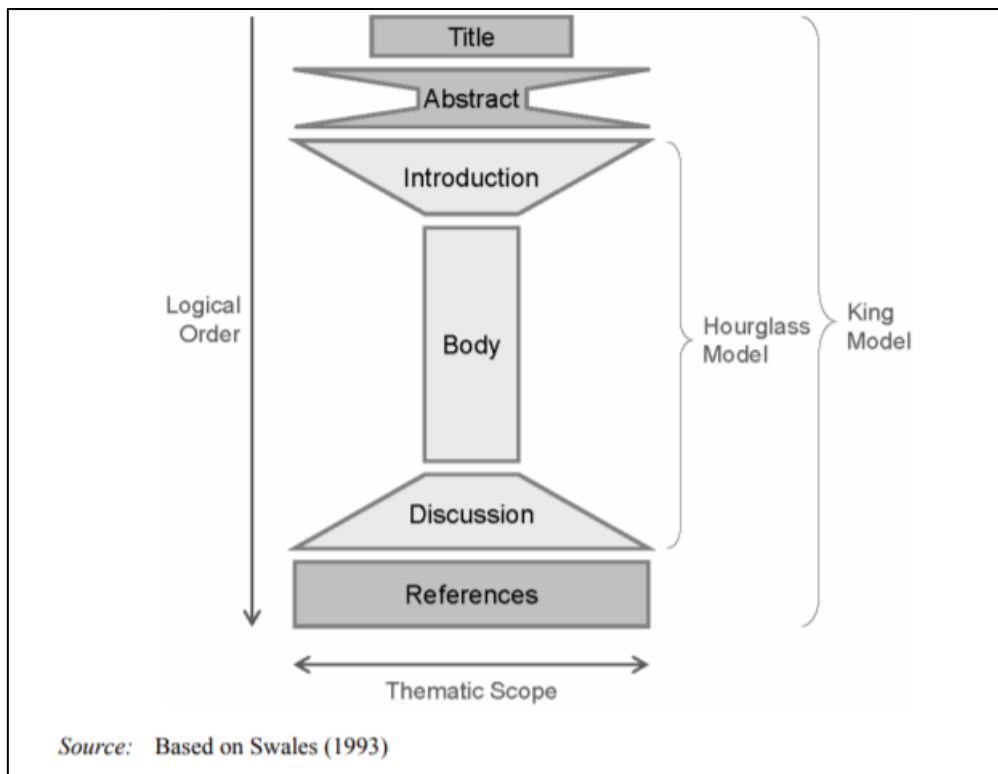


Figure 14 “The ‘Hourglass Model’ (light-grey parts) and the ‘King Model’, which covers an extended set of parts in a typical paper’s structure” (Derntl, 2014, p. 108)

The title is the section of a research paper which is the first and sometimes the last contact between the writer and the potential audience (Haggan, 2004). In order to persuade the audience to read the paper, the title must be attractive and informative (Haggan, 2004) since it “sells the paper” (Alexandrov, 2004). Therefore, creating the perfect title may put pressure on the writer since a long title may be waste of words, a short one may be too general (Derntl, 2014). Haggan (2004) examined titles from three fields: science, literature, and linguistics. According to her study 4.3% of linguistic papers have full-sentence titles which is characteristic of biology papers. In the case of linguistic research articles, full-sentence titles aim to attract attention. One of the most common forms is the compound title consisting of two noun phrases, the first indicating the topic and the second specifying the nature of research or approach, separated by a colon, a full stop or a dash. Haggan’s (2004) study shows that 50.7% of linguistic papers have a title showing features of block language: noun phrase and one or more post modifying prepositional phrases. As Peat, Elliott, Baur and Keena (2002) conclude, the title has to identify the main issue of the paper beginning with the subject of the writing, and has to be attractive, accurate, and unambiguous without abbreviations.

The introduction reveals the purpose of the study and the investigated issue starting from a general subject area and proceeding to a particular field of research (Derntl, 2014). The introduction is a brief and clear statement on the topic and “it serves as a map” (Creme & Lea, 2008, p. 143) for the reader. It may cause some trouble to summarize the paper in such way, especially for novice writers. As Swales (1990) claims, “nearly all academic writers admit to having more difficulty with getting started on a piece of academic writing than they have with its continuation” (p. 137). Even though a number of academics struggle with a good and precise introduction, writers are supposed to give a clear idea of what the research paper is about (Greetham, 2001). According to Davis, Davis and Dunagan (2012), the introduction and conclusion sections are generally written last.

Editors and publishers usually give straightforward guidelines whether writers should include the overview of past literature in the introduction or make it a separate section. However, an appropriate and up-to-date review of the literature ought to be included in the research paper to mirror the writer’s expertise in the field. This requires the writer to play the role of an academic reader first and then read, analyze and critically reflect on the literature published (APA Manual, 2020). “It is usually necessary to show that you are familiar with the main sources, so that your writing can build on these” (Bailey, 2011, p. 264). It gives context to the study and may show that “there is a gap in the research” (Bailey, 2011, p. 264) that the empirical investigation attempts to fill.

The main body includes the sections which discuss the main issues identified in the introduction and by the topic sentences of paragraphs – the topic sentence introduces the topic of the paragraph (Greetham, 2001, p. 180). If the body of the research paper comprises the methodology, results, and discussion sections, the conclusion section is the ending segment. As the Hourglass Model also shows, the discussion section can also be written up to be the ending of a paper. The final structure of the paper also depends on what kind of text is being composed: empirical paper, case study paper, methodology paper, or theory paper. The text-type determines how and what should be included in the body (Derntl, 2014).

The methods part of an RA includes how data were collected and analyzed (Davis, Davis, & Dunagan, 2012) and how results were obtained (Peat, Elliott, Baur, & Keena, 2002). As Davis, Davis and Dunagan (2012) sum it up, all data should be regarded important, stored carefully, and thoroughly analyzed. University educators usually advise students to store everything on at least two devices in case of technical problems. Writers include here the context of research,

research questions or hypotheses, data collection and analysis instruments, materials and/or participants, study design and procedures. Peat, Elliott, Baur and Keena (2002) highlight the importance of ethical approval, since “[r]eaders will want to be assured that the welfare and rights of the participants in your study were placed above those of the investigators” (p. 55). Protecting participants’ rights is of high importance.

The logical development of the results section scaffolds reading comprehension, and clear statements ensure that the reader can follow the text and no misunderstanding occurs. Depending on the quality of results, they can be illustrated in figures and tables to provide traceable depiction and establish evidence for statements (Davis, Davis, & Dunagan, 2012). This is the section which should answer the research questions and analyze collected data without bias: “Always try to present your results in an objective and dispassionate way. Never be tempted to overinterpret your findings, no matter how passionately you believe in your hypothesis and no matter how desperately you want it to be proved” (Peat, Elliott, Baur, & Keena, 2002, p. 72). Sometimes the results section is interwoven with the discussion. In the discussion section of an RA, the writer reiterates the main findings in light of research literature overviewed and explains how the findings contribute to the field and fill the gap in the literature.

The conclusion ought to be thought-provoking (Greetham, 2001) and inspirational. It should contain the limitations of the study, further research plan(s), and occurrent implications. “In general terms the work of the conclusion is that it gives a sense of completion to the assignment and points to your central idea” (Creme & Lea, 2008, p. 148). As Zinsser (1998) writes, a good conclusion “gives the reader a lift, and it lingers when the article is over” (p. 65). Although the conclusion summarizes the findings, it never does so word-by-word, the summary has to be a resolution which concludes the study but leaves place for further research plans.

A well-written and engaging RA “must be a valid publication, i.e. it must be published in the right place, like in a peer-reviewed journal or in a top-ranked conference” (Derntl, 2014, p. 106). Publishing papers can be an implicit and explicit requirement too. For academics, it is crucial to gain reputation through publishing in recognized peer-reviewed journals or write a chapter in an edited volume. On the other hand, it is a requirement for doctoral students to publish a certain number of papers. Research and publication may also help gain understanding of and perspective on certain issues in the field.

2.3.6 Lesson plan

Carefully structured and designed lesson plans can help pre-service and in-service teachers follow and manage their teaching and learning processes and reach smoothly the pre-determined aims and results. Lesson plans are not academic but rather professional genres, since they are used by teachers, include profession-specific vocabulary, formal structure, and may be written for a professional audience (observation by other professionals). In the case of TEFL majors, lesson plan becomes an interim category between academic and professional genres, since it has to be written in the academic context for professional purposes and is assessed by supervisors or cooperative/mentor teachers. Johnson (2000) claims that teaching consists of four components: “Teaching = knowing + planning + doing + reflecting” (p. 72). According to Jensen’s (2001) definition, a lesson plan is a “useful tool that serves as a combination guide, resource, and historical document reflecting our teaching philosophy, student population, textbooks, and most importantly our goals for our students” (p. 403). Lesson plans are usually designed on the basis of given lesson plan templates (Barnes, 2006; Jensen, 2001) which may include basic information about the group (teacher’s name, date, instructional area, grade level, number of students, time constraints) and help the teacher concentrate on crucial aspects. According to Johnson (2000), “[t]houghtful planning creates better lesson. [...] Thoughtful planning enhances learning. [...] and] Thoughtful planning enhances teacher effectiveness” (p. 72). However, Mrázik (2014) found that lesson plans often lack preciseness in terms of time management, teacherly instructions, and reflection.

Researchers have created frameworks, stages and steps describing the process of lesson planning and all bear similar components. In what follows, I present five frameworks that describe the planning process. Tyler (1949, as cited in Farrell, 2002) developed a rational-linear framework including four elements: (1) specifying objectives; (2) selecting learning activities; (3) organizing learning activities; and (4) specifying methods of evaluation. Yinger (1980) discussed two central aspects of a plan: activities and routines. He categorized routines as (1) activity routines (set instructional activities); (2) instructional routines (methods, strategies, styles and procedures); (3) management routines (habitual activities to control classroom organization and behavior); and (4) executive planning routines (activate and guide planning). Yinger (1980) claims that planning consists of three stages as shown in Figure 15. Each planning event has an effect on the following one as a result of continuous development and

lifelong learning. Moreover, not only professional experience but also the outcome of a previous lesson plan may influence the next planning session.

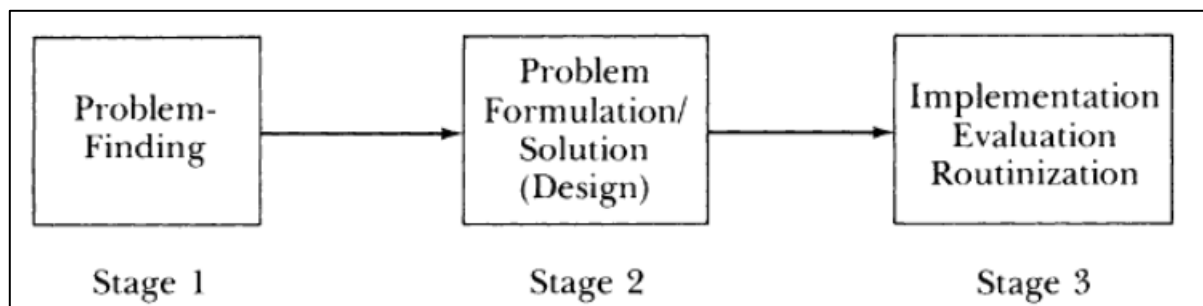


Figure 15 Stages of the planning process (Yinger, 1980, p. 114)

Shumway and Berrett (2004) work with a three-stage model including (1) identifying the desired results taking the standards into consideration; (2) determining methods and techniques; and (3) choosing appropriate assessment. They also support the use of a template when making a lesson plan. Barnes (2006) presents a similar three-component model, consisting of the objectives set for the lesson, materials needed during the session, and the procedures including introduction, development, conclusion, and evaluation. Norman (2011) also specifies a three-step model of planning, namely “(1) getting inside the content; (2) considering students; and (3) mapping out the actual lesson” (p. 6). Norman’s (2011) model approaches the process of planning from a new perspective, since planning comes last in her model.

Planning may become a routine after a certain period of time as a result of expertise and experience, but it is crucial for pre-service teachers, too, to learn how to plan a lesson. However, writing a detailed and successful plan can be challenging for pre-service teachers (Drost & Levine, 2015). Norman (2011) gives details on university requirements regarding lesson planning, however, not every university provides teacher candidates with such information:

The university’s professional standards specify what interns should be able to do as planners of instruction: frame worthwhile purposes; gather, assess and adapt a range of curricular resources; check their own subject matter understanding; consider what students already know; and decide how to introduce activities, organize and engage students, and guide and assess their learning. (p. 5)

Creating a lesson plan may have both internal and external motives (Farrell, 2002). Internal reasons may be more important for pre-service or novice teachers, because having a plan makes

the teacher feel comfortable, enables the teacher to manage the lesson smoothly and anticipate problems in class before they happen (Farrell, 2000). Even though the teacher may be in full control of the class, of course, some issue cannot be predicted or prevented. Pre-service teachers are required to create lesson plans meaning that one external reason for creating the plan is to satisfy the cooperating teacher's expectations. "Preservice teachers say they write daily lesson plans only because a supervisor, cooperating teacher, or school administrator requires them to do so" (Farrell, 2000, p. 31). Farrell's (2000) other external reason is providing guidance for a substitute teacher in case of absence. Barnes's (2006) conducted interviews which revealed novice teachers' positive experiences using lesson plans. As a participant said: "Overall today my lesson went pretty smooth and I believe it's a result of me having my lesson plan right next to me to follow each step" (Barnes, 2006, p. 90). Another study conducted by Ozogul, Olina and Sullivan (2008) revealed the prominent importance of a cooperative teacher and his/her constructive feedback.

Most teachers give up on writing detailed lesson plans after graduation (Farrell, 2002). Some continue to write thorough yearly-, term-, unit-, weekly-, and daily plans (Yinger, 1980) because they help them think globally (Johnson, 2000), see the larger picture and reflect on long-term goals (Wiggins & McTighe, 2011). In order to have a global perspective, Glatthorn and Jailall (2009) encourage teachers to develop units as "[m]any teachers never move beyond short-term planning: they plan for one week or one day at a time. As a result, their teaching often seems fragmented and disjointed" (p. 136). After years of experience, some teachers routinize planning and create their plans in their head which cannot be a problem as long as they follow appointed objectives and develop students' skills.

2.3.7 Teaching portfolio

Portfolios include a great variety of written documents and artifacts, which implies the inclusion of different genres in the compilation. "Portfolios are multiple writing samples, written over time, and purposefully selected from various genres to best represent a student's abilities, progress, and most successful texts in a particular context" (Hyland, 2003, p. 233). A portfolio is a dossier documenting teaching experiences; a container storing and displaying evidence; and a portrait of teaching and professional expertise (Antonek, McCormik, & Donato, 1997). Such a work demonstrates the teacher's talents and highlights one's knowledge and abilities (Doolittle, 1994; Wray, 2007). Portfolios reflect teachers' personal and professional growth, development, and change over time since they "are constructed over an extended period of

time” (Antonek, McCormik, & Donato, 1997, p. 16). “The notion of ‘portfolio’ is clearly a derivative of narrative approaches, based on some combination of ‘episodic’ accounts of teachers’ work, opportunities for reflection on teacher practice and teacher knowledge and demonstration of competencies” (Hay, White, Moss, Ferguson, & Dixon, 2004). Norton-Meier (2003) proposes three types of teacher portfolio: (1) personal narratives; (2) memoirs; and (3) technical writing.

A portfolio is also a tool for developing decision-making, mediating reflection, and authentic assessment (Antonek, McCormik, & Donato, 1997; Doolittle, 1994; Green & Smyser, 2001). It improves teachers’ decision-making, since teachers must select products that mirror their professional level and competences well. In the case of a well-written and well-constructed portfolio, positive feedback is received from the supervisors and other educational personnel. A portfolio is also a means of mediating reflection because teachers not only think about their practices, but also write down their views and critically analyze their own teaching. Although reflection can be both positive and negative, its aim is always professional development. Therefore, a portfolio provides pre-service teachers room for reflection “on the development of the quality of their instruction and on their identities as teachers during the student teaching experience” (Antonek, McCormik, & Donato, 1997, p. 16). A portfolio is also a means of assessment in educational contexts. Since it is a personalized and complex compilation created over a period of time, it tells a story about the teacher’s professional development and reflective and interpretative practices. In the case of a trainee, it is a “window into the emergent identity of beginning teachers” (Antonek, McCormik, & Donato, 1997, p. 16).

University students majoring in TEFL may make good use of a portfolio, since they can gather their experiences in one document that shows how they have coped with events and issues at the university and in the training. Focusing on self-reflection, students become conscious of their strengths and weaknesses, which allows them to critically reflect on and alter their practices in order to master more valuable ones. Hence, they can become reflective practitioners (Schön, 1983, as cited in Imhof & Picard, 2009). It is a tool for them “that mediates the change from thinking as a student to thinking as a teacher” (Antonek, McCormik, & Donato, 1997, p. 17). Green and Smyser (2001) propose five I’s that need to be included when compiling a complete and detailed portfolio: (1) introduction; (2) influences; (3) instruction; (4) individualization; and (5) integration. The introduction section contains all the necessary background information about the writers’ person that they consider important. Pre-service or

in-service teachers can include any materials they have created to introduce, display, and describe their classroom environment influences section. The instruction section sheds light on teaching: planning and implementation, as well. Teachers are supposed to include lesson plans, activities and aids they have created. The individualization section, as its denomination suggests, demonstrates teachers' abilities to create tools for individual assessment. "The integration section ties the whole portfolio together and may include other forms of evaluation, such as a principal's evaluation of a lesson" (Green & Smyser, 2001, p. 24). Reflective statements are of prominent importance throughout the portfolio in order to support included materials and content.

Portfolios can be presented in printed and in digital format. Plater (2006) contrasts printed and electronic portfolios and claims that "the electronic portfolio has capacities far beyond paper records to be interactive and dynamic – presenting information in ways that are both certifiable and practically useful" (p. 63). Electronic portfolios are world-wide used since "as technology improved and became ubiquitous, students found it easier to achieve projects, assignments and evidence of work in classroom, to reflect on these artifacts and to repurpose them for specific audiences and specific purposes" (Wilhelm, Puckett, Beisser, Wishart, Merideth & Sivakumaran, 2006, p. 62). In order to scaffold student learning in all cases, teachers need to be aware of the latest technological improvements and possibly use them in their profession.

Zeichner and Wray (2001) distinguish among three types of portfolio: (1) learning portfolio; (2) showcase portfolio; and (3) credential portfolio. A learning portfolio shows students' progress over time including all documents prepared (Peters, Chevrier, LeBlanc, Fortin & Malette, 2006, p. 315). Chang (2001) claims that "it allows the teachers, students, or their parents to understand and evaluate the learning process, improvement situations, and academic achievement of students" (p. 435). When a learning portfolio is used in an elementary or secondary institution, it records students' progress over a certain period of time. At universities, a learning portfolio becomes a working portfolio (Antonek, McCormik, & Donato, 2001) and is used by students to monitor their practices.

Pre-service students select, share, and reflect on artifacts such as educational philosophies, classroom management plans, unit and lesson plans, plans to meet the needs of diverse and special needs pupils, and video clips of practice teaching. (Strudler & Wetzal, 2005, p. 412)

An assessment portfolio is reviewed by supervisors and/or cooperative teachers to evaluate student teacher's development, reflective practices, skills, and knowledge. Pratt and Stevenson (2007) successfully introduced credential (assessment) portfolios used in a student-centered Teacher Education Program in the USA. Preservice teachers included "items such as lesson plans, videos of teaching episodes, and letters home to parents" (Pratt & Stevenson, 2007, p. 45) in their portfolios. A pre-service teacher can also create a showcase portfolio and benefit from it when searching for a job "to communicate qualifications to a potential employer" (Diez, 1994, p. 1). The showcase portfolio includes in-service or pre-service teachers' most valuable works.

Green and Smyser (2001) also discuss three portfolio types according to their purpose: (1) employment portfolio; (2) evaluation portfolio; and (3) professional portfolio. The employment portfolio is used as a showcase to present the teacher's qualifications and experiences. The evaluation portfolio is a tool to assess pre-service or in-service teachers' development and skills. The professional portfolio represents teachers' experiences, progress, efforts, attitudes, pedagogical practices, goals and achievements (Salend, 2001). Walker's (1985, p. 54) summary discusses five ways how compiling a portfolio may benefit its writer:

1. To provide a record of the significant learning experiences that have taken place.
2. To help the participant come into touch and keep in touch with the self-development process that is taking place for them.
3. To provide the participants with an opportunity to express, in a personal and dynamic way, their self-development.
4. To foster a creative interaction
 - between the participant and the self-development process that is taking place.
 - between the participant and other participants who are also in the process of self-development.
 - between the participant and the facilitator whose role it is to foster such self-development.
5. To provide a means of reflecting on one's commitment to, and involvement in, the leadership programme.

Pre-service teachers, in-service teachers and supervisors also benefit from the compilation of a portfolio because they can monitor their own growth, their students' growth, they may analyze developmental processes, or use the portfolio as an assessment tool. Either way, a portfolio may

promote good performance since it rather shows what the writer knows and can do than focusing on what he/she cannot do or does not know (Norton-Meier, 2003).

2.3.8 Thesis and dissertation

Thesis and dissertation are used differently but sometimes interchangeably in different regions and countries. Both can refer to the text-type written at the end of the bachelor's, the master's and the doctoral program. However, I refer hereinafter to thesis when discussing the bachelor's or master's document, and to dissertation when reviewing the notion of the doctoral piece. There are key differences between a thesis and a dissertation. A thesis is limited in depth (Glatthorn & Joyner, 2005) which may be the result of length. According to Leki, Cumming and Silva (2008) a master's thesis is between 10,000 to 20,000 words (which is approximately 22-45 pages). Csölle and Kormos (2000) approximate its length around 30-40 pages. Concerning length, a dissertation is supposed to be around 200,000 words (Glatthorn & Joyner, 2005); Leki, Cumming and Silva (2008) specify it between 80,000 to 100,000 words, approximately 190-230 pages. A dissertation is also more rigorous in terms of methodology and may concern a broader topic than a thesis. A thesis and a dissertation may be "the longest and most challenging piece of assessed writing" (Thompson, 2013, p. 284) for some university students.

Theses are obligatory final reports on research that university students conduct, and they reflect what students have learned and gone through to accomplish their goals. A thesis is "a piece of formal academic writing which reports on a research study" (Oliver, 2014, p. 5). It mirrors the knowledge the writer has collected during the academic years and those skills he/she has developed. A thesis written in a foreign or second language may mean a greater task because of the language and content requirements as well. As Thompson (2013) claims, "the challenge is magnified when writing in a language that is not one's mother tongue, in a foreign academic culture" (p. 284). There is considerable difference between native and non-native writers as research shows (Hyland, 2003). Hyland (2003) states that non-native speakers tend to write with more errors, less fluency, and less coherence.

Every institution announces writing requirements, so they vary "from department to department, from school to school" (Glatthorn & Joyner, 2005, p. 6). Csölle and Kormos (2000) claim that a thesis is very similar to term papers that students are familiar with. Csölle and Kormos (2000) present length as the basic difference between a thesis and a term paper which also affects the

issue of students globally treating a research problem. Students may think that a thesis ought to include a broad topic, which should be narrowed and specified though. Leki, Cumming and Silva (2008) compare theses to research articles in terms of structure, and highlight purpose, scale, audience and requirements as key differences. An RA addresses the members of an academic community, and a thesis is written for the committee and the university faculty.

Students participating in the master's program must organize their theses clearly (Csölle & Kormos, 2000) helping the readers follow the discourse without misunderstandings and other obstacles. The Table of Contents is a requirement in most institutions since it gives directions to the reader where certain sections and subsections can be found. In some cases, theses are not assessed if the Table of Contents is missing, it means automatic failure. Clear structure also indicates the subdivision of the whole text which may meet the structure of a research paper, namely introduction, review of literature, methods, results and discussion, and conclusions (Csölle & Kormos, 2000), also discussed in Section 2.3.5. As Oliver (2014, p. 5) states,

a thesis usually involves reviewing and analysing the background literature to a subject, and showing how current research adds incrementally to the sum of human knowledge. The process of academic writing is here not only part of the transmission of culture, but also of providing a new perspective on the world.

Paltridge (2002) and Paltridge and Starfield (2020) discuss four types of structures as shown in Figure 16. "A thesis with a 'simple' traditional pattern is one which reports on a single study and has a typical macro-structure of 'introduction', 'review of the literature', 'materials and methods', 'result', 'discussion', and 'conclusion'" (Paltridge, 2002, p. 131) which is the typical structure of a master's thesis. The other three structures would rather meet the structure of a dissertation, they are to be discussed later in this section.

Summary of thesis types	
<p>Traditional: simple</p> <ul style="list-style-type: none"> Introduction Literature review Materials and methods Results Discussion Conclusions 	<p>Topic-based</p> <ul style="list-style-type: none"> Introduction Topic 1 Topic 2 Topic 3 etc. Conclusions
<p>Traditional: complex</p> <ul style="list-style-type: none"> Introduction Background to the study and review of the literature (Background theory) (General methods) Study 1 <ul style="list-style-type: none"> Introduction Methods Results Discussion and conclusions Study 2 <ul style="list-style-type: none"> Introduction Methods Results Discussion and conclusions Study 3 etc. <ul style="list-style-type: none"> Introduction Methods Results Discussion and conclusions Discussion Conclusions 	<p>Compilation of research articles</p> <ul style="list-style-type: none"> Introduction Background to the study Research article 1 <ul style="list-style-type: none"> Introduction Literature review Materials and methods Results Discussion Conclusions Research article 2 <ul style="list-style-type: none"> Introduction Literature review Materials and methods Results Discussion Conclusions Research article 3 etc. <ul style="list-style-type: none"> Introduction Literature review Materials and methods Results Discussion Conclusions Discussion Conclusions

Figure 16 Thesis structure types (Paltridge, 2002, p. 135)

The writer is expected to find a gap in the literature and address a subject which fills the blank; thus, adding new information to the socially shared knowledge. The literature review is a summary of the relevant and recent publications on the subject. Writers are expected to study, understand and critically analyze research literature discussed; however, the overview should not be “a mere summary of second-hand ideas” (Csölle & Kormos, 2000, p. 79). Students need to link research literature with the present study and use the literature as a support for the own ideas and proof for competence in the field. The literature provides complete framework for the study, and the findings are “dependent upon, and embedded within, existing knowledge” (Oliver, 2014, p. 9).

As students recognize a problem which should be investigated, they record the methodology to explore the issue and detail the procedures. The research (in the thesis) can be conducted through a qualitative, a quantitative or a mixed method approach. According to Oliver (2014),

qualitative approaches are usually associated with interpretivism, and quantitative or scientific research methods tend to be linked with positivism. He highlights the importance of reflective account present in the empirical section of the thesis, whereas Burton and Steane (2004) calls for the importance of ethical issues when conducting research focusing on the use of informed consent and the importance of research protocol.

By analyzing results and concluding findings, students are not only able to show their knowledge in the field, but also prove their investigative and interpretative skills, which may support future research. While conducting research, university students are supposed to follow their envisaged aims as they affect the choice of the theoretical framework and the methodology (Oliver, 2014), and direct the study till the concluding points. Reporting a scholarly investigation prepares students for further academic or professional status to be members of an academic or professional community (Kamler, 2008).

A thesis is also a means of communication. University students communicate not only with the examiners who read and evaluate it, but also with future students who may read the thesis in research of ideas. To reach straightforward discourse, the existence of a supportive supervisor is an essential factor, since continuous and close relationship with a consultant facilitates the process (Ylijoki, 2001) and provides continuous confidence for the writer.

University students may face certain problems and obstacles when writing a thesis, which they may overcome or might completely give up on finishing their studies. Zuber-Skerritt and Knight (1986) state that the most common problem is “failure to complete the thesis within the required time” (p. 90). Zuber-Skerritt and Knight (1986, pp. 90-91) detail reasons why students may span deadlines:

1. Students make a slow start, particularly in the area of problem formulation and literature survey;
2. The perfectionism of students who are never satisfied with their work;
3. Distraction from the main focus of the research project; for example, by reading texts unrelated to the topic;
4. Inadequate collection of data due to poor planning; for example, in the area of note-taking, referencing, and so on.

However, thorough planning, note-taking and drafting can help with all four points discussed by Zuber-Skerritt and Knight (1986), making the student more confident writers. Students create their own stories during the writing process which can form into a socially shared experience (Ylijoki, 2001). There are four core narratives of thesis writing: (1) heroic; (2) tragic; (3) businesslike; and (4) penal (Ylijoki, 2001). Students in heroic stories comprehend writing as a moment of truth, when they can show their skills, knowledge, what they are capable of. For them, writing resembles a swing of emotions with euphoria and loss of confidence included but feeling exhilaration at the end. In a tragic life-story, obstacles emerge that students cannot overcome, and desperate situations follow one another. Students feel guilt and disappointment as a result of not finishing their work. Those students who look at the thesis as a required part of the curriculum generally tell a businesslike narrative. In their stories, the supervisor plays a huge role and they apprehend the thesis as something that is done by doing it. Penal stories usually describe the writing process as a punishment, a process of pain and suffering. Main characters of these stories speak about the thesis writing process as wasted time and unnecessary suffering (Ylijoki, 2001).

All these stories can also be connected to dissertation writing, because postgraduates may encounter challenges and feel euphoria when writing. Since it is a longer procedure, they may have anxiety resulting of their own negative generalization of the writing quality or because of the judgment they may receive (Kamler, 2008). As a result of addressing the members of the research community, they may fear certain critical professional and academic feedback.

A dissertation can be structured according to Paltridge's (2002) three models (topic-based, traditional complex, and compilation of RAs) as shown in Figure 16. A 'topic-based' document starts with an introductory chapter, ends with a concluding section, and incorporates several chapters based on the topics in focus. The 'traditional: complex' structure commences the introduction, followed by the review of the literature, as in a research paper. After the establishment of the research framework, a couple of studies are presented with details on methodology, results and discussion. At the end, the writer finishes the work with an overall discussion and conclusion. Some dissertations are built up from several RAs, in which the complete document is introduced by the background to the studies and concluded with a summary. All details are thoroughly explained in each of the RAs.

A dissertation is written to accomplish certain purposes (Glatthorn & Joyner, 2005). First, every doctoral student has personal purposes, one of which is earning a degree. Furthermore,

postgraduates also intend to learn about themselves and about the topic itself and systematize their own knowledge in a written form. They, of course, support their own research by implementing reading into writing as a continuous process in order to know more about the disciplinary field. On the other hand, when writing a dissertation, students step outside their boxes and push their personal boundaries. They may experience deep agony and rejoicing while working, but they get to know more about what they can or cannot do. Secondly, doctoral students report their research and findings to inform other members of the disciplinary field, accomplishing communicative purposes. Since their aim is not entertainment or expression of feelings, the main quality of the writing is clarity. Finally, institutional aims comprise generating and disseminating knowledge.

Nevertheless, in the case of both genres, theses and dissertations, writers have to show original contribution to shared knowledge and authority on the subject under investigation (Leki, Cumming, & Silva, 2008). Specific requirements and stylistic guidelines are presented by universities and students can also review the literature to be able to write ‘the winning’ document. Paltridge (2002) collected and analyzed published advice on the topic of writing a thesis and a dissertation, which may scaffold choosing the most valuable sources. Peer-support may also mean a lot while writing, since shared experience and sharing experience could assist continuous work.

2.4 Author identity in academic discourse

As human beings, personal identity is a given concept for everyone. It includes personal values and beliefs that guide one’s life, specific attributes and tastes, ways of relating to others and psychological characteristics. Personal identity is not stable but alters and develops over time. It may also be referred to as ‘self’. Personal and social identities together account for one’s self-concept (Turner, 1982). ‘Social identities’ refers to “the idea of people identifying simultaneously with a variety of social groups” (Ivanic, 1998, p. 11). As Ivanic (1998) defines the concept, it is “a person’s sense of their relative status in relation to others with whom they are communicating” (p. 40). Hildebrandt and Giles (1983) refer to the phenomena of identifying with more groups as multiple group membership.

Everybody is a member of a community which means that they possess social identities, among others cultural, sexual, political, religious, and/or national identities. A social group is defined as “two or more individuals who share a common social identification of themselves share a

common social identification of themselves or, which is nearly the same thing, perceive themselves to be members of the same social category” (Turner, 1982, p. 15). The process of situating oneself within a group is called social identification (Turner, 1982). Belonging to two cultures or two nations can result in dual identities (Crisco, 2004) which is also a form of multiple group membership, which Turner (1982) describes with a Social Identification Model.

Members of cultural communities adopt cultural identities as a result of their relationships with other individuals in a particular group. The common language, history and understanding of the world connect the members and bestow them shared cultural identities (Norton & Toohey, 2011). In addition, institutions, workplaces, and schools also mediate social identities through relationships between people and the larger social world (Norton & Toohey, 2011). However, “identity is not socially determined but socially constructed” (Ivanic, 1998, p. 12) and not completely the product of a person’s intentions and thoughts. Social identity theory, by Henri Tajfel and John Turner (1986 as cited in Brewer, 1991), is presented in Figure 17 with a diagram created by Brewer (1991). As Brewer (1991) states, “[p]ersonal identity is the individual self – those characteristics that differentiate one individual from others within a given social context. *Social identities* are categorizations of the self into more inclusive social units that *depersonalize* the self-concept, where *I* becomes *we*” [italics in the original text] (p. 476).

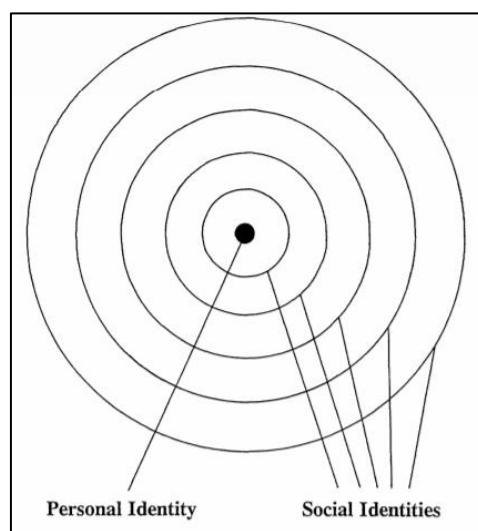


Figure 17 Personal and social identities (Brewer, 1991, p. 476)

Social categorization is a reference to the awareness of one’s membership and values attaining meaning through social comparison with other groups (Hildebrandt & Giles, 1983). Members of a group have ingroup identity and those not being parts of the same community are the so-

called outgroup. It is important for the members to be satisfied with their group and positively differentiate it from other groups. However, if the social group causes discomfort to individuals, they have the possibility to leave it behind which is also referred to as individual mobility (Hildebrandt & Giles, 1983). The ethnolinguistic identity theory (Giles & Johnson, 1987) is a concept derived from the social identity theory having individuals being identified as members of an ethnic group and the maintaining ethnic distinctiveness.

Language has a prominent role in ethnolinguistic and social identity theories since it is a marker of a group and their social identity (Ricento, 2005), a means of communication, and a “mediating mechanism in the social construction of identity” (Ivanic, 1998, p. 17). A language-system is constructed socio-historically, bound up with context, meaning and one’s identity (Noels, 2009; Burgess & Ivanic, 2010). Taking on a second or foreign language may result in changes in an individual’s identity and may contribute to the creation of a new identity, which is discussed in the next section.

Chapter III EFL teacher education in Europe

Since the European Union (EU) is a diverse and colorful unity of different nations, there is great need for language education and cultural awareness to understand other members of the union. Although Great Britain left the EU on 1st February 2020, which created the new notion of “Brexit”, the English language remained in the focus of foreign language learning. It is an international means of communication all over the world. As a result, teacher education is in the focus of a wealth of international meetings and summits. Furthermore, teachers have more and more tasks to accomplish as technology is advancing and societies are developing. Therefore, there is a greater pressure on teacher education, teachers and teacher educators to accomplish the expectations set by communities, new generations, employers and governments.

English as a foreign language education should promote understanding, change, and personal and collective fulfilment (Alsup, Emig, Pradl, Tremmel, Yagelski, Alvine, DeBlase, Moore, Petrone, & Sawyer, 2006). As Alsup and her colleagues (2006) state, its ultimate goal is to create readers, writers and thinkers; namely language users. English as a foreign language teacher education in the EU aims to prepare L2 and FL teachers to work professionally and effectively in their classrooms, and to motivate themselves to continue their improvement and lifelong learning. Besides their own development, teacher trainees have to learn about teaching, encouraging, and inspiring their students over time. In TEFL, it is elementary to improve teaching strategies and techniques because “*what* is learned will be fundamentally shaped by *how* it is learned” (Johnson, 2013, p. 75). As Johnson (2013, p. 75) explains the process, the influence of education plays an essential role in forming novice teachers’ future professional work:

Taken up within the context of SLTE [Second Language Teacher Education], it can be assumed that what teachers learn about L2 learning and teaching will be shaped by how they learn it. In other words, while novice teachers will most certainly learn about language, language learning and language teaching in their SLTE programs, *what* they learn will be fundamentally shaped by the quality and character of the activities they engage in within their SLTE programs.

The EU member states formulate their educational policies at the national level in order to develop curricula which correspond to national heritage, traditions, and local conditions.

However, generally three bodies of the EU issue regulations and implement decisions in central documents of the union: (1) The European Council; (2) Council of the European Union; and (3) European Commission. Furthermore, the Organisation for Economic Co-operation and Development (OECD) also conducts research in the field of teaching and learning to measure European educational states. One central document for language educators and the language education is the *European Profile for Language Teacher Education* (EPLTE; Kelly, Grenfell, Allan, Kriza, & McEvoy, 2004), consisting of five main sections: (1) discussing the context for developing the profile; (2) describing the document; (3) elaborating on case studies; (4) detailing the Delphi study; and (5) a glossary with essential phrases in the field of education.

In order to establish quality education in the EU, the EPLTE “proposes a framework of reference for language education policymakers and teacher educators in Europe” (Enever, 2014, p. 232). The Profile provides a generic approach and examines primary, secondary and adult education in line with four factors: (1) structure; (2) knowledge and understanding; (3) strategies and skills; and (4) values. The four sections are divided into 40 items altogether. The first section deals with the constituent elements and organization of language teacher education. The second section elaborates on what a teacher trainee should know and understand about teaching and learning processes. The third section “contains items relating to what trainee language teachers should know how to do in teaching and learning situations as teaching professionals as a result of their initial and in-service teacher education” (Kelly, Grenfell, Allan, Kriza and McEvoy, 2004, p. 4). The last section comprises the values trainees should be taught (Kelly, Grenfell, Allan, Kriza and McEvoy (2004).

The Profile is a toolkit or checklist for existing teacher education programs. Therefore, it should not be understood as a mandatory set of regulations but as a document providing expert advice and good examples for existing or future programs. The EPLTE is a “voluntary frame of reference” providing flexible framework dealing with “independent learning strategies, life-long learning and new learning environments” (Kelly, Grenfell, Allan, Kriza and McEvoy, 2004, p. 19) and corresponding to the Common European Framework of Reference for Languages (CEFR) in the use of terminology and levels of linguistic competence (Kelly, Grenfell, Allan, Kriza and McEvoy, 2004). According to Kelly, Grenfell, Allan, Kriza and McEvoy (2004, p. 10), its key objectives are

- a) raising awareness about the benefits of foreign language learning,
- b) improving the quality of language teaching,

- c) increasing the number of foreign language learners,
- d) promoting the learning of less widely used and taught languages,
- e) encouraging greater provision of language teaching and learning and
- f) improving access to language learning.

Language learning has become a priority resulting in a need for quality teachers all over Europe. Becoming a good teacher starts at university level, therefore, the Council of Europe published the European Portfolio for Student Teachers of Languages (EPOSTL; Newby, Allan, Fenner, Jones, Komorowska, & Soghikyan, 2007) to scaffold student teachers’ professional and personal development. EPOSTL is a document that encourages trainees to reflect on their knowledge and skills, it helps competence-assessment and progress-monitoring, and records teaching experiences and facilitates self-assessment. The Portfolio comprises a personal statement, a self-assessment, a dossier, a glossary, an index of terms and a users’ guide. It provides a set of *I can* statements in order for trainees to assess themselves. Teacher trainees must be assisted in their developmental processes to be able to improve professionally and personally to fulfil the requirements of the good, quality teacher as shown in Table 2.

Table 2 Defining quality, good, and effective teaching (Conway, Murphy, Rath, & Hall, 2009, p. 22)

<i>Quality teaching encompasses...</i>		
<ul style="list-style-type: none"> • Willingness and effort by the learner • A social surround supportive of teaching and learning • Opportunity to teach and learn • GOOD teaching → → → 	TASK	ACHIEVEMENT
	<i>GOOD teaching involves</i>	<i>SUCCESSFUL teaching implies...</i>
	<ul style="list-style-type: none"> • Logical • Psychological • Moral 	...that students have learnt

Several publications have been released in hope of broadening teachers’ knowledge and improving skills and the teacher education programs in the EU. The OECD published *Teachers Matter* in 2005 concerning policies that promote attracting, developing and retaining school teachers. The report relies on earlier OECD studies conducted in 25 countries about teachers’ work, career, recruitment and preparation. Teaching has been undervalued which is also a

reason for fewer quality teachers and “high achievers” (p. 3) in the profession. The Commission of the European Communities issued *Improving the quality of teacher education* in 2007 in which one of the main foci is to help teachers develop their skills, broaden their horizons, acquire new knowledge and skills and grow personally as well. Teachers have to mediate between a continuously evolving world and the students who are about to enter it. The report promotes well-equipped systems of teacher education and improvement of skills to deal with new technologies in teacher education programs.

Council conclusion of 20 May 2014 on effective teacher education summarizes how teachers’ roles have been evolving. The report highlights that teachers need new skills, some of which concern the effective use of new technological developments. On the other hand, students have various learning needs, thus, teachers are supposed to apply individualized teaching in order to scaffold the most appropriate techniques and strategies in learning processes. Besides, the document puts prominent importance on the increasing social and cultural diversity of students that teachers have to deal with day by day. Globalization, international migration and intra-European mobility have great influence on the educational system in terms of diversity in the classroom. *Preparing teachers for diversity* (2017) is concerned with ways of dealing with diversity in the EU with primary focus on initial teacher education (ITE). Diversity varies across countries socially, culturally and linguistically, and the report states that teachers may not be well-prepared for such conditions.

EU member states have different understandings of the concept; thus, defining diversity has become an issue. The Public Policy and Management Institute proposed a framework in help of teacher education programs, teachers, teacher educators and teacher trainees to promote successful engagement as shown in Figure 20. Although in Hungary, explicit diversity-related competences are implemented in the competency-framework, a great number of teachers remain feeling ill-prepared in real-life situations.

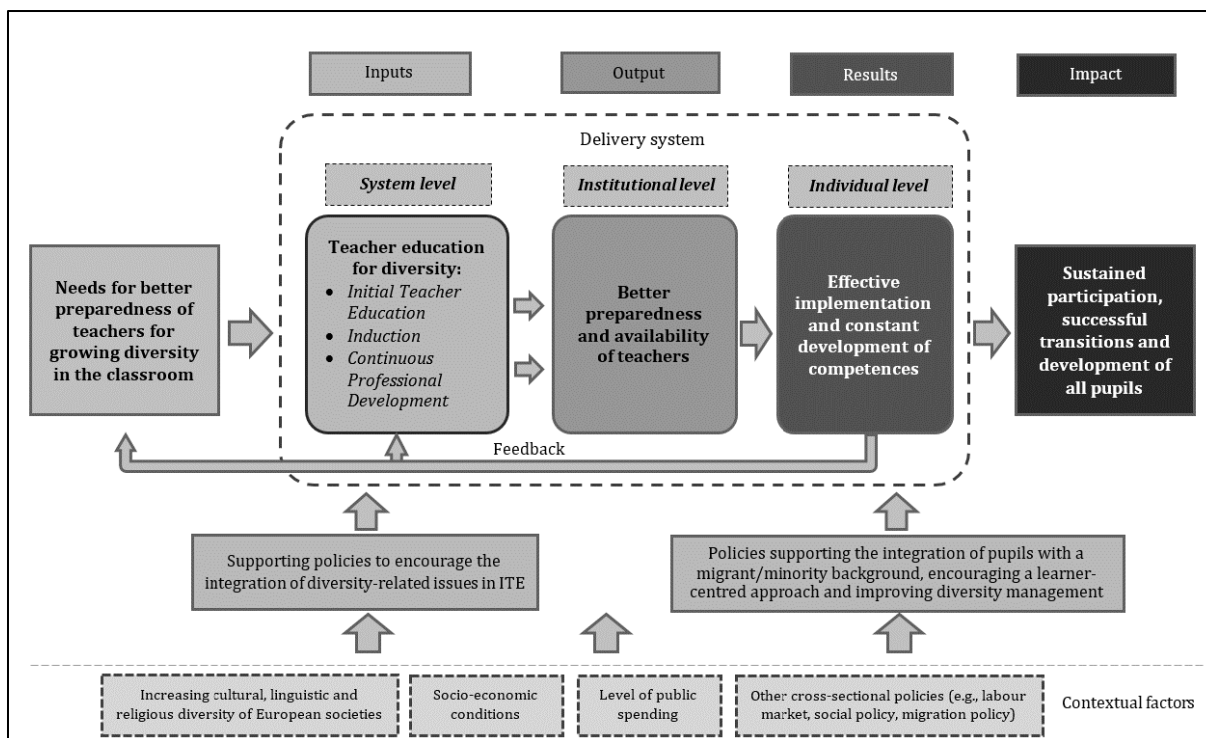


Figure 18 Analytical framework of improving competences for diversity (Public Policy and Management Institute, 2017, p. 16)

Teachers must develop themselves continuously to be able to keep up with new trends in teaching and new advancements in the world. Enormous amount of money and time have been invested in trying to implement change in English language curriculums throughout the world (Wedell, 2003). The changes that are planned to be implemented may not reach their aims or at least not appropriately in every case. After teaching with the implemented changes (new curriculum/materials/books) for a period of time, teachers and learners should give feedback on their experiences in order to improve the applied procedures. English teacher education is an “interdisciplinary field of academic inquiry focused on the preparation of English language arts teachers, and by association, the teaching and learning of all aspect of English studies” (Alsop et al., 2006, p. 279).

Teachers of English have huge expectations to satisfy in today’s world. These are expectations imposed by the government, schools, colleagues, parents, students and other organizations concerned with schooling issues, teaching and learning. Although new trends and developments appear every year to support and retain the teacher workforce, European countries continuously report on the lack of teachers in the schooling system at all levels. The improvement of ITE

may increase the number of teachers applying for and staying in the profession. Teachers must be not only well-qualified, but also successful in class to manage student learning and development. To be able to mediate between several factors and agents, teachers must possess teacher competences, teaching competences, teacher competencies and other skills and abilities which are discussed in the next section.

3.1 Knowledge, competence, competency and metacompetence

Teachers have a complex profession comprising work with students, colleagues, parents and other professionals. Therefore, they need a great variety of skills, valuable experience and professional knowledge to handle situations appropriately. There are talented teachers who do not really need to think how to deal with an unexpected situation, their actions may be subconscious and instinctive. Others are able to establish a critical explanation for their actions in class which can be developed by continuous self-monitoring and analysis.

Teacher knowledge comprises several elements which may influence students' development. This is why teacher trainees have to get familiar with its aspects. Shulman (1987) suggests three forms of teacher knowledge within which knowledge about content, pedagogy and curriculum is organized: (1) propositional knowledge (principles, maxims and norms); (2) case knowledge (knowledge or well-documented and described events); and (3) strategic knowledge (process of analysis). Strategic knowledge may be paralleled with Richards' (2011) concept of pedagogical reasoning skill discussing the ability to "analyze potential lesson content [...] and identify ways in which it could be used as a teaching resource, to identify specific linguistic goals, [...] to anticipate any problems that might occur, [...] make appropriate decisions about time, sequencing, and grouping arrangements" (p. 5).

Kunter, Baumert, Voss, Klusmann, Richter, and Hachfeld (2013) draw on research by Shulman (1987) and Bromme (2001, as cited in Kunter et al., 2013), and divide teacher knowledge into subject-specific content knowledge, subject-specific pedagogical content knowledge and subject-unspecific psychological-pedagogical knowledge. They define content knowledge as knowledge of actual content to be taught and pedagogical content knowledge as knowledge and application of methodologies scaffolding content transfer. In addition, psychological-pedagogical knowledge describes cross-curricular knowledge (Kunter et al., 2013). Voss, Kunter and Baumert (2011) created a model comprising pedagogical and psychological aspects including five dimensions as shown in Figure 21. Their model shows similarities with Richards'

(2010, 2011) understanding of teacher knowledge. Richards (2011) nominates two kinds of knowledge bases, namely “disciplinary knowledge and pedagogical content knowledge” (2011, p. 3). Disciplinary knowledge includes being familiar with “the history of language teaching methods, second language acquisition, sociolinguistics” in his understanding, in contrast, pedagogical content knowledge refers to “course work in areas such as curriculum planning, assessment, reflective teaching” (Richards, 2011, p. 3).

As Figure 21 shows, general pedagogical and psychological knowledge includes subdimensions

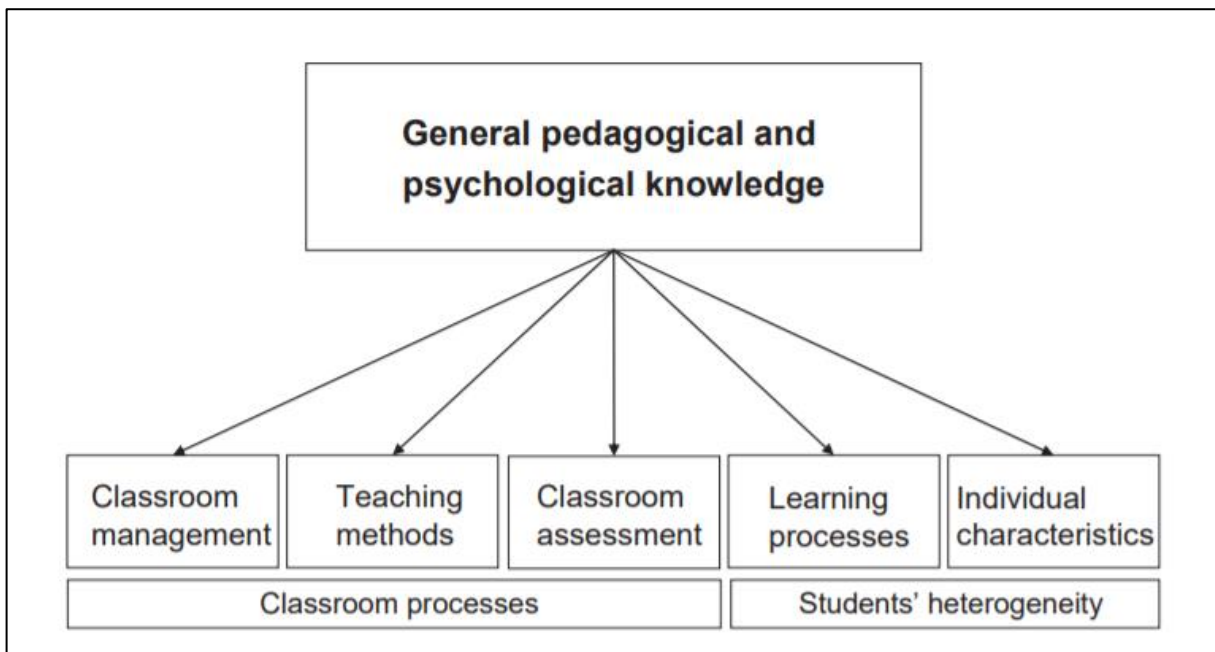


Figure 19 Model of general pedagogical/psychological knowledge (Voss, Kunter, & Baumert, 2011, p. 954)

which are essential bases to be implemented into practice to achieve successful teaching and learning. On the one hand, teachers have to take learner needs and individual characteristics into consideration with special attention to learner processes in order to maintain differentiation. On the other hand, classroom processes depend on teachers’ classroom management, applied teaching methods and strategies, and their assessment and evaluation. A similar model is described by Blömeke (2017) including content knowledge, pedagogical content knowledge and general pedagogical knowledge. Based on their explanation, general pedagogical knowledge (GPK) might meet the definition of psychological-pedagogical knowledge, comprising lesson planning and evaluation, motivating students and maintaining classroom management, dealing appropriately with learning groups and assessing students (Blömeke, 2017).

Even though teacher knowledge may be defined and modelled differently by researchers, most professionals agree that teachers need general knowledge connected generally to the teaching profession, subject specific knowledge connected to their own subject and methodological knowledge including subject-specific methods, approaches, strategies, and techniques. All these knowledge bases must be broadened to keep up with the latest trends and all the new expectations set for teachers. Teacher educators are key agents in developing pedagogical knowledge since they are “seen as sitting at the nexus of practice, research and policy” (Guerriero, 2017, p. 114). They are able to affect policy makers by providing them with research results and research-based knowledge which can have a great influence on future policies and regulations (see Figure 22).

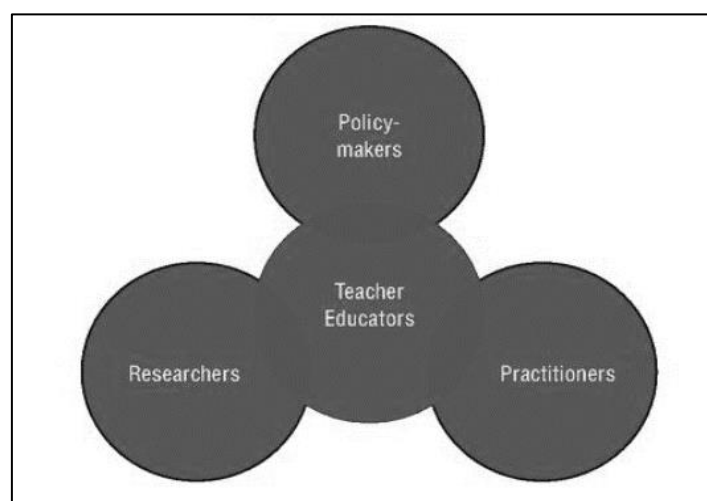


Figure 20 Teacher educators' position (Guerriero, 2017, p. 115)

Teacher educators play an important role in developing pedagogical and disciplinary knowledge to reach quality teacher education and they have the greatest influence on teacher trainees' competences, knowledge and skills. Teacher trainees have to learn a lot to be able to acquire all the information needed in the profession. However, their learning is not finished with the end of the teacher education program since “pedagogical knowledge base is not static. New knowledge emerges from research or is shared through professional communities, and this knowledge needs to be assessed, processed and evaluated, and transformed into knowledge for practice” (Guerriero & Deligiannidi, 2017, p. 30).

When teachers recognize and identify their own strengths and weaknesses, they will be able to develop them consciously through which students' development will also be more focused. Teaching effectively requires teachers to possess skills that support learning processes. Scholars have been using two notions in L2 teaching and learning, namely competence and competency.

Some of the researchers have been using them interchangeably, others make a difference. As Toledo-Figueroa, Révai and Guerriero (2017) also denote, the OECD (2001) refers to the two concepts as synonyms, in contrast, Teodorescu (2006) operates with the two words as separate concepts. Blömeke, Gustafsson, and Shavelson (2015) claim that “[t]he first term describes a complex characteristic from a holistic viewpoint whereas the latter takes an analytic stance” (p. 6). In the work by Toledo-Figueroa, Révai and Guerriero (2017, p. 77) similar definition can be found,

competences are defined as the on-going and progressive ability to meet complex demands in a defined context by mobilizing holistic psychological resources (cognitive, functional, personal and ethical) as needed to accomplish these demands. [...] Competencies, on the other hand, are defined as components of this competence encompassing knowledge, understanding, skills, abilities and attitudes (thus also composed of multiple psychological resources).

According to the Council of Europe (2016), competence is “the ability to mobilise and deploy relevant values, attitudes, skills, knowledge and/or understanding in order to respond appropriately and effectively to the demands, challenges and opportunities that are presented by a given type of context” (Council of Europe, 2016, p. 23). Teacher competence, therefore, refers to the ability to utilize all learned and developed characteristics in order to act as a professional and competent teacher in every situation. Teacher competences involve the knowledge, skills and abilities that teachers need in various activities, e.g.: (1) cooperation with colleagues, parents, and other school personnel; (2) professional development and reflection; and (3) developing students’ skills, knowledge and personality. Competent teachers have the qualifications required by teacher education programs and are able to do their job inside and outside the classroom. As a result of their multidimensional profession, teachers are seen as reflective agents, knowledgeable and skillful experts, classroom actors, social agents and lifelong learners (Paquay & Wagner, 2001; as cited in Caena, 2013). Trainees have to learn a lot to be able to think, know, feel and act as good and competent teachers (Feiman-Nemser, 2008). However, there are several things novices can only learn on the job since induction means a learning to teach phase and an opportunity to socialize into new institutional and professional contexts.

If we imagine teacher competence as the concept covering all skills and knowledge teachers need in their job comprising every activity inside and outside the classroom, then teaching

competence refers to all skills and knowledge teachers need in the classroom. Chawla and Thukral (2011) claim that teaching competence includes competences that are necessary in teachers' role in the classroom greatly affected by students' feedback. Since teaching competence is situationally determined, reflective stance is extremely important in order to make sense of new situations in the classroom. As Falander and Shafranske (2007) claim, "competence can be understood as a state of sufficiency in a given context or in respect to a particular requirement [...] and as such, competence is an end point, representing a standard" (p. 233). Trotter and Ellison (2003) support the viewpoint that competence means the minimum standard in a profession. Although many teachers are professionally competent and can teach well, Medley (1977, pp. 18-19) makes a difference between competent and effective teachers:

Competence has to do with how a teacher teaches and is measured in terms of the teacher's behavior; how effective a teacher is, is measured in terms of pupil learning in other words, an effective teacher is always competent, but a competent teacher may not always be effective, for a multitude of reasons.

Therefore, competencies allow teachers to accomplish tasks well in a variety of contexts scaffolding student performance. Effective teaching may affect not only students' performance, but also their attitude and motivation. Marrelli, Tondora, and Hoge (2005) state that "[a] competency may be comprised of knowledge, a single skill or ability, a personal characteristic, or a cluster of two or more of these attributes. Competencies are the building blocks of work performance" (p. 534). Teachers have different competencies that make them effective. Students may mention different characteristics, skills or attitudes that may make their teacher effective from their own point of view.

Competence-frameworks can be understood as systems of professional standards, in which a measuring tool as applied in order to assess whether teachers are able to do what they are required to do. On the other hand, competence-frameworks comprise a list of general and professional duties for educators as Toledo-Figueroa, Révai and Guerriero (2017) claim. However, in both cases teacher competence have to be understood as a continuum as Figure 23 shows. The starting point is cognition and affect-motivation which underlie performance (Blömeke, Gustafsson, & Shavelson, 2015); however, in a given situation when they have to be utilized, they change as the situation alters. Therefore, teachers' observable behavior depends on their knowledge, attitude and every aspect creating the situation. Modification of circumstances may change teacher performance.

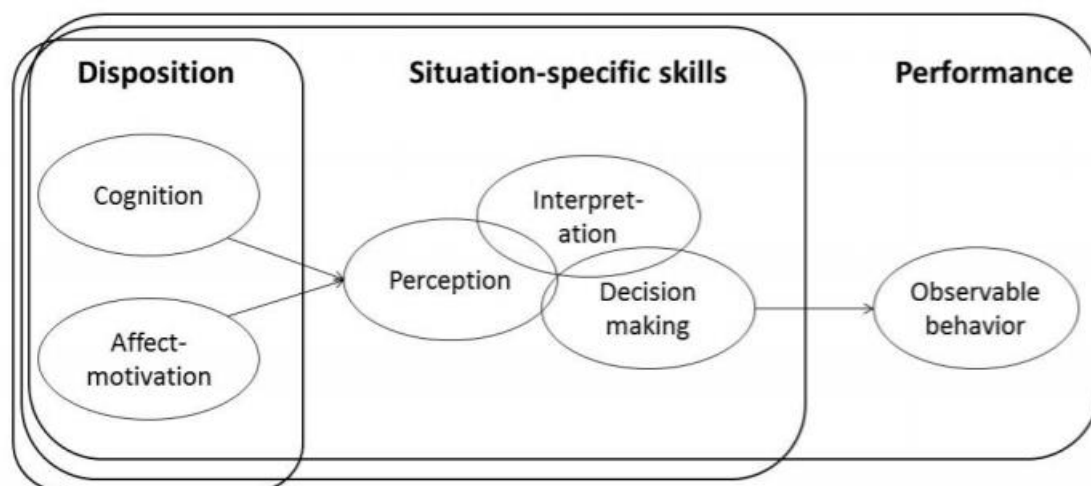


Figure 21 Modelling competence as a continuum (Blömeke, Gustafsson, & Shavelson, 2015, p. 9)

Language teachers need language-specific competences to teach effectively and precisely. Richards (2011) claims, these include “the ability to provide good language models, to maintain use of the target language in the classroom, to give correct feedback on learner language, and to provide input at an appropriate level of difficulty” (p. 3). Being able to speak the language taught is the most basic requirement of being a language teacher. It is one reason why language teachers are required to have advanced language proficiency at the end of their studies which is not only documented by a formal certificate but proven at the state examination.

Metacompetence covers skills, competence, and competency in terms of awareness. It refers to “the ability to assess what one knows and what one doesn’t know” (Falender & Shafranske, 2007, p. 232). Metacompetence is not only about assessing competence, but also about measuring and analyzing it; therefore, it is crucial in any profession. When teachers are aware of their social, personal, cognitive and special competences (Nagy, 2002), they can control the information transfer, teaching processes, their professional development and the development of students’ competences. Moreover, in the case of a complication or dilemma in class, they are able to size up the situation and solve the problem according to their best qualities. Being aware of one’s own abilities is not only beneficial for the teacher, but also for students since they can consciously improve themselves as well. Such development can be planned and structured in curricula; thus, development will be more sufficient.

Although there are different definitions and models to explain teacher knowledge, competences, competencies, skills, abilities, qualifications and other related concepts, these “still lack clarity

on what they mean” (Toledo-Figueroa, Révai, & Guerriero, 2017, p. 91). Every country has their own definition for these terms to support their systems, and researchers always come up with newer definitions and complements, but the concepts remain incoherent.

3.2 Teacher education in Hungary

Much attention has been paid to foreign language education in the Hungarian educational context, since speaking a foreign language is relevant from personal, cultural, and economic viewpoints as well. These aspects may also be reasons for foreign language learning being mandatory from grade 4 in Hungary according to the National Core Curriculum 110/2012 (VI.4). In order to maintain high-quality language learning and teaching, teacher education has been under development and gone through several changes.

3.1.1 3+2-year (Bologna) teacher education (2006-2013)

Teacher education was organized into bachelor’s (BA), master’s (MA) and doctoral programs according to the Bologna structure in 2005 (Act CXXXIX, 2005). To adapt the Hungarian tertiary education into the European tertiary and research area, a training cycle of tertiary education was built up providing academic qualifications. The regulation specified the autonomy of tertiary institutions, their organization, and educators’ and students’ rights and duties. Besides, it documented research support, assurance of conditions for lifelong learning and equity. The edict also described assessment and credit systems in tertiary education.

As a result of Act CXXXIX of 2005, the Ministry of Education issued Decree 15/2006 (IV.3) concerning entrance and outcome requirements of bachelor’s and master’s programs. Appendix 4 of the Decree determined the general entrance and outcome requirements of teacher education. First of all, since teacher education became a competence-based program announced by a government policy, **nine teacher competences** were discussed: (1) developing student’s personality; (2) assisting and developing establishment of learning groups and communities; (3) planning the pedagogical process; (4) improving learners’ literacy skills and abilities by using disciplinary knowledge; (5) developing the competences laying the foundations for life-long learning; (6) controlling and organizing learning progress; (7) utilizing numerous tools for pedagogical evaluation; (8) professional cooperation and communication; and (9) self-instruction and dedication to further professional development. All competences were detailed in a one-sentence-definition in each case.

Secondly, **professional knowledge** regarding teaching and learning processes was highlighted as an essential attribute including knowledge about age groups, their lifelong development and performance effected by various factors, forms of learning, improvement of learning skills and awareness of educational regulations. Thus, teachers had to be knowledgeable agents and mediators able to transfer knowledge and explain connections and effects between disciplinary fields. Moreover, teachers graduating from the program had to be aware of the functions and development of the National Core Curriculum, framework curricula, different programs in training centers and local curriculums. Thirdly, teachers needed to acquire **professional skills** concerning students and student groups, teaching processes, classroom management, assessment and evaluation. Fourthly, teachers were expected to **take an active professional role and be dedicated**. These included effective oral and written communicational skills and understanding disciplinary texts. Professional cooperation and communication with other professional and parents were also crucial elements of the regulation. Teachers' essential skills comprised self-awareness and critical self-reflection. Furthermore, they had to take part in organizing after-school activities and innovation and quality development of the institution. Attitudes were also included highlighting democratic, accepting and respecting behavior from the side of teachers. Finally, submission of a **teacher thesis and a portfolio and the accomplishment of the teaching practice** are described in the document as outcome requirements. In order to receive a degree, preservice teachers need at least one state-accredited intermediate level language exam.

General knowledge included pedagogical, psychological and social issues taught in seminars and lectures important for every field/subject. In the case of teachers of English as a foreign language (in the document: teachers of English language and culture) further aspects were also listed including disciplinary, professional and methodological knowledge, specialized and professional competences and skills. However, questions may arise when commitment was listed as a professional teacher competence since it is not a competence that can be developed or acquired. Commitment may or may not evolve in the teacher but cannot be learned.

3.1.2 Critical evaluation of the Bologna system

Three principles described the European educational changes, which were the support of development, responsibility, and cooperation, as Kálmán and Rapos (2007) discussed it. Thus, it was essential to be aware of viewpoints, aims and interest of the government, institutions,

educators, and students. Awareness of these circumstances contributes to the operation and development of the education system.

Before the introduction of the Bologna teacher education, Báthory (2004) had stated that this system would be a good opportunity to rethink and reorganize teacher education. He had also claimed that the ideal teacher had one and a half subject, in which the education for the major subject was intensive disciplinary and for the minor it was extensive interdisciplinary education. His standpoint was first challenged first after the introduction of the program and, secondly, when the newly graduated teachers started at schools. Several professionals, teachers and researchers expressed their concerns in connection with the Bologna teacher education system. Radnóti and Király (2012) claimed that novices were not well-prepared in their minor subjects. Moreover, there were educational gaps in the system concerning methodological studies (Kollár, 2008), the “creatological viewpoint” (Zsolnainé, 2011), competences regarding behavioral problems and differentiation (Radnóti & Király, 2012) and talented and problematic students’ support and development (Kollár, 2008). There was need for creating a bridge between theoretical knowledge and practice in the academic studies (Kollár, 2008; Madarász, 2007) since pre-service teachers needed first-hand experiences and practice to know more about the know-how and the know-why (Lundvall, 1994).

In contrast, Csapó (2007) claimed that the Bologna-system provided opportunity for selection since application was needed between the bachelor’s and the master’s programs. Csapó (2007) stated that only the most prepared students could get into the master’s program providing teacher education. However, during the bachelor’s program students had to have classes and learn new information about topics that were unnecessary as teachers (Radnóti & Király, 2012). Government decree CCIV of 2011 presented solution for teacher education as Radnóti and Király (2012) pointed out. The decree provided opportunity to organize divided programs for primary and secondary school trainees, specifying primary school teacher education to be a 4-year program with a one-year teaching practice, and secondary school teacher education to be a five-year program with a 1-year teaching practice.

Besides the bachelor’s and master’s programs, competence-based teacher education was also introduced followed by hopes and concerns. Some researchers thought that competence-based education would set a minimum outcome requirement to guarantee well-educated teaching force. Tóth (2005) claimed that these requirements were well-articulated and based on expectations regarding teaching professionals. However, Falus and Kotschy (2006) wrote about

teachers' concerns, questions and existential crisis in relation to the new system. Although it was a logical decision after the introduction of the competence-based assessment and evaluation, the system lacked aspects from various viewpoints. No exact and accurate definition of competence was set in the legal documents. Besides, the function of competence-based teacher education was not clarified, it only served as a formal aptitude test. On the other hand, nine competences were discussed throughout several pages, but if institution had taken the points listed seriously, every program would have provided the exact same education (Falus & Kotschy, 2006). Moreover, since competences were discussed generally and no disciplinary differences were highlighted, subject specifications were not included. However, teachers of different subjects might have needed to integrate these competences differently in their teaching.

Development of competences also created new questions. Competences, characteristics and teacher attitude were all listed to be improved during teacher education. However, there were some aspects which could not be developed in the program, such as commitment, empathy, patience, evenness and quick reaction (Falus & Kotschy, 2006; Kollár, 2008). These characteristics are inborn and unlikely to be developed. Commitment depends on various factors one of which is experience earned before the program, but trainees are influenced throughout their studies which may result in both positive and negative effects. Thus, commitment is seen as positive attitude toward the profession, not as a personal characteristic (Kollár, 2008).

Competence development is not completed when teacher trainees are done with their studies. They encounter ample experiences and new situations in which they learn new skills and acquire new knowledge and information. Competence development is a dynamic process and can be understood as a continuum including situational perceptions, interpretation and decision-making (Blömeke, 2017). Therefore, as Falus and Kotschy (2006) and Kálmán and Rapos (2007) advised, there was need for realistic outcome requirements which could be connected to and harmonized with the curriculum. As a result of questions, concerns and European educational developmental processes, teacher education needed improvement.

3.1.3 5-year/5+1-year teacher education (2013-)

The revocation of Government Decree 15/2006 and Act CXXXIX, 2005 was followed by the reunion of the two programs and the alternation of the competence-framework in 2013.

Government Decree 8/2013 (I. 30) has been in force since its enactment. Primary school teacher trainees have to study for 4+1 years, whereas secondary school teacher trainees' educational period endures for 5+1 years (Nagy, 2014). The document aims at educating teachers who have broad professional knowledge, pedagogical, psychological and general education, theoretical and practical knowledge, skills and abilities. The decree records that trainees have to be familiar with the National Core Curriculum and have to be aware of techniques regarding social counselling, youth protection and choice of career.

The outcome requirements of the program comprise eight competences in the competence-framework. All competences, except for one, are detailed and broken into three sections including knowledge, skills and attitudes. Appendix 2 of the regulation contains eight competences, namely (1) improving the student's personality with tailor-made treatment taking individual needs into consideration; (2) supporting and developing learning groups and communities; (3) having methodological and disciplinary knowledge; (4) planning the pedagogical process; (5) supporting, managing and guiding the learning process; (6) assessing student's performance and the pedagogical process; (7) communication, professional cooperation and career-identity; and (8) possessing autonomy and taking responsibility.

The document includes creativity, the aspect highlighted by Zsolnainé (2011) which she claimed to be missing from the previous legal documents. Teachers need to have a creative personality with mature and autonomous perception. Besides, teachers are supposed to be ready to take action and continue their studies in the doctoral program to learn more and develop their skills.

Detailed subject-specific description has also been included in the decree which was one aspect missing in Decree 15/2006 (IV.3). The English nomination of EFL secondary school teachers in the document is Teacher of English language and culture, whereas the Hungarian naming of the profession is "Okleveles angoltanár", Certified teacher of English. It is also important to mention that requirements for primary and secondary school teachers are treated separately. Skills, knowledge, and competences are detailed in terms of English language proficiency and use, mediation of target language cultures, disciplinary and methodological knowledge, planning the pedagogical process, supporting, managing and organizing the learning process and professional commitment and self-development. Besides, EFL teachers need ICT skills in order to use the most recent technologies in teaching and learning processes. Finally, they need to be familiar with the Common European Framework and its application and the state school

leaving examination. However, since no specific lecture or seminar is included in teachers' academic studies concerning these themes, familiarization with these legal documents and regulations depends greatly on teacher trainees, mentor teachers or advisors.

3.1.4 Critical evaluation of the 5-year/5+1-year teacher education

Several studies have been conducted on the introduction and application of the new teacher competence-framework in Hungary. Besides, expectations and reserves were also studied when the teacher competence-framework and the new system were introduced. Before the introduction of the undivided system, students, educators, professionals, and non-professionals also expressed their opinions setting an existential decision in front of the applicants since they have to make a decision about their career at the age of 18. However, as Csernus and Forgács (2010) claim, other students applying for medical or legal studies have to choose their profession at the same age which does not seem to be a problem. Why would it be an issue in the case of teachers?

Besides, a problematic outcome of the Bologna system seems to be sorted out as the two programs were united, namely the concept of the one-and-a-half-subject teacher. As discussed previously, trainees who chose their second subject in the master's program tend to encounter difficulties regarding their minor subject. By fusing the teacher education into an undivided system, a two-subject study program have been developed where one subject weighs just as much as the other (Csernus & Forgács, 2010). Besides, a scholastic aptitude test (SAT) has been introduced before attending the undivided teacher education program. The aim of the oral exam is to meet the candidates, inquire about their career and pedagogical conceptions, personal motivations, attitude, and communication skills. The committee comprises pedagogical, psychological and methodological professionals who evaluate the candidates' preparation individually. The final evaluation of the test is either competent or incompetent.

The first impressions reported about the SAT for candidates of teacher education were positive since it determines whether candidates are mentally apt to work in the profession, as published by Sági and Nikitscher (2014). The SAT is reported to be necessary by 90% of the committee members who participated in their study; however, most of them think that some refinement is needed. Moreover, as Széll (2014) documents, the examination makes candidates think about their decision of becoming teachers representing an essential step in reconsidering their career plans. Overall, institutional communication and the development of a common framework seem

to be crucial in order to guide not only members of institutions during examination procedures, but also candidates. Besides, Széll (2014) finds it important to establish principles of SAT, such as oral communication-based examination to experience the candidates' personal existence and attitude and placing pedagogical problem-sensitivity and teacher competences in focus.

Competence-frameworks have been used in assessment for decades and were implemented in the Hungarian teacher education program in 2006. Government decree 8/2013 (I. 30) have further improved the framework by an entrance and outcome demand. On the one hand, since the teacher competence-framework sets an outcome standard for trainees, it mirrors the effectiveness of the program and provides a groundline for future employers as well (Koltói, 2017). On the other hand, the entrance examination gives picture on future trainees' competences, thus institutions may also be able to prepare a plan in order to improve their students' competences based on the results of the entrance oral tests (Koltói, 2017). However, the entrance exam measures personal, cognitive, and social competences (Nagy, 2010) in order to see whether future trainees belong in the professional teaching world, as shown in Figure 24.

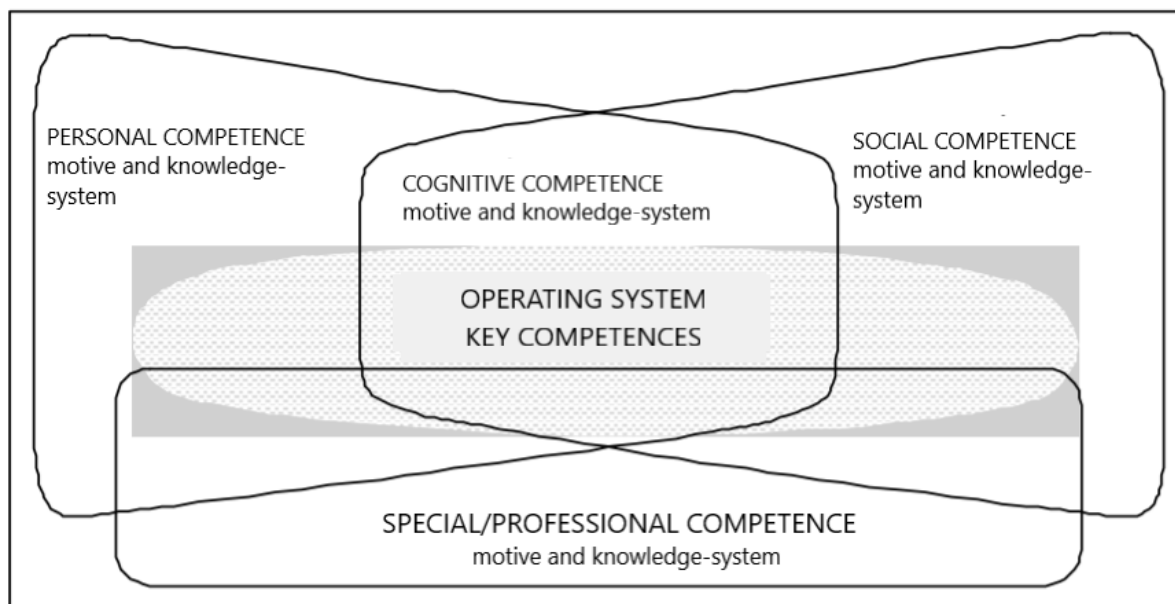


Figure 22 Competence-framework (translated from Hungarian; Nagy, 2010, p. 12)

Nevertheless, some aspects may be connected to professional competences during the examination, especially if Széll's (2014) recommendation gets integrated. If the outcome requirements demand such a serious list of special competences as described in the previous section, entrance requirements should also be based on teacher specific competences. A well-

planned methodology would create a valid and reliable entrance examination for the teacher education program filtering out the incompetent candidates. Since empirical research is done concerning the entrance examination, the competence-framework and other aspects closely connected to teacher education, their results would play a crucial role in improving elements of the system (Csapó, 2016) and integrate research-based development in teacher education.

Rónay (2018) highlighted the connection between pedagogy and law in connection with the teacher education. She claims that regulations and legal rules are integral parts of the teaching profession since a pedagogue is also a legal entity. Teachers have rights and duties in their profession which are regulated by government decrees, pedagogical programs, local curriculums, institutional regulations, and rules. It would be of great importance for trainees to get familiar with central regulations and rules as part of the teacher education program. It would be crucial, especially because government decree 8/2013 (I. 30) includes being familiar with rights and duties. Teacher trainees' knowledge about these pieces of information depends either on themselves, or their advisors or mentor teachers.

Although competences applied in teachers' career and professional development have been thoroughly studied mostly in Hungarian language, the application and use of teacher competences in the teacher education program have not been substantially investigated. On the one hand, most studies concentrate on teacher competences as integrated elements of practicing teachers' profession, such as, professional development (Szegedi, 2010), mentor teachers' duties and necessary support of novice teachers (Tordai, 2015), and teacher competences needed in after-school prep room (Imre, 2016). On the other hand, there are studies which are devoted to the topic of development of teacher education (Falus, 2010), role of competences in adult and tertiary education (Bajusz, 2006; Lükő, 2010, Rapos & Kopp, 2016), and competence assessment as entrance and outcome requirements (Koltói, 2017).

Part II

A mixed-methodology inquiry on teaching portfolios and theses

Chapter IV. Foundation and framework

4.1 Background to the empirical studies

After a comprehensive overview of the literature, research problems were identified. Teaching English has become crucial in the European context, since members of the European Union need to take part in international communication with other countries from all around the world. As the English language knowledge has become a fundamental element of everyday life, improving teaching and learning processes in English language classrooms have been foci of research. The OECD has also conducted research internationally, some of which concentrated on teacher education, and summarized edifications to develop teachers' practices. Since few studies included Hungary as a subject of investigation, I aimed at researching the two major products of the Hungarian teacher education: theses and portfolios. As these materials are submitted at the end of the teacher education program, they can provide good mirrors of teacher trainees' skills and a picture of efficacy of the program.

My research assumption is that the portfolios and theses written by teacher trainees are professional and academic documents. And my aim is to confirm it through qualitative and quantitative empirical studies. The reasons for making this assumption are the following:

First of all, in the Bologna teacher education program, the bachelor's program lasted for three years, during which students had language development courses in grammar in use and the four skills. In order to examine their language skills and assure that their language proficiency reached the advanced level (C1), students took a proficiency examination in the third semester, without which students were not allowed to continue their studies. Passing the proficiency exam implied that they could understand and process the materials required in the second half of the program in linguistics, applied linguistics, and English and American literature and culture courses. After specializing in one of these fields, students acquired a deeper understanding and knowledge of the field and broadened their vocabulary knowledge. They learned English

through language-specific content and learned content through the language, as a two-way learning process.

In the five-year teacher education program, the first three years remain to be a common ground for primary and secondary school teacher trainees in the program. Students have to attend two first language courses on Hungarian spelling, reading comprehension and communication. Besides, students have English language development courses which correspond to the courses provided in the Bologna program. After the proficiency exam, students attend similar courses as in the divided program concerning linguistics, applied linguistics, and English and American literature and culture.

Completing the BA program, students could start a two-and-a-half-year MA program in teaching English as a foreign language, including a one-year teaching practice. At present, the first three years of this program are followed by a two-year pedagogical, psychological, and methodological education and a parallel one-year teaching practice. By learning about different methodologies, approaches and techniques in language teaching, students get familiar with technical and academic vocabulary, just like in the Bologna system. A two-semester teaching practice scaffolds teacher trainees' learning of professional terminology in real life teaching-learning situations. The second half of the program supports their academic and professional development. At the end of their studies, students take a state examination in which they prove their knowledge in academic English and their professionalism in teaching.

Secondly, both written documents that are submitted for final evaluation have to go through a two-step procedure. First, there are acceptance criteria for both documents, therefore, they can be evaluated as the second step of the assessment procedure. The portfolio has to reach a minimum of 50,000 characters, is not allowed to contain more than 20 grammatical or spelling mistakes and has to comprise the fundamental parts, including two mandatory and three optional documents with reflections, title page, table of contents, references, bibliography, and appendices. After the first step of criteria confirmation, advisors evaluate the documents based on 25 aspects and score them accordingly. Evaluation criteria focus on the five documents separately. The first document has to be a reflective essay including three aspects: (1) introduction; (2) verification of teacher competences; and (3) reflection and retrospection on professional development. The lesson plan is the second document evaluated along six criteria such as the degree of (1) recording the planning and its reasons; (2) articulating the aims, potential results and problems; (3) differentiation; (4) revealing previous knowledge and

motivation; (5) evaluation and assessment; and (6) reflection on the efficiency of the plan. At UP, English majors have to conduct three empirical studies and include them in their portfolios. Thus, the last three optional documents have to meet requirements from the perspective of empirical research including (1) precise data of the documents; (2) verification of included teacher competences; (3) logical structure; (4) use of adequate literature; and (5) summary and reflection on working on the documents. After the evaluation of these aspects in all three documents, advisors assess the final aspect concerning the application of the professional conceptual framework, fluent and accurate composition, and precise structural and technical execution in the whole portfolio. Teaching portfolios are evaluated on content; therefore, teacher competences are fundamental in the documents also detailed in the evaluation form.

The thesis has to meet the same requirements in the first round of assessment as the portfolio; however, the legal document records the disallowance of plagiarism in this case. Teacher theses are evaluated based on eleven aspects. The trainees' topics need to be suitable for them, important from the view of the disciplinary field and the title has to be in harmony with the chosen topic. The writers are supposed to formulate the research questions which approach new ideas and may result in findings filling the gaps in the research literature. Appropriate sampling, data collection, and analysis procedures have to be applied in the empirical research thesis and great importance is ascribed to reasoning, critical reflection, and analysis. As teacher trainees learn about different fields within TEFL, there are good grounds for expecting students to use terminology corresponding the disciplinary conventions; in addition, accurate and fluent style of writing is required. Research theses have to aim at providing practical applications of findings and being publishable. Students are expected to build up their thesis logically including separate chapters and sections with extraordinary precaution to typography. Information included in the document has to be listed as reference in appropriate format and useful materials are to be attached to the thesis as appendix. Finally, the greatest emphasis is put on overall impression from a disciplinary point of view.

4.2 Social constructionist perspective

Social constructionism is a theoretical orientation which cannot be clearly defined with one single definition as Burr claims (2006). Different writers, researchers have included different aspects when conducting research from a social constructionist viewpoint. Constructionism is an educational method which is a descendant of constructivism (Alanazi, 2016; Young &

Collin, 2004; Richardson, 1997). Vygotsky introduced us the concept of constructivism in terms of children's cultural development in 1978 (Wertsch & Tulviste, 1992). He emphasized the individual construction of meaning and the collaborative nature of learning, which were later broadened and reformulated in various fields. However, there are shared features which form the basis of every explanation. In what follows, I overview previous research on the topic of social constructionism and present its processes in the academic contexts.

First, there is a strong social emphasis in the understanding of social constructionism in line with the importance of social factors (Harré, 2000, 2002). Social factors are all circumstances and social components which have an effect on human beings. In terms of academia, people surrounding the newcomer or the novice have a significant influence on them, their new identities, development and behaviors, such as staff-members, teachers, lecturers and peers. Institutional circumstances may also influence the development of a novice academic. Besides, their relationship with all these factors affects their socialization and learning into the new community. However, they may also create academic knowledge as members of the academic community.

Second, knowledge and meaning are socially constructed via social interactions and practices (Berger & Luckmann, 1991; Palincsar, 1998). Therefore, knowledge is not something people possess, but create socially. In order to participate in social practices and co-construct meaning and knowledge, human beings need a means of interaction, which is language. Humans construct themselves, their experiences and the world through language, therefore, it possesses a performative role and language becomes a means and a product of social interaction and practices (Burr, 2006). People use language in a variety of situations which require various discourses which will provide a framework to language and offer a way to interpret the world. In the case of the academic context, academic language with all its disciplinary-specific characteristics has to be internalized. Members of an academic community communicate via academic language creating written or spoken academic discourse which is carried out in the academic context and/or elaborating on academic content. All members of the academic community create new knowledge and put it into a shared knowledge repertoire by discussing a new field component in a research paper, a thesis, or in class. Both written and spoken communication enable members to participate in social processes.

Third, learning and understanding are social, thus, members of a society learn through participating in social practices and interacting with peers, seniors and other members of the

society (Young & Collin, 2004; Palincsar, 1998). Learning is an inevitable part of socialization, let it be primary or secondary socialization, since knowledge and skills are needed to be learned to become a valuable member of a society. Academic novices start reading research literature, participate in academic seminars and lectures and present what they have learned in in-class presentations or conferences. When they get familiar with the basics, they can manage their own research and propose new ideas, new knowledge in the field. However, seniors also get to know more about new styles, ideas and concepts which are created and recreated over time.

Finally, identities and their characteristics are meaningless without a social environment (Burr, 2006). On the one hand, social conditions are needed to be able to characterize a person since personal description requires a comparative basis. On the other hand, different social conditions result in a number of selves for one person meaning that there is no true self for a human being but several selves/ identities that are culturally created, influenced and maintained. Academic context may induce novices to create their identities in the new environment in order to allow themselves to become fully accepted members of the new community. Besides, we, people, construct reality through our own vision which results in no objective reality. Therefore, from a scientific point of view, no objectivity can be achieved, not even in research.

As Berger and Luckman (1991) discuss, people create and maintain social reality through social routines and processes. As they claim, there are three fundamental processes in the construction of the social world: (1) externalization; (2) objectivization; and (3) internalization. Externalization refers to people acting in given social situations and creating artefacts, for example, in the academic contexts, members of the community take part in social practices and create, on the one hand, lasting products, such as notes, written exams, theses and portfolios. On the other hand, ideas, thoughts, talks, and stories are also produced during or as a result of these events. Objectivization indicates the process when a product of a social situation becomes part of the social dimension. Retelling a story or a previously discussed idea converts these artefacts into social knowledge. Objectivated meanings, ideas, concepts and constructs are internalized by people who are born into given societies and cultures. The circular operation of these three processes builds up and constructs the social world (Berger & Luckman, 1966).

From the academic perspective, socializing into the academic community means a secondary socialization resulting in academic membership. Academic knowledge and skills are created in written and spoken discourse with the means of academic language and genres by members of the community. Senior members can transfer the knowledge which is part of the academic realm

and teach novice academics to scaffold their identity formation in becoming recognized members of the academic community.

4.3 Web and desktop applications used

4.3.1 VocabProfile Compleat Web VP v.2.6

The Compleat Lexical Tutor website, which is available online at <https://www.lextutor.ca/>, offers a variety of web- and computer-based tools for analytical and pedagogical purposes. Advancing technology and computerization have supported vocabulary building, development, and analysis; therefore, they have provided learners, teachers and researchers with fast and uncomplicated methodologies in the 21st century. A number of studies have already proved that learners and teachers of a language are supported by vocabulary lists (Alaghbary, 2018; Cobb, 2007; Denison & Custance, 2020; Lwin, 2016; Morris & Cobb, 2004). The output in Web VP (Cobb, 2004) displays a lexical frequency categorization according to chosen corpora. On the one hand, teachers are provided the opportunity to analyze and hand out texts and tasks which are appropriate for their students' lexical knowledge. On the other hand, students can test their own lexical repertoire and inquire about their possibilities to develop. In the following chapters, two corpora were used as reference corpora in this program, the New General Service List (NGSL; Browne, Culligan, & Phillips, 2013b) and the New Academic Word List (NAWL; Browne, Culligan, & Phillips, 2013a). These four lists had been chosen as reference corpora in order to have a general corpus containing the most frequent words in English and an academic corpus displaying the vocabulary of academic journals, essays, textbooks and spoken word families. However, Brezina and Gablasova's (2015) study confirmed that there was no large difference between the coverage of the GSL and the new-GSL in large corpora.

4.3.1.1 NGSL

The New General Service List was published in 2013 by Brown, Culligan, and Phillips. It “provides over 92% coverage for most English texts (the highest of any corpus-derived general English word list to date)” (Brown, n. d.) and is based on the concept of modified lexemes and on a subsection of the Cambridge English Corpus (CEC). It contains approximately 2,800 words which were selected based on four predetermined objective criteria which can be found in detail on the official site of the New General Service List Project, <http://www.newgeneralservicelist.org/>. The objectives of the project were to update and expand the corpus used, to create a high frequency word list useful for learners of English as a second

language, to create a list with a clear definition for a word, and to be a basis for researchers and teachers.

It is crucial to highlight that numbers, days of the week, months of the year, and the letters of the alphabet were not included in the NGSL which was the result of the pedagogical decision not to include any proper nouns in the list. Additional lists were created to be combined with the NGSL: the New Academic Word List (NAWL), the TOEIC Service List (TSL), and the Business Service List (BSL). In what follows, the NAWL is discussed in detail, as it was used as a reference corpus in textual analyses of teacher theses and portfolios.

4.3.1.2 NAWL

The New Academic Word list comprises high frequency academic words and “was based on a 288 million word academic corpus” (New General Service List Project, n. d.). The sub corpora included in the academic corpus were academic journals, non-fiction, student essays, and academic discourse from the CEC, Michigan Corpus of Academic Spoken English (MICASE), British Academic Spoken English (BASE), and a “corpus of 100s of top-selling academic textbooks” (Brown, n. d.).

4.3.2 AntWordProfiler

Desktop tools play an important role in the field of corpus-linguistics as a result of their accessibility and practicality since they do not require Internet connection to be used. AnWordProfiler (Anthony, 2022) is a freeware corpus tool for creating vocabulary profiles based on any reference list imported into the program. There are three word lists implemented into the application on startup: the lists of first and second most frequent 1,000 words from the General Service List (GSL; West, 1953), and the Academic Words List (AWL; Coxhead, 2000). AntWordProfiler has been used to analyze texts of different kinds including textbooks (Gedik & Kolsal, 2022), undergraduate theses (Halim, 2018), reading resources (Nation & Anthony, 2013), English song lyrics for educational purposes (Romanko, 2017), and written tests (Sari, 2018).

4.3.2.1 GSL

General service list was compiled by Michel West (1953) and contains around 2000 words families claimed to be the most frequent in the English language. The list covers approximately

75% of non-fiction (Gilner, 2011; Nation & Kyongho, 1995) and 90% of fiction (Hirsh & Nation, 1992; Gilner, 2011). The list was criticized for its age and coverage (Engels, 1968; Richards, 1974). It is a very old list based on a corpus compiled in the 1930s and the English language has undergone changes during almost a century. The list contains words which are non-essential, such as crown and canal and does not contain words which have become part of an everyday general vocabulary, such as computer (Nation & Kyongho, 1995; Nation & Waring, 1997). However, it is still widely used in corpus-based research as a result of its availability and good coverage of general English.

4.3.2.2 AWL

The Academic Word List “was compiled from a corpus of 3.5 million running words of written academic text” (Coxhead, 2000, p. 213). AWL contains 570 word families and gives an approximately 10% coverage in different academic domains (Coxhead, 2011). The list was created based on a corpus compiled from 414 texts containing textbooks, articles, book chapters, and manuals (Coxhead, 2011). The purpose of the list was to create a specifically academic (Coxhead, 2011, 2016) inventory.

4.3.3 AntConc

AntConc is a freeware desktop tool used to produce key word in context (KWIC) concordance indices to perform qualitative analysis of written discourse focusing on specific words in context. It is “a multi-platform, multi-purpose corpus analysis toolkit, designed specifically for use in the classroom.” (Anthony, 2004, p. 7). The easy-to-use surface displays the main functions including the concordance which may scaffold L2 or FL learning focusing especially on vocabulary and collocations (Sun & Wang, 2003); however, grammatical structures and writing styles can also be examined. The occurrences of certain terms can be illustrated in the Concordancer Search Term Plot Tool and the program can generate a list of all the words in the uploaded corpus which is the Keyword List Tool. Besides, multi-word units can also be investigated with the help of the Word Clusters/ Bundles Tool. Studies have shown that AntConc can be used by researchers, teachers and students as well in order to scaffold research and learning as well (Anthony, 2011; Charles, 2015; Chen & Flowerdew, 2018; Römer & Wulff, 2010).

4.3.4 Coh-Metrix Web Tool

Coh-Metrix is a Web-based software application producing linguistic and discourse indices for any text entered the input field on the website. As Graesser, McNamara, Louwerse, and Cai (2004, p. 194) claim, “Coh-Metrix analyzes texts on over 50 types of cohesion relations and over 200 measures of language, text, and readability. Unlike standard readability formulas, Coh-Metrix is sensitive to a broad profile of language and cohesion characteristics”. After entering the text and specifying the desired measures, it provides the user with ready to use and easy to access output. Coh-Metrix has been utilized not only in research (Elfenbein, 2011; McCarthy, Lehenbauer, Hall, Duran, Fujiwara, & McNamara, 2007; Solnyshkina, Harkova, & Kiselnikov, 2014) but also pedagogy (Dowell, Graesser, & Cai, 2016; Graesser, McNamara, & Kulikowich, 2011; Lei, Man, & Ting, 2014). In what follows, four indices are discussed in detail which were used in two studies included in the present dissertation.

4.3.4.1 Narrativity

A narrative text, as its name also suggests, tells a story. The narrativity index represents how story-like and anecdotal a text is. Therefore, a non-narrative text might either deal with a topic less familiar to the public or comprises infrequent and lesser-known vocabulary.

4.3.4.2 Syntactic simplicity

Two concepts have been used to indicate syntactic measures depending on user focus. First, syntactic simplicity is mainly used by instructors of technical writing aiming at simple grammar and short sentences (Broadhead, Berlin, & Broadhead, 1982). Broadhead, Berlin, and Broadhead (1982, p. 226) analyzed 25 textbooks and background literature and found that

[s]pecific recommendations for sentence length, when they occur, vary substantially: 14 words for low reading level, 17 to 20 for high (Alvarez, 1980); 14 to 17 word average (Damerst, 1972); 21 word average (Houp & Pearsall, 1977); 20 word maximum average (Mills & Walter, 1978); 20 word average, with a range of 10 to 30 (Pearsall & Cunningham, 1978); 17 word maximum (Ross, 1974); a range of 12 to 36 words (Weisman, 1980).

Syntactic simplicity is the concept which is used in the Coh-Metrix Easability Assessor software program displaying a high percentage in the case of simplicity and a lower percentage

when the syntax is complex. Secondly, syntactic complexity is used by secondary school and university teachers to indicate the index of growth and development in students' writing skills. A high percentage of complexity indicates longer sentences including independent and dependent clauses as well. Christensen (as cited in Broadhead, Berlin, & Broadhead, 1982, p. 226) stated that syntactic complexity does not differentiate between good and bad adult writing, thus, he "focused on two measures he felt to be indicative of a good adult style: base clause length (relative shortness being a virtue) and percentage of words in free modifiers (relatively high percentages being a virtue, particularly for free modifiers in "final position" following a base clause". Syntax in academic discourse tends to be characterized by longer sentences and more complex clauses.

4.3.4.3 Cohesion

Cohesion is important in every composition. Crossley and McNamara (2010) state that cohesion, which refers to explicit in-text cues, underlies coherence, which is the subjective understanding of the reader. Cohesion means explicit links represented by linguistics devices: grammatical and lexical connecting phrases (Todd, Khongput, & Darasawang, 2007; Csölle & Kormos, 2000). Referential cohesion indicates the overlap between ideas in the text, and reference to already introduced thoughts. However, academic texts are usually written for a specific audience and the readers are likely to comprehend the content easily and may even be experts of the subject matter. Therefore, high percentages of deep and referential cohesion are not necessary.

4.3.4.4 Readability

All previous three factors, narrativity, syntactic simplicity and cohesion contribute to how readable a text is. High narrativity, syntactic simplicity and cohesion levels make a text easy to read. First, the Flesch-Kincaid Grade Level (FKGL) has levels ranging from 0 to 18. The scale converts the reading ease scores to a U.S. grade-school level. The scale has three main levels: basic, average, and skilled, all three including two further sublevels defining readability with that of a well-known book. The Flesch-Kincaid Grade level formula is the following:

$$\text{READFKGL} = (.39 \times \text{ASL}) + (11.8 \times \text{ASW}) - 15.59$$

where:

ASL = average sentence length = the number of words divided by the number of sentences. [...]

ASW (comes from CELEX database) = average number of syllables per word = the number of syllables divided by the number of words. (Coh-Metrix version 3.0 documentation)

Second, the Flesch Reading Ease presents scores from 1 to 100. As it is claimed in the Coh-Metrix documentation, an average text shows a Flesch Reading Ease score between 6 and 70. The higher the number is, the easier it is to comprehend a text. According to Williamson and Martin (2010), “[a] Flesch readability of 60 or more is considered well written and easy to follow” (p. 5). The formula is as follows:

$$\text{READFRE} = 206.835 - (1.015 \times \text{ASL}) - (84.6 \times \text{ASW})$$

where:

ASL = average sentence length = the number of words divided by the number of sentences. This is the same as READASL.

ASW (comes from CELEX database) = average number of syllables per word = the number of syllables divided by the number of words. This is the same as READASW. (Coh-Metrix version 3.0 documentation)

4.3.5 NVivo

NVivo is a computer-assisted qualitative data analysis software (CAQDAS) program which can be used to “collect, organize, analyze, visualize, and report” (Dhakal, 2022, p. 270) data. These CAQDAS programs assist researchers interested in qualitative inquiry and mixed methodologies, and learners wishing to gain deeper understanding of qualitative data analysis (Hilal & Alabri, 2013).

Textual data entered in the program goes through a qualitative data analysis process which includes coding as well. Manual qualitative data analysis might be a subjective, vague, and time-consuming process; besides, may result in biased results and findings. However, NVivo facilitates a more objective and quicker way to analyze qualitative data, since a computerized desktop application desegregates textual data, examines them for similarities and differences, and groups the segments under nodes (Wong, 2008).

4.3.6 Word counter

Lex-Tutor provides data on the number of occurrences of a type or lemma in a text comparing the input file to a reference corpus which can be chosen in the main menu of Compleat Web VP. When input texts were analyzed separately, NGSL and NAWL were possible reference corpora; however, complete corpora profiles could have only been submitted as larger files compared to the British National Corpus (BNC) or the Corpus of Contemporary American English (COCA). Therefore, a tool was needed to comprehend results created by the Compleat Web VP and add up the occurrences of separate lemmas in individual profiles.

A non-commercial desktop tool was created by my husband in March 2022, which was based on the procedures of reading comprehension and count. Input files in appropriate text format were opened in the word counter. The input files, in this case, were output data provided by the Compleat Web VP, gathered into one document in the following format: *word_[number of occurrences]*. After launching the program, type-data were individually selected, their occurrences were summed, and listed by the tool at the end of the process. The program can order the listed types according to the alphabet or occurrence. This computerized tool was necessary not only to speed up the process of counting, but also to avoid human error while selecting and counting.

Chapter V Pilot case studies on novice teachers' narratives

“That’s very interesting, that’s one of my favorite stories.”

(Kate)

In this chapter I report a pilot study focusing on novice teachers' narratives in connection with the teaching profession with close attention to life events that may have influenced interviewees during their school years when choosing a career.

University courses, teachers and the teaching practice may have positive and negative impact on teacher trainees' professional decisions. This paper aimed to explore three aspects of pivotal life events, teacher competencies, and professional development through elicited narratives. First, the pivotal life events that had an impact on teacher trainees' decisions were examined to see how stories from the past formed teacher trainees' career. Second, teaching competencies that appeared in the stories told by participants were analyzed to identify competencies that trainees found crucial in retrospection. Third, I explored the professional development reported as a result of the teaching practice. In order to study the Hungarian context, interviews and elicited data were analyzed through three research questions:

RQ1 What pivotal life events determined novice teachers' decisions about their profession?

RQ2 What competencies were highlighted in the stories?

RQ3 How did the teacher training program affect interviewees' career choices?

5.1 Participants

Three young adults who graduated from a Hungarian university in 2016 were approached. I used convenience sampling since research shows that participants can talk more easily to a person who they know, especially when they are telling stories. All three participants had attended the TEFL program as their major and they had had different minors: German, Italian and Curriculum Development. Two of the informants worked as teachers and the third participant worked for a company at the time the study was conducted. I found it crucial to speak to graduates with different occupational backgrounds to compare and contrast how their life events had shaped their career paths.

All of them graduated within two and a half years and participated in a one-year teaching practice included in their studies. Their teaching practice was accomplished in two secondary grammar schools. Mentor teachers helped trainees during the teaching practice; they observed their classes and involved trainees in professional discussions. Two of the participants had the same mentor in English in a high school and distinctive ones in their minor subjects. One of the participants completed the whole teaching practice in English in another school with a completely different mentor teacher.

Kate had not been certain that she wanted to become an English teacher for a long time. She had an English teacher at high school who influenced her very much, but Kate could not recall what was so influential in her teacher. She mentioned a university teacher whose lessons had a significant effect on her career choice. Her motivation towards teaching became clear after she had to act as a substitute for one of her university classmates in a language school during her studies. At the time of research, she was a high school English teacher.

Natalie had never wanted to become an English teacher. She became motivated when she started her first job in a language school after receiving her degree in TEFL, but did not want to become a high school teacher. Her students started to improve, and it encouraged her to teach, but as she said, she needed improvement not only professionally, but also personally to accept her path.

Paul wanted to become an English and Latin teacher when he was in high school. He loved foreign languages and he was motivated to teach languages. At the time of research, he worked for a multinational pharmaceutical company. His university years influenced his professional choices and was happy that he had not become an elementary or a high school teacher. He did not need to prepare for the next day and the next lessons, as he said. However, he highlighted that he did not leave teaching behind entirely because he had already given trainings to company employees.

5.2 Data collection and analysis

Data collection instruments involved qualitative interviewing and eliciting narratives from participants. Qualitative interviewing allows the researcher to discuss various topics and create a profile about the interviewee based on experiences, thoughts, and beliefs. As Fodor (2012) pointed out, “[n]arrative is a contextualized way of presenting memory sites, which by means

of its specific handling of time, space and authorship also contextualizes the individuals as members of the community.” (p. 149). In the present study, interviewees knew me (the interviewer) but it did not influence their speech, moreover, in the case of telling stories, it was easier for them to tell one to a person they knew, as they stated in private conversations.

The focus of the interview was on experiences in connection with teachers, teaching and learning. I concentrated on getting stories told about the past. It allowed the exploration of those life events that graduates had gone through. Narrative interviews were conducted in order to reveal their emic perspective (Lugossy, 2006). Although in the interview I asked eleven questions (see Appendix B), participants could not always answer with a narrative since they could not match the question with a meaningful or memorable event. Narratives were analyzed based on the Labovian structure in the cases of prototypical or well-constructed narratives. In other cases, they were coded so as to see the main topics and subtopics that emerged. As an educational topic was discussed, critical analysis of the interviews was an essential part of the research process, thus, analysis was narrowed to competencies in TEFL.

5.3 Procedures

The informants participated in the present research voluntarily and were informed about their rights before every interview, therefore, the informant consent was read and signed in the case of agreement. After official procedures, the interview took approximately 40 minutes. Following the transcription of the three interviews, data were coded using two groups of codes. After the interview sessions, informants were approached via e-mail to give response to follow-up questions that arose after the interview sessions. First, stories were examined to discover broad topics that graduates talk about. Second, I concentrated on the nine teaching competencies that teacher trainees needed to acquire and develop during their university years and especially during the teaching practice.

5.4 Results and discussion

5.4.1 Pivotal life events determining novice teachers' decisions

Interviewees were asked about their favorite teachers, school years, and experiences that made them feel unique about the teaching profession. It is difficult to remember moments which happened 8-10 years ago, especially if they were not extraordinary. In some cases, if the story was exceptional and memorable, informants could articulate it clearly. Because of the years

passed, participants talked mostly about the university years but could remember memorable high school moments, too. I identified six aspects when examining the interviews: success, teachers' personality, relationship with teachers, fear, negative attitude and inspiration. Thus, four positive and two negative topics were discovered during the analysis.

All the participants were asked about their favorite teachers and about a memorable event that they could recall with them. Besides, they needed to characterize the selected teacher. Participants concentrated on two aspects when describing their favorite teachers, their personality and their professional being. Paul spoke about four teachers, however, he mostly focused on their personalities: *smart, like a nanny for us, she had a calming voice, easy-going, enthusiastic, helpful, precise* and *sarcastic*. In his understanding, sarcasm was a positive feature which he also pointed out. Kate characterized two teachers, the firstly mentioned teacher was moody, but kind and she could get along with her. Her secondly characterized teacher was also kind and open, but she also added that she had practical lessons, she was accepting and clear when explaining things. Natalie started the description with her teacher being eager and then she switched to professional characteristics, such as her outstanding knowledge, intrinsic motivation towards her work, bringing real-life example and authentic materials to class. These were essential factors when studying teacher trainees' life histories since they could affect trainees' personal and professional paths. It also showed that a teacher was not only an educating personnel, but a human being who had to be unique in a way to have an influence of students.

After the analysis of codes, the most essential motive was found to be *success* which appeared in different contexts. In Table 3, success as a learner was discussed and divided according to Labov's (2003) structuring. The abstract was not present in the story. Natalie was talking about her favorite memory with her English teacher.

Table 3 Narrative told by Natalie – success

Speaker	Narrative text	Labovian narrative function
Natalie	It was in the eleventh grade when I decided to do the final exam before the official date, so, before the last year. And we had the material of the last year, we had to learn,	Orientation

it was an oral exam with I think twelve topics or themes.	
And I learned hard. I did the vocabulary research, I learned the words and the texts and I needed rhetoric skills to perform the texts as I wanted to.	Complicating action
And uhm, at the exam my teacher, <u>this very hard and strict teacher</u> said that “Okay, good job!”.	
I was so happy, I got a five for the twelfth grade and <u>I felt the success for the first time</u> , a huge success in my learning process.	Final Evaluation - Coda

This moment, at high school, determined Natalie’s assurance in connection with the English language. She highlighted that she *felt the success for the first time* which had a great impact on her subject choice, and she emphasized the teacher *being hard and strict*. This characterization of the teacher played an influential role in the story. The modest acknowledgement by such a teacher made the praise more significant and valuable for the main character. Natalie emphasized the extent of being successful by repetition and added adjective in the second allusion. Modified repetition with a strong adjective added was a tool for narrators to indicate great importance.

Success as learners may have a great influence on future professional choices. Natalie said that this teacher *was an indicator or generator* for her who made her study harder and better. She said that her teacher *had a very characteristic personality [...] [and] she was very competent professionally*. The teacher’s personality and her teaching competencies were crucial motives in the story and the teacher’s personal attitude also boosted student learning. According to Medgyes’s (2017) research, “the respondents were of the opinion that non-NESTs [non-native English-speaking teachers] tend to be more strict than their non-native counterparts” (p. 70), as a result, they are likely to be more demanding in examination requirements and home assignments. Such attitude could contribute to students being more motivated and diligent, but it is greatly dependent on students’ personalities. The teacher Natalie spoke about might be a negative character in another story, especially because of her rigor and severity. On the other hand, Natalie continued her story and said something unexpected when I asked her whether this teacher was her favorite.

Table 4 Narrative continued by Natalie

Speaker	Narrative text
Interviewee	No, I didn't like her, so I always felt the fear when I went to the lessons, but I wanted to be good and to improve. So, she was an indicator or generator for me [smiles] to be better. Maybe this wasn't an intrinsic motivation. It was extrinsic but it wasn't, or didn't matter.

The ambivalent feelings caused by the teacher could easily turn into demotivation in the case of a less proficient and less determined student. However, in Natalie's case, fear was turned into a driving force which could make her do more and improve.

The next success-episode was built up as a prototypical or Labovian story (Table 5) concentrating on the moment when Kate realized teaching was a profession for her. Kate started her story with a personal evaluation which showed interest in the specific story which she referred to as *that*. The orientation section provided insight into her future plans and thoughts which were not clear at that time.

Table 5 Narrative told by Kate – success

Speaker	Narrative text	Labovian narrative function
Interviewer	Tell me a story when you realized that teaching was a profession for you.	
Kate	That's very interesting, that's one of my favorite stories [laughs].	Abstract - Evaluation
	I didn't really know that I wanted to be a teacher for a really long time, not even when I applied for the teaching program, and not even when I started it,	Orientation
	1. but I think, two months in the program, 2. one of my groupmates asked me to fill-in for her.	Complicating action Stanza 1 (Opportunity)
	1. She was teaching in a language school 2. and she couldn't go 3. and I said, why not, 4. I had the afternoon off, 5. I didn't have to do anything,	Stanza 2 (Acceptance)

6. and it could be good practice.	
1. And I had to go to a nearby village 2. and when I got there, 3. I was the youngest [laughs], 4. everybody was at least ten years older than me 5. and it was very scary, 6. because I got the book just that afternoon,	Stanza 3 (Circumstances)
1. so had, like, one hour to have a look at it, 2. they couldn't even really tell me where they were.	Stanza 4 (Insecurity)
So, I had no idea what I was going to do, but then I was there, I had to do it, and I really enjoyed it.	Resolution
And that was when I realized that this was a good decision, this is really for me.	Final Evaluation - Coda

As I indicated in Table 5, the complicating action part could be analyzed broken down into stanzas. It started with a two-line stanza which was given the title 'Opportunity'. In this section, the narrator, Kate, talked about how she received the opportunity to teach at a language school and gave directions about the time and place. After this part, her story became fragmented which represented trauma-like experiences. 'Acceptance' and 'Circumstances' sections were six-line-long stanzas describing how she accepted the opportunity and the situation she was in. Her deep feelings were truly displayed in this section by highlighting that she was the youngest and even the students were ten years older than her. Moreover, she described the situation as scary since she was unprepared and could not get the book in time to go through the materials. The situation got worse in the last stanza ('Insecurity') when even the students could not tell what they had been dealing with earlier.

Besides all uncertainty and doubt, Kate presented the solution of the story in an ease-up way which represented *success*. The Coda presented the final evaluation and the main point of her finding her profession meant the right decision in her understanding. The story illustrated that planning the pedagogical process is not always an option, especially as a substitute teacher, and an English language teacher needs to use her/his competences and competencies to manage a lesson. In such situations, teachers need to be able to organize and direct the learning process. Kate's story also showed her competence of being able to overcome a difficult situation and to

find a solution for an educational problem. These competences are not taught at university, but teachers must learn them through their experiences, or they may have an inborn talent for dealing with such situations.

The following success-story, as shown in Table 6, was experienced during the teaching practice. Not only one's feelings and successful practice can be the source of motivation, but students' and mentor teachers' reflection as well. It is a usual practice by teacher trainees to ask their students to reflect on the time passed and the trainees' work after the practice. Since these reflections are anonymous, students usually write down positive and negative experiences as well, and they tend to be specific and honest in certain cases.

Table 6 Narrative told by Paul – success

Speaker	Narrative text
Interviewer	And what was the best moment during your teaching practice?
Paul	When I asked the students at the end of the last session, that was the last day of my teaching, when I asked them to write me some feedback about my teaching, how they felt while I was teaching them during those weeks. I asked them to write one negative and one positive feedback. <u>And the positive feedback was really amazing.</u> <u>I felt something that maybe I should deal with teaching</u> and the <u>evaluation of the teachers about me was also great and inspirational.</u> That was the best moment.

Paul felt motivation towards teaching when he read the positive feedback written by his students, besides, he sounded enthusiastic about teaching regarding the students. Later in the interview, he explained that he had decided not to be a professional teacher after graduation, because of his negative experiences during the practice. As Paul said, *the last semester of my MA studies, when I had a chance to have a mentor in English who was, I'm trying to be P.C., was very critical but I could count on my one hand how many times she said positive feedback of my teaching.* Although students had a great influence on Paul, the mentor teacher's attitude towards him and comments on his practice affected him to a greater extent. In this story, the issue of tellability played an essential role. Tellability means that “narratives vary in their quality as tellable accounts, that is, in the extent to which they convey a sequence of reportable events and make a point in a rhetorically effective manner” (Ochs & Capps, 2001, p. 33). Paul tried to polish his feelings and highlighted that he was trying to be politically correct. It may

suggest that in a personal conversation he would tell the story differently. By not saying anything impolite or insulting during the interview, Paul showed respect towards that mentor teacher even though the teacher had considerable negative impact on Paul’s career path.

The next narrative represented complicated feelings in connection with a success-process towards the teaching profession. Natalie showed ambivalent feelings throughout the narrative. In this story, she talked about the process she had to go through to realize what her career path was.

Table 7 Narrative by Natalie – success as process

Speaker	Narrative text
Interviewer	Maybe the next question is similar to the fourth one, but what happened when you decided that teaching was your choice and you wanted to be a teacher? Was it the same experience or a different one?
Natalie	It was a totally different one because I should admit that <u>I have never ever wanted to be a teacher</u> and it was a very comfortable choice for me, because I didn’t want a degree, a master’s degree at the Faculty of Humanities just in general in English or Italian. So, it was a good and right choice and I said “Okay, let’s see.” And the teacher training program, <u>I enjoyed it, and I realized that this is a hard profession, but I don’t want it, okay</u> (laughs)? I prepared coffee at Starbucks, and it is better than teaching and in October <u>I received my job in a language school and I cried before the lessons</u> because I didn’t want to go. I didn’t want to teach, and <u>I wasn’t interested in their personal issues, I didn’t want to care</u> . And maybe this year when <u>they improved, and they started to speak, and they were happy. I felt something</u> . And this is an emotional part. When you start a relationship with somebody and you start to know each other, and you know or start to know the bad parts and the not so good parts, but you like him and finally you love him. So, it’s a process, a long process, I think. So, this is the situation with me and teaching. <u>Now I’m very very happy. I think this is my path and this is my profession</u> . And I can give something to people and motivate them on a daily basis, which is very satisfying for me. This was my self-improvement process, maybe personally, not so professionally. It has a strong connection between my personality and my professional career.

As it could be seen in the underlined utterances, there were five stages in her development. The starting point of the story was the open statement of not wanting to become a teacher which showed a negative attitude towards the profession. The next stage mirrored the realization of respect towards teachers with positive experiences, but attitude did not change. Natalie still secluded herself from accepting teaching as her future career. When accepting her first job opportunity, Natalie came to a point where she reached the nadir which occurred with emotional instability. The turning point of the story was reached when student-improvement was seen

which created an ambivalent but positive feeling in the narrator. The ending presented the final solution of the narrator’s instability towards teaching where she found complacency and uttered the fact of finding her path. According to Cattley (2007), “recognition of and responsibility for one's emotions is certainly a part of professional identity formation” (p. 342). Empathy is considered a competence which can be improved and should be improved as a professional skill as discussed in previous research as a crucial teacher competence (Falus & Kotschy, 2006; Kollár, 2008; Medgyes, 2017).

Fodor and Lugossy (2015) observed and interviewed eighteen Hungarian university teachers participating in a CLIL course and found “unique self-portraits of English-speaking academics shaped by multiple positions created by socialization, career opportunities, academic requirements, and family life” (p. 189). In line with their findings, recognition of responsibilities might not only support trainees in finding their promising careers, but also in creating and developing their L1 and EFL self-portraits.

Not only success-stories were told during the interviews as shown in Table 8. Teacher trainees’ life was also about experiencing and coping with problems in order to develop personally and professionally as well. Although their mentor teachers were always present to support them, the aim of the practice was to induce teacher trainees to manage and sort out issues in the classroom independently. The next narrative presents Kate’s unfortunate experience with a lesson plan created for a higher level.

Table 8 Narrative told by Kate – bad experience

Speaker	Narrative text	Labovian narrative function
Kate	Uhm, in my, the second practice I was writing my thesis as well and my thesis was about CLIL and I had, like, a lesson plan and it was about the Vikings and the Swedish culture. I had two groups. One of them was very good that specialized in English, they had a lot of English lessons, and they were on a very good level. And this was designed for them, this lesson plan and I did it with them. It was a bit hard, but we could work with it.	Orientation
	And my mentor teacher wanted me to try this lesson with another group which was,	Complicating action

they were eleventh graders then, but they were at a lower level. And I didn't really feel like I could object, so, I did it.	
It was very bad because it was too hard for them and I only had four lessons with them all in all during the practice, and the first one was introduction and then I had to start with these CLIL lessons and then it was over. So, I couldn't really, like, introduce it or after I couldn't really get feedback or reflect on it with the group, so, it wasn't a very good experience.	Resolution – Evaluation
I was thrown into water and pulled out and I was like what happened?	Coda

It can happen to any teacher that a well-planned lesson with a structured lesson plan works well in one class but does not work with another group. Of course, in Kate's case, it was not her incompetence of not being able to estimate the knowledge of her students, but the mentor teacher had advised her to try the lesson plan with her other English group. Teacher trainees are in a position, where they do not go against their mentor teachers because of their subordinate post. The orientation and resolution sections were built up from more segments connected with *and* and *or*, which showed the traumatic side of the story. Kate discussed the situation with her mentor teacher and the mentor admitted that it was not a good idea to apply a lesson plan with a group that did not have the proficiency level needed. This story displayed improvement not only for the teacher trainee but also for the mentor teacher.

There are other situations when planning is fully carried out, technological devices and Internet access are also implemented in the plan to raise students' interest, but something still goes wrong. Teaching practice means the place and time to make mistakes and deal with problems with the help of a professional. It gives the opportunity for teacher trainees to try techniques, strategies, tasks and themselves. On the other hand, mentor teachers usually step into the picture when they see that things are getting out of the trainee's hand. Paul's story from a German lesson showed that even the worst situation can be solved.

Table 9 Narrative by Paul – the worst moment

Speaker	Narrative text	Labovian narrative function
Paul	There was a session for which I had a lesson plan and I had planned everything minute by minute and all the tasks were related to Internet.	Orientation
	But unfortunately, some miraculous way, there was no Internet connection during that session, and I was forced to, of course, I had had a plan B before the lesson started in case the Internet connection was lost, but I wasn't well prepared.	Complicating action
	So, I was forced to choose plan B and my mentor teacher had given me some book which was about different tasks and this is what we did. It was really uncomfortable for me because I hadn't prepared for the worst possibility, for the worst outcome.	Resolution
	I didn't let my students see my confusion, so I was self-confident, and I inspired myself "Yes, you can do this, Paul." (laughs) What I had to do was being straightforward, self-confident and everything was gonna be fine. <u>It turned out to be good.</u>	Coda – Evaluation

Paul fell into a situation where he needed to act immediately and manage the lesson as nothing had happened. The mentor teacher did not take the control from him but trusted his competences of being able to overcome and solve a problem, and his teaching competencies, such as managing the lesson appropriately and control the teaching and learning processes. His self-confidence seemed to be the main motive as it had helped him cope with the uncomfortable situation. Although this story could be a success-story because of the situation management, Paul lived it through as the worst moment of his teaching practice which could be explained by the lost effort put into organization. Lesson planning may take hours, especially if the trainee wants to create new tasks which are different from the usual activities in the book.

Although I formulated the questions so as to get stories, participants could not always tell stories. I asked them about the least and most encouraging feedback they got from mentor teachers. All three participants recalled moments when their mentor teachers gave them feedback on being and behaving like skilled teachers. Kate highlighted a comment by her cooperating teacher: "I would have done the same thing. I would have explained this grammar the same way". Kate thought that her teacher was a *very-very good teacher*, this was why she found it the most encouraging. Natalie recalled the session when her cooperating teacher said

that she was motivating, well-prepared and put her personality into her teaching. However, these two answers were not story-like. Although Paul gave context to the most motivating feedback, he told a one-sentence narrative: *one of my mentor teachers, it was in the first semester when I started doing this teaching practice, she told me after seeing my first teaching that I really looked like a teacher and behaved like a teacher.*

Negative feedback may have various effects on a person. Paul could not recall the least encouraging feedback he got since his English mentor teacher tended to give only negative feedback on his lessons and teaching: *I wanted to empty my head from her negative feedback because I couldn't take them seriously. So as soon as I heard them, I wanted to forget them. That's what I did, so I can't answer this question.* Such a comment on the question asked tells more about a person and their experiences than a complete story. It mirrors a conscious reflex to forget about negativity; however, negative critique unconsciously influences a trainee's future path.

On the other hand, Kate recalled a story about her curriculum development mentor teacher. She introduced the story with a long orientation in which she detailed what she and the other trainee were doing and how the mentor teacher kept herself occupied.

Table 10 Narrative told by Kate - the least encouraging feedback

Speaker	Narrative text	Labovian narrative function
Kate	Yeah, I didn't really get on well with my first curriculum development teacher. Yeah, she didn't like me. Well, the whole practice was stupid if I can say that,	Abstract
	because what we did was that we had to go there every week and we had to read documents and do things like that, so nothing practical. What SHE [stressed] used to do was that that was her time to talk with the headmistress. There were two of us, we went there, we sat in her office, and then the headmistress came, and then they got coffee. While drinking they discussed how stupid the curriculum development program was and how those people at the university were so full of themselves and they didn't know anything about teaching and things like that. And we were just sitting there, listening to this and yes. I didn't like it. I knew that the curriculum development program was not very good because we didn't learn anything.	Orientation

But when I said that she really told me off and she told me that I was a lazy person and that I didn't do anything so I had no right to complain. There was a lesson when I cried there. For forty-five minutes I was crying while she was beating me when I was down.	Complicating action
Yeah. So it was, it was [laughs] a very bad experience.	Evaluation

The story represented an incomplete narrative. It was such a negative experience that it had no resolution, Kate only added an evaluation to it. However, she laughed at what happened, which may show her closing it in the present. The narrative was a mirror to Kate's skill of overcoming a situation which the mentor teacher coped with unprofessionally. Although professional communication is essential between colleagues, mentor teachers must also treat teacher trainees as professionals and respect them professionally and personally as well. If they do not recognize them as follow teachers, it may result in negative experiences or such devastating situations that a teacher trainee leaves the profession behind and never looks back.

5.4.2 Teaching competencies highlighted in the narratives

Teacher trainees got to know and learned about nine teacherly competencies during their studies, which were situated elements of teacher competences. They are situated in the teaching profession and, in my understanding, are behavior- and task-oriented (Mulder et al., 2009) as well. As teaching is supposed to be learner-oriented nowadays, which means focusing on learners as human beings, behavior-oriented competencies are essential. Teachers can use different activities and exercises as tools to improve their students' knowledge, skills, and personalities. Moreover, teachers have roles and tasks to accomplish in and out of the classroom. It makes their task-oriented competencies also indispensable.

As presented in Table 11, participants referred to teaching competencies 41 times in the stories discussed. There were narratives that explicitly focused on a teaching competency, and other stories included the use and importance of a competency but did not discuss it as a focal point. Such unconscious allusions were also worth noting since they were part of the teacher's being. Teaching competencies are listed in Table 11 according to their position in Government Decree 15/2006. (IV.3.).

Table 11 Teaching competencies occurring in narratives

	Competency	Occurrence in narratives
1.	developing learners' personality	3
2.	assisting and developing the establishment of learning groups and communities	1
3.	ability to plan the pedagogical process	4
4.	improving learners' literacy skills and abilities by using disciplinary knowledge	9
5.	developing the competencies laying the foundations for life-long learning	2
6.	organizing and directing the learning process	10
7.	application of the numerous tools of pedagogical evaluation	2
8.	cooperation and communication among professionals	7
9.	self-instruction and teaching, dedication to further professional development	4

As can be seen, all competencies appeared in stories at least once. Three of the nine teaching competencies were found to be outstanding and frequent in narratives. First, since feedback sessions are essential elements of the teaching practice, one question focused on a typical session which meant cooperation and professional communication between mentors and trainees. However, interviewees discussed professional communication not only as an answer to this question, Natalie mentioned it while talking about her worst moment in the teacher training when she had problems with her students and discussed it with her mentor teacher: *So, she said that these things happen in high school and I should let it go.*

Professional cooperation is crucial in academia, too, especially when teacher trainees write their thesis and portfolio and discuss these documents with their advisors. University teachers also use their teaching competencies. Paul spoke about how supportive his advisor was when he needed help: *All you had to do is ask him for help. That was it. He was very helpful, he was my advisor when I was writing my BA dissertation. For some people he seems a bit, how to say it, harsh. But if you can handle, if you can accept the way he is, if can accept his personality, you will have no problem getting along with him.* Paul spoke about the importance of acceptance which can scaffold professional cooperation and communication at university and high school as well.

In the previous section, I discussed Kate's disappointment-story about using a lesson plan with a group who were less proficient than the group this plan was created for. Since the mentor teacher admitted that the plan should not have been implemented in that class, Kate could see

that everybody can make mistakes but has to acknowledge his/her fault. As a result of admission, mutual respect emerged between Kate and her cooperating teacher. Mutual respect supports professional cooperation and honest, encouraging feedback.

Second, altogether nine stories were told related to the improvement of learners' literacy skills and abilities by using disciplinary knowledge. As Elbaz (2006) wrote, teachers collect personal and unique practical knowledge, and their understanding is shaped by their teaching experiences. Teachers gather such experiences not only during their professional years, but they also pay attention to their teachers as learners even without realizing their career path that time. Recognizing the encouraging and effective techniques and strategies as learners is easy since these help them develop their skills and knowledge. Realizing that a teacher is not capable of transferring knowledge is also obvious. Therefore, teachers-to-be already form an image of a good teacher they want to become later.

Natalie talked about her English language development at high school that helped her reach her goal and study English at university. Kate and Paul told stories from their experiences as student-teachers highlighting how motivating and encouraging it was to see their students develop in English. It means that they, as teachers, were aware of appropriate classroom management techniques and were able to support the development of their students since "it has always been the purpose of these institutions to educate students to be able to fulfill a role in society" (Mulder, Gulikers, Biermans & Wesselink, 2009, p. 761). English language teachers are in a special position because they can focus on any topic, be it an everyday topic, concrete or abstract, or something from humanities or sciences with attention to students' proficiency level. Students only need the language, whether it is passive or active use of the language depends on the teacher's decisions and aims. Since students learn a new language, connected cultures are typical themes of discussions. They learn not only the grammar and vocabulary but also acquire new culture(s) with new habits and traditions.

In this manner, the cultural aspect of teaching English as part of developing students' skills occurred three times in the interviews, which highlighted the importance of integrating cultural content into the teaching and learning process because of its possible motivational effects, as suggested by Content and Language Integrated Learning (CLIL) (Coyle, 2006). It is crucial to note that no one of the questions concentrated on cultural content in classes, interviewees spoke about this aspect without being asked about it. Participants also told stories about their general

knowledge development with the help of their teachers at university. It is also part of the fourth teaching competency which is the second most mentioned competency in the study.

Besides, Paul told me about his frustration caused by his German university teachers' teaching materials which were not useful for him, referring to literature courses: *I didn't understand why teachers took everything so seriously which wasn't related to my teaching, and I wanted to understand it but I couldn't. And because of this I created myself some negative attitude towards them. When I saw them going on the corridors, suddenly I had an obsessed stomach, I felt very angry and, you know, it took my mood away.* He mentioned his English studies in contrast to German and told me that about 70% of the English courses were useful for him during the MA program and he liked all his English university teachers. Therefore, university teachers should take into consideration what their students need, just as high school teachers do it (mostly).

The most essential competency was the organization and direction of the learning process. This competency is a significant aspect of classroom management scaffolding student learning. Narratives were told from teacher and learner viewpoints as well; besides, negative and positive experiences were also mentioned. Teaching methodology was a memorable aspect for participants as students. Two negative narratives were told from the high school years about how *the general or collective methodology, treating the situation holistically* (Natalie) and applying *grammar translation* (Kate) may make lessons demotivating and learners demotivated or amotivated. As university students, interviewees met obstacles in motivation when participating in lessons during which the teacher *was yawning* (Kate) and did not organize or direct the lesson in a motivating way.

The teaching practice is the time when trainees can engage in new techniques, try out activities and monitor themselves in professional contexts. However, they have a mentor who is in the background observing and supporting them. Natalie was not able to manage the learning process well because of learner amotivation in one of her groups. Since her mentor teacher knew the group well, she could help Natalie out by speaking with the group. Her next such experience occurred when she started teaching after graduation. Natalie tried to apply the methodologies she learned at university, but her group refused to work with those new methods and insisted on learning through grammar translation. It might be a typical situation in adult education since they have their own strategies and stick to those as a result of being used to them. After all, the teacher can apply different methodologies including the group's preference and scaffold students with the new techniques.

Kate's story of applying the same plan with eleventh graders with lower proficiency level as with twelfth graders specializing in English has been discussed earlier in the previous section. Kate was not able to organize or direct the process well because of the eleventh graders' low level of English language proficiency. In such cases, teachers need to adjust the plan to the target group and organize the lesson so as to help weaker students as well. However, recreating a plan including the activities at a lower proficiency level may take hours and plenty of energy, which might be a strenuous but instructive job for teacher trainees.

All three participants told narratives about organizing the learning process well, discussing it with a professional and seeing their students improve gradually. These stories are sources of teacher and student motivation. Nevertheless, all teaching competencies contribute to teacher and learner development. Besides, organizing the learning process well determines whole months, even years and can dramatically influence students' learning.

5.4.3 Interviewees' career choices

As discussed in the previous two sections, the teaching practice had great effects on participants. The context comprises several factors, such as mentor teacher, school, groups, and learners, which may influence a teacher trainee. Whether positive and negative experiences affect trainees in making a professional decision related to their career, it depends on their own attitude as well.

Kate had not really known before attending university that she wanted to become a teacher. Her first good experience as a substitute teacher at a language school activated her desire in becoming a teacher. Her teaching practice experiences in English were reported to be positive with a supportive and helpful mentor teacher. She was also satisfied with her groups and told me that at the end of the practice she got presents from the students, so their thankfulness and affection were mutual. Kate enjoyed working in a high school and after graduation she continued to work as a high school teacher.

Natalie also enjoyed the one-year teaching practice but had never been interested in teaching in elementary or high school. She detailed her reasons and supported her ideas with facts about herself. On the one hand, she was not interested in teenagers' life and problems, found them too vivid and she did not want to be part of their life. She said that she did not want to be responsible for their feelings. On the other hand, in her opinion, she was not competent for age groups in

elementary schools, as she claimed, *you have to born for this*. However, she enjoyed teaching in a language school and as an entrepreneur. She helped her students and seeing students develop boosted her energy level and motivation.

Paul had always wanted to be a teacher and loved languages. He was told by many of his acquaintances that he would make a great teacher. Unfortunately, his MA years meant *huge disappointment* for him since some teachers at the German department took courses too seriously which were not *compulsory parts of being able to teach*, although he found courses at the English department useful which was in line with findings by Lehmann, Lugossy, and Nikolov (2011). His next and last setback came during the teaching practice and most of his negative feelings were caused by his mentor teacher. His example showed what an immense influence continuous negative feedback can have on a person. His experiences made him leave the teaching profession. He said that it was calming for him that after 5 pm he could go home and did not need to prepare for the next day. Besides he added: *my attitude would have changed radically into a positive direction if the circumstances had been given to me*. Circumstances, given situations, life stories and the characters in them influence us every day. This is also a reason why teachers and teacher trainees have to pay attention to the character they want to play in one's story.

5.5 Conclusions and limitations

The set of competencies, as summarized in Table 11, supported teacher trainees in managing their professional work during their teaching practice and after getting their TEFL degrees if they wanted to practice teaching. Data presented in this study showed that novice teachers' experiences highly determined whether they wanted to teach or leave the profession in the future. If graduates continued teaching, pivotal events also influenced how they taught and dealt with their students. Their teachers stood as models in front of them, meaning that they, as students, had seen positive role models and negative characters, too. It depended on students how they interpreted their experiences and learned from them.

Various motives determined whether trainees chose the career of teaching or left the path; success, disappointment and the teacher's personality were prominent factors. The teaching practice was reported to have great advantages in terms of learning new activities, getting professional help and developing personally. Professional development included the application of teaching competences and competencies, these were thus vital elements of

narratives by teachers. Competences are usually developed individually and through real life experiences not only within the teaching and learning process. However, competencies are taught at university and are required elements of the teacher portfolio written at the end of trainees' university studies.

Since three graduates participated in the study, further narrative interviews would provide a richer and more contextualized picture about teaching competencies, competences and pivotal life events. Although the interview questions in the study were successfully applied and resulted in personal stories, more questions might shed light on further life events connected to novices' professional development, career choices, and thesis and portfolio writing procedures. Even though generalization was not an aim of the study since it was a qualitative narrative inquiry, the picture can be broadened by further interview participants and queries.

Chapter VI A corpus-based analysis of teaching portfolios and theses

“Wherever there is number, there is beauty.”

(Proclus)

This chapter of the dissertation presents a corpus-based analysis of teaching portfolios and theses. Qualitative data analysis was conducted in order to shed light on teacher trainees’ writing skills concerning general and academic language use, and an overall comparison of theses and portfolios.

6.1 Aim and context of the study

Academic writing by university students has always been in focus of academic research with the purpose of improving (academic) writing courses and students’ skills. Especially in the case of English as a foreign language teachers’, it is crucial to use the language in an authentic way without flowery or ornate phrases not belonging to the context. Additionally, it is essential for writing not to become a chore in teacher trainees’ life as a result of regular assessments and course requirements. However, it has to become a habitual activity which is frequently practiced as Jönsson (2006) also argues, since “[q]uality comes with regularity rather than with inspiration” (p. 6). Writing skills ought to be improved in various ways in university contexts not only to make courses and classes creative and new, but also to make teacher trainees themselves creative and conscious users of written academic language.

On the one hand, recent studies on academic writing has concentrated on online and computer-assisted ways of development (Bostanci & Çavuşoğlu, 2018; Poudel & Gnawali, 2021; Poudel & Singh, 2021), writing strategies (Mazgutova & Hanks, 2021; Xu & Nesi, 2019), assessment (Canton, 2018; Jeffrey, 2015; Seviour, 2015), psychological perspective (Keränen & Munive, 2012), elaboration (Biber & Gray, 2010; Wu, Mauranen, & Lei, 2020), grammar (Biber, Gray, Staples, & Egbert, 2020; Su, Zhang, & Chau, 2022), vocabulary (Crossley & Salsbury, 2010; Gebril & Plakans, 2016; Granger & Larsson, 2021; Kurtán, 2011), and genre awareness (Hedgcock & Lee, 2017).

On the other hand, research on teacher trainees and their programs has been conducted connected to the transition from general to EAP in L1 context (Campion, 2016; Ding &

Campion, 2016), genre awareness (Hedgcock & Lee, 2017; Negretti & Kuteeva, 2011), beliefs (Norman & Spencer, 2005), academic writing skills component design (Medgyes & Ryan, 1996), creativity (Erdogan, 2013; Haerazi, Irawan, Suadiyatno, & Hidayatullah, 2020), teacher identity in writing (Hallman, 2007), reflective writing (Cohen-Sayag & Fischl, 2012; Hoover, 1994; Horváth, 2001).

However, little research has been done on teaching portfolios (Gál, Hanák, & Keresztény, 2012; Komló, 2017; Mrázik, 2014) and theses (Barócsi, 2015; Csölle & Kormos, 2000) in the Hungarian context with the aim of in-depth textual analysis and unfolding areas of writing skills to develop in the future. So as to draw a picture on trainees' theses and portfolios from a lexical point of view, the following questions were posed:

RQ1 How can the vocabulary of the corpus be described in a corpus-based approach?

RQ2 What characterizes the academic vocabulary of the EFL teaching theses and portfolios according to the NGSL and NAWL?

RQ3 What kind of words are categorized as off-list according to the NGSL and NAWL?

6.2 Methods

6.1.1 Sample and data collection

Hungarian teacher trainees are required to submit a thesis and a portfolio according to the Higher Education Act of 15/2006. Permission to access texts was given by the Registrar's Office of the university. The UP Corpus of Teaching Portfolios and Theses (CTPT) was compiled from 42 theses and 64 complete portfolios written only in English. A corpus is "a collection of pieces of language text in electronic form, selected according to external criteria to represent, as far as possible, a language or language variety as a source of data for linguistic research" (Sinclair, 2004). In line with the definition, the CTPT can be referred to as a corpus representing teacher trainees' language with focus on theses and portfolios.

The CTPT was compiled from two subcorpora, the UP Subcorpus of Theses and the UP Subcorpus of Teaching Portfolios. Since portfolios and theses were submitted in word or pdf, documents were converted into text files and text files were cleaned to be analyzed by software programs. In order to reduce noise in the corpus, all extra data including the writers' names, references and appendices were deleted from the text files.

Authors of theses and portfolios analyzed in the study could be described as pre-service or in-service teachers of English as a Foreign Language. The age of pre-service teachers, who submitted the two documents at the end of their studies, ranged between 23 and 26 depending on their gap-years and academic success. The age of in-service teachers, who submitted a portfolio at the end of their studies, was between 28-42. Based on the Indicator-system of Public Education published in 2021, more than 80% of teaching practitioners in Hungary were women, which may also cover the ratio of men and women graduating from TEFL/TESOL programs and the gender ratio of authors in the study.

Thesis requirements are available on the website of the English Institute of the University of Pécs. Formal requirements are detailed in terms of length, structure, formatting, and style. The length of an MA thesis is required to be 100,000 characters including spaces, approximately 60 pages. Parts of the thesis are determined as follows, title page, abstract, table of contents, main text, references, appendix, and the declaration of originality of the document. However, the main text, which has to meet the standards of length, does not include the abstract, the table of contents, the notes, the references or the appendix. Only full-time students are required to submit a thesis at the end of their MA studies.

Pre-service and in-service teachers participating in the Teaching English as a Foreign Language (TEFL) programme submit a portfolio at the end of their studies which is a collection of five documents. Portfolio requirements are available on the website of the Faculty of Humanities of the University of Pécs. The length of a teaching portfolio is required to be between 60,000 and 80,000 characters without the table of contents, the references, and any illustrations included in the composition.

The first document of the EFL teaching portfolio is a reflective introduction discussing and summarizing the perceived professional development of the candidate. The second document is a lesson plan presenting a detailed design and schedule of a lesson that the teacher trainee developed and implemented during his/her teaching practice. Until 2020, in the final three documents candidates presented three empirical studies that they had conducted during their studies. However, no such requirement is to be followed any more. Teacher trainees are allowed to choose any documents which correspond to academic guidelines.

UP provides legal documents to detail and explain the regulations on how to write a teaching portfolio. Although these documents specify the compilation and writing process, there are

confusing phrases regarding the genre of reflective writing. As the document is available only in Hungarian, the genre is called a ‘pályakép-reflexió’, a so-called career-image reflection which is required to be personal and professional at the same time. According to the document, it is personal since it depicts a personal professional image of the candidate, also conceived as a curriculum vitae. However, it is professional because trainees discuss their developing teaching competences in line with their professional aims and difficulties within an academic framework in the light of past research literature. However, problems may arise when the description calls this text-type first a reflection, second, a scholarly or academic essay, then a scholarly or academic discussion or discourse. Students write many texts which are called essays, but these do not meet the requirements of an essay since they are usually argumentative, and can be descriptive, narrative, discursive or comparison and contrast type (Csölle and Kormos 2000).

The lesson or module plan, as the second compulsory document, is supposed to demonstrate a lesson or a module planned and utilized by the teacher trainee during the teaching practice. Besides, the writer needs to add a critical and professional reflection on the plan in terms of teacherly competencies and in the lessons’ pedagogical, professional, and academic context. There is no standardized format or structure that the writer ought to follow, however, the plan is required to be understandable, clear-cut, and in accordance with the problem identification and questions of the portfolio.

Portfolios which had been written in English only partially, were not included in the study. Including portfolios containing non-English sections would have resulted in two trends. On the one hand, analyzing complete texts with all sections could have generated false results as a consequence of increasing the number of off-list words greatly. On the other hand, excepting non-English sections and including incomplete portfolios might have influenced overall data on vocabulary profile in terms of length, TTR, and LD.

6.1.2 Data analysis

The corpus was analyzed in a quantitative approach (Creswell, 2009; Creswell & Poth, 2018). The tools of analysis applied were the VocabProfile Compleat Web VP v.26 software program available at Cobb’s Compleat Lexical Tutor website and the Word counter. Analysis was done at three levels in the Web VP. First, texts were entered one by one into the program to create individual profiles; second, individual profiles were summarized in an excel file and analyzed

in order to access the vocabulary profile of the portfolio subcorpus and the thesis subcorpus separately. Third, all data were examined to create the vocabulary profile of the complete corpus.

Data were analyzed for lexical density (LD), core general English vocabulary based on the NGS (Browne, Culligan, & Phillips, 2013b) and the GSL (West, 1953), academic vocabulary based on the NAWL (Browne, Culligan, & Phillips, 2013a) and the AWL (Coxhead, 2000), and words not in any of these lists categorized as off-list. These measures were applied to give an overall picture on academic and professional language use in teaching portfolios and theses.

IBM SPSS software program was used to analyze data obtained about lexical profiles of the EFL teaching portfolios and theses. The focus of SPSS analysis was to determine statistical differences in the sample texts.

6.3 Results

6.3.1 Comprehensive descriptive statistics and lexical measures

Descriptive statistics revealed that the theses and portfolios varied greatly in text length, theses covering a range of 13,721.95 words: from the shortest text with 8,454 words and the longest one with 27,458 words ($SD=3447.016$) as can be seen in Table 11. CTPT consisted of 42 theses; 576,322 tokens altogether. The average text length of portfolios was 13,712.48 ranging from 8,569 to 24,588 ($SD=3381.674$). The corpus consisted of 67 portfolios; 918,736 tokens altogether (Table 12). The complete corpus covered 1,495,058 tokens. Nesi (2013) claimed that “a corpus needs to be large enough to represent a given language variety or type of text” (p. 408). Since EAP corpora created in the last 20 years covered from 1 million to 9 million words approximately (e.g., The Hyland Corpus; RAT corpus, MICASE, BASE, BAWE as cited in Krishnamurthy & Kosem, 2007), I could certainly state that the CTPT represented teacher trainees’ language use.

Table 12 Descriptive statistics of the CTPT

Descriptives				
			Statistic	Std. Error
CTPT	Mean		13,716.1284	327.83901
	95% Confidence Interval for Mean	Lower Bound	13,066.2946	
		Upper Bound	14,365.9622	
	5% Trimmed Mean		13,438.7987	
	Median		13,367.0000	
	Variance		11715147.520	
	Std. Deviation		3422.73977	
	Minimum		8,454.00	
	Maximum		27,458.00	
	Range		19004.00	
	Interquartile Range		4364.50	
	Skewness		1.350	.231
	Kurtosis		2.620	.459

The average type/token ratio (TTR) was calculated to be 0.141 ranging from 0.09 to 0.19. Lehmann (2015) analyzed portfolios written by Hungarian in-service teacher trainees covering a range of 18,344 words and found that TTR scores ranged between 0.09 and 0.16. As a result of the sample examined in Lehmann’s (2015) study, statistical comparison of the TTR score found in Lehmann’s study and in the present examination was relevant and valid. TTR score found by Lehmann (2015) was given as hypothesized value and a statistically significant difference was found between the two corpora analyzed as shown in Table 13.

Table 13 Comparing TTR

One-Sample Test						
Test Value = 0.125						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
TTR	8.935	108	.000	.01656	.0129	.0202

Even though, scores were comparable in this case as a result of average text length correspondence, TTR did not give a clear picture on lexical measures, since token values varied greatly (SD=3381.674). Platykurtic distribution was found in the corpus in terms of text length and four outliers were detected with greater text length. Thus, as descriptive statistics also show (Table 12), right skewness was discovered in the dataset. TTR is a score which shows a direct

relationship between the number of types and tokens in a text and is sensitive to the size of a corpus or length of a text (Kubát & Milicka, 2013; Torruella & Capsada, 2013).

TTR indicates writers' ability to express themselves through their own vocabulary (Gregori-Signes & Clavel-Arroitia, 2015) but it does not provide a picture on their word choices or sophistication. TTR was originally introduced by Johnson (1944) which he referred to as “a measure of vocabulary “flexibility” or variability, designed to indicate certain aspects of language adequacy” (Johnson, 1994, p. 1). He presented alternative solutions for the sample-size dependency problem; however, those were “not fully satisfactory” (Jarvis, 2013, p. 91).

Table 14 Lexical measures of the CTPT (reference corpora: NGSL & NAWL)

	NGSL_ 1	NGSL_ 2	NGSL_ 3	NAWL	OFF LIST	Token	Type	TTR	LD
Avg	83.297	7.172	3.271	2.322	3.7838	1,3716	1,893.8 6	0.141	0.556
Min	78.2	3.6	1.9	1.1	1.79	8,454	1,254	0.09	0.48
Ma x	89.4	9.8	5.2	4.3	9.54	27,458	2,976	0.19	0.64
SD	2.151	1.033	0.62	0.581	1.079	3,407.0	328.66	0.019	0.027

According to Browne, Culligan, and Phillips (2013a, b), the coverage of the combination of NGSL and NAWL give a 92% coverage (86% of the NGSL and 6% of the NAWL) of the corpus used when they created the two lists. In order to identify the coverage of NGSL and NAWL in the case of the CTPT, lexical profiles were generated. Quantitative measures received of the texts included in the corpus gave a comprehensive and clear picture on the language use of theses and portfolios as can be seen in Table 14. As results showed, the use of general-purpose vocabulary was substantially higher than the coverage that Browne, Culligan, and Phillips (2013b) described, since the average score of the NGSL coverage in the corpus was 93.74%. Besides, cumulative percentage including the NAWL coverage greatly exceeds the 92% coverage with its 96.062% average score. These results revealed that teacher trainees used less sophisticated vocabulary and more high-frequency words in their documents.

Words which were covered by neither of the vocabulary lists were characterized as off-list words. As the statistics revealed, off-list vocabulary scores varied greatly with an average of 3.7838 words from a minimum of 1.79 to the maximum of 9.54. Depending on the content, off-

list words can be, e.g.: less frequently used words, numbers, months, days, and proper nouns as well. Words listed as off-list words are discussed in detail in a following section.

Xodabande, Torabzadeh, Ghafouri, and Emadi (2022) analyzed research articles in the field of applied linguistics and found that the first NGSL list covered 67.1%, the second NGSL list accounted for 7.58%, and the third NGSL list covered 3.28% in the corpus analyzed. NGSL coverage in the corpus was 77.96% which greatly differs from the coverage found in CTPT. It is to be clarified that research articles were chosen from prominent journals in the field, resulting in high-quality research papers written by experienced writers, researchers, and teachers. Teacher trainees get acquainted with academic language use when they become members of the academic community and are supported by advisors and university professors during the writing process, but they are not expected to submit documents reaching the level of publishable articles.

Lexical density refers to the ratio of content words/nominalized phrases to all words/tokens in a text. “[L]exical density, especially a dense use of nouns, is regarded as an indicator of condensed academic writing and advanced informational prose [...] and as a strong predictor of academic writing proficiency [...]” (Nasseri & Thompson, 2021). Lexical density could provide a clear picture on the linguistic constructions in the documents. As discussed in the Literature review in Chapter II, academic texts are usually characterized by nominalization which generally results in a high ratio of lexical density. Content words cover a minimum of 40% of written texts (Ure, 1971).

In the present study, the average content word coverage was 55.6% (LD=0.556), which implies that teacher trainees use a large number of nominalized phrases resulting in a relatively high ratio of LD. Pietila (2015) analyzed concluding sections of theses and research articles written by Finnish and Czech students of English and English-speaking students of linguistics and found that lexical density figures of both native and non-native English speaking writers’ thesis and article conclusions were 0.54. No statistically significant difference ($p=.391$) was found between the score found by Pietila (2015) and the LD score found in the present study. A higher LD score is a general result of nominalization in texts, which is common in academic writing (Biber & Gray, 2010; Lee, Saberi, Lam, & Webster, 2018). According to Lee, Saberi, Lam, and Webster (2018), “[u]niversity students who are non-native speakers of English often experience significant difficulties in studying content subjects in English” (p. 26). However, socialization into the academic community and attending university courses enhanced teacher trainees’

development in language use as results could also suggest. However, longitudinal research assessing teacher trainees' writing skills at the beginning of their and at the end of their studies would shed light on the actual development.

After receiving data on NAWL and NGSL coverage scores, the corpus was analyzed by using GSL and AWL as reference corpora in order to be able to compare lexical measures to previous research utilizing the same corpora. A large number of studies have been using GLS and AWL as references and they still remain prevalent sources of ESP and EAP research.

Table 15 Lexical measures of the CTPT (reference corpora: GSL & AWL)

Level	File	Token	Token %	Cumtoken %	Type	Type %	Cumtype %	Group	Group %	Cum-group %
1	1_gsl_1st_1000.txt	114263	76.83	76.83	3274	14.01	14.01	987	5.42	5.42
2	2_gsl_2nd_1000.txt	77863	5.24	82.07	2095	8.97	22.98	870	4.77	10.19
3	3awl_570.txt	127955	8.6	90.67	2189	9.37	32.35	563	3.09	13.28
0	-	138739	9.33	100	15807	67.65	100	15807	86.72	100
Total :	1487189			23365			18227			

Differences in lexical coverage could be seen in all categories. The first 1000 high-frequency words covered 76.83%, the second list of general vocabulary covered 5.24%, cumulative coverage being 82.07% in the CTPT. Tokens listed in AWL had 8.6% coverage in the corpus. A higher score was found in terms of low-frequency vocabulary listed in none of the reference corpora (9.33%). In what follows, TELF theses and portfolios are examined separately using NAWL and NGSL as reference corpora in order to provide report on their lexical features.

Theses included in the corpus were described by an average of 93.214% cumulative general vocabulary including NGSL 1 coverage ranging from 78.2% to 87.6% (mean=82.685, SD=2.2562), the coverage of NGSL 2 ranging between 3.6% and 9.8% (mean= 6.936863, SD=1.19526), and NGSL 3 from 2% to 5.2% (mean=3.350232, SD=0.80567).

Table 16 Lexical measures of the theses

T	NGSL_1 %	NGSL_2 %	NGSL_3 %	NAWL %	OFF %	Token	Type	TTR	LD
1	79.4	7.5	3.1	2.5	7.35	8,454	1,354	0.16	0.58
2	80	8.4	3.1	2.8	5.55	11,306	1,897	0.17	0.56
3	81.5	7.1	3.1	3.8	4.39	13,972	1,880	0.13	0.55

4	83.5	6.1	2.9	3.2	4.09	12,994	1,945	0.15	0.6
5	82.4	7.3	2.7	4.3	3.06	15,938	1,836	0.12	0.56
6	85	6.6	2.6	2.2	3.36	14,258	1,728	0.12	0.56
7	82.4	6.6	4.5	2.7	3.54	9,347	1,530	0.16	0.58
8	84.2	6.7	3.1	3.2	2.74	13,773	1,661	0.12	0.56
9	80.9	7.9	5.1	2.7	3.18	9,608	1,661	0.17	0.61
10	84.3	6.2	3.8	2.4	3.2	21,996	2,662	0.12	0.54
11	86.4	6.4	2.6	1.3	3.16	14,599	2,122	0.15	0.53
12	81.4	7.5	3.2	2.7	4.98	14,778	2,660	0.18	0.57
13	80.4	7.9	5.2	2.1	4.22	10,760	1,565	0.15	0.59
14	80.3	7.9	4.4	2.3	5.02	13,692	2,001	0.15	0.64
15	78.2	9.8	4	3.6	4.38	18,300	1,994	0.11	0.62
16	81.5	6.6	4.3	3.2	4.37	27,458	2,552	0.09	0.56
17	79.9	9.1	4.3	1.9	4.69	13,863	2,007	0.14	0.59
18	83.4	7.6	4.2	2.2	2.42	10,672	1,602	0.15	0.56
19	81.2	7.6	3.5	3.4	4.26	10,622	1,544	0.15	0.57
20	81.1	6.3	4.9	2.9	4.73	14,285	1,687	0.12	0.59
21	84.8	7.5	3.3	1.3	2.94	14,521	1,908	0.13	0.54
22	82.4	7.1	4.1	2.7	3.47	11,229	1,800	0.16	0.54
23	80.1	7.6	4	4.2	3.89	11,382	1,789	0.16	0.58
24	83	7.8	3.5	1.8	3.67	16,149	1,808	0.11	0.52
25	85.4	6.1	2.6	1.8	4.06	14,324	1,746	0.12	0.55
26	83.6	7.2	3	2.4	3.71	11,314	1,875	0.17	0.56
27	78.5	6.9	2.7	2.1	9.54	15,594	2,277	0.15	0.59
28	87.6	3.6	2	1.4	2.62	10,713	1,508	0.14	0.49
29	85.3	8.2	2.3	1.7	2.47	12,497	1,723	0.14	0.54
30	80.6	7.8	3.6	2.7	5.27	14,130	1,852	0.13	0.62
31	83.1	8.3	2.3	2	4.11	11,721	1,607	0.14	0.56
32	87.2	3.9	4.3	1.7	2.73	10,690	1,254	0.12	0.51
33	84.2	7.7	3.4	1.7	2.96	10,118	1,679	0.17	0.54
34	84.4	4.8	2.6	2.7	5.36	16,024	1,917	0.12	0.52
35	85.7	5.2	3	1.6	4.29	12,783	1,878	0.15	0.53
36	84.5	5.8	3.8	2	3.79	10,910	1,815	0.17	0.56
37	84	6.7	3.2	1.9	4.03	15,457	2,445	0.16	0.56
38	81.3	6.6	3.7	2.2	5.87	15,899	2,320	0.15	0.57
39	80.9	7.5	4.6	2.2	4.55	14,652	1,747	0.12	0.57
40	83.7	8.2	2.7	2.1	3.27	13,626	1,918	0.14	0.56
41	82.8	7.2	2.7	2.8	4.49	12,949	2,061	0.16	0.6
42	83.6	7.5	2.6	2.1	3.93	18,965	2,335	0.12	0.6
AVG	82.71667	7.054762	3.442857	2.440476	4.135952	13,721.95	1,884.524	0.141429	0.565
Mean	82.68592	6.936863	3.350232	2.339463	3.968771	13,353.13	1,858.825	0.139854	0.564164
MIN	78.2	3.6	2	1.3	2.42	8,454	1,254	0.09	0.49
MAX	87.6	9.8	5.2	4.3	9.54	27,458	2,662	0.18	0.64
SD	2.2562	1.19526	0.80567	0.7208	1.30428	3,447.016	318.7957	0.020653	0.030725

As Table 16 shows, average academic vocabulary coverage was 2.44%, ranging from 1.3% to 4.3%. Stamatović, Bratić and Lakić (2020) found an 85.81% general vocabulary coverage in non-native university students' theses. Words designated as off-list ranged from 2.42% to 9.54% (mean=3.968771, SD=1.30428).

As can be seen in Table 17, teaching portfolios were characterized with a high ratio of general English vocabulary. The most frequent 1000 words of the NGSL covered an average of 83.66% of portfolios ranging from 78.4% to 89.4% (mean=83.637%, SD=1.998728).

Table 17 Lexical measures of the portfolios

P	NGSL 1 %	NGSL 2 %	NGSL 3 %	NAWL %	OFF %	Tokens	Types	TTR	LD
1	83.6	6.7	3	2.2	4.31	12,514	1,876	0.15	0.55
2	83.6	7	3.5	2.9	2.96	16,468	2,039	0.12	0.55
3	79.2	8.7	3.1	3.2	5.66	14,459	1,860	0.13	0.58
4	83.2	7.3	3.1	2.1	4.1	18,960	2,490	0.13	0.54
5	84.6	6.3	2.9	2.3	3.59	19,350	2,413	0.12	0.56
6	86.2	7.1	2.5	1.6	2.63	16,707	2,031	0.12	0.51
7	83.7	7.5	3.8	2.2	2.78	10,356	1,523	0.15	0.54
8	84.8	7.2	3.5	2	2.36	8,569	1,455	0.17	0.54
9	83.6	7.1	3.4	2.5	3.23	12,171	1,747	0.14	0.56
10	83.3	7.5	3.4	2.4	3.28	24,588	2,246	0.09	0.56
11	82.2	8.8	3.2	1.8	3.75	15,786	1,983	0.13	0.55
12	83.5	6.2	3.6	2.4	4.16	15,787	2,222	0.14	0.53
13	84.3	6.3	3.2	2.5	3.47	14,516	2,162	0.15	0.54
14	81.5	7.7	3.4	2.8	4.42	16,146	2,466	0.15	0.57
15	84.5	6.6	3.4	2.7	2.77	10,709	1,494	0.14	0.55
16	83.4	7.5	3.2	2.3	3.56	12,160	2,202	0.18	0.57
17	81.8	7.8	3	3.1	4.17	14,185	1,880	0.13	0.58
18	86.2	6.6	2.6	1.7	2.83	10,318	1,607	0.16	0.56
19	82.8	7.8	3.1	1.9	4.33	12,114	1,737	0.14	0.54
20	80.1	8.6	3.9	3	4.38	17,502	2,657	0.15	0.6
21	83.5	8.3	3.4	2.1	2.69	11,115	1,600	0.14	0.58
22	78.4	8.8	3.9	3.2	5.53	21,585	2,976	0.14	0.58
23	84.1	7.2	2.9	2.3	3.27	11,937	1,889	0.16	0.54
24	85.1	6.9	2.5	2.1	3.25	13,352	1,746	0.13	0.55
25	83.2	7.2	3.2	2.1	4.21	23,333	2,267	0.1	0.56
26	87.1	7	2.6	1.1	2.07	8,938	1,310	0.15	0.52
27	83.5	8	3.2	2.3	2.78	15,004	1,979	0.13	0.56
28	86.3	6.3	2.8	2.7	1.79	11,764	1,495	0.13	0.53
29	81	8.6	2.7	2.4	5.27	10,878	1,672	0.15	0.57

30	83.1	8.1	3.2	2.9	2.67	13,367	1,793	0.13	0.56
31	83.4	6.8	3.8	1.9	3.9	14,191	1,795	0.13	0.56
32	82.1	8.4	3.6	2.5	3.38	11,075	1,698	0.15	0.58
33	82.4	7	3.7	2.4	4.47	12,492	1,936	0.15	0.57
34	85	6.2	2.7	2.2	3.8	10,018	1,677	0.17	0.56
35	86.2	5.9	2.7	1.7	3.21	8,992	1,692	0.19	0.55
36	82.9	7.7	3.8	1.8	3.7	13,956	2,270	0.16	0.56
37	82.6	8.5	3.4	2.2	3.2	13,832	1,704	0.12	0.56
38	84.8	6.9	3.1	2.1	3.09	11,686	1,713	0.15	0.57
39	84.4	7.2	2.8	2.2	3.25	20,119	2,216	0.11	0.55
40	84.9	7.6	2.4	2.3	2.72	15,061	1,821	0.12	0.56
41	85.4	6.2	3.2	2.5	2.5	13,867	1,697	0.12	0.54
42	89.4	4.9	1.9	1.4	2.49	10,899	1,514	0.14	0.48
43	81.1	8.4	3.9	2.5	4.06	12,514	1,728	0.14	0.58
44	83.2	8.4	2.9	1.8	3.6	12,808	1,868	0.15	0.56
45	81.2	8.7	3.4	2.7	3.87	15,485	2,091	0.14	0.6
46	85.6	6.4	2.9	1.7	3.27	15,066	1,804	0.12	0.54
47	88.6	5.2	2.5	1.7	1.83	10,870	1,300	0.12	0.5
48	84.1	6.3	3.4	1.8	4.35	10,781	1,658	0.15	0.55
49	83.1	8.4	3.1	1.9	3.34	10,986	1,849	0.17	0.54
50	84.6	6.9	3.3	1.8	3.28	10,844	1,819	0.17	0.52
51	84.9	7.5	2.6	1.8	3.14	10,883	1,500	0.14	0.51
52	85	6.4	2.4	2.1	4.05	15,392	1,991	0.13	0.52
53	83.6	6.4	3.1	2.4	4.36	12,035	1,914	0.16	0.52
54	81	8.2	3.5	3	4.18	10,474	1,546	0.15	0.6
55	84.7	6.3	3.5	2.1	3.28	15,398	2,092	0.14	0.55
56	84.3	7.9	3.2	1.8	2.77	10,243	1,491	0.15	0.54
57	83.8	7.3	2.7	2.5	3.56	9,378	1,678	0.18	0.54
58	84.4	6.7	3.6	1.6	3.58	20,515	2,573	0.13	0.52
59	84.8	6	2.9	1.9	4.22	13,552	1,949	0.14	0.56
60	84.3	7.2	3	2.1	3.35	11,751	1,874	0.16	0.54
61	85.4	6.1	2.7	2.3	3.42	17,027	2,234	0.13	0.56
62	84.1	7	3.8	2.4	2.68	12,977	1,708	0.13	0.52
63	81	7.9	3.6	2.9	4.44	15,104	2,117	0.14	0.55
64	80.3	8.9	3.8	1.9	4.87	11,240	1,534	0.14	0.55
65	80	7.3	3.5	3.1	5.7	16,095	2,461	0.15	0.6
66	85.4	6.3	2.9	1.9	3.41	12,565	1,730	0.14	0.52
67	81.9	7.4	3.5	3	4.14	13,927	2,222	0.16	0.59
AVG	83.66119	7.246269	3.164179	2.24925	3.56313	13,712.48	1,899.716	0.141642	0.55149
Mean	83.63728	7.187875	3.132473	2.201336	3.463253	13,338.38	1,871.761	0.140428	0.550957
MIN	78.4	4.9	1.9	1.1	1.79	8,569	1,300	0.09	0.48
MAX	89.4	8.9	3.9	3.2	5.7	24,588	2,976	0.19	0.6
SD	1.998728	0.90954	0.436301	0.45951	0.83933	3381.674	334.564	0.018333	0.02420

The second most frequent 1,000 words of the NGSL covered an average of 7.246% ranging between 4.9% and 8.9% (mean=7.187%, SD=1.90954). NGSL_3 gave about 3.164% of words of the portfolios, ranging between 1.9% and 3.9% (mean=2.201%, SD=0.45951). Cumulative score of NGSL coverage of the portfolios was 94.071% on average. Academic diction was characterized by an average of 2.249% ranging between 1.1% and 3.2% (mean=2.201%, SD=0.45951). Low-frequency vocabulary covered a range of 3.563%, from the lowest score of 1.79% to the highest score of 5.7% (mean=3.463%, SD=0.83933).

Stamatović, Bratic, and Lakić (2020) analyzed L1 and L2 graduation theses written by English Philology students. Their corpora comprised 324,554 and 180,020 tokens. According to their findings, the L2 theses were described with 85.81% of NGSL coverage and 2.33% of NAWL coverage, whereas the L1 theses presented a lower percentage of terms of the general-purpose vocabulary, 80.23%, and a higher academic score, 3.43%. Both portfolios and theses were compared to the abovementioned scores. A statistically significant difference ($p=.000$) was found between the mean score of both theses and portfolios in the present study and the score of 85.81% of L2 learners in terms of the coverage of the NGSL in the texts. It mirrored a more sophisticated vocabulary use in the case of the writers of theses and portfolios in Montenegrin theses. Montenegrin graduating students used significantly less general-purpose vocabulary than teacher trainees. Xodabande, Torabzadeh, Ghafouri, and Emadi (2022) analyzed applied linguistics research articles and found that the first NGSL list covered 67.1%, the second NGSL list accounted for 7.58%, and the NAWL covered 4.19% in the corpus. It needs to be taken into consideration that these articles had been peer reviewed and published in well-known journals. Having a look at lexical scores, from non-native university students, through native English university students, to proficient writers, a rising curve can be observed.

In order to reveal quantitative differences between theses and portfolios, scores were compared and analyzed. First, differences between TTRs were tested in SPSS. As can be seen in Table 18, no statistically significant difference ($p=.658$) was found between the two text-types. Since theses and portfolios were similar in terms of number of tokens, the abovementioned result was expected. TTRs of the portfolios were 0.000213% higher than those of the theses under investigation which meant insignificant difference between the texts.

Table 18 Paired samples test on TTR, NGSL 1, NGSL 2, NAWL, and Off-list scores in theses and portfolios

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	TTR_t - TTR_p	.00190	.02770	.00427	-.00673	.01054	.446	41	.658
Pair 2	NGSL_1_t - NGSL_1_p	-.97143	2.78237	.42933	-1.83848	-.10438	-2.263	41	.029
Pair 3	NGSL_2_t - NGSL_2_p	-.23095	1.50778	.23266	-.70081	.23891	-.993	41	.327
Pair 4	NAWL_t - NAWL_p	.15476	.76292	.11772	-.08298	.39251	1.315	41	.196
Pair 5	OFF_t - OFF_p	.66024	1.54541	.23846	.17865	1.14182	2.769	41	.008

Second, lexical measures were compared concentrating on the first 2000 most frequent words, academic and off-list vocabulary. On the one hand, no statistically significant difference was found in terms of the second 1,000 most frequently used words and academic vocabulary. On the other hand, statistically significant difference was found between NGSL_1 scores ($p=.029$) and off-list vocabulary scores ($p=.008$). Even though portfolios consisted of more general vocabulary than theses, theses comprised a significantly greater amount of off-list vocabulary. Vocabulary appearing in neither in NGSL nor in NAWL, are discussed later in this chapter.

6.3.2 Academic vocabulary of the CTPT

The second research question was set out to investigate academic vocabulary use in TEFL theses and portfolios. NGSL and NAWL give a 92% coverage of the corpus compiled by Browne, Culligan, and Phillips (2013b) in which NAWL coverage is described with 6%. As Table 13 shows, the CTPT had a high rate of general English vocabulary, represented by an average of 83.297% ($SD=2.151$) in terms of the first 1,000 words of the NGSL. However, academic vocabulary was described with an average of 2.322% ranging from 1.1% to 4.3% ($SD=0.581$). Although 6% of NAWL coverage was not expected in the written products in the case of non-native speakers of the English language, in order to interpret the results about

academic vocabulary use in the corpus, One-Sample Test was executed in SPSS applying 6% as test/hypothesized value. As Table 19 shows, the negative *t* value indicated that the mean percentage of academic vocabulary in the corpus was substantially lower than the *hypothesized* value (6%).

Table 19 One-Sample Statistics and Test for academic vocabulary use in the CTPT

One-Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Mean		
NAWL	109	2.3229	.58462	.05600		
One-Sample Test						
	Test Value = 6					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
NAWL	-65.666	108	.000	-3.67706	-3.7881	-3.5661

A statistically significant difference ($p=.000$) was found between the 2.332% academic vocabulary coverage of the corpus and the 6% coverage found by Browne, Culligan, and Phillips (2013a). A 6% average was not expected from non-native English speakers, since they engage in academic English language use at university thoroughly. The writers of these documents had received TEFL education for 4-5 years depending on their previous studies, and academic register is more challenging than others for native speakers (Snow & Ucelli, 2009).

A limited number of studies have been conducted on the coverage of the NAWL in various text types (see examples in Table 20). As Table 20 presents, AWL has been and still is a predominant reference corpus in the field of corpus-linguistics. A great number of studies in various disciplines studied corpora and texts using AWL in order to reveal academic language use in the compilations. Researchers have explored the coverage of the AWL vocabulary in various fields, such as medicine (Chen & Ge, 2007), engineering (Ward, 2009), economy (Li & Qian, 2010), education (Lehmann, 2015; Morris & Cobb, 2004), agriculture (Martínez, Beck, & Panza, 2009), and applied linguistics (da Silva, Matte, & Sarmiento, 2018; Vongpumivitch, Huang, & Chang, 2009). Hyland and Tse (2007) compiled a corpus with a broad selection of disciplines and genres including research articles, textbook chapters, book reviews, scientific letters, master's theses, dissertations, undergraduate project theses. AWL covered 10.6% of the

3,292,600-word corpus. According to their findings, *analyze* and *process* occurred in the top ten most frequent families in the three fields (engineering, sciences, and social sciences). Vongpumivitch, Huang, and Chang (2009) compiled a corpus of 200 research articles which were published in the field of applied linguistics, researching approximately 1.5 million words. Findings showed an 11.17% of AWL coverage of the complete corpus, ranging between 10.63% and 11.48%.

Table 20 Prior empirical research on AWL and NAWL coverage

Academic Word List (Coxhead, 2000)	New Academic Word list (Browne, Culligan, & Phillips, 2013a)
Anatomy book 8.6% Applied linguistics book 17.4% (Chung & Nation, 2003)	MA theses 2.3% (Lindgrén, 2015)
TESL trainees' opinion essays 5% (Morris & Cobb, 2004)	Engineering wordlist (types) 22.8% (Gilmore & Millar, 2018)
Medical corpus 10.07% (Chen & Ge, 2007)	English as a Medium of Instruction (EMI) course reading materials 3.04% (Brown, Bennett, & Stoeckel, 2018)
Academic corpus: research articles, lectures, textbooks, theses, dissertations 10.6% (Hyland & Tse, 2007)	L2 academic essays 5% (Higginbotham & Reid, 2019)
Applied linguistics research articles 11.17% (Vongpumivitch, Huang, & Chang, 2009)	Montenegrin and US graduation theses 2.33% - 3.43% (Stamatović, Bratic, & Lakić, 2020)
Engineering textbooks 11.3% (Ward, 2009)	Undergraduate theses abstracts 3.17% (Aji & Lubis, 2020)
Agriculture research articles 9.06% (Martínez, Beck, & Panza, 2009)	Applied linguistics research articles 4.19% (Xodabande, Torabzadeh, Qafouri, & Emadi, 2022)
Financial corpus: annual reports, brochures, speeches, etc. 10.46% (Li & Qian, 2010)	
Coverage of AWL in COCA academic 7.2%	
Coverage of AWL in BNC academic 6.9% (Gardner & Davies, 2014)	
In-service teaching portfolios 7.26% (Lehmann, 2015)	

Swedish upper secondary school students' written assignments 2.29-6.55% (Olsson, 2015)
Standardized English proficiency tests Reading comprehension 7.97% Listening comprehension 6.48% Reading cloze 6.31% (Paribakht & Webb, 2015)
Academic Textbook Corpus 6.67% (Newman, 2016)
Brazilian Academic Written English (BrAWE) corpus 9.8% (da Silva, Matte, & Sarmiento, 2018)
English as a Medium of Instruction (EMI) course reading materials 10.05% (Brown, Bennett, & Stoeckel, 2018)
L2 academic essays 20% (Higginbotham & Reid, 2019)
Ted talks and lectures 4.08% - 3.77% (Wingrove, 2022)

There were fruitful studies in connection with teaching and education out of these applying AWL as an instrument. Morris and Cobb (2004) analyzed 122 Canadian TESL trainees' opinion essays and found an approximately 5% coverage in the compositions. They stated that vocabulary profiling might help students develop their lexis and it might scaffold predicting academic performance of TESL students. However, they highlighted that other traditional forms of assessments were needed. Lehmann (2015) examined 20 native Hungarian speakers' in-service portfolios written in English and found a 7.28% coverage of the AWL vocabulary in the 334,741-word corpus.

Table 21 Academic vocabulary profiles for the CTPT and the sub corpora (reference corpus: AWL)

Corpus	File	Token	Token %	Type	Type %	Group	Group %
CTPT	3_awl_570.txt	127955	8.6	2189	9.37	563	3.09
Theses	3_awl_570.txt	52370	9.12	1926	12.22	546	4.7
Portfolios	3_awl_570.txt	75585	8.28	1920	11.04	554	4.31

As can be seen in Table 21, AWL words constituted 8.6% of the 1,495,058-word corpus, which is a reasonably higher score than the coverage found using NAWL as reference corpus. A slightly higher academic score was found in theses than in portfolios which could also be seen in the case of the NAWL coverage. According to Chung and Nation (2003), the AWL “covers on average 8.5% of academic text, 4% of newspapers and less than 2% of the running words of novels” (p. 104). In line with prior research findings, when AWL was used as a standard of reference for the lexical analysis of academic vocabulary scores in TEFL theses and portfolios, the mean percentage converged toward the academic score of published research articles, and exceeded secondary students’ and trainees’ scores.

Academic research articles were examined by Xodabande, Torabzadeh, Ghafouri, & Emadi (2022) in order to shed light on the coverage of the NAWL vocabulary, since majority of research used outdated lists for lexical analysis and profiling, as they claim. Their findings revealed a 4.19% coverage of academic vocabulary in the corpus analyzed and a statistically significant difference ($p=.000$) was found when comparing their value to score in theses and portfolios in the present study. I could not expect teacher theses and portfolios to have the same lexical quality as published documents like research articles written by experienced researchers; however, legal documents uploaded to the university’s website describe the requirements of theses and portfolios, which state that the submitted documents have to meet academic criteria. As the descriptions detail it, texts should follow the specifications of academic writing in terms of language, style, and format. It would also suggest that documents ought to approximate average academic vocabulary coverage. Stamatović, Bratic, and Lakić (2020) analyzed L1 and L2 graduation theses written by English Philology students. According to their findings, the L2 theses were described with 2.33% of NAWL coverage, whereas the L1 theses presented a higher academic score, 3.43%. Lindgrén (2015) examined MA theses retrieved from the BATMAT corpus (Lindgrén, 2014) written by university students of Finland-Swedish background and found an average of 2.3% NAWL coverage.

Consistently with these findings on non-native speakers of English, Hungarian teacher trainees in the present study covered almost identical academic vocabulary based on NAWL. No statistically significant difference was found when comparing the coverage scores in the corpora of non-native English learners’ documents. In the case of portfolios, positive t-value ($t=.981$, $p=.332$) was received suggesting a greater coverage of the NAWL in teacher trainees’ writing. In the case of theses, negative t-value ($t=-1.428$, $p=.158$) indicated lower coverage score in

teacher trainees' documents. When academic coverage scores were compared to the NAWL coverage of native English speakers' texts (Stamatović, Bratic, & Lakić, 2020), statistically significant differences ($p=.000$) were found. In the case of both portfolios and theses, negative t-values ($t(P)=-8.790$, $t(T)=-20.875$) indicated richer academic vocabulary in theses written by native English speakers.

Table 22 Top 25 academic words in portfolios and theses

Portfolios			Theses		
	Word	Frequency		Word	Frequency
1	vocabulary	2690	1.	vocabulary	1265
2	competence	638	2.	classroom	681
3	classroom	569	3.	appendix	345
4	appendix	540	4.	questionnaire	332
5	feedback	469	5.	aspects	255
6	portfolio	438	6.	candidates	235
7	competences	416	7.	competence	229
8	meaningful	413	8.	thesis	224
9	correction	395	9.	grammatical	215
10	homework	376	10.	comprehension	211
11	pre	360	11.	communicative	193
12	intermediate	326	12.	meaningful	187
13	aspects	322	13.	linguistic	171
14	mentor	280	14.	autonomy	160
15	comprehension	269	15.	intermediate	156
16	communicative	259	16.	pre	154
17	grammatical	258	17.	feedback	140
18	oral	243	18.	aspect	127
19	questionnaire	205	19.	lexical	125
20	semester	179	20.	cognitive	120
21	elementary	170	21.	bilingual	112
22	cognitive	158	22.	explicit	108
23	classrooms	145	23.	impact	107
24	linguistic	139	24.	questionnaires	102
25	lexical	138	25.	qualitative	101

Word counter was used to collect data on actual academic vocabulary of theses and portfolios (see Table 22). Texts were analyzed separately in VocabProfile Compleat Web VP and listed into one text file in the following format: *word_[number of occurrences]*. The program, type-data were individually selected, their occurrences were summed, and listed by the tool at the end of the process. The program can order the listed types according to the alphabet or occurrence.

Since no statistically significant difference was found between academic vocabulary coverage in theses and portfolios and the topic of the texts was teaching, congruent academic vocabulary use was expected to be found. *Vocabulary* was the most frequently used academic word in both genres as can be seen in Table 22. Among the first 25 most frequent academic words 16 were identical (in bold in Table 22) which were connected to the topics of teaching, linguistics, research, and learning.

Even though academic vocabulary was found in similar ratio as in previous research, Doró (2021) claimed that “general and academic language use is often problematic for students, even at more advanced stages of their studies” (p. 108). Which might mean that university students are aware of the vocabulary, use the terminology of the field, but not always appropriately. Thus, Doró advised “ongoing general language proficiency development on the students’ part and a step-by-step academic writing development prior to the final stage of writing” (p. 108). Although courses for general language skill development are integral elements of BA programs and introductory courses in the five-year teacher education program Doró (2008) examined English majors’ lexical knowledge and use and revealed alarming results in terms of receptive knowledge which may undermine academic performance. Further research is needed to be able to determine whether such courses in MA programs are crucial for continuous development of general and academic writing proficiency at a higher proficiency level as well.

6.3.3 Words characterized as off-list in the CTPT

Words characterized as off list are “less common words” (Zahar, Cobb, & Spada, 2001) that are not included in any of the vocabulary lists used in the analysis. Even though they are also called low-frequency words (Lehmann, 2010), it is crucial to highlight that high-frequency words (days, months) and foreign words might also be listed in this lineup. On the other hand, off list vocabulary might also include discipline specific terms (Deveci, 2019). While academic vocabulary included in the AWL and the NAWL covers different disciplines concentrating on

four fields: arts, commerce, law, and science. These lists are a common core for all disciplines, but do not focus on specific fields, leaving technical vocabulary to the off-list category. Thus, the off-list category differs greatly in proportion depending on the discipline, the genre, and the language use.

Low frequency vocabulary has been defined in various ways since there are no established boundaries for characterization (Schmitt & Schmitt, 2014). According to Masrai (2019), “low-frequency vocabulary includes the words over 9,000-word families” (p. 4). Nation (2006) argues that 8,000-9,000 word-families are needed to comprehend written texts, 6,000-7,000 word-families are necessary to understand spoken discourse, which refer to high-, and mid-frequency vocabulary which are generally acquired or learned before low-frequency words. As Schmitt and Schmitt (2014) claimed, first, high frequency vocabulary is taught to language learners, thereafter, the academic terms are advised to be learned especially in the academic context and “everything after that is de facto low-frequency vocabulary as it is rarely addressed in any principled manner” (p. 499).

In the present study, the third research question prompted an investigation into the list of low-frequency words of the corpus. In both sub corpora, the top 25 off-list vocabulary items occurring most frequently were examined in order to shed light on words not covered by the new-GSL or the NAWL. Two items were deleted from the list: *é* and *á*, since they were computational mistakes as a result of the Hungarian words included in certain texts which could not be comprehended by the software, but they were cut off of original words, such as *és* or *át*. In favor of the analysis, complete, full words and abbreviations were included in the 25-word list (see Table 23). On the one hand, since certain parts of speech are excluded from the NGSL, off-list words were expected to be found; however, only two proper nouns were discovered in the first 25 items: *Pécs* and *Dörnyei*. *Pécs* appeared in texts because it was the place of education; besides, *Dörnyei* was the most frequently quoted researcher in theses and portfolios. Days of the week, months of the year, and numbers were not found in the most frequent words of the low frequency list although they are not included in the NGSL. On the other hand, abbreviations appeared as frequently used units of language: *ect*, *et*, *al*, *min*, and *pp*. These units are generally used in academic writing in order to avoid excessive sentences and clauses.

Table 23 Top 25 off-list words in portfolios and theses

Portfolios			Theses		
	Word	Frequency		Word	Frequency
1	learners	3,164	1.	learners	2,332
2	authentic	684	2.	learner	422
3	competency	504	3.	authentic	361
4	learner	490	4.	proficiency	325
5	proficiency	486	5.	Dörnyei	321
6	pedagogical	427	6.	rhymes	188
7	competencies	370	7.	comic	176
8	Pécs	300	8.	graders	170
9	graders	269	9.	pp	162
10	frontal	258	10.	nursery	142
11	cooperative	258	11.	Pécs	127
12	etc	253	12.	etc	114
13	Dörnyei	222	13.	internet	110
14	intrinsic	205	14.	beneficial	108
15	fluency	195	15.	intrinsic	104
16	beneficial	164	16.	willingness	103
17	enthusiastic	144	17.	et	94
18	willingness	144	18.	al	94
19	Christmas	142	19.	kindergarten	94
20	pronunciation	135	20.	pronunciation	92
21	internet	134	21.	repetition	89
22	pp	133	22.	hogy	81
23	collocations	126	23.	authenticity	80
24	min	119	24.	motivational	79
25	creativity	107	25.	extrinsic	78

According to the findings, one Hungarian word fell into the category of 25 most frequent infrequent units: *hogy* [*that*]. Texts were examined in AntConc and concordance lines were inspected in order to see the reason for including a Hungarian word 81 times in the corpus. Writers included their interview or questionnaire queries in their writing which resulted in the high frequency shown above. *Christmas* was included in 21 texts in connection with tradition and customs in the English and Hungarian culture. *Comic* appeared as teaching material in 14 texts.

Having a look at other parts of speech included in the list, words connected to the topics of pedagogy, education, linguistics, and language teaching and learning can be observed. The most frequent word was *learners*, which appeared 3,164 times in the TEFL portfolios and 2,332 times

in theses. Most prominent words including learners were, for example, *young learners*, *foreign language learners*, *target learners*, *individual learners*, *adult learners*, *better learners*, *stronger learner*, and *less-able learners*. The second most frequent word was *authentic*. Several university courses deal with or at least mention the importance of authentic materials. Concurrently with this information, concordance lines found including the second most frequent word were, for example, *authentic material(s)*, *authentic reading*, *authentic input*, *authentic English pieces of literature*, *authentic texts*, *authentic narratives*, *authentic experiences*, and *authentic situation*.

As can be seen in Table 23, words which appeared in the first 25 most frequent lists in both sub corpora are highlighted. Eleven such words were counted and given in bold. Even though they were not covered by the new general or the academic vocabulary, they are frequently used in the topic of teaching and language learning. Thus, these could be the technical (Swales, 1986) or professional terminology characterizing the genres of theses and portfolios, within portfolios, including reflective writing, lesson plan and research papers.

A sub technical vocabulary list relevant to teaching and pedagogy could be compiled from the CTPT, however, other corpora should be included in the compilation in order to create a list applicable to the field. As discussed in the first chapter in the dissertation, these words are elements of English for Occupational/Professional (Dudley-Evans & St John, 2012; Robinson, 1992) and Education Purposes. However, Hutchinson and Waters (1987) created a tree-model for ESP and its various branches including English for Teaching in the field of English for Social Sciences. However, they did not elaborate on the criteria or specifications.

6.4 Conclusions and further research perspectives

The purpose of the study was to analyze the 1,495,058-word corpus, CTPT, compiled from TEFL theses and portfolios written at the University of Pécs and shed light on the language use of theses texts from a quantitative viewpoint. Three main research questions guided the corpus-based approach, concerning overall lexical description of the corpus, academic vocabulary, and low-frequency vocabulary. Lexical statistics showed that teacher trainees used a wide range of high frequency, general vocabulary in their texts resulting in a high ratio of general vocabulary coverage.

Lexical coverage of the CTPT was analyzed through the NGSL and the GSL as well. NGSL provided 96%, while GSL provided 81% coverage of the running words in the corpus. In both cases, scores exceeded the average coverage of non-fiction texts of the corpora. Academic language use was found to meet results of prior research in the field examined for AWL and NAWL coverage as well. General academic vocabulary applied by teacher trainees showed resemblance with vocabulary use of MA students (Lindgrén, 2015), TESL trainees (Morris & Cobb, 2004), in-service teachers (Lehmann, 2015), and L2 English Philology students (Stamatović, Bratic, & Lakić, 2020). Abbreviations and profession specific vocabulary were found in the low-frequency list, not covered by NGSL or NAWL.

The results of the present study offer some insight into productive general and academic vocabulary of pre-service and in-service teachers. Even though trainees seem to be proficient users of the English language, they focus on general vocabulary remarkably resulting in texts comprehensible for non-academic audiences as well. Although academic vocabulary covered by AWL and NAWL showed corresponding mean scores with previous research results, vocabulary covered by none of the reference corpora could be increased, resulting in a greater number of low-frequency vocabulary.

In order to provide support for future trainees, an ESP word list focusing on teaching and pedagogy with genre specifications could be compiled. TEFL theses and portfolios or portfolios sections written in English could be included in the specialized corpus which would provide basis for an English for Pedagogical Purposes word list.

Chapter VII Academic reflective writing or anecdotal storytelling: a study on pre-service EFL teaching portfolios

“Reflection is not only about taking the long view backward in time,
but also ... about looking forward to the horizon.”

(Conway, 2001, p. 90)

7.1 Context of the study

The Hungarian TESOL/TEFL program has gone through several changes in the last eleven years, but the final-year requirements, namely the thesis and the teaching portfolio, have not been modified. As Juhász (2016) indicated, teacher education was divided into bachelor's (BA) and master's (MA) programs in 2006, which was followed by the reunion of the two separate programs in 2013. Primary school teacher trainees are supposed to study for 4+1 years, whereas high school teacher trainees' educational period lasts for 5+1 years (Nagy, 2014). The idea of competency-based teacher education was announced by a government policy in 2006 (see Chapter III). Teaching portfolios submitted between 2010 and 2015 at a Hungarian university were selected in order to study teacher trainees' reflective writing skills. Altogether 20 texts were analyzed focusing on language abilities represented in the texts.

7.2 Research questions

Reflective writing allows for the description of teaching events, analysis of certain situations, and monitoring possible personal and professional development. When composing academic reflective writing, teacher trainees' professional histories are discussed, often focusing on specific situations. Thus, the objectives of this study were to explore student teachers' academic language and writing skills and to reveal the main themes in the focus of the portfolios. In order to examine pre-service teachers' written texts in the Hungarian context, the following research questions drove the study:

RQ1 How can the vocabulary of reflective writing texts be described in a corpus-based approach?

RQ2 Can the texts be characterized as academic in terms of their linguistic features?

RQ2.1 What characterizes the narrativity of written reflections?

RQ2.2 What do syntactic measures indicate?

RQ2.3 What characterizes the cohesion and coherence of texts?

RQ2.4 What readability level do the texts reach?

RQ3 What are the main themes discussed in the reflective writing samples?

The research questions above shed light on a gap in the field and the study was feasible as a result of accessibility to materials and software programs. The questions focused on teacher trainees' writing skills represented in reflective writing submitted in Hungarian teaching portfolios at the end of the teacher training program. The Hungarian context allowed for situational research into foreign language learners' writing providing deep insight into the topic of reflection. The gap in the knowledge to be filled concerned the application and promotion of reflection and reflective writing in teacher training programs, connected not only to developing writing skills, but also to self-expression and topic exposition. Thus, pedagogical implications were also discussed in the final section of the study.

7.3 Methods

7.3.1 Sample and data collection

Permission to access texts was given by the Registrar's Office of the university. Materials were randomly selected from a pool of 74 portfolios submitted in order to avoid bias. Therefore, authors could be described as pre-service or in-service teachers of English as a Foreign Language. The age of pre-service teachers, who submitted a portfolio at the end of their studies, ranged between 23 and 26 depending on their gap-years and academic success. The age of in-service teachers, who submitted a portfolio at the end of their studies, was between 28-42. Based on the Indicator-system of Public Education published in 2021, more than 80% of teaching practitioners in Hungary were women, which may also cover the ratio of men and women graduating from TEFL/TESOL programs and the gender ratio of authors in the present study.

The length of a reflective piece of writing is not prescribed in the program; it depends on the teacher trainee's decision and the advisor's recommendation on content and structure. Although the average text length was 762 words in the present study, reflective writing samples exceeded

2,000 words in several EFL teaching portfolios and consisted of three or four subsections. Sampling was also based on text length. To analyze statistically comparable data, texts below 1,000 words were selected. The portfolio corpus compiled consisted of 20 pieces of reflective writing; 15,196 tokens altogether. For ethical considerations, the texts were coded in order not to reveal the identity of the authors. Besides, any information referring to the authors was also deleted from the texts (Dörnyei, 2007); therefore, their identities were not known to the researcher.

The average text length was 762 words ranging between 467 and 990 ($SD=171,7$). Teacher trainees applied different structures in their writing, which I categorized into four main groups: 1) simplistic essay structure; 2) proficiency exam essay structure; 3) complex essay structure; and 4) academic text-like structure. First, the typical simplistic essay structure was used in one case out of the 20, where the introduction, main body and conclusion built up the reflective writing text. However, the main text was not divided into paragraphs to indicate different themes or subtopics, which would be required in academic writing texts. Second, five reflective writing texts displayed the four-paragraph essay structure typically required in the proficiency examination taken during the bachelor's program. This structure type is used without an introduction or a conclusion at the exam. Third, three writers used the usual complex essay structure including an introduction, a conclusion, and the main body divided into three paragraphs. High school teachers tend to advise students to write such a five-paragraph essay. Fourth, eleven trainees divided their writing into six, seven or eight paragraphs. This structure characterizes most academic texts.

7.3.2 Data analysis

First, the corpus was analyzed in a quantitative approach (Creswell, 2009). The tools of analysis applied included the VocabProfile VP-Compleat software program available at Tom Cobb's Compleat Lexical Tutor website and the Coh-Metrix 3.0 Web Tools. Texts were entered one by one into the VP-Compleat program to create individual profiles, as well as the complete corpus of 20 texts in order to access the global vocabulary profile. Data were analyzed for lexical sophistication, lexical density (LD), core general English vocabulary based on the New General Service List (NGSL; Browne, Culligan, & Phillips, 2013b), academic vocabulary based on the New Academic Word List (NAWL; Browne, Culligan, & Phillips, 2013a), and words not in any of these lists categorized as off-list.

Vocabulary analysis was followed by the examination of the 20 writing scripts in the Coh-Metrix 3.0 Easability Assessor, a text-analysis software available online producing indices of linguistic and discourse features of a text shorter than 1,000 words: 1) narrativity, 2) syntactic simplicity, 3) word concreteness, 4) referential cohesion, 5) deep cohesion, and the 6) Flesch-Kincaid Grade Level (FKGL). These scores report on the readability profile of a text and reveal skills to be improved. Texts were also analyzed using the Coh-Metrix 3.0 Web Tool to get a more detailed picture on the above indices. I used the IBM SPSS software program to analyze data obtained about vocabulary and readability profiles of the EFL teaching portfolio extracts. The focus of SPSS analysis was to determine statistical differences, correlations and occurrent outliers in the sample texts.

Following quantitative analysis, student teachers' reflective writing was analyzed for content (Kuckartz, 2014). Texts were imported into NVivo Qualitative Data Analysis Software and automated coding was applied in order to avoid bias, since human interpretation might have resulted in machine bias in the analysis. Therefore, codes were created automatically in the program by analyzing the files and identifying concepts and themes at sentence level. After receiving an overall profile, individual coding profiles of the 20 texts were created to access the most emphasized topics in the reflections of student teachers.

7.4 Results

The first aim of the study was to linguistically describe the sample reflective writing texts and receive detailed report on six specific linguistic features, namely narrativity, syntactic simplicity, word concreteness, referential cohesion, deep cohesion, and the FKGL. Besides linguistic analysis, the study aimed at revealing the content of the written reflections as well, using content coding.

7.4.1 Descriptive measures

The profiler produced lexical measures on the number of words and the number of different words in the text, calculating the type/token ratio. In the 20 sample written reflections studied, type/token ratios ranged between 0.36 and 0.5 ($M=0.42$, $SD=0.04$) and the range of the lexical density figures was between 0.48 and 0.59 ($M=0.52$, $SD=0.02$). Although a high type/token ratio may refer to varied lexis, Pietilä (2015) stated that “more repetition is bound to occur” (p. 108) in a longer text, thus, the type-token ratio tends to be lower.

Table 24 Lexical measures of reflective writing samples

	TTR	LD	NGSL1 %	NAWL %	OFF-list %	Token
1	0.46	0.54	87.5	2	2.21	543
2	0.36	0.52	89.2	2.1	2.64	871
3	0.4	0.52	88	1.1	3.19	781
4	0.44	0.48	88.5	1.5	2.76	616
5	0.46	0.53	85.4	0.9	4.44	541
6	0.45	0.53	83.6	1.7	5.76	902
7	0.44	0.56	86.7	1.3	5.23	459
8	0.38	0.5	88.9	1	2.78	935
9	0.48	0.57	81	1.9	6.18	825
10	0.41	0.56	86.1	1.7	3.03	826
11	0.38	0.54	85.9	1.8	3.27	887
12	0.41	0.54	87.2	1.6	4.05	889
13	0.37	0.55	78.3	2.9	6.65	933
14	0.37	0.49	89.7	1.3	2.65	904
15	0.48	0.53	85.1	1.9	3.87	517
16	0.4	0.59	85.2	2.1	3.84	911
17	0.4	0.49	91.4	0.9	1.72	639
18	0.39	0.57	84.9	2.2	4.13	775
19	0.5	0.51	86.2	1.9	4.32	463
20	0.37	0.49	88.8	1.1	2.64	986
AVG	0.42	0.53	86.38	1.65	3.77	760.15
MIN	0.36	0.48	78.3	0.9	1.72	459
MAX	0.5	0.59	91.4	2.9	6.65	986
SD	0.04182	0.03008	2.94968	0.50147	1.31808	172.91

On the other hand, lexical density can provide a better picture on the linguistic construction of reflective writing. Academic texts are usually characterized by nominalization which results in a high ratio of lexical density. Content words generally cover a minimum of 40% of written texts (Ure, 1971). In the present study, the average content word coverage was 52%; however, academic texts should be characterized by a higher ratio of nominalized phrases. I touched upon familiarity of content words in the section on readability, where results also showed that language in the sample texts showed characteristics of everyday language and storytelling rather than academic discourse.

As shown in Table 24, findings showed a high rate of general English vocabulary between 78.3% and 91.4% ($M=86.38$, $SD=2.95$) and academic vocabulary ranging from 0.9% to 2.9% ($M=1.65\%$, $SD=0.5$). Browne, Culligan, and Phillips (2013a) described the coverage of an academic text written by native English speakers at school or university with approximately 6% of the words coming from the NAWL. However, average EFL learners, who do not take part in specialized English language education, encounter academic discourse only in higher education, at university level. Since authors of the sample texts were non-native speakers of English, this percentage was not expected to feature their texts. A statistically significant difference ($p=.000$) was found between the 1.72% academic vocabulary coverage of the sample and the 6% coverage found by Browne, Culligan, and Phillips (2013a). Although a 6% average cannot be expected from non-native English speakers, a statistically significant difference should not occur since these writers are already teachers of English and teacher trainees receiving teacher education for at least 4-5 years. The lexical analysis revealed that teacher trainees needed to improve their language use, more specifically their academic and technical vocabulary use, which suggested the implementation of EAP vocabulary in university course curricula.

7.4.2 Narrativity of the reflective writing scripts

Since the sample texts focused on professional experience, personal narratives featured the majority of the texts, which was also illustrated by the mean of 61.84% narrativity ratio ranging from 32.65% to 85.77% ($SD=15.34$). Even though reflective writing focuses on the writer, it ought not to be anecdote-like as it needs to be academic. Thus, authors of reflective essays had to find harmony between writing in academic style and implementing their own experience. As the results of the text analysis showed, writers concentrated more on their own history and stories. Texts which were high in narrativity contained more high-frequency words, especially from among the first 1,000 words in the NGSL. These words and texts are less difficult to read and understand which is not an objective in the case of academic discourse.

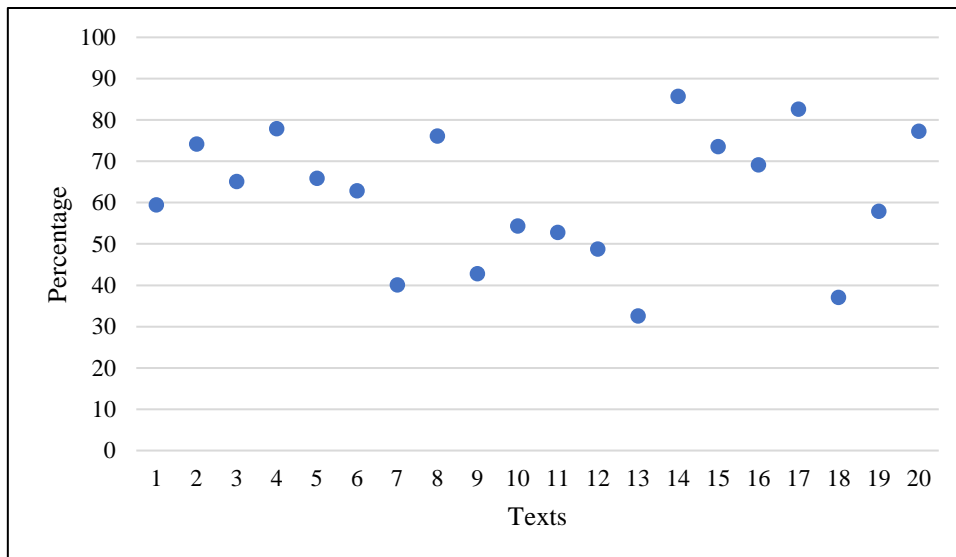


Figure 23 Narrativity measures of the reflective writing samples

Furthermore, reflection should focus on the writer’s professional and personal development in the case of academic reflective writing. It is possible to reflect on factors concerning events and concentrate on the writer’s professional skills and growth. Pre-service and in-service teachers need to learn to reflect critically on their strengths and weaknesses, as well as their developmental processes, but deep reflective skills require time to be learned. Findings suggested that teacher trainees needed to develop their academic reflective competence in order not only to tell stories about how they had developed, realized their weaknesses, or overcome their difficulties, but also to critically reflect on their difficulties, strengths, and to be able to demonstrate their growth.

7.4.3 Syntactic measures

The sample was described by an average of 38 sentences per text (min=23, max=49, SD=8.26). Sentences in the 20 sample texts were built up by an average of 20.08 words, ranging from a minimum average of 15.88 and a maximum average of 29.19 (SD=3.07). In Bailey’s (2011) handbook written for international students, complex sentences are claimed to be required in academic writing and they “contain **conjunctions, relative pronouns or punctuation**” (p. 8; bold in original text).

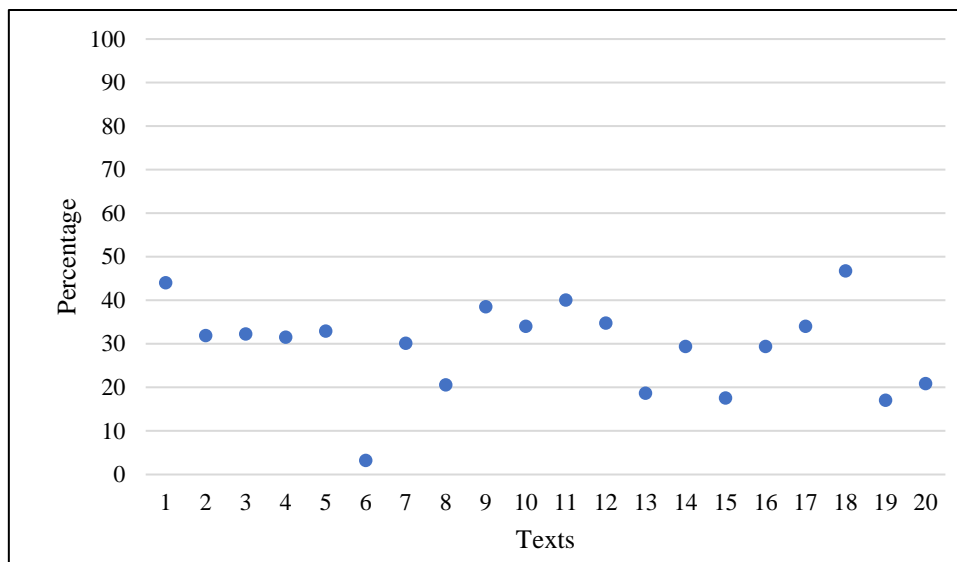


Figure 24 Syntactic measures of the reflective writing samples

Since syntactic simplicity was characterized by scores ranging from 3.29% to 46.81% (mean=29.43%, SD=10.15), differences between teacher trainees’ writing skills could be explored. There was one outlier in the sample with a ratio of 3.29% syntactic simplicity, which should be characterized as a complex composition. Thus, syntactic complexity (Ortega, 2003) is a better concept as a result of complex structures and long sentences, referring to the degree of sophistication the writer employs in the outlier text. Lo (2011) analyzed EFL writers’ products and found that “effective writers used longer words and wrote more complicated sentences” (p. 163).

The higher the level of syntactic complexity was, the less readable the text was, especially for a non-professional audience. Reflective writing texts with low syntactic simplicity rates, according to the data analysis, had more complex sentences with more clauses and more words before the main clause, implying more complicated noun phrases, as well. Participation in writing classes (Crossley & McNamara, 2014) and development of writing skills may contribute to more complex syntactic features and more elaborate texts.

7.4.4 Cohesion

In the present study, referential cohesion ranged between 16.35% and 77.04% (mean=55.32%, SD=15.71) and deep cohesion between 5.26% and 98.81% (mean=53.28%, SD=23.84) as shown in Figure 25.

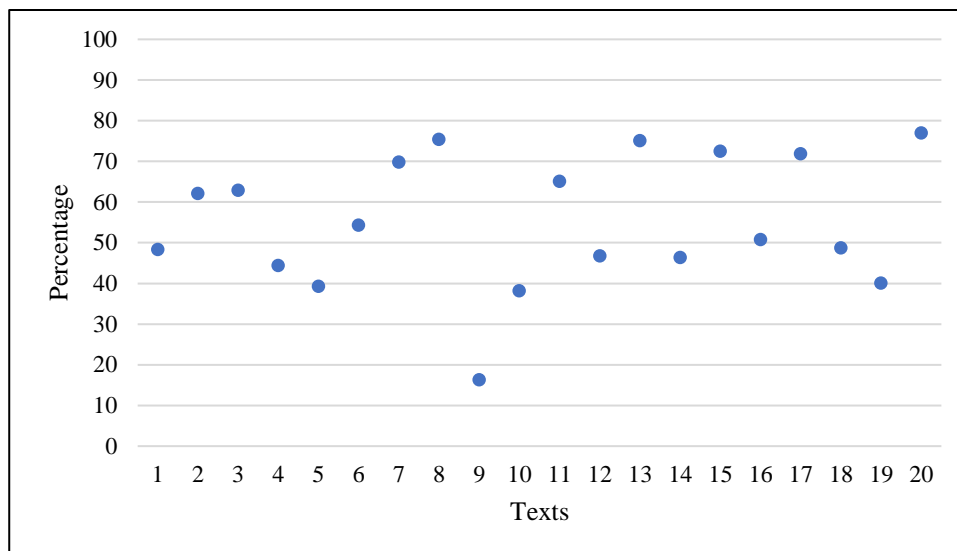


Figure 25 Referential cohesion measures of the reflective writing samples

The Coh-Metrix Web Tool provided data on overall incidences of pronouns and on five types of personal pronoun reference used in the sample texts to refer back to already mentioned elements. Teacher trainees used an average 98.76 pronouns per 1,000 words (Min=73.3, Max=124.8, SD=13.5). The first-person singular pronoun was the most commonly used personal pronoun in all documents (Min=57.8, Max= 113.9, AVG=78.8, SD=14.02), which mirrored writer-centered discourse. Second person pronoun appeared in only two written reflections. However, since a reflection does not aim at speaking about a second person, further analysis of use was needed which showed why the use of you was important. In text 14, the writer quoted from the high school teacher: ‘The lessons usually started like this, “if you are so dull, and if you can’t prepare for the lessons, you should be somewhere else”’. In order to illustrate how offensive the teacher’s talk was, the trainee used word for word quotation which was addressed to the English group. Since it was part of a retrospective reflection, the second person pronoun was necessary. Text 19 addressed the reader through the writer’s opinion: ‘In my opinion it is essential in the language acquisition process to open yourself to new cultural experiences as your own’. Such a life lesson was a conclusion from the writer’s reflection, the use of you could thus be negligible.

Teacher trainees often referred to a group of people including themselves and friends, classmates, university peers, or fellow teachers by using *we*. Twelve reflective writing scripts contained first person plural references, which comprised not only their own experiences, but their experiences in different communities. As members of school groups and academic

communities, teacher trainees' reflection can be made more reliable by monitoring themselves as a group and discussing experiences and possible developmental processes.

Third person singular and plural pronouns were also used in the texts. However, their occurrence was diverse since the singular form was used in eleven texts, whereas the plural form was used in all texts but one. When speaking about one person and referring to them as she or he, writers tended to discuss characters from the professional and school environment, writing about their teachers, peers or students. On the other hand, family, friends, peers, teachers and students were usually discussed when trainees use *they*, *their*, *them*, or *themselves*.

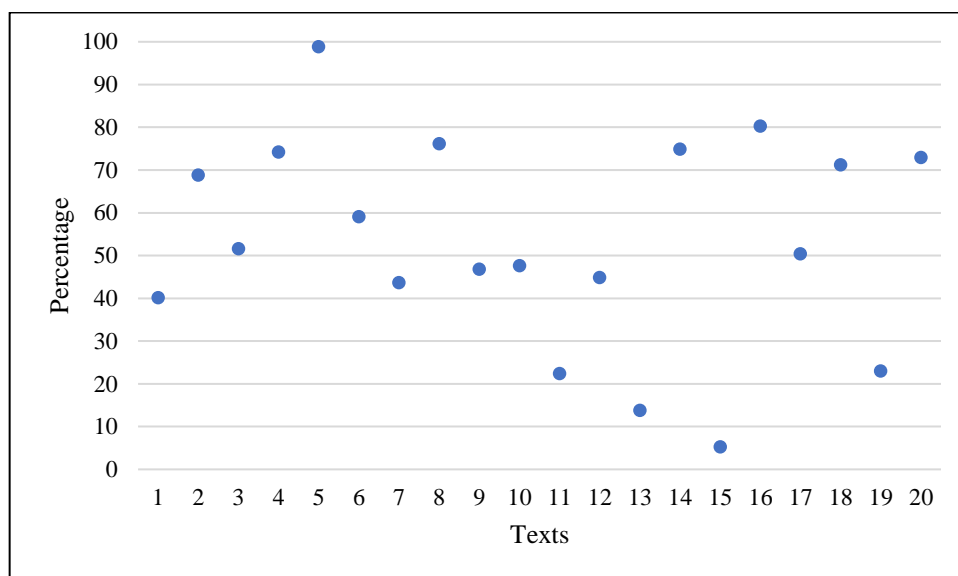


Figure 26 Deep cohesion measures of the reflective writing samples

Deep cohesion-measures implied the quality and the quantity of connecting words in the text. These numbers showed that some trainees did not connect their ideas thoroughly whereas others overused connecting devices. Gaps caused by lack of cohesion may force the reader to make connections (Crossley & McNamara, 2010). However, conceptual gaps can be bridged by expert readers with the help of their background knowledge. In fact, the overuse of cohesive devices may even be disturbing for knowledgeable readers. In contrast, reflective writing is expected to apply cohesive devices to guide the reader in the teacher trainees' developmental process and growth. Connecting devices scaffold reader understanding and support the writer in structuring the text in a comprehensible way. The writer needs to find the golden path using an adequate number of cohesive multiword units but also applying ellipsis when no extra explanation or connection is needed.

Connectivity is a component which displays relations in a text expressed by explicit adversative, additive, and comparative connectives. As shown in Figure 27, connectivity percentage ranged from 0.09% to 50% (AVG= 7.47%, SD= 11.13). However, there was an outlier percentage (50%) in text 18.

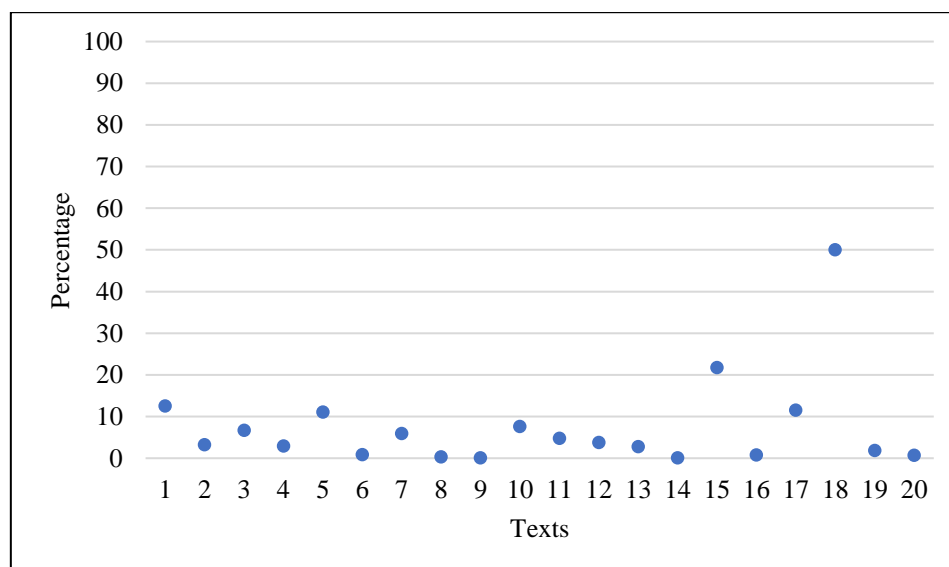


Figure 27 Connectivity measures of the reflective writing samples

To avoid any indirect errors, the text was analyzed twice, and the same figures were obtained. Such a high percentage of connectives indicates the overuse of connecting words and phrases. Overusing connectives may result in disturbance in understanding the reflection.

7.4.5 Readability

In the present study, the mean score of the readability level of the sample was 11.126 (Min=8.712, Max=15.09, SD=1.58), which was in the 6–12 interval describing the average readability level based on the FKGL. Although the texts may be linguistically rich, they did not reach the level of skilled writing which would be above 12, according to the grading scale. There was no statistically significant difference ($p=.018$) between the mean readability level of the sample and the minimum level (FKGL=12) of the skilled writer population.

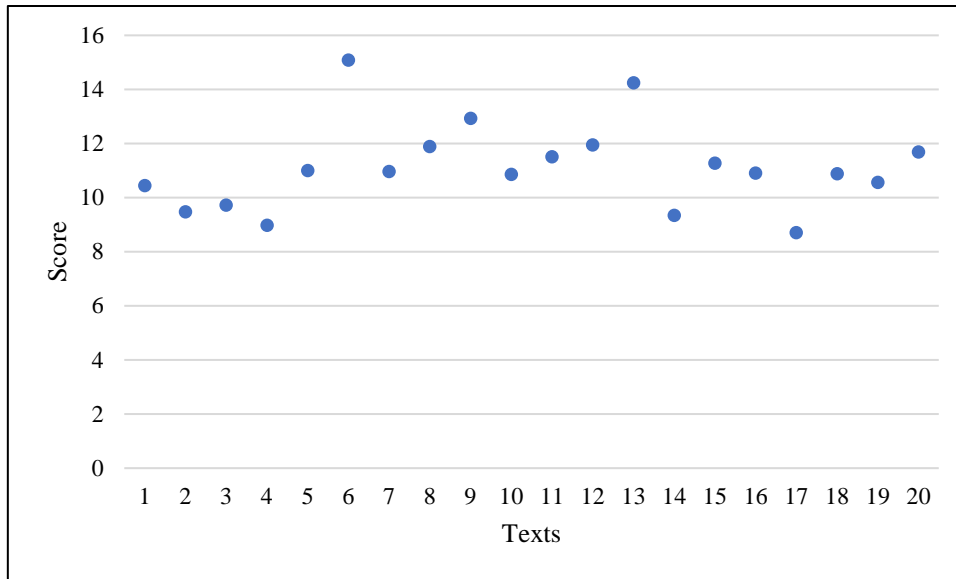


Figure 28 Flesch-Kincaid Grade Level of the reflective writing samples

Apart from not reaching the level of skilled writing, the sample texts did not reach the level of academic writing, according to the FKGL, which was in the interval between 16 and 18. Calculating with the minimum academic level of 16, a statistically significant difference was found between the minimum and the average level since the p-value is .000. The fewer simple structures the text contained, the higher its readability level was.

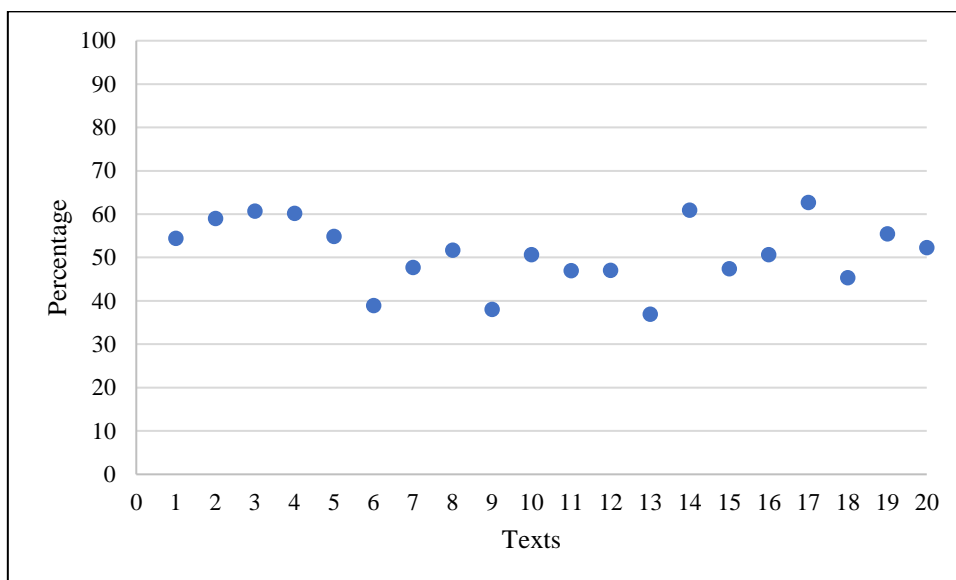


Figure 29 Flesch-Kincaid Ease measures of the reflective writing samples

As Figure 29 illustrated, Flesch Reading Ease scores ranged from 36.86% to 62.65% (AVG=51.06%, SD=7.51). The texts were easy to comprehend; however, as they are academic

texts, they should contain a higher number of complex words in order to have lower ease scores. The scores showed the complexity of the documents which was of paramount importance in the academic context.

Other aspects also contributed to the readability level of a text, some of which were measured in the Coh-Metrix program. In what follows, I discussed how word length, familiarity, and verb cohesion operated in shaping the readability measures. Hughes (1996) claimed that written academic discourse employed “longer and more complex clauses with embedded phrases and clauses, particularly in the form of densely informative noun phrases” (p. 34). Since generally nominalization characterizes academic writing, it results in longer words containing more syllables. Thus, longer words would be expected in the case of academic reflective writing. As shown in Figure 30, the mean number of syllables in the sample was 1.6 in a word ranging from 1.49 to 1.76 (SD=0.08). As a result of the most frequently used words in English, which are generally one-syllable words, the average percentage was greatly affected.

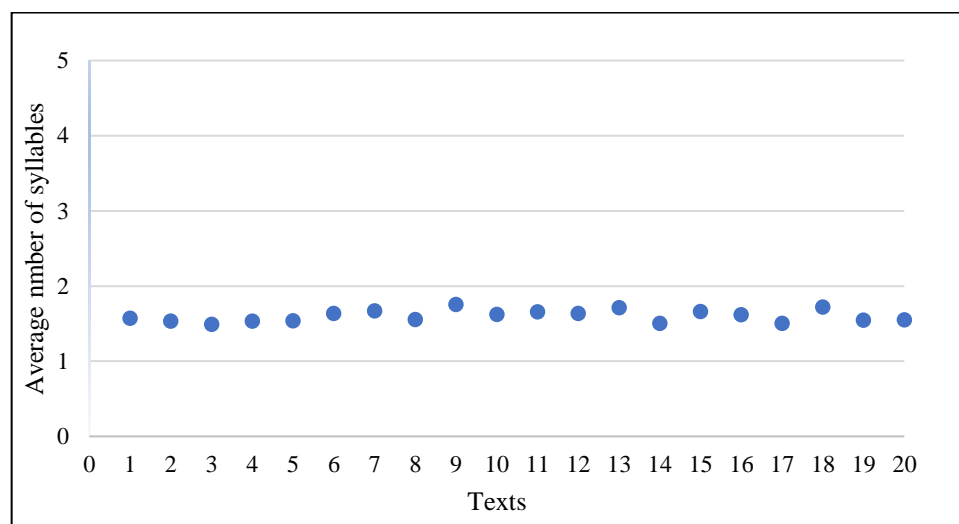


Figure 30 Word length in the reflective writing samples

Longer and more complex words are more difficult to comprehend which would increase the FKGL and decrease the Flesch Reading Ease score. For an everyday audience not specialized in the topic, not only nominalization but unfamiliar vocabulary may also be a constraint. The Coh-Metrix program analyses the familiarity of words in a text. Familiar words are processed quickly by adults according to the program. “Raters for familiarity provided ratings using a 7-point scale, with 1 being assigned to words that they never had seen and 7 to words that they had seen very often (nearly every day). The ratings were multiplied by 100 and rounded to integers” (Coh-Metrix 3.0 documentation). The mean familiarity score for content words was

572.5, ranging from 563.3 to 582.5 (SD=5.9). Data showed high familiarity of content words, resulting in easily understandable texts, even for non-professional or non-expert audience.

Student teachers needed to read more academic texts in order to construct an academic template in their head. Academic reading skills are of paramount importance to be able to establish academic writing skills and understand and acquire the use of field-specific vocabulary. Furthermore, students needed to draft, write, and review their texts to learn about how to write well.

7.4.6 Correlation analysis

The quality of linguistic and discourse features applied in the text influence the quality of writing. Sophisticated phrases, complex structures and appropriately used cohesive devices (see Chapter II) correspond to good academic writing which is an ultimate purpose in the academic discourse community in order to communicate clearly. In order to see what factors have an influence on each other, correlation analysis was done.

Results showed a significant linear relationship in seven cases (see Table 25). A significant positive correlation ($r=.328$, $p=.158$) was found between the FKGL and referential cohesion which can be explained in relation to text complexity. In the case of more complex sentences including sophisticated connective devices and subordinate clauses, the readability level of the text increases, and the text may be more difficult to comprehend, especially for a non-professional reader. The FKGL showed a moderate negative linear relationship with the ratio of the first 1,000 words from the NGSL ($r=-.352$, $p=.128$). As the vocabulary profile of the sample illustrated, the texts were characterized by a high percentage of NGSL1 words. Academic writing should aim at a high readability level, resulting in a lower percentage of frequent general English words.

The ratio of NAWL showed a significant negative correlation with two categories, deep cohesion ($r=-.366$, $p=.112$) and narrativity ($r=-.422$, $p=.064$). Texts of high narrativity level are easier to comprehend since they are more story-like and contain a higher ratio of familiar words. Obviously, a high rate of narrativity may contribute to a lower NAWL ratio. Since pronouns used to refer to already mentioned ideas belong to general vocabulary, it may be the case that the higher the deep reference rate, the lower the academic vocabulary ratio. However, effective writers use not only pronouns to refer to already named phenomena, but also synonyms which

either increase the ratio of academic vocabulary or broaden the class of rare words used in the script.

Besides, overlapping ideas and referencing promote the use of personal, demonstrative, relative, indefinite, and interrogative pronouns which all belong to the NGSL1 word cluster. This phenomenon underlined the correlation between deep cohesion and the NGSL word ratio of texts ($r=.307$, $p=.188$). In the present analysis, a significant correlation was found in the latter case and a significant negative correlation was found between a ratio of NGSL1 and NAWL words in the text ($r=-.565^{**}$, $p=.009$), as hypothesized at the start of the analysis based on the exclusion factor.

Results showed a statistically significant correlation in three cases. First, the analysis showed a statistically significant negative correlation between the syntactic simplicity and the FKGL ratio of the texts ($r=-.714^{**}$, $p=.000$). As already discussed, academic writing ought to display a high level of readability which should relate to complex structures. Secondly, a strong negative correlation was found between syntactic simplicity and FKGL ($r=-.714^{**}$, $p=.000$). The more complex structures there are in the text, the more difficult it is to comprehend. Finally, a significant positive correlation was discovered between narrativity and the NGSL1 word ratio of the texts ($r=.682^{**}$, $p=.001$). Story-like texts are more likely to be constructed of familiar words which belong to the NGSL1 word list. Whereas academic discourse is required to focus on academic and professional style, avoiding colloquial and story-like discourses.

Table 25 Correlations between lexical measures in the reflective writing samples

		NGSL1	NAWL	Off-list	Narr.	Syn. simp.	Ref. coh.	Deep coh.	Verb coh.	Conn.	FKGL
NGSL1	Pearson c.	1	-,684**	-,892**	,732**	,183	,236	,385	,352	-,059	-,772**
	Sig. (2-tailed)		,001	,000	,000	,439	,316	,094	,128	,806	,000
NAWL	Pearson c.		1	,466*	-,568**	,010	-,117	-,478*	-,290	,188	,386
	Sig. (2-tailed)			,038	,009	,968	,624	,033	,215	,427	,092
Off-list	Pearson c.			1	-,715**	-,326	-,220	-,282	-,248	-,048	,775**
	Sig. (2-tailed)				,000	,161	,352	,228	,293	,842	,000
Narr.	Pearson c.				1	-,235	,213	,418	,375	-,282	-,524*
	Sig. (2-tailed)					,318	,368	,067	,103	,228	,018
Synt. simp.	Pearson c.					1	-,350	,150	-,168	,420	-,495*
	Sig. (2-tailed)						,131	,529	,478	,065	,027
Ref. coh.	Pearson c.						1	-,206	-,179	,008	,024
	Sig. (2-tailed)							,384	,451	,974	,920
Deep coh.	Pearson c.							1	,119	-,026	-,261
	Sig. (2-tailed)								,617	,915	,267
Verb coh.	Pearson c.								1	-,063	-,439
	Sig. (2-tailed)									,792	,053
Conn.	Pearson c.									1	-,152
	Sig. (2-tailed)										,523
FKGL	Pearson c.										1
	Sig. (2-tailed)										

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

7.4.7 Uncovering themes and codes

Student teachers' reflective writing was first analyzed with regard to common themes in order to identify the most common aspects connected to reflection. Overall, 1,726 coding references were identified by the NVivo and coding was corrected in cases where modification and re-evaluation of codes were needed. Codes centered around four main topics: *teaching* (40.5%), *language* (29.1%), *school* (16.9%) and *learning* (13.5%) as shown in Figure 31.

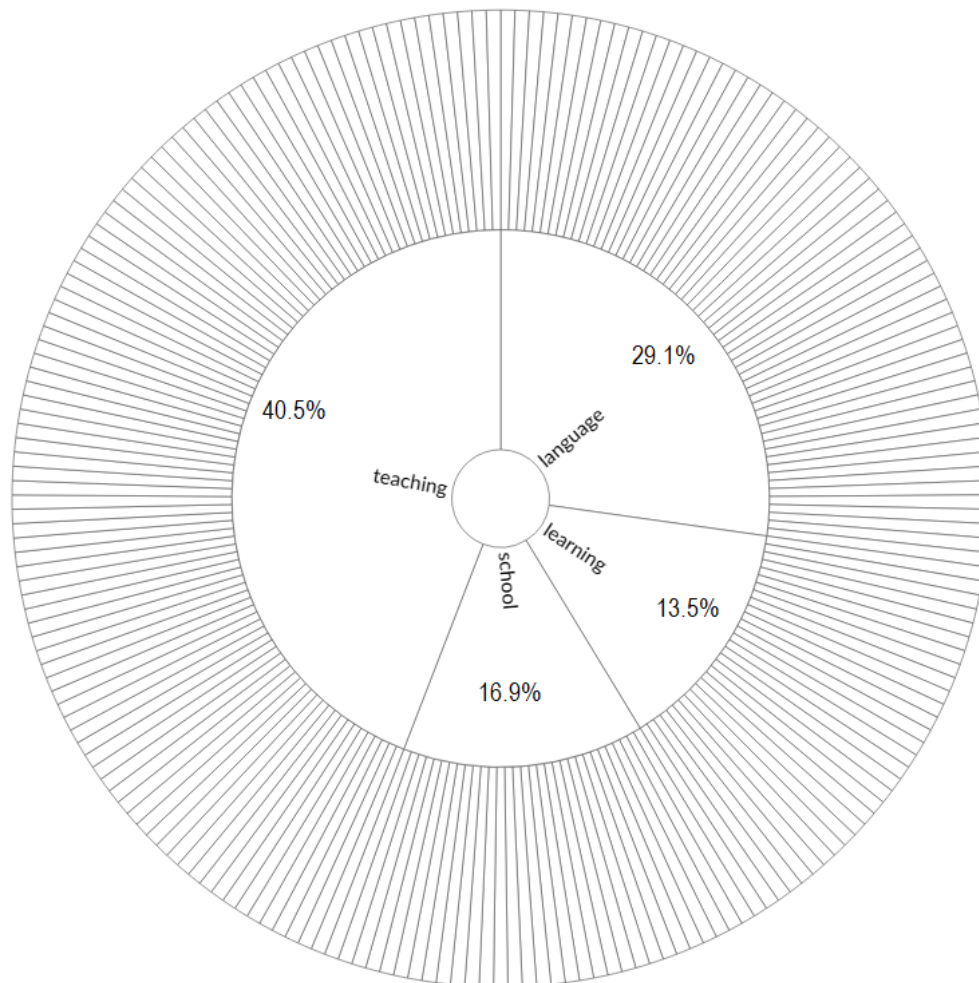


Figure 31 Hierarchy chart of themes in the written reflections

Under the first main category, teaching-, teacher- and language teaching-related statements were mainly found, such as *English teacher* (2.4%), *English language teaching* (2.1%) and *teaching practice* (2%). The following excerpt was codified as *English teacher*:

My main reason at that time was the joy of being able to speak and understand a language that is so different from my mother tongue and I wanted to share this experience by helping others to learn this language which is considered to be a lingua franca. (Text 20)

With regard to the second category, *language, foreign language* (2.8%) was the most commonly discussed theme and *English language* (2%) was the second most common theme coded. However, several subtopics emerged within the topic of language, such as *Russian, Italian, academic* and *practical languages*. Besides specific languages, teacher trainees reflected on language teaching and learning methodologies, private language learning, language knowledge and language groups. The excerpt below shows an account connected to the code *foreign language*.

The idea of becoming a teacher originates in my high school experiences. I have always been interested in foreign languages and literature and I had many teachers who were my role models, and inspired me to become a teacher myself. (Text 15)

With regard to the third main theme, *school*, several school types were mentioned in the texts depending on learning and teaching experiences, such as *primary school* (2.7%), *secondary school* (1.3%), *grammar school* (1.2%) and *vocational schools* (1.1%). Connected to the topic of school, *school life, school library, school experiences* and *studies* were also discussed. Since teacher trainees participated in a teaching practice at the end of their studies, they were able to approach these topics not only through the perspective of learners, but also as members of the teaching staff. The following excerpt illustrates the *primary school* code:

I consider myself lucky as immediately after graduation I could obtain a job in my home town, at the local primary school. I taught English in the 4th, 5th and 6th grades as a substitute teacher, I was in charge of the schoolroom and of the student's council. These two years served for gaining experiences as well as putting my theoretical knowledge into practice at last. (Text 5)

As it can be read in the paragraph from Text 5, an in-service teacher reflected on the experience gained as a primary school teacher. It can be determined that the author was an in-service teacher since he/she talked about the first teaching position after graduation. The script connected primary school to teaching experiences as a full time professional. Although reflection on experience started with a descriptive section, it continued with an analytical perspective connected to gaining experience and connecting theoretical knowledge to practice.

With regard to the last theme, *learning, learning process* (1.9%), *developing learners* (1.2%), *young learners* (1%) and *learning experiences* (1%) were the subtopics discussed in the

reflective texts. As it can be observed, student teachers focused their reflection on their student's learning rather than on their own learning experiences, as in the following excerpt:

Teaching English is a beloved activity in my life since I can transmit knowledge to my students and support them in the process of learning. For that reason, I wished to follow a master degree program in EFL teaching. It was essential for me to develop my professional skills and teaching competences in order to adapt to students' changing needs and interests related to learning English. I always endeavour to support my students in the learning process and increase their intrinsic motivation to communicate in English. I am tolerant, understanding, emphatic and highly motivated to teach. My view is that these traits are indispensable in this profession. (Text 7)

This account referred to the student teacher's affection towards the teaching profession and motivation to motivate language learners in their learning processes. Reflection in the paragraph above was established by a descriptive reflection on the situation and followed by the start of analytical and critical reflective practice taking future development into consideration. Overall, content analysis based on the examination of common themes revealed that reflection on teaching was the most pivotal motive in the texts, and student teachers focused their reflection on their viewpoints as teachers or teacher trainees. Codes and excerpts illustrated that student teachers tended not only to describe events, but also to reflect on their practices and feelings.

7.5 Discussion

The findings of the study reveal that teacher trainees need to improve their academic writing skills both in terms of language use and genre awareness. In order to appropriately address the target audience, trainees have to show their abilities, otherwise they debar themselves from the academic community.

Trainees in the sample used a high rate of general English vocabulary resulting in a high degree of word familiarity and easily comprehensible texts for the everyday reader. Would-be-teachers have to broaden their academic mental lexicon since their texts resemble non-academic, everyday language use. To become effective writers, students should use longer words as a result of nominalization, more complex words and sentences (Biber & Gray, 2010; Carter & McCarthy, 2006; Lee, Saberi, Lam, & Webster, 2018; Lo, 2011). Longer sentences are usually divided into two or more clauses, thus logical relations can be built up with ease. Writing complex sentences including complex phrases creates syntactic complexity which is a relevant

characteristic of written academic discourse. On the other hand, cohesive devices should also be used with caution in order not to disturb the expert reader, especially in the case of a teacher reflection submitted as part of diploma work. Writers need to learn by reading and writing, thus, experience the golden path in creating cohesion in a text.

Samples were well-constructed; however, different structures were used to build up reflective writing. Authors used their own ideas and projects, but they need to learn how to structure the main body of the text to represent subtopics, especially in the case of those trainees who only had three paragraphs in their text. The structure of a text guides the writer in the process of reflection and scaffolds the reader in comprehending ideas and topics. A continuously written, undivided text is difficult to follow and does not give the reader a break ‘to take a breath’.

Genre awareness should be built into writing classes to raise students’ awareness about typical characteristics of certain genres. In the present case, reflection focused more on anecdotes and stories than on trainees’ professional development. Trainees generally included their families, friends, peers, teachers, and learners in the reflection and concentrated on students’ own individuum when writing. However, professional reflection should mainly focus on their personal and professional development, with specific attention to their abilities, talents, skills, competences, and competencies. Therefore, critical reflective practices ought to be emphasized in future university courses.

All language and genre features contribute to how comprehensible a text is. Academic writing is not about writing short and simple sentences with everyday language use. An academic text, regardless of its genre, has to illustrate the writer’s knowledge and expertise in the targeted field. Since the sample texts analyzed showed average reading scores, which significantly differed from the academic level described in research literature, trainees in the future should pay special attention to their language use. Academic documents are not written for the everyday reader, but target a specific audience interested in the disciplinary field. These findings could provide better insights into domains in need of improvement concerning writing reflective reports, such as academic vocabulary, syntactic structures, and cohesion, all contributing to the readability of a text. Thus, the present research may support writing skills courses in Hungary and other countries where English is taught as a FL in recognizing the need for a more thorough implementation of academic vocabulary in course syllabi. Findings indicate a need for further research in the field to obtain a more elaborate picture of EFL teacher trainees’ writing skills and competences, as well as problem areas in need of improvement.

7.6 Conclusion

In this study, pre-service and in-service teachers' reflective writing was analyzed in qualitative and quantitative approaches. Studies have showed that reflection encourages growth as a professional and may motivate student teachers to think about their experiences as learners and teachers in a critical way. However, student teachers need scaffolding in developing their reflective and writing skills connected to the genre of written reflection. Findings of the present study have shown that although student teachers knew what themes they needed to focus on, university tutors should provide them with templates or patterns to follow. Besides, educators may also discuss sample writing scripts with student teachers in order to examine them and collect ideas to reflect on. Critical reflection, however, is not a practice that student teachers can learn by reading. They need clear guidelines for appropriate language use and strategies of reflective practice. Although anecdotes are a means of recalling events, student teachers are required to distance themselves from certain situations and analyze them critically to improve their professional skills and personalities.

Chapter VIII Case studies

“Each of us has a story to tell if the right person happens to come along to ask.”

(Wolcott, 1995, p. 249)

8.1 The aim of the study

This study focused on three main aspects: examining novice teachers' English language learning experiences, teaching career and their thesis and portfolio writing processes. All three factors may have a prominent influence on their attitude towards teaching and their professional career paths. My aim was to examine novice teachers' English language learning and teaching experiences with special attention to pivotal factors. Besides, English teacher presence was analyzed regarding the stories told, since teachers may have a great effect on future teachers. Thirdly, teacher characteristics and competencies were examined based on narratives told by interviewees. Finally, procedures and aspects connected to writing the teaching portfolios and theses were examined to shed light on their experiences, beliefs, and opinions. In order to process interviews in detail, the following research questions led the analysis:

RQ1 What teacher characteristics or competencies are essential according to the interviewees?

RQ2 What role did English teachers play in the interviewees' life?

RQ3 What challenges did teacher trainees encounter while writing the documents?

RQ4 Why did the interviewees choose their topics?

RQ5 How do interviewees evaluate their writing as they look back?

RQ6 What would student teachers change in their writing?

RQ7 Looking back on the products, what kind of advice would trainees give to future students writing theses and portfolios?

8.2 Participants

Although a single case or a small sample cannot be representative of a whole population, all participants were chosen based on being representative of a particular teacher population. First of all, participants accomplished their teacher education program at the University of Pécs and participated in a one-year teacher training program as well. Secondly, they were novice teachers

and had been practicing the profession for more than one year. Novices who had graduated in the preceding five years were chosen since their experiences had already been stabilized but were still active and living in the memories. Thirdly, three men and three women were interviewed in order to represent the novice teacher community concerning gender. However, this is not the gender distribution ratio among students. As Fényes (2009) reported, 52.7% of students attending teacher education were women in 2004 and this percentage has been growing ever since.

Participants work in secondary schools and/or private language schools in Hungary. In order not to reveal the novices' identities, pseudonyms were used: Andrew, Elena, Gregory, Kate, Leah, and Marcus. Interviewees seemed to be motivated and determined teachers who aimed to develop not only their students' language skills and personalities but their own selves as well.

Convenience sampling was applied in the study, novice teachers who I knew from my university years were invited to participate. However, since as researcher I had known a number of novice teachers, I attempted to invite those with different personalities in order to hear different narratives.

8.3 Data collection

Semi-closed, one-on-one narrative interviews were conducted to collect data about novice teachers' experiences. Interviewing was done between 10th June and 2nd July 2021 in person in three cases and online in the other three cases. Interviews conducted in person were done in three different places chosen by the participants: in a park, at the university in an office, and in the interviewee's home. Interviews lasted between 24 to 50 minutes depending on the interviewees' talkativeness and the length of their narratives. The same interview questions were asked; however, the order of the questions might have varied. On the other hand, interviewees had the opportunity to make their own choices when answering questions. For instance, best and worst experiences were included in one question in order for novices to decide which experiences they wanted to talk about. Such alternatives were offered to avoid recalls of experiences they would not want to open up about. The interviews supported the examination of novices' experiences in real life context.

Narrative interviews were chosen to be conducted because the practice of storytelling is seen as a natural way of speaking about experiences. "A story is an account involving the

narration of a series of events in a plotted sequence which unfolds in time” (Denzin, 2000, p. xi). Everyday-like storytelling may facilitate memory recall and prevent possible anxiety caused by the interview setting. Narratives encompass not only everyday situations but research studies as well, since the term refers to

stories told by research participants (which are themselves interpretive), interpretive accounts developed by an investigator based on interviews and fieldwork observation (a story about stories), and even the narrative a reader constructs after engaging with the participant’s and investigator’s narrative definition further (Riessman, 2008, p. 6).

Moreover, storytelling is a means of identity formation and construction in communities, thus, interviewees construct their identities in the interview by connecting to other persons and actions and form their realities and views within. On the one hand, speaking about personal narratives may affect their identity formation by realizing certain factors in their experiences. On the other hand, telling personal stories connected to similar life-events creates interconnected experiences having influence on other members of the community.

8.4 Narrative analysis

Narrative inquiry is a naturalistic and qualitative form of analysis in which data is collected from multiple sources. In the present case, spoken samples gathered with narrative interviews were analyzed. As Riessman (2008) writes, narrators speak about experiences in different ways which may suggest additional aspects connected to the experiences which are not always clearly uttered but displayed by language, irony, and other language functions. “Individuals use the narrative form to remember, argue, justify, persuade, engage, entertain, and even mislead an audience” (Riessman, 2008, p. 8). In the case of a narrative interview the narrator’s aim is to remember, recall, justify and make a story become part of the social knowledge. A narrative can reveal a person’s experiences and practices from an emic perspective (Fodor, 2012, Lugossy, 2018). Narrative analysis is case-centered, but researchers can generate general concepts based on individual experiences. As Riessman (2008) claims, even though narrative analyses examine cases, results can be generalized which means “theoretical propositions” (Riessman, 2008, p. 13).

Good research is characterized by four quality principles: truth value, applicability, consistency, and neutrality. The counterparts of these quality criteria are credibility, transferability, dependability, and confirmability (Frambach, van der Vleuten, & Durning, 2013; Lincoln & Guba, 1986). I discussed these criteria in detail in the following section.

8.5 Quality criteria of narratives

Riessman (2008) states that narratives are not only factual reports of events, but stories told from a certain viewpoint seeking to “persuade others to see the events in a similar way” (Riessman, 2008, p. 187). A certain event may be experienced in different ways by observers and participants as a result of their roles, emotions, and/or the event having effects on them. Thus, people experiencing the same event may form different stories and their viewpoints are mirrored in the narratives told. Narratives are reflections on past events, as Denzin (2000, pp. xii-xiii) claims:

Of course narratives do not establish the truth of such events, nor does narrative reflect the truth of experience. Narratives create the very events they reflect upon. In this sense, narratives are reflections on – not of – the world as it is known.

As discussed with novices before the interview regarding the informant consent, no risks or obligations entailed participation in the interview. Thus, interviewees had no point in lying in their stories. However, emotions as a result of events might have had influence on their actions and their own understanding and viewpoint on the narratives. In order to state that the narratives told were credible and dependable and the narrators were trustworthy, the relationship between me as the researcher and the interview participants had to be stable and confidential. Credibility and dependability of narratives depend mainly on the narrator him/herself. Besides, the narrator has to be certain that the interview and the interviewer does not threaten him/her personally and/or professionally. Moreover, respondents were asked to review the transcribed interviews, and they were given the chance to change their narratives or words and add to them if needed. After examining the reviewed transcripts, I found that interviewees did not change the content of their stories, corrections focused only on repeated words or corrected grammatical structures.

Transferability and confirmability cannot be applied in the case of narratives since they were mirrors of personal experiences and subjective stories.

8.6 Quality criteria of narrative analysis

In order to enhance credibility of findings, six novice teachers were invited to participate in the study in order to collect data from multiple sources. Moreover, after review done by participants, I could be certain that the interview analysis and interpretation would be conducted on trustworthy texts, thus findings would be credible.

Patton (1990) uses the term interview validation which is usually referred to as credibility in the case of qualitative research. Patton (1990) states that an outsider colleague may help examine research questions and conclusions. On the other hand, a colleague may see new viewpoints not discussed in the findings.

Certain life events in the present might have an influence on recalling memories or rethinking topics and stories might result in new narratives in the case of recreating the study with the same questions and participants. If the study is replicated with the same interview questions but different participants, answers can be similar or absolutely different as a result of different cases and different past experiences. Dependability refers to consistency of research findings which can be increased by the transparency of research procedures (Moon, Brewer, Januchowski-Hartley, Adams, & Blackman, 2016), see previous sections on participants, data collection, and data analysis. Dependability also means stability of data over time, which depends on participants telling the same stories to answer the interview questions. However, the topic of an interview can be investigated through a great variety of questions depending on the researcher. If the interview questions are altered, but deal with the same topic, stories may be different but similar or the same findings may be found.

Dependability can also be called interview reliability (Patton, 1990). Patton (1990) claims that every interviewer comes with a set of views and assumptions resulting in bias. Nonetheless, I did not ask interview questions that indicated possible “good” answers, so the question-order bias was filtered out. Besides, researcher experiences were excluded in the analysis of data, narrative answers were examined exclusively. To sum up, concentrating on the participants and avoiding any researcher bias supported preservation of confirmability in the study.

8.7 Results and discussion

8.7.1 Essential teacher characteristics and competencies

Regarding teacher competencies and characteristics, three scenes were identified during the analysis of interview transcripts. Interviewees were asked to characterize their favorite teachers, which resulted in detailed descriptions of teachers from their elementary and high school years. Several features were highlighted in their narratives with examples supporting the facts told. In order to avoid bias connected to English lessons and teachers, the interviewees were let to talk about any teacher they were fond of. Four of them spoke about English teachers, one about a literature teacher and one about a math teacher.

Novice teachers' attitude towards the English language and teaching might also have been influenced by their past relationships with elementary school-, secondary school- and private teachers. Good relationship with a teacher obviously has a positive impact on teacher trainees' future career.

Inner and outer characteristics and teaching competencies were also highlighted by the informants. On the one hand, two informants described their former English teachers as "young" and "really young" women. As Joye and Wilson (2015) found, young teachers are considered to be more attractive and warmer than older teachers. On the other hand, in one case, the teacher before retirement was characterized as short, having short hair and big glasses, looking like the typical math teacher. As Joye and Wilson (2015) reported, an older female teacher may trigger students' ambition to please the mother figure and work harder. Besides, an informant described his relationship with his favorite teacher as follows, 'it felt like a mother-son relationship almost', which also supports the idea above.

Although teacher appearance might be essential for students, their personalities greatly affect students' attitude towards learning. As Wubbels and Brekelmans (2005) claim, interpersonal behavior greatly affects student behavior and performance in both positive and negative ways. According to the Model for Interpersonal Teacher Behavior (MITB; Wubbels & Brekelmans, 2005), the two dimensions, influence and proximity, "underlie eight types of teacher behavior: leading, helpful/friendly, understanding, student responsibility and freedom, uncertain, dissatisfied, admonishing and strict" (p. 8). Personality traits, such as being nice and amazing were mentioned; however, they are not closely connected with teaching. Most teachers were characterized comprehensively as good, great, or talented ones.

All in all, four traits were connected to teaching but were not included in the teacher competency list, which teacher trainees have to take into consideration when writing their teaching portfolios: preciseness, patience, consistency, and strictness. Being precise is essential in all professions so that to be able to do a good job. However, patience may provide students the opportunity to think and participate in classroom discussions. Consistency was highly valued by two participants since they, as students, could have a clear understanding of tasks, requirements and possible consequences were clear-cut. Interviewees, who mentioned strictness linked it to another aspect or characteristic: *She had a very strict style to her, and she made me work a lot; she was strict, when she had to be she was forgiving, she made me take things seriously; she was strict but consequent, and I really liked it in her.* Although strict teacher behavior showed no significant linkage to student outcomes in Goh and Fraser's (2000) study, and Wubbels and Brekelmans (2005) claim that it has a negative effect on student outcomes most of the time, interviewees in the present study emphasized strictness as a positive teacher characteristic.

In terms of elementary and high school teachers, essential teaching competencies were also discussed: knowing students personally, knowing a way to teach grammar and vocabulary well and in the right order, providing creative and extra materials, being motivated to teach and being able to motivate students. These characteristics could be connected to developing students' personality; and planning the pedagogical process in the competency list.

Preservice teachers' experiences and professional and personal development during teaching practice depend greatly on their relationship with their mentor teachers as Izadinia (2015) also states. A supporting mentor-preservice teacher relationship may result in motivated and confident novice teachers. Some beginner teachers may need not only academic, but also emotional support. However, the lack of such aid may affect the development of confidence negatively in novice teachers and block them in taking risks and experimenting in the classroom. A healthy and motivating relationship with a mentor teacher may have a positive impact on preservice teachers' academic and personal development and on their future career as teachers.

Unfortunately, some interviewees had negative experiences with their mentor teachers; however, important characteristics and competencies of mentors were also described by them. The so-called *good mentor* was characterized as enthusiastic, positive, understanding, productive, and constructive. These qualities are crucial for pre-service teachers since most of

them encounter learner groups for the first time during the teaching practice. If they do not get the appropriate help and support from their mentor teachers, it may affect their personal and professional life as well. Besides these traits, interviewees highlighted factors which were also essential during their practice: having meaningful feedback sessions, trusting the trainee, giving them new ideas, improving plans and activities together, giving them space and time, saying that the trainee does not have to be perfect.

According to Izadinia (2015), good mentoring has three components: (1) encouragement and support; (2) open communication; and (3) feedback. Her findings are supported by the interviewees' reflections in the present study. Regarding encouragement and support, even though only three interviewees claimed to have a good relationship with their English mentor teachers, four of them reported on motivating ideas and feedback given by the English mentors. Leah described her mentor teacher as a person who helped her realize what she had not realized earlier. As Leah reports, the most encouraging feedback she got from her English mentor teacher was that *she said that I'm a charismatic person and that I'm really patient with the students and that I'm not that fast, I am not talking too fast although I can talk really fast. And that the students are paying attention to what I say. So that was important for me.*

Gregory developed his confidence through the mentor's trust and support: *Probably that last part of the teacher training when my mentor had to travel away for one week and I was basically given all of his lessons to do in his absence. I was his first choice, so he didn't even have second thoughts about giving them to me. That trust which he gave me on that week was very inspiring for me and it really made me think that "Okay, I can do this, he trusts me, I need to trust myself so that I can do it."* As Patrick (2013) also reports, freedom given to beginner teachers is perceived crucial in their professional development and contributes to their positive teaching experiences. Personal and professional support by a mentor teacher enhances developing a positive attitude towards teaching and towards students. Kate also touched upon the aspect of support when she talked about her English mentor giving her ideas and ways to improve her lesson plans and activities. She felt that her mentor was satisfied, and wanted her to improve. On the other hand, Kate also told me about her French mentor teacher: *At first, she wasn't ready to be open to new ideas, but after a while she accepted how I wanted to try things. I got some space and time for that. It was really nice, eventually, we became friends if we can say so.* Getting space and freedom in the classroom appeared as an essential aspect in Kate's case as well. Although Andrew did not have a good relationship with his English mentor, and they

never had a feedback session, the mentor teacher gave him positive feedback after the teaching practice: *I remember she had really kind words which felt true. So I felt that she was not writing it just to keep me motivated for this profession, they were words from the bottom of her heart.*

Elena and Marcus did not have good relationships with their English mentor teachers which resulted in not getting constructive feedback sessions or not getting any at all. In what follows, Marcus' story is presented about his relationship with the mentor teacher which arose from a question about how the teaching practice influenced him:

Well, not in a good way. It wasn't a very good experience actually. The guy, my mentor teacher was not...wasn't a very good mentor teacher, let's put it that way. He did not want to help me at all. After getting to know him a little bit better I didn't want to learn from him either, he didn't have much to offer, that's what I would say. I gave him a shot, we tried to work together but I guess because of our personalities, because of our differences, as to whatever thoughts were on teaching, we never really got along and we actually had one fight, an argument, at one point. It was at the very beginning. We had one of our feedback sessions after class and he pointed out a few things that he thought that were kinks that I had to work out and I told him how I didn't agree with his assessment but in a very polite way, and a constructive way. He completely shut down, he lashed out on me, and he raised his voice and he told me off, and he told me how, you know, he is the mentor and I'm just a student. Even though I had been teaching for quite a while at that time as well, so I was a full-fledged teacher myself. I was teaching at a high school, and I still had to do the teacher practice which also kind of made me angry at that time. Now I realize that maybe I was more negative towards the whole thing than I should have been, I guess. So, I'm a culpable as well in this story but the way he coped and the way he treated this whole thing was no longer professional. I did not get much out of it, we never had a feedback session after our failed one, so yeah.

Marcus characterized his former mentor teacher as *not a very good mentor*; however, tellability as an aspect may have played an essential role in his narrative since he added *let's put it that way*. He formulated his story in a way that it was tellable to an audience. As the narrative evolved, Marcus also went through personal development since he realized not only the teacher's mistakes but his own mistakes as well. The story's complicating action, namely the argument, resulted in the bad relationship between the mentor and the preservice teacher. His

good moment during his teaching practice was connected to his students: a specific mystery that task he constructed for them. His students worked on that task in their free time and he got positive feedback from the parents as well, which could obviously outscale his negative experience with the mentor teacher.

Elena's story about her relationship with the mentor teacher was different since although they had feedback sessions, they were not motivating or constructive:

Well, I think we didn't have feedback sessions, it only consisted of telling me what I did wrong. But they, because I had more mentor teachers, they never let me know what I did right. So only the negative things were emphasized and not the positive ones. I can understand that also the negative things had to be emphasized but I think it would have been more successful if positive things had also been highlighted.

Feedback can be presented in different ways depending on the aim of the session. Emphasis put on mistakes and the lack of positive feedback and praise may demotivate preservice teachers. Elena was able to critically analyze her story and say what her mentors should also have added during the sessions.

Having a bad relationship with the mentor teacher during the teaching practice can result in such a deep negative experience that the beginner teacher leaves the profession. Despite negative experiences with mentors, students also have an effect on preservice teachers. Especially in Elena's case, since she highlighted that the most encouraging feedback came from learners. Her students were asked to write saying goodbye messages and *quite a lot of them wrote that I should continue this profession*. Motivation can come from all sorts of sources.

Finally, interviewees were asked whether they think they learned anything during the one-year teaching practice. They focused on various factors concerning this question, connected to students, other teachers, and their own self. Two teachers stated that the teaching practice meant personal rather than professional development for them in terms of becoming more confident and finding the appropriate tone with the students. Three interviewees stated that they learned about classroom management, dealing with misbehavior, difficult situations and standing in front of a class with confidence. One of them, Gregory, highlighted that any kind of mischief needs to be treated in the context of the reason for misbehavior. Leah focused on scaffolding students by being patient and emphasizing *the important things* so that they knew what

vocabulary was essential, for example. Since some of the interviewees had already had some experience in teaching before the teaching practice, Elena and Kate reported on learning about teaching materials, books and games available. Marcus highlighted that he learned to be supportive towards other teachers. These aspects and qualities can be closely connected to following teacher competencies: improving learners' literacy skills and abilities by using disciplinary knowledge; controlling and organizing learning progress; and professional cooperation and communication.

8.7.2 Thesis topics

Choosing the topic of the thesis can be of paramount importance for some university students since they need to deal with their topics for a longer period of time. In order to create well-constructed and thought-provoking materials, they need to keep themselves interested in the topic and motivated in researching it. As a result of these aspects, teacher trainees get their ideas from different sources. During the analysis of the interviews five main motives were identified, namely scaffolding student learning, passion, self-improvement, experience, and continuing previous work.

Two interviewees, Marcus and Leah told me about their motivation to help their students in learning languages and learning English. Leah talked about her commitment to help students learn foreign languages make them realize that there are different techniques strategies and methods which they can utilize in learning new foreign languages. As she claimed: *This is really okay if someone can learn with pictures, it's really okay if someone can learn only with authentic video materials. That's okay if we are different. That's important to students that they need to know that there are different ways of learning.* Besides, Marcus focused his thesis topic on a specific group of learners, children with disadvantaged backgrounds, gypsy children. As discussed in Chapter III, implementation of diversity into teacher education is still a field to be improved. Liskó (2001) investigated the situation of schools attended mainly by students with disadvantaged background and examined the issues that teachers need to face when educating them. Her findings revealed the need for teachers' professional development to communicate with gypsy children and their parents and teachers' preparation for improving students' language skills in all subjects (Liskó, 2001). As a result of such gaps in the curriculum and teacher' education, teachers need to develop their own methodologies and techniques to deal with such situations in real life contexts (see also Public Policy and Management Institute, 2017; Varga, 2022). Even though studies have investigated different aspects of the field even after Marcus'

thesis (Balogh & Bóka, 2020; Orsós, 2020), English language education has stayed out of the focus of publications. Marcus' impetus was to establish a curriculum for these students concentrating on their bilingualism, which can help them prepare for the school leaving exam in English.

Gregory's thesis topic was influenced by his passion both in his mayor and minor subjects. Thus, he decided to fuse his subjects and focus on them in a CLIL project, as he stated, *it's one of my big passions to teach geography in English*. He created a digital questionnaire based on his geography lessons taught in English and sent it to his former students to get to know more about the aspects of CLIL from the students' perspective. Even though research had been done on CLIL projects including the subject of Geography (Bakti & Szabó, 2016; Papaja, 2013), a study focusing on students' beliefs and opinions could reveal more details in the topic.

Most teacher trainees have an aim with the chosen topic and devote plenty of time working on their research. Kate's purpose with the chosen topic was self-improvement since she encountered difficulties with classroom management and communication, therefore, she *decided to improve that and chose the topic of questions, how to ask questions, how to generate conversations in language lessons*. Moreover, her consultant suggested her to include the theme of beliefs in her thesis which she found interesting to deal with.

In certain cases, the past may greatly affect present actions, which also happened with Elena. As a result of her negative elementary and high school experiences with English lessons, she committed herself to dealing with motivation. She talked about her dissatisfaction during her school years which rooted in *awful* English lessons focusing on grammar translation and memorization of final exam topics. She critically reflected on other possible activities which would have had greater or more positive influence on her during that time.

In Andrew's case, his past research influenced his master's thesis, because he wanted to follow up on his topic of lying. Although he was discouraged to continue working on this theme, Andrew wanted to find a similar topic which is not only connected to lying but also to teaching. Therefore, he decided to deal with cheating which he thought was *similar to lying in a way that it is done by an intention to avoid some other ways which might be harder ways to achieve something*. He managed to find a theme which he had genuine interest in and could also serve as a veritable sequel.

Having a closer look at the topics, all were related to the topic of teaching and trainees were motivated to deal with them. Dealing with a topic which appeals to the author supports motivation throughout the procedures and maintains interest even during hard times of the writing process.

8.7.3 Challenges while writing

Challenges can come in different shapes and forms depending on various circumstances; however, pre-service teachers need to overcome these in order to successfully write up their document in time. According to Bazerman (2013), a writer needs a set of aspects and plenty of time to become effective: “expanding repertoires of tools, resources, and strategies; fostering abilities to address a variety of situations; increasing confidence to take on difficult tasks and make strong statements that risk social and material consequences; and developing powers of focused concentration” (p. 422). As he states, students need to work hard and learn to address challenges.

As Elena reported, her worst moment during writing was when her computer stopped working and *I didn't remember whether I was saving it to my pendrive and sending it to my Gmail account and I was in shock while I was searching for the document*. Fortunately, Elena managed to find her work and successfully submitted it for review.

Although Kate did not face a crisis while working on her thesis, she did work a lot with classroom observations and question analyses *until the very last moment to get everything right*. Leah also highlighted the importance of time during the writing process, since students need to submit the final version of their thesis and portfolio. According to her beliefs, two semesters are needed for doing research and writing it up since learners cannot rush it especially if students are included as participants.

Writing the thesis took Marcus one year, however, as a result of his determination he started to monitor their sessions, record their activities and collect data from the very beginning. As he described it, although presenting their work towards the final exam was a *big job* because of their attempts and failures, he could finally succeed in analyzing and summarizing his data and findings. His crisis emerged as a moment having a positive and a negative impact as well created by his advisor's corrections of his first version: *There were so many things in red*. However, after the first shock and perusal of the feedback, he was able to harmonize his thoughts and

ideas, the data he collected, and the proper literature. As he said, his advisor helped him present his thoughts in a well-structured way and select irrelevant information which ought not to be added to a thesis. Support provided by the advisor may give not only clarity, but also extra motivation during arising crisis periods.

Working on a certain topic may cause difficulties for some, especially if research and writing procedures take a longer time than expected. As Andrew reported, he had his worst moments every time he had to sit down and continue his thesis since he had to reread the whole document. Continuous review of one's own work may take time and energy but can improve quality and elaboration of the theme. However, some university students do not have the opportunity to spend a large amount of time writing their thesis. In Gregory's case, as a result of him being at university, doing teaching practice, and working at a language school, he had to work on his thesis and portfolio during the weekends. He was able to finish his thesis in half a month which included compiling a questionnaire, filling it out with students and assessing and writing up data.

Although difficulties may detain student teachers during their writing processes, their main aim to finish their materials need to be born in mind. As it can be seen in the reported cases, interviewees were able to overcome motivational or technical issues or even excess workload with a clearcut purpose visualized.

8.7.4 Retrospective evaluation

The evaluation concerned the academic value of their written documents whether they considered the written products academic writing. Interviewees were also asked to give reasons supporting their opinion about their scripts in order to shed light on their ideas on the concept of academic writing. Five interviewees claimed their documents to be academic and one stated that his thesis is *at the start of academic writing. So, there was room for improvement on being more specific, on being more selective of the words that I used not to repeat myself.*

Marcus founded his opinion about his documents to be academic on its structure including three aspects, namely, *it has one basic question that we're looking the answer for, and it's supported by existing literature and by own ideas and the data that you collected.* The structure of a document depends on its genre, which is an essential element of the five types of knowledge in L2 writing mentioned by Hyland (2003). In Marcus' case, context knowledge refers to being

familiar with previous literature as well as being able to identify the gaps in the literature and the questions to ask. Besides, system knowledge includes being aware of the formal conventions and the structure which ought to be applied. Composing academic writing also aims at utilizing field specific vocabulary which was referred to by four interviewees. Elena noted that she *tried to use academic vocabulary* and Leah also stated that she had *focused on using the words* that she had learned at university. During university studies, teacher trainees are required to participate in and do courses on developing the four skills and academic language use. As Leah said, “if you hadn’t got those courses at the university, it would have been impossible to write such an academic writing because this was and this is academic writing”. She highlighted two fields, didactics and pedagogy which she used discipline specific vocabulary from. As Luey (2006), Snow and Uccelli (2009), Swales (1986) and Sword (2012) claim, academic diction is a characteristic of academic writing with more precise, formal, complex vocabulary, in certain cases using technical, discipline-specific or cross-discipline terms. Nonetheless, researchers also state that academic writing should rather be plain and diverse than ornate and over-explaining. Andrew said that he *was using the words that [he doesn’t] use now* in his compositions.

Besides using words that he does not use any more, Andrew highlighted two other aspects as well: *I used such sentences that I don’t really formulate now because I don’t have the audience to speak to in a way like this*. Andrew touched upon a crucial factor when discussing audience, since trainees as writers create a special bond with their readers through their writing, as Bazerman (2016) also states. However, writers need to know their audiences as Davis, Davis and Dunagan (2012) claim and be able to persuade them by creating engaging and informative texts (Hyland, 2019) that they are valuable members of the academic community. Specific requirements are determined in academic contexts which need to be fulfilled by writers in order to convey meaning formally and implementing the requisite specifications.

While applying required elements of academic writing, student teachers are required to create well-structured and meaningful academic writing which they need to knowledge for. As Kate claimed in the interview, *I think I have the knowledge to write professional texts, texts that are about teaching, in a proper way with the proper vocabulary*. Kate’s argument can be traced back to Hyland’s (2003) position of the importance of process knowledge in L2 writing and the procedures of planning, writing, revising a paper.

Reading through the interviewees' explanations, it can be clearly observed that they were aware of the requirements set by the university and the academic community, and they composed their writing according to those criteria. If teacher trainees as members of the academic community are able to apply the necessary aspects and elements of academic writing, they will be able to show their voices in the academic context helping the "text gain credibility and attention" (Bazerman, 2016, p. 13).

8.7.5 Changes in retrospection

When teacher trainees as writers look back on their products and "on the words committed in their texts, they can come to see themselves as having expressed identities and have created their own voices" (Bazerman, 2016, p. 13). They committed themselves not only to those words but also the challenge of writing two well-structured and compiled pieces through a certain period of time, whether it took 3 months or a year. All their ideas and identities are present in their texts.

Two interviewees, Andrew and Marcus reported on their delight in their written pieces. As Andrew said, *I was happy to write it and I was looking forward to defending it*, which also shows his pride towards the finished document. Marcus elaborated on his view on his materials as follows, *I'm pretty happy with the outcome. I could add more things. My overall idea about it would not change so adding a few things, not changing or altering it, just adding more things to it*. It is thought-provoking that both of them used the adjective *happy* to describe their stance towards the written products since "happiness and unhappiness become dynamic organizers of a personal cosmos" (Grimm & Boothe, 2007, p. 139).

Looking back on documents written years ago may make a writer uncertain about particular sections or thoughts as a result of personal and professional developments since the submission of the documents. Elena reported on putting a CLIL project into her portfolio which she would not include because as she said: *now I know that it was written for ideal children, but it wouldn't work on a typical lesson*. Experience with time supports professional improvement and critical thinking in terms of lesson plans and materials.

Leah would utilize a minor change concerning the number of participants she had in her thesis research. As she claimed: *Maybe in the thesis I would have more participants because I only had twelve. It would be better*. Although the main goal in qualitative research is not

generalization, increasing the number of participants may increase the transferability of the conducted research as well. According to Lincoln and Guba (1986), trustworthiness in qualitative research was suggested to be applied which include credibility, transferability, dependability, and confirmability (pp. 76-77). Transferability refers to “Thick descriptive data – narrative development about the context so that judgements about the degree of fit or similarity may be made by others who may wish to pally all or part of the findings elsewhere” (Lincoln & Guba, 1986, p. 77).

Originally, Kate wanted to conduct research on a different theme than her submitted thesis topic. When asked about changes she would make as looking back, she mentioned that she would change the topic and go with the original one; however, she claimed that she was aware that she might not have been able to finish her piece in time. All in all, she does not regret any decisions she made while writing. Her final evaluation sounded as follows:

I don't remember regretting any decisions I made. Maybe, if I read it now, right now, I might find some things to change. But to tell the truth, I wrote it, then I read it through, and after two years I read that again, and I don't remember finding anything bizarre in it. There might be some things, but I think overall it's fine. The portfolio, I think the fifth document is a bit different from the others because I didn't have as much time, and it wasn't really the plan to include that text. So, I don't remember the state of that one but maybe it didn't fit as well as the other four. But I couldn't name the five documents I included. I remember some of them, but I don't remember exactly.

Kate's evaluation summarizes how people usually evaluate their written documents written years ago. At the time of writing the texts, the authors were dedicated to do their best and created a thesis and a portfolio of quality in accordance with the recommendations and requirements. Although mistakes might have been made, authors of theses and portfolios had gone through professional development and such techniques of rereading processes might scaffold the improvement of self-evaluation and self-criticism. Self-evaluation has been used to enhance students' understanding of writing processes, to motivate, and to improve their productive skills for more than 40 years (Beaven, 1977; Ryan, 2019; Schunk, 2003).

8.7.6 Advice for the future trainees

In the present study, the interviewees' most highlighted advice was to find a person to help in the revision process and to give feedback. Besides asking for help, Kate would advise future thesis and portfolio writers to find a person they trust, can rely on and who wants them to improve and gives constructive feedback. From this viewpoint, the mentor teacher's or advisor's person(ality) is in focus as well (see also Chapter V). Marcus mentioned a way to prepare for composing the two documents,

Write a lot, write a lot and make somebody help you. I think university teachers are great at correcting your mistakes and they have a huge knowledge on how to put together these things. Even though they tell you what to do, if you don't do it for a long it me, it will never click but there will be a time when it just clicks, you understand, you see it holistically, you understand how and why and what the connections are. Just do it often.

Based on his description of the process, students need motivation and help to be able to realize the connections between certain topics, organize their thoughts, and then write them down. Some aspects that were mentioned during the interview were connected to thesis and portfolio writing processes, such as *have a goal, take some notes, so write things down and how they are connected to each other, so if they are connected at all, be critical*. The cognitive process model of the writing processes by Flower and Hayes (1981) also emphasizes the importance of having previous knowledge and plans, a clearcut goal and organization of ideas, and reviewing the written product. Last, but not least, one of Andrews' pieces of advice was to *start it in time and don't be ready on time*. Writing takes time and effort, especially when research is to be conducted. As he said, *It is better for the thesis, better for you to be ready with it in time because it's not something you do quickly or in days*.

8.8 Conclusion

The purpose of the study was to elicit qualitative data from novice teachers on their experiences which had influenced their professional career and to shed light on their retrospective evaluation of their theses and portfolios. The study consisted of six separate interviews with teachers who graduated from the University of Pécs. As a result, the study did not aim to generalize the findings, but to create a picture on work done behind submitted and evaluated pieces.

As findings showed, the character of an elementary- high school-, university-, or mentor teacher played a great role in interviewees' life, since a variety of narratives were elicited about positive and negative experiences as well. None of the participants experienced an event which led to leaving the teaching profession. However, as the answers and narratives showed, the teaching practice provided them the opportunity to try new techniques and tasks and to get to know different age groups as well as their own selves. These experiences supported them in finding their paths in the profession and utilize most methods and techniques learned during the teacher training program.

According to the findings, choosing thesis topics were led by two main aspects, motivation/passion and past impact. First, motivation to help students, motivation for self-improvement and motivation to work with the two subjects learned were guiding themes. Second, past impact was the other main motive summarizing two subcategories: past experience and past research. Although some participants experiences challenges while writing the documents, they managed to overcome those difficulties. Based on retrospection, theses and portfolios were considered to be academic writing, as a result of textual structural features, sentences structure, and academic vocabulary used. All but one interviewee claimed that their products were academically written. Nevertheless, the interviewee who did not state that his writing was academic still claimed that it was close to being academic as a result of the abovementioned features.

Social constructionism as a framework played an important role when analyzing the answers to the last question of the interview which was about advice to be given to future thesis and portfolio writers and future teacher trainees. Three interviewees who added a piece of advice in connection with the writing process highlighted the fact that it is essential to have a person who they can trust, who can support them with constructive feedback, besides, who helps them cross-check the products. Social connections in the academic community facilitate learning and meaning construction which promote professional and academic development as well.

As a result of its qualitative nature, the study presented in this chapter had certain limitations concerning methodology and data. The number of the participants had an influence on the transferability of the study. Including more participants in order to create a great dataset of narrative interviews could create more reliable results providing more overlapping themes and ideas. However, the aim of the present study was to shed light on beliefs without the purpose of generalization. Besides, the aspect of tellability limited accuracy of interviews, since an

interviewee had to formulate his words in a tellable way. Such a factor might influence the content of a narrative negatively, resulting in an incomplete and inaccurate story.

Unfortunately, due to the limited time, coding of the narratives was not included in the present study. However, qualitative analysis of the stories based on the Labovian narrative functions would reveal meanings which would remain uncovered otherwise. Besides, conducting the same interview with a larger number of participants from other universities would not only provide the researcher data on generalizable themes and opinions, but also a comparative bases examining the overall Hungarian context.

General conclusions

Becoming a member of the academic community at the University of Pécs scaffolded the development and expansion of my suitcase as well, including gaining new identities, language knowledge, appropriate style in speaking and writing, genre-knowledge, and much more. I could earn all these through the vast amount of professional and academic knowledge taught by my university teachers, professors and even by my peers. Since the knowledge and experience attained during the teacher education and training program raised my interest in ESP and EAP, I undertook to investigate the topics in the context of TEFL.

This dissertation explored ESP and academic writing and examined the Hungarian context in a mixed-methodology approach investigating the process of writing TEFL theses and portfolios and sample products submitted at the University of Pécs. After introducing the reader to the key terminology of ESP and TEFL studies, Part I comprising three chapters provided an overview of previous research in the fields in focus. Subsequently, the five chapters of Part II established the framework of the studies and reported four studies in the field of TEFL.

Chapter I introduced the reader into the topic of ESP summarizing research done in separate branches and reconsidering them by creating a formula applicable to any domain, E(x)P. Next, Chapter II defined the concept of academic discourse and narrowed the perspective to written academic discourse discussing discursal features and genres, touching upon the topic of identity. Chapter III offered a report on the context of teacher education in Europe zooming in on the Hungarian context to provide an in-depth overview of the fundamental components and changes in the preceding years.

Chapter IV outlined the background to the empirical studies, defining the two fundamental products of the TEFL education program, the thesis and the portfolio as academic and professional documents. Next, I introduced the social constructionist mindset as the focal perspective of the dissertation and provided a summarized and concise picture on web and desktop applications used in the studies, tools, Vocabprofile Compleat Web VP, AntWordprofiler, AntConc, Coh-Metrix Web Tool, NVivo, and Word counter, were described in detail with special attention to integral corpora, word lists, and specific indices.

The narrative interviews I conducted in the pilot study presented in Chapter V allowed me to explore the nature of narrative interviewing and qualitative data analysis through manual

coding. It helped to identify topics and issues which needed to be examined more thoroughly and gave me the opportunity to discuss experiences and stories from the teacher education and training program. This small-sized study assisted the development of the interview questions in the case studies in Chapter VIII. Interview sessions of the pilot study revealed narratives elaborating on positive and negative experiences as well. Success stories were told by the interviewees from three different viewpoints: as a student, as a substitute teacher, and as a teacher trainee.

Negative experiences were told in connection with lesson planning and professional cooperation with mentor teachers. As the findings showed, the most frequently discussed three competencies were professional cooperation and communication, improving learners' literacy skills and abilities by using disciplinary knowledge, and organizing and directing the learning process. Data revealed that novice teachers' experiences were highly determined by their teachers and pivotal events encountered during their university studies, and in one case the influence of the mentor teachers' negative attitude resulted in the interviewee leaving the teacher profession. In addition to carrying out successful narrative interviews, I was delighted to be able to analyze a prototypical story including stanzas.

In order to reveal quantitative data on language use in TEFL theses and portfolios, a corpus of 1,495,058 tokens was compiled. The CTPT comprised 42 theses and 64 portfolios written and submitted by pre-service and in-service teachers at the University of Pécs. In Chapter VI, three research questions guided the corpus-based approach (Nesi, 2013), concerning overall lexical description, academic vocabulary, and low-frequency vocabulary in the texts.

The findings of the study offered insights into the general and academic productive vocabulary of pre-service and in-service teachers. Lexical statistics disclosed that teacher trainees used a wide range of high frequency, general vocabulary in their academic writing samples resulting in a high ratio of general vocabulary coverage. Results on academic language use were in line with prior research in the field for AWL and NAWL coverage as well, resulting in resemblance with vocabulary use of MA students (Lindgrén, 2015), TESL trainees (Morris & Cobb, 2004), in-service teachers (Lehmann, 2015), and L2 English Philology students (Stamatović, Bratic, & Lakić, 2020). Abbreviations and profession specific vocabulary were found in the low-frequency list, not covered by the reference word lists.

The third study presented in Chapter VII dealt with a specific text type required in TEFL portfolios: reflective writing texts (Cohen-Sayag & Fischl, 2012; Mrázik, 2014). Based on the academic and professional nature of the submitted documents, this study focused on teacher trainees' language use in 20 reflective writing samples. The mixed methodology study, combining a corpus-based approach with qualitative textual analysis, was guided by three main research questions concerning overall lexical description, linguistic features, and recurring themes. The lexical analysis revealed a high ratio of general-purpose vocabulary in the documents and the dearth of low-frequency or academic vocabulary. Findings suggested the need for genre-specific improvement of teacher trainees' language use, more specifically their academic and technical vocabulary use in reflective writing. Results of the analysis of the linguistic features revealed that even though texts were well-constructed utilizing multi-clause sentences built up with logical relations, overuse of cohesive devices was found in certain cases which might result in disturbance of expert readers.

In order to analyze the reflective writing scripts, software-based coding was used in order to avoid possible bias present in manual coding. Overall, 1,726 coding references were identified by the NVivo and coding was checked in case of need for modification or re-evaluation. Codes centered around four main topics: teaching (40.5%), language (29.1%), school (16.9%) and learning (13.5%). Examination of codes and excerpts revealed that writers used the first three levels of reflection, which were proposed by Hatton and Smith (1995), consciously and with confidence; however, more emphasis should be put on critical reflection.

The final study in Chapter VIII focused on novice teachers' voices by examining narratives told during interview sessions. Since the interview questions in the pilot study reported in Chapter V were successfully applied and resulted in personal stories, more questions were included to shed light on further life events connected to novices' professional development and thesis and portfolio writing procedures in the case studies reported in Chapter VIII. The study addressed six factors: teacher competencies and characteristics, thesis topics, challenges while writing, their retrospective evaluation of the submitted documents, changes in retrospection, and advice for future trainees. In line with previous research by Joye and Wilson (2015), I found that two concepts by the teacher's person were crucial: the young teacher and the mother figure. Besides, four characteristics were highlighted in the stories: preciseness, patience, consistency, and strictness. In contrast to earlier findings (Goh & Fraser, 2000; Wubbels & Brekelmans, 2004), this study revealed the positive nature of strictness from students' perspective in teaching.

Narrative interviews identified no pivotal events which resulted in participants leaving the profession in contrast to the study presented in Chapter V.

In accordance with the focus of the TEFL teacher education program, results showed that thesis topics were related to the theme of teaching, and main motives in writing were scaffolding student learning, passion, self-improvement, past experience, and continuing previous work. As a result, two main aspects were identified: motivation and past impact. Although challenges while writing were encountered in certain cases, motivation to finish and deal with the chosen topic helped writers to overcome them. The retrospective evaluation of the documents uncovered teachers' beliefs about their written products. The texts were reported to be academic as a result of textual and structural features, sentence structure, and academic vocabulary. Possible changes in retrospection were found to be focused on minor modifications, including having more participants in the study, therefore, increasing transferability of research, or replacing a document in the portfolio. However, overall evaluation of the document written by the participants was positive.

To sum up the findings, theses and portfolios showed linguistic features comparable to those of the texts written by EFL students in prior empirical research. Besides, the documents were considered as academic documents based on teachers' retrospective evaluations and self-assessment. Moreover, interviewees were able to support their beliefs with theoretical standpoints. However, the analysis of a reflective writing samples revealed the dearth of academic language use and sophisticated, low-frequency vocabulary in the genre. Even though the competency list provided by the university as required element in teaching portfolios might mean nuisance for some trainees trying to implement the items (based on personal communication), qualitative studies revealed that novices reflect on past events by highlighting narratives and teacher qualities connected to competencies. Therefore, teaching competencies seem to be functional and reasonable components of the teacher education program.

Besides, the studies reported in this dissertation are not without limitations. First, the nature of the samples in the qualitative studies comprising interview sessions made it difficult, if not impossible to generalize results. Although the aim of these studies was not to generalize findings, involving more participants may have resulted in more reliable data and recurring topics. Second, results may not be generalizable to students at other institutions or other demographical features, since university teachers, professors, as well as mentor teachers differ at other universities and experiences encountered at other TEFL education programs might also

be distinct. Moreover, convenience sampling was used in order to make interviewees comfortable with the person of the researcher when telling stories from their lives. Still, tellability appeared as a limitation of both interview-based empirical studies, since the interviewees wished to stay politically correct and diplomatic because of the interview situation.

In addition to the previous points, it is important to evaluate the nature of manual coding. Although manual coding of qualitative data might provide more detailed and specific information on the dataset, it has certain drawbacks to consider. In the case of manual coding, the researcher might choose from two alternatives: clarified themes and categories in advance or coding freely without set topics and subtopics. Depending on the nature of the research and the texts to be coded, it is the researcher's task to decide accordingly. Another issue that might occur when coding data manually is being prone to bias. The researcher has to be careful especially with predefined codes to avoid partiality. One solution to refrain from biased codes is to ask a colleague for a cross-check and validation. Another solution is automated coding which is free from human bias. Yet, automated coding also has to be reviewed in order to avoid any computational error.

Further limitations concerned the number of documents included in the corpus-based study presented in Chapter VI. As a result of no access to documents after a certain date, I had to work with the texts collected prior to denied transparency. It would be beneficial to include documents submitted at other institutions to compile a corpus which is representative of Hungarian TEFL theses and portfolios. Yet, as a result of limited access to such documents, I would continue to examine the existing corpus and explore lexical features of the genres in greater detail, including lexical bundles, lexical diversity, lexical sophistication, and academic and technical vocabulary.

Finally, another possible factor that needs to be addressed is the number of reflective writing scripts in the empirical study discussed in Chapter VII. The number of the sample texts was 20 and they were randomly chosen from 74 complete TEFL portfolios in order to avoid limitation in the choice of the sample, however, a larger dataset would provide a more accurate picture on linguistic and lexical features of the genre in focus. Since the text-type of reflective writing is among the personal, professional, and academic paradigms, further in-depth analysis would be beneficial to support future teacher trainees in writing this document corresponding to university requirements.

Even considering these limitations, the results of the studies documented in the dissertation have contributed to the description and the pedagogy of EFL teacher trainees' written academic discourse in TEFL theses and portfolios.

Implications for corpus linguistics

CTPT as a specialized and representative corpus of texts in TEFL studies may contribute to filling the gaps in the existing literature of genre-specific language use in this discipline. The corpus is divided into two sub corpora: theses and portfolios, which allows for separate examination of text-types uncovering further genre-specific features of trainees' writing. Moreover, portfolios could also be broken down and categorized according to reflective writing scripts, lesson plans, and empirical research papers allowing researchers to investigate features of text-types.

The Corpus of Teaching Portfolios and Theses may provide insights into the nature of Hungarian teacher trainees language use in the ESP context comprising EAP and EOP/EPP as a result of the two-fold context of their studies. Textual features of trainees' documents may be further explored in qualitative and quantitative approaches in comparison to trainees' scripts in other institutions or disciplines.

Access to the corpus is strictly regulated by the Registrar's Office of the University of Pécs.

Pedagogical implications

Since the findings of studies presented in Chapter V in Chapter VIII revealed the importance of a *good mentor teacher*, partner institutions of universities could provide extensive trainings for mentor teachers to educate them on how to give constructive feedback. Mentor teachers should realize the extent to which they are able to influence teacher trainees' future career and attitude.

In order to provide support for future trainees, writers of theses and portfolios, an ESP word list focusing on teaching and pedagogy with genre specifications could be compiled from a corpus created by extending the CTPT with documents from other institutions. TEFL theses and portfolios or portfolio sections written in English could be included in the specialized corpus which would provide a basis for an English for Pedagogical Purposes word list. Such a genre

specific EPP word list can be effectively employed in genre and writing pedagogy and methodological courses.

Since findings revealed that student teachers need scaffolding to develop their reflective and writing skills connected to the genre of written reflection, university teachers and mentor teachers could scaffold trainees' development in two ways. First, utilizing the competence of professional communication and cooperation, trainees should be supported by more constructive and thoughtful feedback sessions in order to scaffold their teaching and reflective skills as well.

Second, since the CTPT is a corpus compiled from reviewed and corrected texts, course educators could use the corpus as an educational material as previously shown by Horváth (2001). Besides, as a result of their reviewed nature, no concerns would arise about grammatical inadequacies or bizarre phrases, although a few mistakes might be found. Certain sections of the CTPT could be used as samples to reflect on in order to practice critical thinking and reflection in terms of genre and language; and teacher trainees or language learners could analyze sections and provide alternatives for phrases or structures. Such practice would scaffold the development of writing skills and neat language use, and reflection on text and experience as well.

Section 8.5.6, Advice for the future trainees, included some recommendations that student teachers of the future could consider in terms of practicing writing, asking for help, and keeping deadlines. I believe those who have already written and submitted the documents can give good advice since 'it is easy to be wise after the event'.

Thorough review of the literature comprising a hundred years and conducting qualitative and quantitative studies in the topics of teacher trainees' language use and narratives about their experiences could almost load a suitcase, which is now accessible to any reader; however, I believe that further research is needed to contribute to these findings for the interest of the development and growth of the field.

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Appendices

Appendix A

INFORMANT CONSENT

I _____ (informant's name), hereby certify that I have been told by Viola Kremzer, about her research on teaching competencies and academic writing.

I understand that I have the right to ask questions at any time and that I can contact the researcher, Viola Kremzer (Phone +36 30 [...], E-mail: kremzer.viola@pte.hu) for answers about the research and my rights. I have been told the extent to which any records which may identify me will be kept confidential.

I understand that my participation is voluntary, that I may refuse to participate or withdraw my consent and stop taking part at any time without penalty or loss of benefits which I may be entitled.

I agree on responding via email in case of follow-up questions.

AUDIO RECORDING AGREEMENT: Please initial in the space below to verify that you understand that our conversation will be recorded.

RESEARCHER'S STATEMENT: I have discussed those above points with the informant of the legally authorized representative, using a translator when necessary. It is my opinion that the subject understands the risks, benefits, and obligations involved in participating in this project.

Researcher's name (printed): Viola Kremzer

Signature of researcher:

Thank you very much for participating in this study.

Appendix B

Semi-structured interview guide

1. Think about your school years. Which year or part was your favorite? What is your most favorable experience from your school time?
2. Who was your favorite teacher? Why did you like that teacher so much?
 - Can you think of a memorable episode that happened?
 - Please characterize this teacher. What did you find positive about him/her?
3. What did you like the least that a teacher did?
4. Tell me a story when you realized that teaching was the profession for you.
5. What happened when you decided that teaching was your choice and you wanted to be a teacher?
6. How do you remember the teaching practice?
7. What was your best moment during the teaching practice.
8. Can you recall the worst moment? How did you cope with it?
9. Can you describe a feedback session with your mentor teacher? What was the most/ least encouraging feedback you got?
10. Tell me a story when you learned something new about how to teach?
11. What do you do nowadays?
12. Do you teach?
13. Tell me a story about your best moment from your current job.

Appendix C

Semi-structured interviews in the pilot study

1st interview: Kate

Interview script	Manual coding
<p>V: Thank you very much for your participation. How is your day?</p> <p>K: It's going very well. I'm happy that I don't have to work today, this is the spring break. I was a bit tired so now it is nice not to have to go to school. (laughs)</p> <p>V: I'm sorry that I asked you to participate here.</p> <p>K: I already had a lesson today. I have private students so I cannot, like, separate myself from teaching that much, but...</p> <p>V: But it's good if you like it.</p> <p>K: Yeah, I do. I definitely do.</p> <p>V: Okay. I would like you to think about your school years. It can be elementary, high school, or university. Which part or year was your favorite?</p> <p>K: My favorite?</p> <p>V: Or memorable.</p> <p>K: Definitely, like, I'm thinking high school... Those were the memorable years but, hm. It's a very hard question because I don't really remember my school years. I remember events and things, but...</p> <p>V: That's good too.</p> <p>K: I don't remember much about what I've learned.</p> <p>V: Do you remember teachers?</p> <p>K: Yes, I do.</p> <p>V: Do you remember special moments with a teacher? Or moments that are really memorable or favorite or the worst or..</p> <p>K: Uhm, I remember my English teacher and the head teacher the most. What I remember most about my English teacher is that I really liked her. I remember she was a big influence on me, but I</p>	<p>Teacher's personality</p>

have no idea what she did. So, I don't remember her lessons. She taught me English but how she did it? I don't know.

What I remember the most is that she used to call me [...]ke and I really hated that. Yeah, that's what I remember the most. And my head teacher, she was, uhm, a really moody person, like sometimes she was very happy, and we could get along with her, but then she had a bad day and that was the worst. Like, she hated everybody those days, but I liked her.

**Teacher's
personality**

V: Did you have a favorite teacher?

K: I think the English teacher. I really liked her.

V: And what was the reason for this? What was she like?

K: She was really kind. I think part of it was that she really liked me too, so it was easy to like her because she liked me.

Favoritism

V: What about her lessons?

K: Yes, those I ... I had a lot of English lessons because I went to a class that was specialized in English, so I had ten or twelve English lessons a week, so we spent a lot of time together. I went to an elementary group, so we started from the beginning, and I remember - because I learned English in elementary school as well - so at the beginning I didn't really have to do anything and I knew the basics. That's mostly what I remember. I remember that we did a lot of grammar translation (laughs) which is now after the teaching program I realized that it is not the best option maybe. But maybe at that time it was still valid, maybe.

**Controlling and
organizing the
learning progress**

V: Maybe useful? Was it?

K: It definitely was because I did learn English.

V: Can you remember a memorable episode from the English lessons?

K: What do you mean by episode?

V: I don't know ... a story that is still in your mind, you still remember it because of a silly situation, or the teacher did something, or you were praised somehow or such an episode.

K: Uhm...

V: Not really?

K: Not really. I remember spending a lot of time, uhm, because we didn't have CDs, we had cassette tapes, and I remember that we spent a lot of time with forwarding and, like, rewinding the tape.

And that was funny because ...I don't know.

V: Okay, no problem. Then I would like you to think about your university years. Did you have a favorite teacher a teacher you that you liked?

K: Uhm, BA – MA? Doesn't matter?

V: No.

K: Well, yes. Lugossy Réka was, like, my favorite teacher in the MA program. Uhm, and what was..., what do I have to do with her? (laughs)

V: Yes, with her, actually nothing (laughs), but maybe it was not so long ago, so can you remember anything about her lessons or something you remember well, or something that had a great influence on you?

K: Yes, I really liked her lessons because they were, I think they were really practical. We didn't have to learn, like, boring stuff but we did a lot of things during the lessons so she showed us a lot of things and one of my favorites was that I still use in my classroom is when you give pictures and they work in pairs, one of them has to describe what he or she sees in the picture and the other one has to draw. And I really liked that.

And I remember that once we had to prepare some tasks, I remember, and I didn't really prepare and I improvised and it didn't go quite well. She said that she had this remark that "I guess you didn't prepare that much" so it wasn't, like, she wasn't trying to tell me off or something but she said that the task was good, but she realized that I didn't really prepare. That, I remember.

V: Okay! Can you characterize her?

K: Uhum, she is, uhm, as a person or as a teacher?

V: As a teacher.

Technology

Improving learners' literacy skills and abilities by using disciplinary knowledge

Applying various tools for pedagogical evaluation

K: Well, both, it's like, she is very kind and I think she is very open and accepting. I think, uhm, I think she can explain things very well, so she is very clear. Uhm, yes, more or less.

V: Okay, it was okay. If you think about your – again it can elementary, high school, or university – if you think about your teachers, what did you like the least that a teacher did?

K: Uhum, well, I remember when Gergely Zsuzsa yawned at her own lecture, that was something that I really didn't like. Why should I be awake when you are yawning, you are so boring that it makes you yawn. Uhm, uhm, I don't like favoritism, especially when it's not me, who is the favorite (laughs), I think I do have a personality that teachers tend to like, for example my English teacher, I think Lugossy Réka also liked me, and my mentor teacher, during the practice, she also really liked me. And when they like somebody else, I don't really like it (laughs). I mean it's, yeah, uhm...

Controlling and organizing the learning process

V: Can you tell me a specific story in connection with this?

K: Yes, uhm, I had a seminar literature something, well, the teacher got sick at the beginning, like, we had two-three lessons together and then she got sick, and she wasn't there for almost the whole semester, she got back, like, two occasions before and she didn't like me. We could say she hated me; it was strong. But with the substitute teacher I got on really well and I worked a lot during those lessons but, in the end, I got a two for the course, because the teacher hated me. And that, I really didn't like.

Favoritism

V: How did you feel it, this hatred? What was it like? Was it personal?

K: Yes, she made remarks and when she got back, she said that the next time we would have the test for the course, and I prepared for the test and I didn't bring anything. And then, most of the group didn't bring the book, because we were talking about some book. And we DIDN'T have the test, but we talked about the book and I didn't have the book and she was really angry with me. And she told me off why I didn't bring the book and things like that.

Ability to plan the learning process

V: Mhm, that's rude. Okay, let's think about something positive. Tell me a story when you realized that teaching was a profession for you.

K: That's very interesting, that's one of my favorite stories (laughs). I didn't really know that I wanted to be a teacher for a really long time, not even when I applied for the teaching program, and not even when I started it, but I think, two months in the program, one of my groupmates asked me to fill-in for her. She was teaching in a language school, and she couldn't go and I said, why not, I had the afternoon off, I didn't have to do anything, and it could be good practice. And I had to go to a nearby village and when I got there, I was the youngest (laughs), everybody was at least ten years older than me and it was very scary, because I got the book just that afternoon, so had, like, one hour to have a look at it, they couldn't even really tell me where they were. So I had no idea what I was going to do, but then I was there, I had to do it, and I really enjoyed it. And that was when I realized that this was a good decision, this is really for me.

Promoting LLL

V: Okay, good to hear! Maybe you will feel like the next question is almost the same but I really hope that you won't feel it. What happened when you decided that teaching was your choice, or you want to be a teacher?

K: Well, I started looking for opportunities, before that I didn't even really have private students. Lot of my peers had and I didn't have any. And I started looking for private students and I started fighting for the chance to teach at a language school and that's basically what happened. I started looking for any opportunities to teach. Because sometimes being a teacher makes me make other people learn and I really hate learning. I like practice, I like doing things. So that's what helped me go through university, because I hated learning (laughs) the things, I liked doing them.

Self-instruction and teaching, dedication to further professional development

V: So the practice itself.

K: Yes.

V: So it wasn't a moment, but a whole process in your life?

K: Probably yes. It started at that moment when I first got the chance to teach and then it started...

V: Okay, you also mentioned teaching practice so if you have a look at those years, no it was one year, so those semesters, how do you feel?

K: Good, I had a very good mentor teacher.

V: How many mentor teachers did you have?

K: Well, just with the English?

V: No...

K: For the English teaching practices I had one, so I was very lucky that I got the same teacher for both. And for the, what's that called, the curriculum development I had two different in the two semesters.

V: So how do you feel about the teaching practice?

K: Still, it was very good, I really liked it. I did not only have a really good mentor teacher, but she had very good groups, so I got the chance to teach in very good groups. And they really liked me, and I got presents at the end of the teaching practice and I could work very well with them. There were some groups that were harder for example the twelfth graders, they were hard to keep them occupied and get their attention.

V: Of course, they are adults! (laughs)

K: They like to think that they are adults (laughs). Yeah, and it's still hard to keep them, to keep twelfth graders in order. Sometimes I feel like I'm losing my train of thought (laughs).

V: And can you tell me a best story from the teaching practice time?

K: Uhum, one of my, like, big achievements is ... in one group there was one girl who always wanted to talk, she always wanted to be the one to read and answer the questions (laughs). And it was very hard to order her, and it was even hard for my mentor teacher. So, she couldn't really deal with the problem, but I felt that it had to be dealt with, because the others couldn't get a word. So, what I did is,

Controlling and organizing the learning process

I brought a little footbag or a ball and the rule was that only that person could speak who had the ball or the footbag. And it was really successful because not even she was kept in control but people who were shy or didn't really want to raise their hands when there was a question, they got the ball. Because some of the other students realized that "Oh, she hadn't talked for a while, so now I'm going to throw the ball to them". And it was very nice. It resulted in a very good group dynamic.

V: That's good. Can you recall a worst moment?

K: Uhum, a worst moment, ah yes. Uhm, in my, the second practice I was writing my thesis as well and my thesis was about CLIL and I had, like, lesson plan and it was about the Vikings and the Swedish culture. I had two groups. One of them was very good that specialized in English, they had a lot of English lessons, and they were on a very good level. And this was design for them, this lesson plan and I did it with them. It was a bit hard, but we could work with it. And my mentor teacher wanted me to try this lesson with another group which was, they were eleventh graders then, but they were at a lower level. And I didn't really feel like I could object, so I did it. It was very bad because it was too hard for them and I only had four lessons with them all in all during the practice, and the first one was introduction and then I had to start with these CLIL lessons and then it was over. So, I couldn't really, like, introduce it or after I couldn't really get feedback or reflect on it with the group, so it wasn't a very good experience. I was thrown into water and pulled out and I was like what happened?

V: And did you discuss this with your mentor teacher?

K: Yes, I did.

V: What did she say?

K: She admitted that it wasn't the best idea, but it happened.

V: Okay, as we were talking about the mentor teachers, can you describe a feedback session which was memorable that you remember well?

Planning the pedagogical process, organization and control of the learning process

Professional cooperation and communication

K: With the mentor teacher?

V: Yes.

K: When they give feedback. Aha. She always really liked the lessons. She always said that “I would have done the same thing. I would have explained this grammar the same way.” That’s usually what she said. I used to say homeworks*, it was fossilized mistake of mine but that was in the feedback that “Don’t say homeworks*”. Now I know that I mustn’t say homeworks* but usually that was it.

Professional cooperation and communication

V: Can you remember the most encouraging feedback you got?

K: Well, for me the fact that she said that she would have done the same thing was very encouraging, because I considered her a very very good teacher. So, If I can explain things the way she would do, that’s very nice.

Ability to plan a lesson

V: And can you recall the least encouraging one? It can be about the other one, so the curriculum design or development, sorry.

K: Yeah, I didn’t really get on well with my first curriculum development teacher. Yeah, she didn’t like me. Well, the whole practice was stupid if I can say that, because what we did was that we had to go there every week and we had to read documents and do things like that, so nothing practical. What SHE used to do was that that was her time to talk with the headmistress. There were two of us, we went there, we sat in her office, and then the headmistress came, and then they got coffee. While drinking they discussed how stupid the curriculum development program was and how those people at the university were so full of themselves and they didn’t know anything about teaching and things like that. And we were just sitting there, listening to this and yes. I didn’t like it. I knew that the curriculum development program was not very good because we didn’t learn anything. But when I said that she really told me off and she told me that I was a lazy person and that I didn’t do anything so I had no right to complain. There was a lesson when I cried there. For forty-five minutes I was crying while she was beating me when I was down. Yeah. So it was, it was (laughs) a very bad experience.

Professional cooperation and communication

V: Yes, I believe it was. Let's go back to the positive side, can you tell me a story when you learned something new about how to teach? It can be something from a teacher or that you learned by yourself.

K: Uhum, it's hard. I think I learned things at the lessons of Lugossy Réka, Lugossy Réka's lessons. Well, I think the basic structure that I think I still use when I plan my lessons is from my mentor teacher. Not from the practice but before that we went there to look at her lessons and that's when I saw how she planed her lessons and how she introduces the topics, and then the structure of the tasks that she starts with an easier one and then builds up to the hardest one and then at the end you have some cool-down exercises or something. So that's, I think that I got from her.

V: And do you, are you able to manage your classes like this?

K: I'm trying (laughs). Uhm, it's not always like that, uhm, sometimes I find I hard to introduce some topics, I don't have, like, very good ideas to introduce some topics, or sometimes I run out of time. So, by the end of the lesson, I can't really do the feedback or the cooling down thing. Well, I'm trying.

V: Okay, what do you do nowadays?

K: What do you mean (laughs)?

V: What's your job?

K: I teach at [...] [a high school in Pécs]. I have groups from all the grades from ninth to twelfth. Yes, I have three ninth grader groups and one from each other grade.

V: Okay, and if you think about your current job, can you recall a best story which is in your heart, which is the best of the bests?

K: Does it have to do something with teaching or just in the lesson?

V: You as a teacher recall this story as a favorable memory.

K: I think I really like my groups, my students, I have a lot of fun memories with them. Uhm, well, not a specific memory, but with the eleventh graders I have a really hard time at the beginning. Because this is their third year at the high school, and I am their

Organizing and controlling the learning process

improving learners' literacy skills and abilities by using

fourth teacher. So they were...hostile is the word that comes to my mind but it may be a bit strong. They weren't very kind at the beginning. The very first lesson started with introductions, and we started with a girl who said: "Hi, my name is ... and I hate English." And then the whole lesson revolved around what they hated. And I was DESPERATELY trying to turn things around and trying to make them talk about positive things. It was very hard. And it was a very long process to get them to accept me. And now they seem to like me, it seems they have accepted me, and I get on very well with them now. I didn't really think that it was possible in September. I didn't think that they would be like one of my favorite groups, but it happened (laughs).

V: Do you have favorites?

K: Of course, I do (laughs)!

V: Please tell me about your favorite group.

K: Well, I have favorite groups, like, I have one of the ninth grader groups, which is, all of my ninth grader groups are beginner, so we are at the very beginning.

V: Is second foreign language?

K: First. Or no. For one of the groups, it's the second. But for the other two, it's the first. And the group that I really like it's their first language and it's not really the whole group I like but, there are ten of them in the group and there are, like, really cool kids in there that are very easy to work with. It's not, not, not their English but their personality that got me, that makes me really like them. One of them is a very nice little guy or a boy, I don't know, and sometimes they ask questions about me. And I told them that I have flowers, I have a favorite orchid, and that sometimes I talk to my orchid (laughs), because, I don't know, I just do. And this boy, every Friday we have lesson, and at the end of the lesson he always says hi to my orchid and my boyfriend. That's so cute. And every Friday when he is leaving, he says hi. And that's very nice.

disciplinary

knowledge

Developing pupils'

personalities

Special relationship

V: Yes, it is. And do you have a favorite or memorable experience with them? Like a lesson that was really bad or really good or just lovely?

K: Uhm, there is a Samsung room in our school which means that we have like forty tablets, and we have a big, I call it a TV, it's probably a computer, but it looks like a huge TV. The teacher has a tablet, and you can duplicate the, it's called screen-mirroring I think, and you can project your tablet onto this board, TV, whatever this is. Every time I go there it's a big hit. They love it. We do Quizlet and Kahoot and things like that and we use these online teaching materials. I think what was really nice, when I made them make their, so they are beginner group, I made them make Padlets about themselves. Do you know what that is?

V: No.

K: A Padlet is like a pin board. Just online. You can pin texts or pictures, and things like that and they have to make a padlet about themselves. I think we had Present Simple, Can, Could, and like doing something, these were the grammars that we already covered. With the use of these they had to introduce themselves, I looked at the padlets and they had to give a little presentation about themselves. They had to talk, and it was really nice hearing them, and them realizing that they can say these things about themselves. Some of them can draw really well, and they put pictures of their drawings on the padlet. It was really nice getting to know them and I think they were happy that they could introduce themselves and they could tell things that wouldn't come up in a lesson.

V: Did you see special feelings on them when they were introducing themselves?

K: Enjoyment, definitely, they enjoyed talking about things that they like. They were REALLY nervous. These were the two main things that I saw on them.

V: Thank you very much for your participation and for the coffee.

K: You are welcome.

Improving learners' literacy skills and abilities by using disciplinary knowledge

2nd interview: Natalie

Interview script	Manual coding
<p>V: As we have discussed the points that are listed in the contract, I would like to thank you for your participation in the study. How was your day so far?</p>	
<p>N: Uhm, it was perfect. I had a cancelled lesson so I could sleep but my second lesson was a surprise because I had a surprise guest who is six years old. She is really nice. So, she is the daughter of my student, so we had a lovely English lesson together.</p>	
<p>V: That's good to hear, okay. Aren't you tired? So is it okay to...</p>	
<p>N: Yes, I will have several, I think six lessons in the afternoon (laughs). So, I am no tired.</p>	
<p>V: Okay, good. So, I would like you to think about your school years. It can be elementary, high school or university. Which year or part was your favorite?</p>	
<p>N: Uhm, it's hard to choose one, only one. But I really enjoyed high school years I had a very good and competent teacher. She was strict, I should say. She, uhm, had very difficult and hard lessons because it was an advanced group, and I started the high school in the seventh grade which wasn't high school just a six-year term or period so not the traditional four-year high school. In the first two years we were together in every level so there wasn't any selection. From the ninth grade we were separated into different groups, and I was in the advanced group which was a bit higher than my knowledge that time so I had to do my best to meet the appropriate level. I had to learn hard, but I think this is the reason why I got into the university to the English Faculty.</p>	<p>Improving learners' literacy skills and abilities by using disciplinary knowledge</p>
<p>V: Okay, can your think of a memorable experience or a favorable memory that you had with this teacher?</p>	
<p>N: Yes. It was in the eleventh grade when I decided to do the final exam before the official date, so before the last year. And we had the material of the last year, we had to learn, it was an oral exam with I think twelve topics or themes. And I learned hard. I did the</p>	<p>Success</p>

vocabulary research, I learned the words and the texts and I needed rhetoric skills to perform the texts as I wanted to. And uhm, at the exam my teacher, this very hard and strict teacher said that “Okay, good job!”. I was so happy, I got a five for the twelfth grade and I felt the success for the first time, a huge success in my learning process.

V: Nice and was this your favorite teacher. Is it she or he?

N: She, uhm, not favorite but very memorable. So, she had a very characteristic personality. She was very competent professionally so yes she was very memorable.

V: And why did you like her... or did you like her?

N: No.

V: Oh, you didn't.

N: No, I didn't like her so I always felt the fear when I went to the lessons but I wanted to be good and to improve. So, she was an indicator or generator for me (smiles) to be better. Maybe this wasn't an intrinsic motivation. It was extrinsic but it wasn't, or, didn't matter.

Fear

V: Okay, good! Can you think of a memorable episode with your favorite teacher if you had one?

N: It's a hard question, maybe at the university. I was specialized in English literature and culture or American literature and culture, and we had a course at the university built on this topic. I couldn't remember a special episode just the teacher and the course. It was very interesting and a nice course.

V: Mhm. Could you please characterize this teacher if you liked her?

N: Yes, uhm, she was very young and eager. She lived or was born in America, I'm not sure. She had a lovely American accent. This was the first time when I experienced, and I heard real American accent so this was the first factor. She was excellent in literature, her knowledge was outstanding, I think. She could live with the work, so with, with the old ancient works and the contemporary

Improving learners' literacy skills and abilities by using disciplinary knowledge

works. So, I liked her intrinsic motivation and she could transfer it to the group.

V: Okay, good. Did you have a teacher at the university or at high school who you really didn't like because of his or her teaching practice, not really because of the personality, that's a different question?

N: In English or generally?

V: Generally.

N: Maybe my Chemistry teacher. It was a big surprise because he was a really handsome man, and we didn't expect this kind of behavior. He was strict. I remember (laughs) that we had a test every, every lesson. It had a Latin name, and it was built in three parts, a counting part, a general knowledge part and I can't really remember the third one and we got three grades. And I always had one, two, three or three, two, one; so I wasn't good at Chemistry and the personality of the teacher didn't really help. And his methodology didn't really help us. It was adapted from the 1950s, so I think it wasn't appropriate for our age in this time.

V: What do you mean when you say it was adapted from that time?

N: That it was based on repetition. We had to remember, uhm, not the titles but the, I don't know what is the word for that, the "képlet".

V: Okay.

N: So, he used a general or collective methodology for that for the whole class. So, he treated the situation holistically. And it didn't fit to the individuals. I wasn't really conscious; he didn't really care about our personality; our connection to Chemistry. He just walked in, told the topic or the material, we wrote a test, and it was all. Maybe there wasn't a conscious methodology behind his teaching, he loves Chemistry, he loves the numbers, the different gases and materials and that was all.

V: Okay. And can you tell me a story when you realized that teaching was a profession for you?

N: Uhum...

Organizing and controlling the learning process

V: If you think about these teachers, the teacher of your favorite or that one you liked the least...

N: And can I think about my professional career or through these years?

V: Through these years yes, when you realized that this teacher or this subject helped me to think about my future career as a teacher and I want to be one. Because I had, for example, an English teacher, uhm, English AND History teacher who read stories from the ancient times and I really loved those lessons. She was really nice, I really loved her, and I thought about her as a role model.

N: Maybe at the university. This was in the teacher training program, and I really liked her lessons. She brought real life examples. She brought authentic materials and before that I haven't heard about the authentic materials, I haven't seen one. She brought books and we read together the books and I implemented the readings in my private lessons. In that time, I had a six-year-old girl who was, who was I should say naughty. I used these authentic materials, for example the "Very Hungry Caterpillar" and she loved it. We read the book together, I found it on the Internet, and she drew the little bits and pieces of the, of the caterpillar's diet (laughs). We cut it, or cut down and finally she got a caterpillar and she enjoyed the story, the coloring, everything, so it was good.

V: Maybe the next question is similar to the fourth one, but what happened when you decided that teaching was your choice and you wanted to be a teacher? Was it the same experience or a different one?

N: It was a totally different one because I should admit that I have never ever wanted to be a teacher and it was a very comfortable choice for me, because I didn't want a degree, a master's degree at the Faculty of Humanities just in general in English or Italian. So, it was a good and right choice and I said "Okay, let's see." And the teacher training program, I enjoyed it and I realized that this is a hard profession but I don't want it, okay (laughs)? I prepared coffee

Organization and control of the learning process

Developing pupils' personalities

at Starbucks, and it is better than teaching and in October I received my job in a language school and I cried before the lessons because I didn't want to go. I didn't want to teach, and I wasn't interested in their personal issues, I didn't want care. And maybe this year when they improved, and they started to speak, and they were happy. I felt something. And this is an emotional part. When you start a relationship with somebody and you start to know each other and you know or start to know the bad parts and the not so good parts, but you like him and finally you love him. So, it's a process, a long process I think. So, this is the situation with me and teaching. Now I'm very very happy. I think this is my path and this is my profession. And I can give something to people and motivate them on a daily basis, which is very satisfying for me. This was my self-improvement process, maybe personally, not so professionally. It has a strong connection between my personality and my professional career.

V: So, we can say that it wasn't a special moment or a specific moment but a whole process.

N: No, it's a whole process not a moment when I realized that "Oh, I should do this!"

V: Okay, good! You were talking about the teaching practice so much. What kind of feelings do you have when you think about it?

N: Uhm, it was fun. But first I didn't want it. I said "Okay, we will see what will happen.", but I didn't really want to do it. And I met my mentor teacher who was just great. She had a very interesting personality, and this was the first teaching practice, the group, or I don't know the appropriate word for the first teaching practice.

V: I think "group" is okay.

N: Yes and it was compulsory and I enjoyed it very much. I chose the same school for the individual teaching practice which was the second one. I really enjoyed these few months, I improved a lot in Italian because it wasn't the first, the English, just the Italian. I did the first English teaching practice in an elementary school which

**Professional
improvement**

isn't really memorable for me. I don't remember it. But the Italian was so hard that I could improve.

V: Can you think of the best moment?

N: The best moment was the last lesson with the Italian group. They were twelfth graders, and they attended a sports class so it was a specialization. And Italian was the second foreign language (laughs) so it was a very disadvantageous situation, because they were eighteen year olds and they didn't care about the foreign languages and I think it was spring time, the summer vacation was coming. I said "Okay, I have a topic for you, let's talk about Christmas" in the springtime. And they said "Okay, let's see". And I brought, uhm, this was just two lessons and on the first lesson we talked about Christmas in general in Italy which is very special. A special witch who is coming, similar to Santa Claus. So, Christmas is very special in Italy. Uhm, they started to enjoy it but this wasn't the best moment. The best moment came after the first lesson, in the second lesson, I prepared Christmas cookies and different sweets for them and I baked the cake at home for them and I brought it to the lesson. While we were having the topics they were eating and enjoyed this so we had a very nice time together. This wasn't a very conscious methodology; I just created a mixture of what we learned at the university. AND it is interesting that I really like implementing culture in my lessons.

V: Do you think it's beneficial?

N: Yes., absolutely.

V: And how?

N: So, they can experience the authentic materials and they can experience the culture on their skin. It's a very simplified situation but it is better than the ordinary. When I returned from India, I brought some incense which created a special mood or atmosphere inside the classroom, I brought a tea, for the class, of course, I brought a tea which is masala tea, it is a special spicy Indian tea based on milk.

Improving learners' literacy skills and abilities by using disciplinary knowledge

V: Mhm.

N: And I brought crisps with Indian flavor and they could eat it and they could drink the tea and we had the incense and I brought topics, Indian topics. I built the whole lesson, or lesson, because we have five ordinary lessons at the language school, so I have time to create a topic and to build a topic on one occasion and I brought a song from Slum Dog Millionaire and we learned the passive voice from a text from the, it was a summary of this Slum Dog Millionaire, of the movie, so they really enjoyed it. And they are missing. It's very beneficial and very good.

V: Okay, if we go back in time, again back to the teaching practice. Did you have a kind of worst moment? ... Either in the English or in Italian one.

N: Which was very negative. There were lessons in Italian. As I mentioned before, they weren't into Italian, they didn't care about the second foreign language, and I asked something and they were just looking. I asked it for the second time and no response. And I said that they had three options: yes, no or maybe. "Just say something." And there was total silence, so my mentor teacher was writing and it was a very embarrassing situation, because I didn't know what to do. I can't say it in Hungarian because it's not professional, but what should I say in Italian? So, when there was no response, they didn't want to communicate, and they weren't eager to participate in the lesson. And I said "Okay, if you don't care, I don't care."

V: So this was how you could cope with it?

N: Yes. It wasn't very professional, but it was the teaching practice. I wanted to solve the situation and I said that "I can't want it better than you because it's your business. I'm just a tool for you who can provide you techniques or different solutions. You have to learn it. I can't do it without you."

V: Mhm, and did you get a response?

Organizing and controlling of the learning process

N: No, not on that lesson. On the following lessons. They started to communicate. Maybe the mentor teacher talked about it. I don't know.

V: And what about the mentor teacher and you? So, did you speak about it?

N: Yes, and she said that I should let it go. Because if I'm frustrated and embarrassed of the situation, it's not going to be better. So, she said that these things are happening in high school, and I should let it go.

V: Yes, that's good advice. Can you describe a feedback session with your mentor teacher? You had two mentor teachers, right?

N: Yes, Same in Italian, and different in English.

V: And can you recall a memorable feedback session?

N: This feedback was based on my personality, not on my professional, uhm, something...

**Teacher's
personality**

V: Okay.

N: She said that I'm very motivating, because if I go into the classroom, the students can feel my personality. And this is very important in my teaching but from the humanistic point of view it's very beneficial. I put my personality into teaching. She said that I'm well-prepared because I think I'm, my personality is characterized by precision and I'm very proud of it. My mentor teacher could feel it, it was a very nice response at the end of my compulsory teaching practice. So, this was the final.

V: And do you feel the same, that you are motivating?

N: Now?

V: Yes, now, in your profession.

N: Well, yes. Mainly in my private teaching career or in the language school, but at home I can experience it every day from the responses of my students.

3rd interview: Paul

Interview script	Manual coding
<p>V: Thank you for participating in the study.</p>	
<p>P: Thank you very much for the chance. (Very quietly)</p>	
<p>V: Please speak a bit louder because this won't hear you. Thank you.</p>	
<p>P: Okay.</p>	
<p>V: I would like you to think about your school years – high school, elementary school or university. Which year or part was your favorite?</p>	
<p>P: I'm thinking of the university time when I was a BA student. I really liked the courses and sessions, especially the linguistic ones, theoretical linguistics. I was very enthusiastic about them, about those years. I was full of motivation.</p>	
<p>V: Why WERE you?</p>	
<p>P: Because I had plans that I didn't manage to make come true at the end, but that was the source of my motivation to be a professor, teaching at the university, then suddenly, my motivation changed into a negative direction as soon as I started the MA program.</p>	
<p>V: Hm, okay, let's go back to the positive years, can you tell me about your most favorable experience from that time?</p>	Success
<p>P: Yeah, it's not a big thing, but it was for me at that time. We had a lecture with one of the professors. Can I say her name?</p>	
<p>V: Just say "she", okay?</p>	
<p>P: So, she taught us English linguistics, it was a lecture and I think, right now the, most of the professors know which teacher I'm talking about. And we had this exam at the end of the semester, and it was a positive feeling for me that I was the only one who had got an A on this examination.</p>	
<p>V: So, a 5?</p>	
<p>P: Yeah, 5, and there were about one hundred students and I was the only one. Yeah, you should know that first I got a B, that's a four, but I wasn't satisfied because I had been preparing for it for three</p>	

weeks and I was just devastated by the fact that I had got a four.

That's why I went to improve my grade. So, the third time was successful.

V: Okay, and if you think about the courses, about the lessons, or seminars, as you call them... Do you remember something special?

P: Something special...

V: That happened during the course or a specific one that was really memorable?

P: Uhm, not a specific one, it's general. Is it okay?

V: Okay.

P: I realized that I was good at linguistics, it was very logical for me and the teacher didn't have to tell me twice the same material for me to understand. I was just picking it up like this (snaps fingers). And it was a good feeling and that's why I was gonna deal with linguistics later my years, but things changed.

V: And what happened during the MA program?

P: MA program was a huge disappointment and I'm trying to be P.C. [politically correct] because this is the world, we are living in. We have to be P.C. I studied English and German. English was okay, there were some subjects or courses which I didn't like, I didn't make any sense of, like literature courses, but teachers, professors didn't take it seriously. I know that I know myself that I was hopeless at literature, and everyone knew that. And uhm, I should have failed most of the courses, but since the teachers knew that literature is not a compulsory part of being able to teach. So, it actually doesn't teach you to be a teacher, that's why I didn't understand why I had to study literature in the teacher training MA program. So, from this perspective English was, English side was okay because we studied a lot of useful stuffs, methodological courses, applied linguistics, which were really useful and I'm truly grateful for having been taught very exciting stuff, how to teach students, how to approach them at different age, what methods and techniques I have a chance to use. So, they were great.

**Organizing and
controlling the
learning process**

But the German side was disastrous, and we actually studied about everything except for being taught how to teach German. We had, of course, methodological courses with one of the professors but we didn't spend the time usefully. We talked about everything except for teaching. It was very annoying. Besides, there were literature courses, sessions as well, which were taken seriously by the professors. And sometimes I had to spend more time to get a D, a two, on these exams than sitting for an exam, I don't know, in applied linguistics and it was very annoying. The whole MA program, actually if I think about it, maybe ten or twenty per cent of what I learned or studied at the MA program was useful for me.

V: In German or in English?

P: All in all.

V: Okay. Do you teach now?

P: No, no I don't, why? Because in the capital it's very dangerous to teach private students because we have this national tax committee, NAV, right now you are too close to them. And if you get into trouble teaching private students without having this permission to this, I don't know, you have to be an entrepreneur or something.

V: Okay, you said that you really liked linguistics, who was your favorite teacher?

P: Oh, I really liked all of them. Do I have to choose one?

V: Yes.

P: Gergely Zsuzsa for example, she was like a nanny for us, she had a very calming voice, but she was very smart. Actually, I think they were all great professors, no doubt about that, but what I liked about them was their personality. They were so much different. Martsa Sándor for example was a bit sarcastic all the time and I like that sarcasm. I like people being sarcastic to me. Gergely Zsuzsa was like a mother for us. Mik was easy-going, so was Gyóri Gábor.

Yeah, Hegedüs Irén for example, I had only two lectures with her. She was very precise. I didn't really have the chance to get to know

Promoting LLL

**Teacher's
personality**

**Improving learners'
literacy skills and**

her because we had lectures, so it was one-sided from the teacher's part. We didn't really have a conversation, but she was very enthusiastic about what she taught. For example, the comparative studies of English history or something like that, I don't remember the name of the course, but it was very difficult and it caused me difficulty to understand how the language changed during the time. It was pretty hard, but she made it more exciting by being enthusiastic.

**abilities by using
disciplinary
knowledge**

V: If you had to choose one teacher, who would you choose as a favorite or role-model in terms of linguistics?

P: I would choose Martsa Sándor. But if I left someone out, because I liked all of them, then I am sorry, but I don't really have the names, so right now in my head, because I didn't know what questions you are asking. That's why.

V: Of course. Why did you like this teacher so much? I would like you to characterize him as a teacher.

P: As a teacher, why do I like him. Okay, he made clear instructions. If you had trouble understanding what the session was about, or if you had a problem understanding some morphological or linguistic phenomenon, he was there to help you. All you had to do is ask him for help. That was it. He was very helpful; he was my advisor when I was writing my BA dissertation. For some people he seems a bit, how to say it, harsh. But if you can handle, if you can accept the way he is, if can accept his personality, you will have no problem getting along with him.

**Improving learners'
literacy skills and
abilities by using
disciplinary
knowledge**

V: And can you think of a memorable episode that happened during his lectures, seminars, or during your feedback sessions in connection with your thesis?

P: Regarding the feedback sessions about my thesis, I like that he was honest with me every time and he wanted me to give my best in my dissertation because he wanted to give me a good grade.

V: Can you give me an example?

P: Actually, every feedback session with him was like this and, at the beginning it was very annoying because I felt very disappointed. He never really had the time to say the positive things, only the negative ones and at the beginning it was very, a bit annoying. But then I realized that it was his intention to make me do my best.

V: Mhm.

P: To get the best grade. Specific one... maybe the last feedback session, when he said yes on my dissertation that I can, I could submit it.

V: What did he say, or how was it going?

P: Actually, before the penultimate session he corrected all my mistakes, grammatical mistakes. After I had seen all my mistakes in my dissertation, I felt, uhm, I was really shocked. Because if I'm not mistaken, you can have 20 grammatical mistakes in your dissertation and maybe, I'm not lying but on one page, on each of the pages I had about ten or fifteen mistakes. He was very helpful, and then after I had corrected all my mistakes, he said that he wouldn't look at it any more, it's my own responsibility to correct all of them and I could submit it. So that was it.

V: And did it make you feel success?

P: Ease. I felt relaxed and ease after knowing that he would leave me alone.

V: Okay, that's good.

P: But all in all, he was very helpful.

V: What did you like the least that a teacher did?

P: This teacher?

V: No, any.

P: Any teacher... It was really common in the German department; I didn't understand why teachers took everything so seriously which wasn't related to my teaching, and I wanted to understand it, but I couldn't. And because of this I created myself some negative attitude towards them. When I saw them going on the corridors,

Applying various tools for pedagogical evaluation

Professional cooperation and communication

Negative attitude

suddenly I have an obsessed stomach, I felt very angry and, you know, it took my mood away.

V: So, it was taking about things too seriously.

P: Yes, which shouldn't have been a problem if they had taught such materials which were really, which would have been really useful for us.

V: And it was not the case in the English department?

P: No, because as I said, there were some literature courses, but teachers didn't take them seriously. In the English department if I had to say a percentage of the subject, how many of them were useful, I would say 70%.

V: Okay, good to hear. Can you tell me a story when you realized that teaching was a profession for you?

P: Actually, I participated in a language preparatory year at grammar school, I started with German. I learned German in fifteen sessions a week throughout a year, and I had really good teachers. Then I started from the second year learning English and Latin, and by the end of my career, I mean my studies at grammar school, I drew the conclusion that maybe I wanna do the same in the future. Because they were really great, they made everything clear for me and made me love foreign languages. This is what I was gonna do to my students as well because we all know that language teaching in this country isn't really, uhm, is not the best unfortunately. And I wanted to make changes.

V: And what happened when you decided that teaching was your choice and you wanted to be a teacher?

P: What happened? I made my decision accordingly, I mean, the last year, I spent the last year of the grammar school to be better at these languages, especially English, because I started studying English at the university and in the second year German. And I applied to get admitted to the University of Pécs because that was my aim to study languages.

**Professional
development**

V: Okay, so it was the same experience, good. And if you think about the teaching practice itself, how do you feel? What do you feel?

P: The first semester of the teaching practice was okay, I loved both my mentors in English and German as well, they were very honest to my, they were very critical. Telling your honest view's always important because the other person, who is forced to rely on it, learns from these opinions but they also told me some positive feedback regarding my teaching. As opposed to the second semester, the last semester of my MA studies, when I had a chance to have a mentor in English who was, I'm trying to be P.C., was very critical but I could count on my one hand how many times she said positive feedback of my teaching. That was the English part.

Professional cooperation and communication

V: What about the German?

P: The German was much better because she wanted to inspire me to be a teacher, she was also critical of course but she told me positive feedback as well. If I spent hours preparing for a session, don't tell me that there was nothing positive about it. I know myself and even if I didn't want to be a teacher any more during that time, I put everything and I did my best for the students to have good sessions.

V: What happened that made you choose another career during this teaching practice?

P: This mentor, I mean the mentor in English in the second semester, in the last semester also had an impact on me and, but since I'm a proud type, it didn't really bother me because I knew that one day there would be a last day when I didn't have to talk to her anymore. Maybe the situation of teachers. The teaching practice was great for me to see that how teachers are suffering in the current situation.

Developing pupils' personalities

V: Can you tell me an example?

P: What I felt was that they had to spend more time with paperwork than teaching. Here is this “életpályamodell”. I don’t know say this in English.

V: This is about the portfolios, right?

P: The portfolios, right. First you have to write, so after the first two years you have to write the first portfolio. I don’t think that writing a portfolio about your experiences would make you a better teacher. Of course, it’s useful because you will see your mistakes, what you can change, but the system, the way it was created and the teachers are forced into this system is not good and appropriate. It rather makes them feel burnt out because they have other responsibilities as well, many of them, and they are not appreciated enough to be motivated. And let’s be honest, okay some say that you are a true teacher if you’re really passionate about teaching and finance is only a secondary issue. But come on... finance is important. Because... uhm...

V: You need to live.

P: I need to live and one day I will have a family, but I don’t believe that a teacher’s salary is enough to provide everything. So, you can say that finance is only a secondary issue, and you are not a real teacher if you think about the money, but let’s face the fact, it can be a huge motivational factor for teachers to teach or not to teach. Right now, what I think is that teachers-to-be choose this occupation because they didn’t really have the chance to do something else. I know that this is what I think, it’s not objective, it’s my personal view.

V: Okay, that’s absolutely correct. And what was the best moment during the teaching practice?

P: When I asked the students at the end of the last session, that was the last day of my teaching, when I asked them to write me some feedback about my teaching, how they felt while I was teaching them during those weeks. I asked them to write one negative and one positive feedback. And the positive feedback was really

**Professional
development**

amazing. I felt something that maybe I should deal with teaching and the evaluation of the teachers about me was also great and inspirational. That was the best moment.

V: And can you think about a lesson that went really great either in English or in German?

P: Maybe it was German because I taught students who had just started learning German in the first year. And I had to teach them how to say the numbers. And I was the one who taught them, it was really great to face the fact that I could teach something new. I'm not saying that it was exciting because numbers are pretty hard in German, but I could choose some techniques that made them feel excited about German numbers.

Improving learners' literacy skills and abilities by using disciplinary knowledge

V: Good! And can you recall the worst moment?

P: The worst moment.

V: Yes and tell me how you could cope with it.

P: There was a session for which I had a lesson plan and I had planned everything minute by minute and all the tasks were related to Internet. But unfortunately, some miraculous way, there was no Internet connection during that session, and I was forced to, of course, I had had a plan B before the lesson started in case the Internet connection was lost, but I wasn't well prepared. So, I was forced to choose plan B and my mentor teacher had given me some book which was about different tasks and this is what we did. It was really uncomfortable for me because I hadn't prepared for the worst possibility, for the worst outcome.

Ability to plan the pedagogical process

V: And how did you cope with it?

P: I didn't let my students see my confusion, so I was self-confident, and I inspired myself "Yes, you can do this Paul." (laughs)

V: Okay, (laughs).

P: What I had to do was being straightforward, self-confident and everything was gonna be fine. It turned out to be good.

V: And what did your mentor teacher say?

P: She was nice. She said nice things, but she also told me: “You see Paul, that’s why you always need a plan B in case something happens”. She also said that in Western countries it’s much easier, we are a few steps behind as far as the equipment of the school is concerned. She praised me and basically, she had positive feedback.

Professional cooperation and communication

V: And can you describe a feedback session with your mentor teacher, something like the most encouraging feedback you got?

P: Uhm...

V: Or the least encouraging one...

P: Uhm, one of my mentor teachers, it was in the first semester when I started doing this teaching practice, she told me after seeing my first teaching that I really looked like a teacher and behaved like a teacher. So many people told me, to whom I told that I would be a teacher one day while I was a student, they told me that “Yes, you really look like a teacher”. This was the same what my mentor teacher told me; it was inspirational. Of course, he has experience, since they are mentor teacher, they see if you have the talent, the skills inside you to be a teacher.

Inspiration

V: Mhm, and what was the least encouraging feedback?

P: Uhm, it came from my English mentor teacher in the last semester, before my state exam. Well, you know, I started functioning like a twelve-year-old. When the parent keeps telling their children not to do this and that, and you keep on repeating all the time, the children get very...immune. I mean, they start not caring about what the parents say. That’s what I was like in the case of this mentor teacher. She kept on telling me about negative feedback all the time and I couldn’t take her seriously.

V: What was the least encouraging one?

P: What was the least encouraging one? Specific moment?

V: Yes.

P: Uhm, that’s why I don’t really remember, because I wanted to empty my head from her negative feedback because I couldn’t take

Trauma

them seriously. So as soon as I heard them, I wanted to forget them.

That's what I did so I can't answer this question.

V: Okay, no problem. Then let's go back to something else that you may like. Can you tell me a story when you learned something new about how to teach?

P: Of course, I can. Because while I was a student in the grammar school my teachers always taught me with chalks and board. We didn't have Internet; we didn't have computers in the classrooms and it was totally new for me to see classrooms with technology. One of my German mentor teachers, actually both of them, I'm sorry, both of them gave me some very good ideas, Internet-related ideas, how to come up with different techniques that can be useful to teach students.

Technology

V: Okay, good! What do you do nowadays?

P: Nowadays, I work for a multinational company dealing with medicines, it's not so complicated but I keep in touch with different affiliates of the company in different countries, I'm responsible for the Scandinavian countries and it's really great. Why? No? (laughs)

V: (laughs) You can tell me if you want.

P: It's very calming for me to know that the working period of my day would be over at a specific time which is 5 pm. SO when I get home I don't have to deal with work, I can do whatever I want. I don't need to get ready for my next session for the next day and ... Yeah, you could tell me then why I started the teacher training and MA program while I was aware of that. And yes, I was aware of that, my attitude would have changed radically into a positive direction if the circumstances had been given to me.

V: Okay, you said that you don't teach but do you use anything that you learned during the teaching training or the MA program? Techniques or methods?

P: Actually, I will because yesterday I was asked to keep some training to the newcomers, or the company and I'm just think about the ideas I was taught during my teaching practice how I could make

them learn everything. So, it's very hard, I have to think about it but I still have some weeks to go. But I didn't forget...I did NOT leave teaching behind because this chance is given to me to get back to teaching.

V: Do you think that it will be different from high school teaching?

P: Of course, since the only experience I got about teaching is having a mentor teacher behind my back (laughs). It will be totally different because I will have no one. It will give me a greater freedom and more courage.

V: Good. Can you think of an experience or story about your best moment from your current job?

P: This March was my first year at the company and I got an evaluation about the whole year, how I performed and all in all I got the best feedback from my team leader. We are about 15 in the team and the team leader told me that I did a great job and in spite of being here only for a year I improved a lot. All in all, I had the best feedback in the group.

V: And if you think about everyday, can you tell me a story that you like.

P: Well, it's pretty much job related. If I started to give a specific story, I didn't think it would be understandable. It's rather finance and financial issue what I do for the company. There was a great problem and one of my colleagues who has been working for the company for years was on a sick leave. I was forced to deal, face with the problem alone. First, I was very anxious, because we had a deadline too to sort the problem out. First, I was anxious, then I went down for two cigarettes, I got back to my computer, and I calmed myself down. I inspired, motivated myself, keeping sane, that "Paul, you can do it", I started thinking, I calmed down a bit and I managed to solve it. I know it sounds commonplace, but this case really happened, and it gave me huge motivation to get even better. Because I got positive feedback all in all and on everyday basis, and

Success

even it's a small one, it feels very great. This is what keeps me on the right track and not to give up.

V: I think it's a great ending, so thanks you very much again.

P: Thank you for the chance.

Appendix D

Semi-structured narrative interview guide

1. Can you recall some favorable experiences from elementary or high school?
2. Who was your favorite teacher? Why did you like that teacher so much?
3. Do you have any negative experience from your school years? What did you like the least that a teacher did?

4. Can you think of a moment when you realized that teaching was the profession for you?
5. How do you remember your teaching practice?
6. What was your best moment during teaching practice?
7. Can you recall the best/ worst moment? How did you cope with it?
8. Could you describe a feedback session with your mentor teacher? What was the most/ least encouraging feedback you got?
9. Did you learn anything new about how to teach?

10. What do you remember about reading and writing skills courses at the university?
(bachelor's program)
11. When did you feel that you became part of the academic community?
12. Why did you choose the topic of your thesis? (master's)
13. How long did it take for you to write the thesis?
14. How did you choose the documents of your portfolio?
15. Can you recall the best/worst moment during writing?
16. Can you think of a section or part you would change?
17. Imagine that I am a teacher trainee. What would be your advice in connection with teaching/ teaching practice/writing procedures?

Appendix E

Semi-structured narrative interviews

Interviews were sent back to interview participants to allow them to do any corrections since they were their own personal narratives. Anything they thought should be deleted as a result of tellability issue, they were let to do so. In any other regard, scripts were not modified by the researcher.

1st interview: Andrew

I: Thank you very much for your participation in this interview.

A: You're welcome.

I: I'm going to ask you about your elementary, high school and university years. Let me start with your elementary and high school period. I'm interested in your most favorable experiences. Could you please tell me about those school years?

A: School years, well, two days ago I told my partner, B, that one of the most memorable things in primary school was when I walked under the linden trees. This type of tree was very common in the school area, and I really enjoyed those long breaks when we could go out but other than that I can't really tell you anything memorable about education itself. I was quite young, I was always looking forward to going outside, so nothing really connected to education or learning.

I: What about your high school years?

A: Secondary school where I had six years because I went there at grade seven. It was called Petőfi Sándor Grammar school, so this school gave no real expertise in profession, no profession-related education. It just prepared us to have high point at the Matura exam. There, I think, it was the six years that I changed the most. When I got there, I felt like an elementary schooler. I was at grade seven, so you know until I finished grade eight, you are considered an elementary school student and the fact that I was in secondary school did not change this for me. After grade eight so I think from grade nine I began to be more serious, I talked more with the girls and became, how to say, less silly. I concentrated more on forming social bonds with people and not just, you know, joke around in the break.

I: Uh-huh, what can you say about your English lessons or your English teacher at high school?

A: I remember we had I think two English teachers, no; we had three and I think we had the first teacher for maybe two years, the second teacher for one year, the last, the third teacher was for three years. The first teacher didn't really...I don't remember anything special about her.

Sorry, I can't tell you any memorable experience about her. The second teacher was just a jump-in teacher, so she supplemented the first teacher because she had a baby, so she left school for two years, three. And the third teacher was quite young, all of these teachers were women, and this last teacher, she...I don't remember her education or qualifications but at that time I was preparing for the advanced English language exam, so the knowledge of English between her and me was not so big. I mean the difference between our language proficiency. And this is why sometimes, when she gave our tests back, I was looking for possible acceptable answers. We learned about this at university, about test assessment that you should always consider all possible answers as correct, but she didn't have a long list of keys for the tests, that's why we could find more acceptable answers and when I found one, I reported it to her and, of course, she accepted it. Usually, most of the time. Of course, she gave me points, which sometimes changed my grade. My peers, my classmates also wanted extra points and they asked me to check their tests, too. Almost every time, we got back the tests, my peers came to me and sometimes I found extra points and the teacher changed their grades. By doing this, I think I humiliated her a bit, because I was just her student and that time, I didn't realize this, I was just so happy I could help my classmates, so when I finished secondary school, I apologized her, because I couldn't forget this. That's why I'm highlighting this third teacher to you because this was such an impactful encounter in my English learning history.

I: Have you ever had a favorite English teacher?

A: Well, I've had many teachers whom I liked but, you know, each of my periods of learning English had a best teacher, so I had a favorite when I was at secondary school, she was not a teacher from our school, she was a private teacher. At university in Szeged during my BA program or education, I had a professor from the university and also another professor from MA studies. So, I cannot say one person.

I: Could you, please, characterize your English teacher from high school?

A: You mean the private teacher?

I: Yes, the one you mentioned as a nice, great teacher.

A: I think I learned...She was the one who taught me not only English but about life, too. Because since we sat down in face-to-face meetings privately, so only the two of us, for me it felt like a mother-son relationship almost. We are still very good friends, and this is why I sometimes felt ashamed when I was late or when I didn't do homework, but she was strict when she had to be, she was forgiving, she made me take things seriously. At the same time, we could easily joke or laugh and make jokes. So, I think this is what students call really a bond between a student and a teacher. When you feel that she is not only someone who teaches you a subject

but someone with whom you can talk about things that you cannot discuss at home for example or with your friends, because you need a mature person for these topics and also somebody whom you can trust. Sometimes these topics can be sensitive to talk about with parents.

I: Okay, I see. Can you think of a memorable episode that happened with her?

A: Does this have to be during my English lessons, or can it also be when I went back to visit her after my university studies?

I: If you can't recall a story from your school years with her, then let me hear your other story. So what happened after university when you went back?

A: The only thing I can recall is when she went with me to the English language exam, so she was there during the oral part. This story belongs to the when I improved my English and I remember her face. She was so excited, she was so curious when I came out from the examination room, she wanted to know every bit of info about how it went. And I could see her eyes glowing with pride and she was happy. From what I could tell her, she knew that my exam had most probably been successful, but, of course, I was too young, I didn't know what to think and when the exam was over, we needed to wait some time and after maybe half an hour or one hour we met at a nearby restaurant and she told me, she had good news. By being with me at this very important moment in my life, I think this shows that she was not only my teacher, and I was not only another student for her, you know, who she had prepared for another exam, at another language examination committee. She was really... she really wanted me to succeed. I think this reflects this bond I've just told you. Also, another story in just short. When I was at Pécs, it was my MA program, I was in the middle of it and I wanted to do a summer study, a case study about lying and she participated for it, and she even arranged some other students of hers to take part in my research. So even after I had reached quite good proficiency of English, she was there for me.

I: Okay, thank you. Do you have any negative experiences from your school years?

A: In connection to my teachers or with my peers?

I: Maybe In connection with English and it can be connected to your teachers or peers, too.

A: Well, I remember when I was at grade eleven, I wanted to do the Matura exam in advance, so that if I don't have a good score on it, I can try it again in the final year. There was a teacher responsible for arranging this and he didn't inform me and when I took this pre-exam, or I don't know how to say this, it was at an advanced level, so this is what you call in Hungarian "előrehozott emelt szintű érettségi angol nyelvből" and he didn't inform me that if I take this exam, the next year I cannot repeat this exam on the same level. Since this was the highest possible level, I couldn't do a higher level next year, so this was my final grade for my

certificate. I only learned about this after I had got the results which were not so satisfactory to me and because of this carelessness on the part of this teacher, today I still can't show the scores I felt I could have achieved at that time. I think you know what I mean.

I: Yeah, yeah, absolutely.

A: He was not an English teacher but I'm sure he had arranged many of these pre-exams before. But this was negative experience for me.

I: Okay, let us talk about the teacher training part of your life. I know that you did it in Pécs, so please concentrate on the teaching practice itself, as you know, the last one year. I'm certain that you experienced meaningful events that influenced you, your personality, your career. Can you think of a moment when you realized that teaching was a profession for you?

A: During my master's degree in Pécs, yeah?

I: Yes.

A: And this has to be from the practice.

I: If you had such a moment, please talk about that.

A: Well, I'm asking this because during my practice at Pécs, all that I learned from my practice was how much I didn't want to teach at high school or primary school. So, during my university years I felt that teaching at university would be for me because I don't really have good discipline skills. At adult education, you are not really, I think you are not really responsible for disciplining adults. To me it sounds like a joke. As soon as you start doing this, you are not to be taken seriously. Yeah, but I don't think I have answered your question.

I: So, when did you first feel that you wanted to be a teacher?

A: Uh-huh...

I: Or have you ever had such a moment?

A: I'm sure I had. Now I'm thinking about the exact time when I first started to feel like this because when I applied for university, I decided to use English or anything but teaching. And I ended up as a teacher. I think it was when I taught philosophy at university because those students were... how to say this... they were open for learning this. I could work well or efficiently with them and that was when I felt that it was worth for me to go into that room, that I was really doing something that I was helping somebody become better at what they want to improve. So, it's not really teaching English that gave me this feeling. It was rather philosophy.

I: Okay, I see and how do you remember the teaching practice?

A: English?

I: Yes.

A: First, I was in, which school was it, maybe Babits, I don't remember. It was a school for students from grade one to grade 12, which we don't have here in Pápa, so it was a big surprise for me. Here I taught in grades two, five and six, maybe, or two and seven. I don't remember exactly; I remember it was young students and a bit older but not teenagers yet. Yes, I also had classes with grade one students, but it was just drawing and some simple words in English. Actually, my worst experience in teaching English comes from this practice with grade 2 students, because I'm not really good at working with young children.

I: Could you please give details?

A: It was 30 minutes for me to finish my lesson plan and I still had to do something in that last 15 minutes, and I just improvised the same games that I had already done, I just used more students for it because it was total physical response. And at the end I was sweating, I was very hot, I felt relief when it was over, and my mentor teacher said it was horrible. I knew this, I knew that this would end like this before I had started it. But she insisted on having some experience with young children, too, so it was very bad. But with the grade 7 students I could talk about more serious topics. They were more receptive for those topics. Do I also need to talk about the other school I practiced? This was only the first school.

I: Please, if you have such experiences, of course, talk about that, too.

A: In the other school where I taught was, I think, just a grammar school, so only from grade 9 to 12. Here I taught students from grade 9 to grade 12 and these students were I think my favorite if I can say this. For the grade 9 students I practised storytelling as tool for teaching English and I chose very disgusting stories from Roald Dahl and I think it was *The twits* and because of the extreme nature of these stories, students liked them. For grade 12 students, we prepared for the Matura exam, and we also had some philosophy teaching which we did in a way that two teachers were present at the same time on a lesson, and for some reason, it was new to the students I think, but for some reason they enjoyed it very much. I didn't talk with the students about it, but I remember, we didn't need to discipline them. Philosophy in secondary school is I think not a very appealing subject, so I think that the fact that there were two teachers at the same time present, had a lot to do with grabbing their attention.

I: Right. As you said, these students were your favorites...

A: teaching these students, these grades.

I: So, what was your best moment with them?

A: Hmm, best moment? I think it's also connected to philosophy. Is it a problem?

I: No, it's not.

A: When you bring up a topic and you give some input, you can feel the shift from talking, from the teacher talking to the students talking. This is when you feel that “okay, my plan is working, I got them to talk, I got them to think”. When I heard the own thoughts and opinions of the students, it was very... not entertaining, not just entertaining, it was also satisfactory, I think, for me. And at the same time, I’m a kind of person who is interested in others’ opinions, I felt that I could also learn something from them, so at that moment I felt that this is what teaching is and this is the best moment a teacher could have. This shift, this change, this moment.

I: And what did you learn from them?

A: I learned that learning philosophy and not learning philosophy was such a big gap or black hole in my secondary school years because it teaches maturity, and during these philosophy sessions, there are topics about ethics, God, theology, and love, and topics that I think secondary school students think about a lot. Usually, they don’t have an audience to tell these thoughts to or they don’t have a partner to talk about these topics, and I think it would have influenced me to become more serious during my secondary school studies, if we had had philosophy back then. Which we didn’t. So, in these responses, in these students I could find what was missing from my years. I envied them for this. I envied them for being able to tell thoughts to somebody, you know.

I: Right, okay, now I would like you to focus on your feedback sessions with your mentor teacher, and now the English mentor teacher. Could you please describe such a feedback session?

A: Uh-huh, I had two mentor teachers. The first one [English], I think, misjudged me very very much. Because (long pause) we, I think I was simply not sympathetic to her. When we first met, she told me a joke about the whale and... it was a joke about a moment from the Bible, which I didn’t read, so I didn’t know this scene and she made a joke and by pure politeness I reacted as somebody who understood the joke, I was laughing, and I think she recognized that I was just imitating and for her, I believe, Christianity was very important, so at that moment, I think I lost her trust or lost her...I don’t know how to say, her sympathy. She put me in these situations where I had to work with young students. I knew that these students were not for me, of course, my English lessons were not great, and she blamed it on the lack of my theoretical knowledge, which was not true because I remember I had really good grades at university. It was just that I couldn’t carry out these or use these principles in practice with young age groups. I remember I almost got grade 2 for my teaching practice, despite the fact that all my theoretical subjects were five, I had some fours, but mostly five. This doesn’t mean that my mentor teacher

was a bad teacher, it can happen very easily that you cannot apply something in practice which you know in theory, but I think she was not right telling that I lacked the knowledge of those principles, that you have to have behind your lesson plans, all those practical things you do in the classroom.

I: Did you discuss these in feedback sessions?

A: No, never. I was happy we finished the practice, and I could get a three, she almost gave me a 2, but I felt if I had raised my voice, she would have given me a 2. But now, with my way of thinking I would tell her. I would tell her. Maybe I could have learned a great deal from her if I had told her this because I'm sure she had a reason to say it but I'm still considering this as something unfair. We didn't get to know each other well, this is why I think she misjudged me, and I misjudged her.

I: Please, tell me about your other mentor teacher.

A: I think she [philosophy] was more understanding. Although this might have been because we spent more time with each other. We had more lessons and since I had two subjects, I had a mentor teacher for English and philosophy, the mentor teacher of philosophy gave us free hand, we taught all the lessons, we could decide what to teach, of course, we had to present it first for her. She just gave us broad topics and we chose specifics from those topics and because of this freedom, we could also talk freely about our mistakes and what we did well. She paid attention to being productive. My first [English] teacher was very, I think, she was maximalist. This is why there was attention from me to stay at my peak. I remember another thing with my first teacher. I had many mistakes, so I did many things wrong during my practice and I tried to correct these mistakes for the next lessons, but then again, new mistakes appeared and when I corrected one mistake, I made another, different mistake. She recognized these, she mentioned these, and she said, I'm not doing anything to improve or to fix my mistakes. I was fixing my mistakes, but I made another one. So, she didn't realize it was a different mistake and this is why I thought nothing was good for her, nothing was enough for her and I just wanted to get over with it. But in the other school, in the secondary school, my mentor was quite accepting, she was very patient by giving us freedom, she didn't restrict us, and, you know, when you don't have this stress on you, you don't make so many mistakes. The teacher for English was demanding, very demanding, but also very appreciative. When we filled our targets, she praised us, not too much, but enough so to keep us motivated. So she could really balance these, the demand and the reward, similarly to my private teacher from my high school years. She was also a very good friend of mine.

I: What was the most encouraging feedback you got from this English mentor teacher?

A: I think when she said that I am getting better and better. She never said that there was a lesson which was perfect. She never only emphasized my mistakes. She let me know that I was getting better despite having mistakes all the time and when she wrote the evaluation paper.... These teachers had to write some feedback to the university... I remember she had really kind words which felt true. So, I felt that she was not writing it just to keep me motivated for this profession, they were words from the bottom of her heart, I think.

I: Nice. As you look back on the teaching practice, did you learn anything new about how to teach?

A: Yeah, I'm sure. But now it's hard to think back because now I'm using these techniques from my guts. But I'm thinking, just a second.

I: Okay.

A: I think what I learned was to find my place in the age groups and to find my tone with the students. Of course, you have to find the ideal age group because you have to adjust your tone to the different age groups. I am not a kind of person who likes to change roles so often. So, for example if I have four grades, 10 classes, I would use the same attitude with all of them. Let it be making adult jokes or having serious conversations about life, just to say a few examples, but I don't want to go to my next lesson with grade 4 students and talk about "childish things" in quotation marks. So, the things that I learned was to find my place in the age groups, to find my tone, to find my attitude and to solidify this in my teaching strategy, in my personality as well. And I try to find the same in my personal life, because as I told you, I don't like switching roles too much or too often. So most likely, I will be the same kind of father as the kind of teacher I am.

I: Uh-huh, I see. You've mentioned that you started the bachelor's program in Szeged. I would like you to think about the courses you had there, did you have reading and writing skills courses?

A: Yeah, we did. Reading was very hard; writing was not so hard.

I: Were they separated from each other?

A: Yes, we had different lessons for these courses. Well, both of them were hard because I didn't come from a very good secondary school, so I had to catch up.

I: What do you remember about your writing skills course?

A: I felt that I had to read more because I couldn't express a wide variety of thoughts, or I didn't have many thoughts about different topics, I wasn't so open minded, I was like somebody in a box. This is why reading was also hard, there were topics and so many words I didn't know, didn't read before. Yeah, I think this is what I remember from these courses.

I: Do you remember anything specific about writing skills course? Like, what did you learn or how did you learn it? Or do you remember the teacher at all?

A: Uhum, the teacher was American, I think he is still there, and he tried to bring up a lot of topics for us for writing. It was mainly essay-writing, not business emails or letters or so. And there was another, I think it was not writing but grammar skills where we had to write a lot. We had a lot of sentence transformation exercises and there were these grammatical structures that we have to know for example “Had I been there ...I would have known, or I would have seen” etc. And I didn’t learn these structures, but I wanted to make sentences in my special way of thinking. I ended up being quite rhetoric, quite ... not straightforward, so I used too many words, which could have been said with fewer words this is why the teacher always, she was always prepared to hear something extra, to hear something uncommon from me before she asked me to read my example. This is because I don’t like to learn structures and live by them, I like to create my own understanding of things, and this is why I wasn’t so good at Physics back then. We had to use a lot of formulae, I didn’t learn these, I used my own methods and of course I got a 1. But I was very stubborn to learn these. For me it feels like putting me in a cage living by rules, it’s not for me.

I: I see. As you think about your university years, when did you feel that you became part of the academic community?

A: In Szeged, I was not the best student, I got threes, so I was in the middle of the spectrum. When I got to Pécs, I don’t know if the difficulty of the program was easier or I had a big improvement, but it was in Pécs where I felt I was finally at a level of proficiency, which is considered academic. It was not a person; it was not an experience. It was a change that couldn’t be grasped, you know, it’s similar to getting overweight. You just feel it after some time that you are not the same.

I: Okay, so let’s concentrate on your master’s program and your master’s years. What was the topic of your thesis?

A: It was cheating at university, cheating in higher education.

I: What made you choose this topic?

A: Well, I wanted to continue on with my topic of lying which I did in Szeged, but I was discouraged to do so and I was looking for something similar. Because in Pécs we had to do something really close to teaching and lying was just... it was just not enough, and it was not connected. Cheating is, I think, similar to lying in a way that it is done by an intention to avoid some other ways which might be harder ways to achieve something. And I tried to connect it to my BA, so this is the only reason.

I: Okay, how long did it take for you to write the thesis?

A: I only remember I was ready two or three weeks before the submission deadline, but I don't remember exactly how much time we got for this thesis to be done. I started it at the year when I got to Pécs.

I: What about your portfolio, how did you choose the documents of your portfolio?

A: I choose those which I enjoyed the most, of course, and also tried to choose those which got a good grade on, and which were recommended by my teachers because luckily we got teachers who helped us choose these documents. They gave us points or aspect to consider when choosing the documents.

I: And how many documents did you have?

A: I don't remember sorry. I remember that I really wanted to put in something connected to philosophy so maybe I squeezed in another one, as extra.

I: While writing these two materials, can you recall the worst moment during the writing procedure?

A: I think the worst was when every time I had to sit down and continue where I left it off. I had to reread the whole thing. I feel I knew it by heart by the end, but now if I read it, I'm sure I wouldn't understand quite a large part of it.

I: Why are you saying this?

A: Because the last time, I think two weeks ago, or three weeks ago I read bits and pieces from my MA, and I saw that I was using words that I don't use now. I used such sentences that I don't really formulate now because I don't have the audience to speak to in a way like this.

I: When reading this MA thesis, did you think about changing a part or section?

A: Not the MA, but I found a lot of mistakes and vague sentences and vague formulation of thoughts in the BA thesis. But this is something you feel every five years, if you think back five years from where you are you have these feelings of "oh, I would do this so much differently now than I did it" so I thought, this was another back then, five years before this back then feeling so I don't really care much about it.

I: So, would you do anything differently with your MA thesis?

A: I don't think so, no. I was happy to write it and I was looking forward to defending it.

I: You said that you would not have or you don't have the audience now who you were writing to in your thesis. Why do you think so?

A: Where I live is not a very educational place. The percentage of people who have academic qualifications or who read about academic topics is very low. So, it is just not the environment where you can get a tune with this level of English and academic level.

I: I see. If you think about your thesis and your portfolio, do you think that they are academic materials?

A: I think yeah. Not long ago, a student from Szeged contacted me, he is also a PhD student and he asked me to send him my BA thesis because he couldn't access it. He talked with my supervisor there and she sent him to me, and I sent him my thesis. I felt appreciated, I felt important. So, I hope both my theses are academic.

I: And why do you think they are academic? What makes them academic?

A: Not necessarily the language or the proficiency of the English I used in them, but rather the topics and the feedback I got from the committee during the defense of these pieces, also this student who contacted me. I feel with these two pieces I gave something to the research community to work with. I'm not saying this is the most important topic to talk about, but I hope it's important enough for others to be interested in it and read them.

I: Okay, thank you. As the last question, I would like you to imagine that I am a teacher trainee. What would be your advice in connection with teaching, the teaching practice, or the writing?

A: Writing theses, I would suggest that start it in time and don't be ready on time. So be ready in time because what I felt when I submitted my thesis was the surprise from the part of my mentor teacher and my teachers. They were used to receiving these submissions days before the deadline and I submitted it weeks, even a month before it. It's better for the thesis, better for you to be ready with it in time because then it's not something you do quickly or in days. So, this is my advice.

I: What would be your advice in connection with teaching?

A: Well, I think one thing is what I told you already that find the kind of people, or the group of people whom you are attuned with the most. So, for this you need to evaluate yourself first, you need to get to know yourself, then find this group. Because this is the best way, I think this is the easiest way to work with people. I'm not saying that if you have an easy job or if your work is easy, it's good for you, neither on the long run nor on the short run, easy isn't good for you because you cannot improve. Still, this is the most convenient way to teach. You have to understand that there will be people and groups of people whom you cannot teach as easily as others can, this is not a problem. The other thing I would give as a tip for teachers is that teach what Robin Williams taught in Dead poet society, that conformity is not the way, teach them that everybody is unique, whether they like it or not. Nobody can deny this. And embrace this to get the most out of themselves and to leave something behind. Leave some impact on the world after you die. Of course, when you die, you don't know what happens after it, but dying with a thought that "I left nothing behind me" is the most terrifying for me. So, I would say "if

you are never bored, you are on the good track". So, try not to be bored because life is so complex and there's so much to try, to do, to talk about. Try to experience as much as you are comfortable with, and as much as you are attracted to.

I: Okay, thank you very much for these pieces of advice and for the interview.

A: Thank you.

2nd interview: Elena

I: As you have already read the interview questions, I would like you to concentrate on stories and this interview is going to focus on elementary and high school years, your teaching practice and your thesis writing process. Thank you very much for participating in this interview.

E: You're welcome.

I: First, could you please tell me about your school years?

E: You mean the elementary and high school?

I: Yes.

E: I really liked it. However, I don't remember a lot of things. I really liked my teachers because they had such a big knowledge that as a student, as a child I couldn't imagine that I can have something like this. They were really hard-working and precise, for example I still can remember my math teacher's handwriting, it was beautiful. And I learned a lot from them. I mean, not really just school things, learning about Geography, Literature etc., but how to become organized, how to stay in front of a classroom being respectful but still humorous and being a partner for example.

I: Do you have any favorable experiences?

E: Well, favorable experiences, I really liked my Literature teacher, Hungarian Literature teacher and she wanted us to read one novel from Dostoyevsky and I didn't have time for that because I was doing my school leaving exam from German and English I suppose. I promised her I would read it later in the summer and she gave me the grade 5. Well, yes. I think she didn't really think of me reading the novel during the summer, but I did, and at the beginning of September she asked me two or three questions connected to the novel and yes, I knew the answers.

I: Could you please tell me about your English lessons?

E: I didn't really like them, I really liked the language and I really had big struggles with it, but I didn't like the methods my English teacher used. We had to learn texts by heart. Always. And when we were doing our school leaving exam, we received the concrete topics on a page, and

I remember I didn't learn them by heart because I was communicating in English, and I only received grade 4 for this.

I: What about the lessons? You told me that you didn't like them, why?

E: We did grammar tasks, always, but we didn't do anything interesting. I mean, we didn't do role play or, I don't know, any kind of games. Yes, and I really hated the book, this was the Enterprise book.

I: Okay, can you recall a specific experience?

E: Specific experience, ehm, we were learning the passive voice and we were given a sentence. Firstly, we had to rewrite the sentences into different tenses, and then we also had to do the passive. And we did it during the double lesson. It was awful. I was sleeping.

I: Who was your favorite teacher?

E: I think my math teacher, I really liked her, but she was a kind of woman of whom even the boys were afraid. Well, I don't know, she was strict but consequent and I really liked it in her.

I: Okay, can you think of a memorable episode with her?

E: With her... she wanted me to become an engineer when we were doing the school leaving exam and I was dating my husband at that time, and he went to the university to become an engineer and my math teacher was really sad that I didn't want to do this.

I: Can you characterize her as a teacher?

E: What do you mean by that?

I: What was she like?

E: She was a strong woman I think before pension or something like that. She had a lot of experiences before us and she was very short, having short hair, big glasses, so this typical math teacher. But one thing which I remember about her is that she was always doing origami things and when we left school, we received a big star made of little tea bags. And I still have it, I keep it in my closet.

I: What did you find positive about her? Of course, again, as a teacher.

E: Positive, well, I think that she was consequent. So, when you knew the material, you received a 5. When you didn't know it then you received a 1, and there were no exceptions. I really liked it.

I: Okay. Do you have any negative experiences from your school years?

E: Negative... with my English teacher which I have already mentioned. And I hated Chemistry and Physics and all these scientific things, not because I am not interested in these, but since I am and I am still searching for information of my interest, but these materials like learning

about speed and little balls going everywhere... I didn't like that. I liked the experiments for example from Chemistry, but I didn't like writing those like formulae.

I: Okay, I'm sure that you had meaningful experiences during your high school years, your university years, can you think of a moment when you realized that you wanted to be a teacher and teaching was a profession for you?

E: This happened when I was in my ninth grade. I had a cousin who failed at the end of the school year, and I helped him to prepare for the exam in August. We did it together. This was from English. We did it together, we learned a lot, I struggled a lot and then he could do it. This was the first moment, but I think he was the one who gave me this profession because after that he failed every year and I still prepared with him for the exams and after three or four years, I don't remember exactly, he took the school leaving exam as well and he almost received a 4.

I: Okay, good. Thinking about your teaching practice, how do you remember it? What kind of experience was it?

E: It was a negative experience for me. I had mentor teachers who were very experienced, but they taught things can only be done like the way they do. And I had a lot of ideas and also some experiences because I was teaching at a language school then. And I couldn't use them. And, yes, I didn't enjoy this part of the teaching practice.

I: Can you think of the best moment you had during the teaching practice?

E: This was from teaching Hungarian literature; I liked my mentor. She allowed me to go to the classroom alone for weeks. And... and I think it was very important because I think teaching practice is something like a show if the mentor teacher is with you. Teachers behave completely differently if their "main teacher" is not there. And I liked it.

I: Can you specify? What moment was it or what kind lesson was it when you didn't have your mentor watching you?

E: Teaching Hungarian grammar and teaching the language relations. Well, the thing we were doing was the similarities between Finnish and Hungarian words and at that time I was learning Finnish as well and I could bring some examples and since I also knew German and English, we collected a lot of examples and students really enjoyed it.

I: Okay, can you recall the worst moment you had?

E: In my teaching practice?

I: Yes.

E: This was in English. I have so many negative experiences from the English part. My mentor teacher interrupted my lesson in front of the students, and she corrected me... I don't know in what exactly, but she did it always. But there was also one moment when she told me "Please,

stop doing that, do it like...” and it was horrible in front of the students. Like being humiliated or so.

I: How did you cope with this moment?

E: Well, I really wanted to go home. I think I did, and I really needed to tell it to someone, and this was my husband. I don't know, he is my mental rubbish bin.

I: Okay. Thinking about your English mentor teacher or teachers if you had more, can you characterize a feedback session?

E: Well, I think we didn't have feedback sessions, it only consisted of telling me what I did wrong. But they, because I had more mentor teachers, they never let me know what I did right. So only the negative things were emphasized and not the positive ones. I can understand that also the negative things had to be emphasized but I think it would have been more successful if positive things had also been highlighted.

I: Absolutely. What was the most encouraging feedback you got?

E: This was from students. When I was leaving the teaching practices, I asked the students to write me short messages, kind of saying goodbye messages without names. And quite a lot of them wrote me that I should continue this profession.

I: And what was the least encouraging feedback?

E: “Stop doing this, you are annoying, and you are getting on my nerves.”

I: And did it come from a student?

E: Yes (laughs).

I: What about your mentor teachers?

E: They didn't give me leaving feedback. It was like giving the paper and saying goodbye.

I: Okay. If you think about the whole teaching practice, did you learn anything new about how to teach?

E: Well, I think there is a big problem with teaching practices at the university. One, I think students there are ideal. They behave well, they are doing what you say them to do and when I started my real teaching, I realized, it's not working “Please, stop talking, sit down and write what I say or do the task” or I don't know. So, yes, I think I learned how to stay in front of a classroom, in front of a big classroom, because at the language school we had only two or three people.

I: Did you improve yourself in any other ways?

E: Well, I think I did, concerning the knowledge about teaching materials available, so I got to know a lot of things: coursebooks, workbooks, listening materials, authentic books, etc., things like these.

I: Okay, good. If you think about the bachelor's program, do you remember anything about the reading and writing skills course?

E: To tell the truth, I didn't really like them, but I have one very big moment. This was when I realized how huge gaps I have in my vocab, when our teacher told us to read Lord of the Rings in English, and I have never used these weapon expressions and I think I will never use them. But I spent hours look the words up in a dictionary.

I: Do you remember anything about writing or studying about writing during these courses?

E: Well, not really. I think the emphasis was on reading.

I: Okay, thank you. Speaking about you teacher thesis and portfolio, what was your topic?

E: My God, wait a minute. I was researching motivation during classrooms, so I visited classrooms and interviewed teachers, what they found motivating in different age groups, so in elementary schools and high schools.

I: What made you choose this topic?

E: I think my elementary and high school years. Because I think it's really important to be motivated when learning somethings, especially when learning a language, because it's not like "you sit down on Monday at 7 and you learn it by 9". So, it's a progress and I think if you are not motivated you cannot reach a similar goal to those who are motivated.

I: How long did it take for you to write the thesis?

E: The thesis a year. The portfolio was about six weeks. So, I think it was better.

I: Why did it take for so long to write the thesis?

E: Well. I don't really like making mistakes, and in our fifth semester we also had the teaching practice besides writing the thesis and the portfolio. So, besides the teaching practice I didn't have any time for writing that. I think I could have finished it for an acceptable grade, I mean 2 or 3 or I don't know, but I didn't want to do it like this, like these. So, I spent another semester with writing the thesis.

I: Did you have a worst moment during writing?

E: During writing? My laptop stopped working and I didn't remember whether I was saving it to my pendrive and sending it to my gmail account and I was in shock while I was searching for the document.

I: But you managed to find it.

E: Yes, fortunately.

I: You told me that you sent six weeks writing your portfolio. How did you choose your documents?

E: At the beginning of our master's studies, I think all the teachers emphasized that "it will be important. This can be used in your portfolio" etc. and when I was doing these courses, I collected the documents in two ways, either good or bad in the portfolio and I tried to use those for which I received good feedback.

I: Okay, if you think about your university years, can you recall a moment when you felt that you really became part of an academic community?

E: During the university studies, I don't think so. I think my first feeling like this was when I was doing my first school leaving exam and sitting on the other side of the desk, not like a student but like an examiner.

I: Why do you think that you were not part of an academic community during your university years?

E: I don't know. I think our teachers were quite far from us, we really kept the distance and I think if we were part of the same community, they should have behaved a little bit differently. They should have treated us like partners and just "this is right, this is okay, okay, do it like this". I think we didn't have any voice, or we didn't have any words.

I: Okay. As you think back, can you think of a part or a section in your portfolio or thesis that you would change now?

E: I put a CLIL project into my portfolio which I did together with one of my groupmates and now I know that it was written for ideal children, but it wouldn't work on a typical lesson.

I: Did you try it?

E: Unfortunately, not. In our school the language level is quite low, it's beginner, so I couldn't do it and this project was written to intermediate and upper intermediate levels.

I: If you think about your thesis, do you think that it is academic writing?

E: Yes, but I think my portfolio isn't so academic. I think my main problem was with this academic writing or writing the thesis to use words I never use in speaking and yes, I think I still have to improve in this.

I: Why do you think your thesis is academic? What makes it academic?

E: Well, I spent more time with it, but I didn't have so much time for my portfolio. I tried to use... I think the vocabulary. I tried to use academic vocabulary.

I: So, the academic vocabulary, good. As the last question. I would like you to think of me as a teacher trainee. What would be your advice about writing or in connection with teaching or the teaching practice itself?

E: I think it would be good for you to try out different school types because I think the different school types are of course different but also students and colleagues are different. So for me it

was completely different from the language school, from the elementary school, from the high school where I had my teaching practice, since now I am teaching in a vocational school. Because in our school the material I have to teach is not really important, but being a partner, leading the life of the children and maybe the parents' life as well is more important than learning the passive voice or the reported speech.

I: Can you specify in connection with colleagues, why are they different? And what were they like during your practice?

E: In my teaching practice, well, I think I had contact only with mentor teacher and they others were looking through me, I think they didn't even realize that I spent some time in the teachers' room. Now when you teach in reality, you are in daily contact with almost everybody, even with the administration or the colleague who teaches English and German as well, or with the form teacher, so with everybody.

I: Anything else about giving advice to a teacher trainee?

E: Good luck!

I: Okay, thank you very much.

E: You are welcome.

3rd interview: Greg

I: Thank you very much for participating in my research. As I have already told you, this interview is going to focus on teaching competencies and, also, your writing procedures. First, could you please tell me about your school years? I am particularly interested in your favorable experiences.

G: Uh-huh, so this is about the high school period, right?

I: High school, or elementary, if you don't really remember, you can talk about the university years.

G: I remember everything so basically let's start at the beginning. In elementary school in the first four years of the training I didn't do much with English. I learned it, I studied a little bit, I already studied it in kindergarten, so it wasn't really something new for me. When I reached from the fifth grade to the eighth grade period, I had a very good English teacher who basically tried to motivate me to be the best I possibly can be. She always said I should go to competitions in Budapest, in Pécs, everywhere. So, she always took me somewhere and I got a few great positions, I think my best was the county second place. I really loved her because she could let me really shine and she made me motivated to learn English. It was basically her advice that I

went to a bilingual English language high school, the Apáczai Csere János in Kertváros. And basically, that school's very good because we studied a lot of subjects in English like Mathematics, Biology, Geography, History and even Civilization. These really helped next to the other very high number of English lessons to raise my language competence to a higher level and the only problem that I had was at that period there weren't English language competitions for bilingual students because they said that we are just too highly qualified to compete with the other which was true but nowadays there is even a different language competition for them as well. I missed going to competitions during my high school years although there were these home competitions in the school which I won twice in a row so that was very good and after that it was basically no questions that I wanted to come to the university and try the English course, even further expand my knowledge in English. However, the training was not as I imagined it because there was a little bit too much literary and cultural theory for my taste. Other than that, it was cool.

I: Can you recall a specific memory when you felt really good, as you also said that you shined?

G: Of course, there are two such things that come to my mind. The first one was in eleventh grade when we went on a ten-day trip to England and we basically went around the Southern area including Stonehenge, London, I think we even went to Cambridge to wander a little bit, plus we went to Exeter, which is one of the sister cities of Pécs. We in Exeter had the opportunity to enter the town hall and meet the local mayor of the city, which was very cool, and we had a little English presentation there which I also took part in. It was very good when they came over to me where I learned such good English. It was a very good opportunity, you know, a highly trained British person coming over to me and speaking with me as if I was his or her kin. Enlightening and very motivating moment for me and the other thing was in twelfth grade right before the final exam, we had the opportunity to go to Portugal as part of an international group of students to compete and discuss European affairs. That was also very good, and I also have very fun memories of talking with British and Irish people and basically Spanish, Portuguese and with even Swedish people.

I: Okay, thank you. You told me about your English teachers. Who was your favorite?

G: My favorite English teacher, I think there were three such English teachers. The first one was in primary school, from fifth grade to eighth grade, Miss Anna. She was an excellent teacher, so I think she really brought out the best and when I met her year after, when I already started university training, I talked to her, and she said that in every teacher's life there is one special student and she said that that was me and that was really like... I said Wow. So, I didn't expect to hear that from her, and it really made me feel that – yeah, English is the profession I

really should continue. I think she was my favorite. The other was my English high school teacher who was my head teacher from first grade to second grade. Then the second one who was also my English and History teacher in English. He was also very motivating. He, when we left high school, gave me a note, like every other student, and he wrote on that note: I wish for you to learn English perfectly. I hope I can do it one day.

I: Alright and could you characterize that English teacher, Miss Anna.

G: Well, she was...I wouldn't say that she was always smiling and always happy and everything. She had a very strict style to her, and she made me work a lot. She didn't really let me to slack and not do anything. So, she always made me do extra tasks and these things, so she always had an eye out on me not to just be bored on the lessons. She always gave me something extra to help me improve a little bit.

I: Did you experience it as a positive thing?

G: Definitely, yes. I think it was the most positive thing she could do because she knew that it wasn't a challenge which was in the English group, although it was the highest-level group in the school at that time, but she knew that I needed something extra to keep me going and she always provided me with those materials that I needed.

I: That's a good thing to do. Do you have any negative experiences in connection with your English classes?

G: Probably the only negative thing is when you have your peers in the English lesson and if you are too good at something, then they always try to pull you back a little bit to make them seem better than they actually are. So, there was once that one of the students put a tack on my seat and I sat on it. That was a little bit unpleasant. Although it was just like childish games, so nothing really serious. Other than that, there was nothing.

I: And you are over that.

G: Yeah.

I: Okay, now I would like you to concentrate on your teacher training. I'm sure that you experienced meaningful events that really influenced you and your career. Can you think of a moment when you realized that teacher was a profession for you?

G: Interesting question I have to ponder about this a little bit. I think the first moment in the teacher training that basically struck me as...yeah...enlightenment was maybe the time when I first went into the teaching practice. So, it was not in university terms, after the first one year of the training I was offered a position to teach in Kaposvár, in Munkácsy Mihály as an English and Geography teacher of English. It was striking. I think that date was the 13th of September, 2013. I went there to the school, and it was the fourth of the fifth lesson, it was eighteen-year-

old, 12th grade class and I was told “Okay, go in and have a language lesson.” I was shocked and terrified at the same time as “You want me to go in there with them?” So yeah, basically they pushed me, not pushed, kicked me in deep water with me ankle tied around my neck basically. It was that shock and being able to cope with the shock and to make a good lesson out of it which really made me think that “Yeah, I can do it”. It wasn’t really easing it into the profession but really jumping into the water that helped me realize that I maybe can do this.

I: Uh-huh, I see. How do you remember your teacher training?

G: The teacher training was interesting because I had a one-year passive time because of this teaching in Kaposvár. The first part was I would say a little bit negative because there were only just the six of us in the English teacher training program and well, the colleagues there were a little bit, how should I put this, negative towards me. So, they made me feel unwelcome among them, which was I think not a good idea and to do so because I never really did anything against them. Still, I felt resentment. It was really demotivating to some degree but not enough to make me quit the teaching training. The last three semesters, I think we did it together. I think it was absolutely awesome because I think we all were very determined English teachers, we wanted to become English teachers, we spoke, we were active, we wanted to do it and we wanted to do a good job. I think it was very good. One problematic issue in the teacher training program was that the final exam we had was in writing and not speaking, which I think is a very big problem or at least if they want the writing part, they should implement a speaking part as well. Because an English teacher who does not pass an examination in speaking, I’m not sure that would be a sufficient way to let the person out.

I: Right, that’s absolutely true. How do you remember the practice itself?

G: Well, the practice, both two semesters, I think it was very good. The first part, the English I taught in Babits with my mentor teacher who basically became my mentor teacher for the second period as well. Also, I did both in Babits and I really loved it because the students were very active, they were very smart, they wanted to learn. They were very active, very talkative which maybe a negative feature in some cases. However, I really loved it. My biggest fear was that students who do not talk, I can’t get them talk because if they don’t talk, I can teach them all the rules and I can teach them the words but if they don’t dare to speak, then I basically don’t do my job. I didn’t want to do that.

I: Right. Did you have or can you recall a best moment?

G: Of the teacher training?

I: The practice.

G: I have to think about this for a while...I'm not sure exactly. Probably the last part of the teacher training, when my mentor teacher had to travel away for one week and I was basically given all of his lessons to do in his absence. I was his first choice, so he didn't even have second thoughts about giving them to me. That trust which he gave me on that week was very inspiring for me and it really made me think that "Okay, I can do this, he trusts me, I need to trust myself so that I can do it."

I: And what about your lessons?

G: Well, I think judging by the students' experience and replies, they said that it was awesome, and they hope that I can teacher them again in the future. So, I really loved it.

I: What about the worst moment, if you had any?

G: I'm thinking about this, I think it was in my teacher training, the worst moment, because there, the students in these practice school are treated in a way that they are not allowed to commit any kind of atrocities against the young teachers. But in Kaposvár, however, there were a few things. One of the worst moments was that I went into the class and the door was shut. That was already suspicious for me. When I went in, I saw glass shattered all over the room. I didn't understand it first what was going on. One of the students was holding his eye and saying that it hurts. I was shocked to see what had happened was that there was a light stick from one of the lights that there was in the room and one of the students, in fact the one who was holding his eye, decided to shutter this light stick at the leg of one the desks. And it basically blew up because of the gases that were in it and I had to solve this predicament. What I did was I asked one of the girls, the trustworthy girls from the class to bring me a broom and some kind of baler so that we can sweep up the shattered glass and throw it away. I took the remain of the light stick to the janitor to dispose of it and asked one of the girls to take the child down because I didn't see his eye, so I was hoping that there was no damage done. So, I asked him to go to the boys' room and wash his eye out with water. After five ten minutes of pause and putting everything in place, basically it was ... everyone looked scared and everything I said "Okay, we're over it, but for future remainder, if anyone does anything similarly stupid in the future, I will personally take the light stick, shove it up their assess and break it in there". I needed to be a little be harsh, but it was needed to avoid them doing such a stupid thing in the future again and they didn't do it.

I: That's good, that's good, so it was not in connection with the English lesson specifically.

G: No, it was before the lesson. What was specifically problem with the lesson, again this boy who broke the light stick was that, I had a game where I had a soft ball and students who throw it at each other have gave an answer to questions and when I was explaining the rule he had a

phrase when I said that “okay, the person who had the ball...” and then he commented “is gay”. And then I said to him “If you want to talk in that manner, please, do it at home but in my lessons, I will shut your mouth and go to the principal’s office immediately”. So, I needed to be very strict in that situation to deter any future misbehavior.

I: I see. You also talked about your mentor teacher that you had both semesters with him. Could you describe a feedback session?

G: Basically, feedback was very informal, he often treated me to lunch at school and there he told me that maybe I should be, how should I say, less spontaneous, I should prepare, if I don’t know something don’t say things that I’m uncertain in, but maybe look it up in the dictionary. So it was, basically, positive things. There was one thing when one of the girls was teasing the other and I called it out and the girl went out of the room crying. And then my mentor explained to me that she had a very bad family situation, family background. Afterwards I talked with the girl, I apologized to her, and we sorted out the problem right away so there was no major problem. He said that he hopes that we will be colleagues one day. I think that’s all the feedback I wanted to hear.

I: And was the most encouraging feedback from him?

G: I think it was. Yes.

I: good. Did you learn anything new during that period?

G: Basically, what I learned was that we have to be very aware of our students, so we need to treat every kind of misbehavior in the context of why the student is doing it. So the student is misbehaving we need to look behind it, what is the factor that creates it, so what encourages people to do these kind of mischiefs. If we know, we can more easily solve it or deter them from doing it. But if we don’t, we may risk hurting their feelings so we should be very mindful of our students’ position.

I: Right. Okay, now speak about writing procedures, what do remember about your reading and writing skills courses at the university? That’s the bachelor’s program but do you remember anything specific?

G: I remember that we always had a different teacher, mostly those teachers who were not university professors but were actual English teachers. It was a good idea because they really had I think more experience and practice in that sense than those teachers who only dealt with research. That was good but other than that Reading and writing skills? No. That didn’t really give me much new. Probably the only new thing for me back then was how to structure a good critical writing. I think that was probably...the basics were given there. That was relatively new and interesting for me.

I: Okay. When you started university when did you feel that you became part of the academic community?

G: Interesting question. I think I became part the academic community when there was a conference here in Pécs at the Faculty of Engineering called the International Cultural Historical Language something so the ESHLE the 16th one I think and I was asked to be part of the organizing committee and we were there with internationally recognized thinkers and people who basically wrote a lot of our textbooks we studies from so it was a really bit honor to meet them and to listen to a few of their ideas. Probably the most motivating moment was when I asked one of these professors “Why do we stick to ideas that are proven that are obsolete and why don’t we start a new chapter?” He told me that scientific research is basically starting out from the past and trying to go small steps ahead without basically saying that what was previously mentioned is useless, because we cannot go with saying something very new by not giving basis to how we got the new conclusion. We can only do that by having accurate background knowledge.

I: Okay. Thinking about your thesis, what made you choose the topic?

G: The MA thesis was basically CLIL-related. It was about how I taught Geography in English in Kaposvár and it was based on primary research data that I gathered through digital questionnaire that I had my formal students fill out. Quite a lot of them filled it out, and I think what was the subtitle of my MA thesis was also from one the answers that was provided by one of the students who gave me to the question of “What was the best thing in the English Geography lessons?” and he said that, or she, I’m not sure, that “Now I can talk about the world in English”. So, I think this is the best characteristic of a bilingual school that if we can fill English language with content, not just doing the old practices that are provided by the course books. You widen your perspective; you widen your vocabulary and you world knowledge as well. I think that’s basically the most important aspect of going to a bilingual school if it’s done well.

I: Uh-huh, why did you choose this topic?

G: It was the closest topic I could think of that’s connected to English teaching plus I personally loved to combine English and geography together as one subject so it’s one of my bit passions to teach Geography in English. I really love to do it. That made it an easy choice and my thesis consultant professor also encouraged me to do it.

I: How long did it take for you to write your thesis?

G: I think the MA thesis took about ne and a half month to write but this basically included compiling the questionnaire, getting it filled out by all the students and also assessing the data.

I: Wow, that's a very short period of time, how could you do it?

G: Actually, I had no choice because I had to do the portfolio from scratch, that was I think for one month, besides that I had to do the English teacher training at Babits High school and also, I had to do the subjects at the university plus I was teaching at a language school, through a language school at a company every morning and every afternoon. So basically, I had very short time periods. I mostly used my weekends to write my thesis and my portfolio, but I managed to do it.

I: Alright, that's great and can you recall the worst moment during writing?

G: I don't think that there was a worst moment during the writing period. I think the worst moment was when it was assessed by teachers. My consultant assessed it in a very good way, I got a five but my other consultant, gave me a three partly the fact because the person found things that I don't think were real problems. For example, one of the problems was that I didn't incorporate Hungarian language background literature in an English written document. I Don't know why that was a problem so that was basically made up and the other thing is that it is problematic when you're writing a topic that's teaching related and the person is not in that field of research. So I think this is the mayor problem in the English Faculty that sometimes they give out opponent positions to people who are not qualified to assess it in an accurate way.

I: It may be because there are not as many teachers at the faculty as there should be.

G: Yeah, but hopefully that'll change in the future.

I: It has already changed. Thinking about your portfolio, how did you choose the documents?

G: That was a little tougher issue because in Geography our teacher in charge of the teacher training program said that we must do one of our documents either the dissertation, the thesis or the portfolio at her. I would have liked to do my portfolio in English just like I did my thesis, however, she didn't allow that even though I had the documents thanks to the English course. Therefor I needed t create a whole new bunch of documents to basically show that I am aware of all the eight competences that a teacher must know but I could in fact put one of the English documents into this portfolio which was basically Geography in nature. But one of my English portfolio items was about how I could teach sustainable development through English lessons.

I: Can you think of a section of your thesis or portfolio that you would change?

G: I'm trying to think but no. Maybe I would prove the background literature more or maybe put in Hungarian-related texts maybe it would improve the status of the assessment and make the assessment a bit more favorable for myself but other than that I don't think there would be parts that I would change. It was well-structured according to the opponents, so there were no crucial problems that would need to be corrected.

I: Would you do anything differently?

G: Maybe I would have put a little bit more time into it so if it wasn't in such a rush I wouldn't have to hurry so much with it so if I had had more time I would have gone more into the examination part of the answers and done deeper investigation, for example, getting little interviews with the students but there was no time for that but that would have made it a little bit better I think.

I: If you think about your thesis, do you think that it is academic writing?

G: I think it's at the start of academic writing. So, there was room for improvement on being more specific, on being more selective of the words that I used not to repeat myself. Well, maybe I would have structured it in a way to make it seem more professional but I'm not really sure that at that moment in history I was capable of doing something better. Now, I think I've improved a little bit in that field so I think in future respect I can do better, and I will do better hopefully.

I: As you wrote it in an academic context, it should be academic material.

G: It should be, but I think I could have done better. But that was the start of an academic career I think, and we often look back and say "really? I wrote this? I shouldn't have or I should have written it in a different way". Think we all have doubts in that respect.

I: I see. As the last question, imagine that I'm a teacher trainee. What would be your advice in connection with teaching or the teacher training itself or the writing procedure?

G: I think the best advice could be that you should always let students' imagination, creativity go free. You should not keep them in strict tasks because you need to let their creativity flow because their creativity is the biggest motivator and if you want them to really be good at English you should let them fly.

I: Thinking about your own experiences. Can you think of a moment when you let them fly and be creative?

G: Definitely. Basically, I often give them tasks in a way that if I want to get them to write something, I always try to give them three options what they can write about. Like imagine them in a situation or write from their own personal experiences which are really determining for them. If they went on a vacation, give a travel guide so these kinds of things.

I: Can you be specific and tell me such a task that really happened?

G: I think one of the tasks was that I asked them to describe how would their perfect Halloween happen. So, it was a creative writing task in a way that they can write about what they would do or even if they wanted, they could make it into a horror story. So, they were basically let to go free. There were very good ideas coming out. So, I think not all the time but sometimes we

have to make the task concrete to know what were the vocabulary items that were needed to be practised, but sometimes it's good to have a little bit of creativity. If we always give the same old task, they will get tired of it.

I: Okay, thank you very much.

G: You're welcome.

4th interview: Kate

I: Thank you very much for participating in my research. Could you please tell me about your school years? Because I'm particularly interested in your most favorable experiences from school.

K: You mean elementary or high school?

I: As you wish, it can be from the elementary, it can be from high school.

K: I don't remember much from elementary school; I spent six years there. Then I changed and I went to high school because it had a six-year-long program. I decided to apply for that because I didn't feel well in my original class, and I remember some of my teachers. There are a few nice experiences, but I remember mostly the ones which made me feel uncomfortable or which were discouraging. But it must be because I sometimes concentrate on the negative more than the positive. I remember more of my high school, I had two remarkable teachers, one was the literature teacher and the other was the English teacher. He was really eager to teach, he was extremely motivated, but he had a very strange attitude to teaching and he had this grammar-based approach which wasn't so advantageous for us. So, these were the two people who motivated me to choose teaching.

I: Uh-huh, can you think of a memorable episode that happened with them?

K: Well, with the literature teacher we played a lot of games where we had to associate to whatever we liked, we wrote poems, she always gave us creative tasks to do and project work which was quite innovative at that time... and we didn't enjoy them. In particular, I hated them and after a while I realized that they were really useful. And that I should have appreciated them more. But I remember that it was quite difficult for us to accept the new methodology and the new techniques, which were different from "Take notes and learn them at home."

I: Right, can you give details about such creative tasks? For example, what did you do?

K: When we worked on the era of the Renaissance, we had to create a project, it was rather, wasn't really a project, it was a portfolio and we needed to include a biography, we needed to write an own poem, which was something like a free poem which didn't have to rhyme or

anything, just the flow of ideas, which was really fun to do. And then she evaluated those projects. And I don't even remember the grade. I just remember that I worked on it for weeks and then I was really satisfied when I saw it as a whole at the end of the process and that I learned a lot from this task.

I: Uh-huh, you've mentioned that you had some negative experiences from your school years. Can you mention one, what did you like the least that a teacher did or that happened in class?

K: These experiences are mostly related to the characteristics of the teachers, like the PE teacher didn't like girls and he was sometime really cruel with us and let the boys do whatever they wanted, we had to follow. And the same goes for my math teacher when I was like ten or nine. And she was also not... she was impatient with us and there were a few, there were few students she didn't like, and you could feel that. So, these were basically personal problems, in my opinion.

I: And what do you remember about your English classes from high school?

K: Well, I was in seventh grade when we started high school. We were... I think we were eighteen or so and we were put together the students who came and changed from German to English, so it was a mixed group. And the teacher was...this was his first year in the Hungarian Educational system, so he didn't have much experience at that time. So, he tried to start everything from the basics, and we spent almost six months repeating: "An apple? Yes, please." Or "No, thank you." At first, it was alright. At first, we thought that it was necessary but then we found out that our knowledge which we had gained for four or six years was fading away because we didn't use anything we had learned before so we became quite angry with him and we were really frustrated and he kept on going with this really precise, accurate teaching of grammar so we had a lot of handouts and drilling, and after five years when we were really impatient, he decided to give up. He left us and we had another teacher for a year. She didn't really bother me personally because I went...or ...I had private lessons at that time, and I think I had already passed my language exam as well. But the others who only wanted the school leaving exam, they were in great trouble.

I: Okay, now let me continue with the teaching practice. I'm sure that you experienced meaningful or influential events during your training. Can you think of a moment when you realized that teaching was a profession for you?

K: Well, I had been giving private lessons for a long time before I started the teacher training. You mean the one that we had at the end of the program?

I: Yes.

K: That one, okay. So, I was really enthusiastic when I got there finally. I was really looking forward to it and in the elementary school where I went for the shorter period, it was really fun, I really enjoyed it, I loved the children, it was quite challenging but it was also rewarding and I got on well with my mentor teacher which was great and then when I had the training at the high school for the longer period, the longer practice, it was extremely difficult for me. I was rather discouraged by the experiences because it was too much, I couldn't feel that satisfaction, I couldn't feel that I was good enough because there was too much information coming in, too much input, too much help maybe, too much advice and I couldn't really implement everything I wanted and I couldn't get everything out of the situations and I felt quite frustrated but in the end I was really happy that it was done and that I survived. I learned a lot from it. Personally, it was really, on an emotional level, it was really demanding.

I: Can you think of a story, something that happened to you during the practice that you still remember, and you can still recall as something memorable?

K: Can I recall a positive one or do you want to hear a negative?

I: As you wish, it can be positive, it can be negative, or encouraging or frustrating. A story that you can still clearly recall from then.

K: When I had to teach the job application letter and CV writing and how to apply for a job, I decided to ask the students to write a motivation letter but not for themselves, but they had to come up with an idea for a classmate. I made them think of a name from the class and then they had to recommend a job for that person and describe his or her positive skills, why they would be perfect for that position, and I checked them. Then I made them deliver the letters to the people who were on the cards, so they got a letter with all their positive characteristics and skills and talents, and it was really nice to see their faces because they were really happy to read those lines about their positive characteristics that their friends of classmate had written about them.

I: And what was your best moment during the teaching training?

K: I really liked the French classes I gave because I felt that this was something different from the things student had experienced. So, I felt that I made them be interested in that language.

I: Can you give details in connection with this? How did you see or when did you see that students were really motivated or interested in French?

K: Well, at the beginning they were shy, they didn't talk much, and they didn't raise their hand and after a while they started guessing and they started to communicate, they were a bit more open-minded about the tasks. I can't recall a particular moment or exercise when I achieved this or...

I: That's not a problem and if you don't mind, I would like to ask if you can recall the worst moment.

K: Well, I think it was during one of the English lessons. I felt really intimidated, I don't remember anymore the reason, I just remember that basically I was stressed during the English lessons, and I didn't have a very easy-going group. Everybody knew it and the children were quite...sometimes I felt that they were disrespectful, and I felt embarrassed, I felt that I might not be good enough for them or they think that I do silly things. I felt really stressed and it was really not at all motivating.

I: How did you cope with that situation?

K: I tried to find activities which fit better, and I also tried to motivate myself.

I: How did you motivate yourself?

K: I thought about the experiences I had earlier. I was teaching for a year before the master's and after the bachelor's program, in between I had a gap year and I was teaching in a village in a primary school and I had really motivating experience there and I thought "I cannot be that bad if those children enjoyed the tasks and the lessons" and I tried to make myself aware of the characteristics and difficulties of teenagers that they must be tired, they must be bored, they must be stressed but many other things and I'm just one drop in the sea for them.

I: Right, you mentioned that you taught in a village, you said that that was a positive experience. Can you then talk about that time?

K: I had a look for a job after the bachelor's degree because I didn't have a language exam in French for the university application and I decided to wait and prepare for the language exam. While I was preparing, I wanted to teach as well or do something or earn some money. Then I had the chance to go and give lessons in this primary school, which was in the middle of a park, really nice atmosphere, really nice but quite old, they were mostly middle aged, around 60 I guess, the teachers there. I was 21 and the youngest was 38. That huge age gap between us. Anyway, there was extremely helpful and the principle, she asked me if I had help and I said, yes, I could get help if I needed and I was ready to ask if I needed anything. So she said that it's gonna be alright, it was going to work out that way if I wasn't afraid. I got the job and I had two groups and I tried to include some exercises on the smartboard, cards, and videos and songs, because the book we used was quite easy for the younger ones. I had the chance to work with other materials on the Internet which was nice. I could try many things and they were quite supportive. The younger ones, fourth graders, fifth graders were extremely impolite. Some of the lessons were disasters literally but then I learned a lot from that as well, mostly classroom management.

I: Could you specify, like how did you manage those hard situations? Can you remember one or highlight an event?

K: Not really, I remember that the students were quite stubborn, and they weren't willing to work together, they wanted to have fun, together without me, of course, and not learning. I remember that I was quite patient with them. At the end of the school year, I felt relief, when it was over. I didn't give up, but it was extremely challenging.

I: Okay, then let's go back to the teacher training. Could you describe a feedback session with your mentor teacher?

K: Well, in the elementary school, my mentor teacher, she was constructive. We discussed many ideas in detail. She gave many new ideas and ways to improve my plan, my activities. I really felt that she was satisfied, and she wanted to improve me. I felt that she saw a possibility in what I wanted to do or what my ideas were. With the French teacher it was a bit different, she was quite confident, she was a great teacher. She spoke French very well as well. At first, she wasn't ready to be open to the new ideas but after a while she accepted how I wanted to try things. I got some space and time for that. It was really nice, eventually, we became friends if we can say so.

I: What was the most encouraging feedback you got from her because you said that first, she wasn't that open-minded in connection with your methods or your tasks? So, what was the most encouraging feedback?

K: Well, I couldn't quote. I don't remember exactly. I remember that she started to have more and more confidence and she was okay with what I tried to do. She always gave me advice which was really useful and nice. I felt encouraged. I don't remember the words.

I: Okay, that's no problem. At the end, did you learn anything new about how to teach?

K: Yeah, definitely.

I: And can you give details?

K: Yeah, I got to know new books and games or playful activities that seem like games for the students, but they are tasks in fact. I learned a lot about self-confidence and classroom management and how to deal with difficult students or difficult situations, how not to be shocked by the things that happen in the classroom. Overall, I think it was rather personal development than professional one.

I: I see, good! Now I would like to ask you about your thesis and portfolio. Did you write them in English?

K: Yes

I: As I know you had reading and writing skills courses at the university, right?

K: Yeah, sure, in the bachelor's program.

I: Okay, what do you remember about those courses?

K: Hm...

I: I know that these courses were quite long ago.

K: They were ten years ago. Well, the writing courses I don't remember at all I can't even recall the teacher. No idea, sorry. Was the reading together with the vocabulary? I don't remember anymore. I remember we had to read a book, everybody had to read the same book, *The Darling Bugs of May* and I didn't really get at that time why this was the task. And I remember that I couldn't really get on well with the teacher, I felt uncomfortable because when I didn't know an answer, she always asked me. I think it was by chance, but it was really not good for our relationship so to say. And I remember that we learned a lot of words, but I don't remember an experience when I felt "oh, great I know this word because I learned it". On the reading course I think they were rather literally text maybe. I don't know but it wasn't really enjoyable I remember that I wasn't happy. I remember the grammar in use courses, and I remember many other courses, the literature, the linguistics, but not these ones.

I: So, not really influential in your life.

K: But I think they were together.

I: Yes, they were. Reading and writing skills course, this is the name, actually.

K: Oh, right! Well, yes.

I: So, it was more like reading and not really writing, not about genres and how to write them, but about reading them.

K: No, I wouldn't say that I don't really remember. I don't even remember the curriculum; I remember this book in particular but I think we had to write as well.

I: Okay, okay, at the university?

K: Yes, definitely. I felt that I'm in a really good place because the teachers were really...well, they knew what to teach, they knew how to teach. Most of them. But they had a huge knowledge that they were able to transfer. Especially during the master's program, I really felt that some teachers treated us as colleagues.

I: Uh-huh, can you specify about this? When did you feel that you were somewhat a colleague to a teacher?

K: Well, some of the courses were rather like a conference, like you go there, or a workshop. You go there, take part in activities that teach you or show you how to teach. I never felt like there is a very smart person in front of me and I need to learn every word he or she says. I rather felt that they wanted to talk about solutions, they wanted to make us think about different

versions of that particular topic or exercise or whatever it was. I never felt that it is something to learn by heart. Especially the methodology courses.

I: Okay, thank you. What was the topic of your master's thesis?

K: Questioning techniques of language teachers and the beliefs behind them.

I: What made you choose this topic?

K: At first, I had a different idea, but my idea was quite complicated, and it would have been or it should have been a longitudinal study and then I decided to do something different and I had some trouble with classroom management and communication and it was feedback that I had got before several times in different ways, that I hadn't been efficient enough in my communication. So, I decided to improve that and chose the topic of questions, how to ask meaningful questions, how to generate conversation in language lessons. Then my consultant suggested to include the beliefs which were rather interesting, I really liked the psychology of opinions, beliefs and thinking. So, this is how the thesis was born.

I: It sounds interesting! How long did it take for you to write it?

K: Months. I worked a lot on it. I don't remember exactly but I observed a few classes then I had to jot down all the questions that teachers asked which was like... a hundred questions a lesson and then I analyzed the questions, I grouped them. I tried to categorize them which was really challenging and then also the literature related to questions in general, all the literature related to communication, classroom management and the literature to generate ideas and then the literature for beliefs, then putting them together. I remember I worked until the very last moment to get everything right.

I: And during this long period, did you have a very bad moment? When you felt that something wrong can happen or you didn't feel okay with your writing?

K: I don't remember having a shock anytime. Maybe when I figured out that it was too long and I didn't know what to leave out, so I just went like "It's alright, it's complete, it's a whole, if it's not acceptable then I need to restart something next year." I had a crisis during the bachelor's thesis because I wasn't sure I was going to the right track but not with the Master's. I had a really nice teacher to work with.

I: And why did you feel that you were not on the right track with your BA thesis?

K: Because there was a lack of consultation, in fact, the teacher looked at my pages, the texts I wrote about the topic, it was teacher motivation and then he didn't really comment anything. And I was like, okay, so I kept on going, I thought that it's alright and then I had like long pages, I went to his office and asked for his opinion and he said that "it's alright, if there are no comments then it's alright" He had written there everything he wanted and then we opened

the document and it turned out that I couldn't see his comments because there was a problem with the Word program, so I had to reevaluate everything. We didn't have many personal meetings; I think this was the problem basically because I couldn't open the document properly and I went on going despite the lack of proper feedback, but we didn't know. Neither him, nor me.

I: I see. Going back to the master's, how did you choose the documents of your portfolio?

K: Based on what reflected me the most, what were useful during my professional development, what I could write about with perfect authenticity, like, "this is really what I did, this is really what happened", so it was 100% honest and then I also took into account the variety so I tried to include things that were different or which showed different competencies because it was extremely important. I created the portfolio and a few days before the deadline it turned out that I couldn't include two lesson plans, so I had to change the last one, so I very quickly went back to my teaching practice and included the fifth document or changed basically.

I: If you think about your thesis and your portfolio, do you think that they are really academic materials?

K: Yeah, I believe so.

I: And why do you think so?

K: Because I think I have the knowledge to write professional texts, texts that are about teaching, in a proper way with the proper vocabulary. I think the master's program prepared us well for such writing and also, I spent a lot of time with the writing and to find the perfect vocabulary item, to reread the sentences and the paragraphs. I asked feedback from different people when I wasn't sure about something, I asked for the opinion of someone else. So, I really had the time to make it perfect. Perfect or something that I was proud of. Also, I was in that environment where everybody used these expressions, everybody worked from these sources. Now I know that my vocabulary and my grammar is quite different from or may be on a lower level of language proficiency then it used to be, like during the Master's.

I: So, would you change anything, or would you do anything differently in writing your thesis and portfolio?

K: Well, the thesis, I think it was a nice one. I think if I could choose, I would or I might change the topic and might go with the original one. But in that case, I'm not sure I could have finished it in time. So, with this title, I think it's alright. Have you looked at it?

I: Well, I don't know because I worked with some theses but without names. So, I didn't want to look at the name because that would cause some bias. This is why I never included names.

K: Yeah, sure.

I: So, sorry, I don't know. Okay, so you would not do anything differently in that.

K: I don't remember regretting any decisions I made. Maybe, if I read it now, right now, I might find some things to change. But to tell you the truth, I wrote it, then I read it through, and after two years I read that again, I don't remember finding anything bizarre in it. There might be some things, but I think overall it's fine. The portfolio, I think the fifth document is a bit different from the others because I didn't have as much time, and it wasn't really the plan to include that text. So, I don't remember the state of that one but maybe it didn't fit as well as the other four. But I couldn't name the five document I included. I remember some of them, but I don't remember exactly.

I: Okay, the last thing is, I would like to ask you to imagine that I am a teacher trainee. What would be your advice in connection with teaching practice, or thesis writing or teaching itself?

K: Find the people you can rely on, who you trust because they give you genuine feedback. They want you to improve, to develop, this is what helped me through the teaching practice and the thesis writing as well, and the master's degree as well, that they were honest, they were constructive, it was constructive criticism that I got in most of the cases. And be critical. Think about the options, listen to everything and then reconsider the thing. You shouldn't accept everything they say but you should really think about them and come up with a reason for or against that idea.

I: Thank you very much. This is the end of the interview.

5th interview: Leah

I: First, I would like to thank you for your participation in this interview. I have already told you that we are going to talk about your school years and about writing your thesis and portfolio. Let me ask you about your elementary and high school years, I am particularly interested in your most favorable experiences from those years.

L: Okay, so in elementary school, I wouldn't say it was full of experiences. I barely remember something which was so favorable. I only remember the school atmosphere. It was really great because the teachers were so enthusiastic and so nice. They were encouraging us to learn more, and they had a positive attitude towards the students, and this was really great. But in high school we had great teachers who had really this power, I can't say how powerful their lessons were. So, they really affected our lives, I would say.

I: Can you tell me a specific experience?

L: Yes, specific experience was when my teacher, my English teacher, they youngest one told me how she became a teacher. So, she had got this idea to choose this profession and I think this was a moment, a really important moment, she was talking actually in Hungarian in this elective course, and she told us that she can't imagine a better place than a school to have this learning as a lifelong process, learning with the students. This was so encouraging, and I can remember also the day and the date when this was. So, this was incredible.

I: How old were you?

L: When this was, I was seventeen. We got these elective courses and that's when this happened.

I: Who was your favorite teacher?

L: She was my favorite teacher. She was really young, yeah, she was amazing, and she said, I can clearly remember this sentence "Vocabulary is of paramount importance". And this was so great, I can still remember. Since then, I'm really interested in how students learn the vocabulary, how they develop their strategies, so that's my field.

I: Could you please characterize this teacher?

L: This teacher, she was young, very young. Really patient, sometimes too patient also with the bad students, who behaved badly. She was really talented, had a really positive attitude towards students. Yeah, and yeah, that's her basically.

I: Can you recall or think of a memorable episode with her?

L: Besides this, she visited England and we cooked. Boiled actually the water together and drank some English tea and this was the first time I had tried this. And there were actually several occasions when we tried some kind of British food.

I: Okay, do you have any negative experiences from your school years?

L: I don't really have negative experiences. Actually, maybe with the teachers, I wasn't that good in Math and Physics, so I didn't really learn that's why I got a 1. So, this was the worst experience I got there. So, nothing special happened.

I: What did you like the least a teacher did?

L: I think it's really important to be patient with the students and to realize that they are still 16 or 17 years old so they can make mistakes and they don't always know what the consequences are of their act. That's why you should be patient with them. Most of our teacher embarrassed those students who misbehaved, and they didn't really understand the consequences. And I don't really like this embarrassing part, so when the teacher embarrasses the student in order to show discipline in class.

I: Okay, I see. I can understand that. I'm sure that you had already experienced something meaningful before you became a teacher. Can you think about that moment when you realized that you wanted to be a teacher and that's a profession for you?

L: So actually, at first, I wanted to be a translator because I thought this is a great job for me. Then I realized it's not because I don't have any connection with students, people, anyone, and had a student or mine, actually a friend of mine, who said he desperately needs my help. He got his... so actually, we learned, I think for three months or something like that, and then get got his language certificate in English. This amazing feeling that you are so proud of this person, actually he is a friend, and you can teach him and so I realized that I really am a patient person, and I can explain things really good, and this was something like winning a Nobel-prize or I don't know. So, this is a great feeling to accomplish something, something meaningful. And teaching is about meaningful things, I think.

I: Right. If you think about your teaching practice, how do you remember it, what kind of experience was it?

L: It was really, I would say the teaching practice was really memorable because I was in several schools, I saw several different teachers. So, some teachers were really enthusiastic and really positive, and the others were, I don't know, bored, I would say. So, they got certainly a burnout. I don't know. And I still had to do my teaching practice with the bored teacher, too. That was a bad part, but I learned several things from those teachers and then I realized how much we don't know. We have learned so much at the university, but not the practical things and that's why we needed the teaching practice.

I: What was your best moment during the teaching practice?

L: The best moment was when the teacher said that I don't have to be perfect. She said she can see that I'm trying my best and I tried to be a perfectionist but that's not that, what we need in school. I have to be more spontaneous to react, to talk to students and let them talk with making errors. Yeah, and it's not a problem if they are making mistakes, errors. And that she said that I'm a really charismatic person and I liked that.

I: What was the most encouraging feedback you got from a mentor?

L: So, when she said that I'm a charismatic person and that I'm really patient with the students and that I'm not that fast, I am talking too fast, although I can talk really fast. And that the students are paying attention to what I say. So that was important for me.

I: Could you please describe a feedback session with one of your mentors?

L: Yeah, so usually a feedback session was started like this, she was talking about the positive things at first and then she continued with the negative ones, but she always said mostly positive

things and the negatives were usually, like, so my handwriting is awful and I'm not correcting the pronunciation, so I should correct the pronunciation, so emphasize more the words. And I should write more on the board and things like these, so she told actually things that I knew but I didn't pay attention to these. So, I don't know. So, she helped me to realize what I didn't realize.

I: Why do you think the other mentor teachers were kind of bored? What did you see?

L: Actually, the funny thing is they weren't that old. So, they were around mid-40s, so I didn't even understand why they were so bored. I don't know, they thought it's all the same, every year they are teaching the same material and they weren't open minded, so they were really stuck into this material, and they were teaching what they were supposed to teach and nothing more or less. I think that's why they got bored.

I: What was your best moment with your students?

L: With the students during the teaching practice? Actually, we had a lot of funny moments. Because I think you know this moment when they ask me, so we are learning about flying, or plain, or whatever, and they are asking several different words which are not connected to any kind of traveling or nothing in connection with traveling and you don't know that words. And then you realize, oh my God, I don't know this word. What shall I say? This was very terrible but funny, too because I couldn't recall the word, but I could recall a joke in connection with the word and they burst out in laughing and this was really funny.

I: Can you tell me another such story?

L: Sad one or simple one? Another one, uhum, so. Should it be positive or negative?

I: It can be positive and negative.

L: Okay, negative one. So, my mentor teacher was obviously there in the classroom and if they [students] had some kind of important questions or they didn't understand for example the grammar, they didn't ask me. They asked the mentor teacher. This was terrible. They were running around the classroom, and they were asking her, she was sitting in the back row. She was also showing some kind of signs and I didn't like that, like stop and ...yeah, I really didn't like that.

I: How did you cope with that situation?

L: I said, and she said, too, that they [students] can ask me anything, I'm the teacher right now, I give them the grade, so I give them the grade. So, they should ask me questions. So, she didn't answer any of them. This was good.

I: So, you coped with this situation together.

L: With the teacher, yeah.

I: Alright. What did you learn, or did you learn anything during this teaching practice?

L: Yes, obviously yeah. I learned a lot. I learned that we should be patient, yeah, obviously, with the students and we should wait. This is really important to wait for their answer because usually I answered my questions, so they didn't answer, I waited for three or five seconds, and I started talking and this was terrible. Then I realized I don't have to do this. So, I shouldn't. And I learned also that we should emphasize the important things, the right vocabulary, the important words, write them on the board but not the Hungarian version but the English version. I gave them some sentences. I also created a Quizzlet for them so they could learn the words online, they had a set of words. It's also important that they saw some pictures, they heard the sound, the pronunciation itself, and we practiced a lot. And that speaking is crucial in language learning.

I: Okay, thank you. Let's have a look at our last topic. What do you remember about the reading and writing skills courses from your bachelor's studies?

L: Not much, unfortunately not much. I remember the teacher talking about the true or false task that this is not a good type of task, and he doesn't understand why we've got this and now I can see that in the school leaving exam we still have true or false and even the doesn't say part. I still don't like it, I rather prefer the multiple choice one. I can remember that and that we were practicing writing skill and we were writing some essays, but I think that's it.

I: Do you remember anything about the writing itself? How did you practice writing or what kind of essays did you write?

L: There was a book, and we learned some suffixes and prefixes, so the grammar and some kind of sentences, how we should introduce and finish a sentence. Then we had to write essays with those sentences.

I: Okay. When you started university, when did you first feel that you became part of an academic community?

L: After I finished. Actually, I don't know, so maybe because of the teachers, because of the attitude of those teachers. When you start at the BA... so when I started the BA studies, then I didn't have this feeling at all that I'm part of this academic community. Then when I started the MA studies, so this higher level, maybe I realized that this is a higher level and I already accomplished something in life and that's why I started to realize this, but then the really first moment was when wrote my own publication, the first one, in German.

I: What was it about?

L: About my thesis, the shortened, so the abbreviated version of my thesis about learning strategies, how we should teach and learn vocabulary.

I: And how did it come that you wanted to publish something?

L: My associate professor, she thought this was a really good topic, lots of other teachers and researchers are interested in this topic. It's about diversity and learning strategies, and that's why it's really important nowadays because in books like New English File and lots of, lots of German books, they are starting to write short sections how students should learn the vocabulary and that's why I thought this would be important for everyone in Hungary... who can read German because unfortunately it's in German, available only in German.

I: Okay, What about your thesis? You wrote it in German, what was it about?

L: It was about four learning strategies, so the first part was, so I was in a high school, and I did this research, kind of research with the teachers and the students, so I asked first the teachers, how they are teaching vocabulary. Then I asked the students and then, so I was just doing my teaching practice in this school and then I thought it would be great if I could do the research with this class where I'm in. So, I started to explain them the strategies, at first the strategy of learning with pictures, I showed them pictures and there were no Hungarian words at all, only the German word. So, the first one was with pictures, the second one was with sentences, we learned the word with a picture, and they had to write a sentence. And the third one was, they had to write a personalized sentence about their feelings or connected to themselves, this was really important because the brain works like this. So, we remember things which are good and bad in connection with ourselves and our life events. And the fourth one was using applications in class like Kahoot, Qizzlet, there are many of them.

I: What made you choose this topic?

L: Actually, I wanted to write about something else because I speak several languages and I wanted to write about this, but I said to my teacher this is more important so I can't do anything with that. So that's okay that I'm speaking four languages, but they aren't, and I need to help them somehow and other students, too. So they have to realize that strategies are really important, and strategies and techniques are different and method is something too different. This is really okay if someone can learn with pictures, it's really okay if someone can learn only with authentic video materials. That's okay if we are different. That's important to students that they need to know that there are different ways of learning.

I: What about your portfolio, what language did you write it in?

L: So, this was in English, yeah, and I choose I think three projects. The first one was about assessing reading comprehension, the second one was about a study of three primary teachers of how they teach languages, and the third one was about several tasks in connection with a narrative "The wonderful Wizard of Oz".

L: How did you choose these documents?

L: So actually, I was really concerned about writing in my competencies into this portfolio and that's why I choose those three, because they were different, interesting and really good. So, I wouldn't change anything there.

I: If you think about writing your thesis and your portfolio, all those documents, did you have a very bad moment?

L: Yes, of course. Those documents are really long, they are really structured, you have to have a proper grammar, vocabulary. So, the mistake I made was I was writing them simultaneously, both of them, and it's hard to write one day in German, the next day in English, so you don't even know whether grammar mistakes are there and someone else is revising it, so it's not that easy but I think you know that. So, the worst moment was when I realized that I have still 35 pages to write. So, there was a lot of work with it. That's the worst part.

I: How long did it take for you to write your thesis?

L: So, actually, writing itself was two or three months but the research and writing it all together, this was seven-eight months. I think you need two semesters to do this.

I: Why do you think so?

L: Because you have to do research and you can't rush it, because you have a deadline and they can't finish till this deadline, they have things to do, students have to learn, so you have to wait. You have to do the statistics, and yeah, it takes a lot of time.

I: Looking back on your products, would you change anything?

L: You mean my thesis or portfolio, or both?

I: Both.

L: I don't know. Maybe in the thesis I would have more participants because I had only twelve. It would be better. Yeah. Maybe next time. I will get more students.

I: If you think about these two materials, do you think they are academic writings?

L: Yeah, both of them are. Because I was really focusing on using the words that we learned at the university. Otherwise, if you hadn't got those courses at the university, it would have been impossible to write such an academic writing because this was and this is academic writing. Both of them.

I: What kind of words do you think of?

L: In connection with didactics and pedagogy.

I: Why do you think these words were important?

L: Because otherwise it doesn't make any sense if I'm writing like a person from...so I don't know if I write this like an article, I would write this totally differently. I think our teachers

also, our teachers who teach reading and writing skills were really focusing on this that they were talking with those words. So, it was easy for us to learn. I had never got any idea to search for any words because I just knew that I need to insert them in the text, so it wasn't that difficult.

I: Okay. As the last question, I would like you to imagine that I am a teacher trainee. What would be your advice in connection with writing, teaching or the teaching practice itself?

L: So, you are allowed to make mistakes, that's okay, because you are learning from mistakes. You don't have to be a perfectionist or whatsoever and patience is really important so be patient with yourself and with your students. Don't correct the students always, so just wait till they have finished with the speaking because this is really disturbing when the teacher is correcting while they are speaking and give always positive feedback at first. So, this is really important and crucial to give firstly the positive feedback, yeah.

I: What about writing the thesis, the portfolio?

L: So, you should have a goal, obviously, your thesis and portfolio should have an aim. You should maybe take some notes, so write things down and how they are connected to each other, so if they are connected at all. And you will probably get tired while you are writing the thesis and the portfolio, so please get some help to revise your grammar etc., because most of us don't really realize that we need a comma there, so revise the grammar with someone else, or with the help of someone else.

I: Okay, thank you very much, that's it.

6th interview: Marcus

I: First, thank you very much for your participation. You have already read the interview questions, so you know that this interview is going to focus on three separate sections and let me start with the elementary and high school years. I'm particularly interested in your most favorable experiences from elementary and high school.

M: One specific one or anything that comes to my mind in connection with that?

I: Anything that comes to your mind.

M: Well, I never really did well in school, but I always enjoyed the classes and the programs where teachers and students competed against one another. That kind of stuck in my mind and there is one specific annual basketball game where teachers were playing against students. I really liked that program but what I remember was that it was difficult to treat a teacher as... like a mate and once I got used to it, it was difficult to switch back to the original setting in the

classroom. So, I could never look at teachers as people or once I managed to do it then we went back to the classroom again and I had to switch back to the original setting, the teacher-student setting and it was always difficult for me. When we went back to the class and I said something that would have been totally okay if I had said it outside of the classroom, the teacher got angry because of the way I was saying it and I had some problems with that because our teachers were always very open, and they liked spending time with us outside the classroom. I got used to the way I treated them, the way I spoke to them, and it was always difficult to switch back. And yeah, I remember this one specific basketball game where there was something on the court and I think somebody got injured because of one of the teachers and I swore, said something bad and the teacher totally flipped out and was like “how can you talk to me like that?” and on the basketball court in the heat of the moment I think it was totally okay but yeah, I got worse treatment in the classroom because of it and I don’t know. For some reason it kind of stuck with me. So, it wasn’t a good experience, I mean you asked about the most favorable experience, I liked this annual basketball game but there were also bad moments in it that kind of rewind it although it was a really good experience. So, first of all it was good but second of all it went to kind of went to the worst experience I guess.

I: Right, I see and what about your English classes or your English teachers? You said that you teachers were quite open.

M: Yeah, well, actually my class teacher was my favorite teacher, she was also my English and French teacher. She kinda made me like these languages. First of all, because of her openness, second of all because of the way she was teaching. She was always very consistent as to what she required from us, in other classes they never named what they expected from us. When a text came up, you know, I never knew what to learn, but with her I was in that... This is what I have to know and learn, I knew that and there was no problem. With the other teachers it was like, I don’t know, 16 freaking pages. It was like, okay...what should I know? I never knew what was important and what was not important. With this teacher, she always made sure that we had a good synopsis of what we had to know or a short review before a test. I liked the way she was teaching, now that I’m also a language teacher I kind of recognize her flaws and mistakes as a teacher but they were not apparent at that time at all. She never claimed to be a know-it-all. I remember she was our like...for her we were her first class, so it was also new to her, she had no experience with being a class teacher, she didn’t have much of an experience with being a language teacher, but she never struck me as somebody new just out of university. So yeah, we talked a lot outside the classroom as well, she kind of treat us like friends, I think we can say that. But once again, some of my classmates also had a hard time with this because

I think after three years, in the fourth year, there were many times when she had problems with the way we were treating her, she wanted to claim her authority after three years and it was just not possible. Once you choose to be a friendly teacher, it can never go back to being a strict teacher because that will never resonate with the students because you will not be authentic to yourself, I guess.

I: Right, could you please characterize her as a teacher?

M: Characterize her...uhm, as a language teacher specifically?

I: Yes, as your English language teacher.

M: English language teacher, I am still kind of using the way she was teaching grammar, she had a very good idea about how the different segments of grammar were constructed in the mind, she knew what to teach us first, what to teach us second and it all kind of made sense. She built it up from the very beginning, she always provided us information that could be used right away so if we learned I don't know, the personal pronouns, then we immediately learned about adjectives. So, with the two together I could put together several sentences and she always called our attention to it as well. Like "Now that you know I am, you are, and then you know funny and sad" you can make, I don't know, five sentences already. Or six sentences already and it made me, I don't know...I was happy because I knew how the language worked and I always knew where I was and how much I improved in one class. It was never like Physics class where you learn about one segment of Physics, and you know you never see it holistically. You always see just a little part of it. That's what I really liked about her. She divided, I guess, the curriculum into parts that made sense to students, in a week, in a month, in a day, in a year, so I always knew where we were going and where I was at, at that specific moment. So being consistent is probably one of her characteristics, as to her strong suits, she was very good with teaching vocabulary. That kind of surprised me, even now, I don't have much of a career as a teacher but as to now, I have never met anybody who could teach vocabulary better than her. She had so many ways to do it. Other teachers just kind of forget about it or go like "you have ten words for next time, go home and learn it" and I'm like "okay, how? Do you give me pointers, do you tell me a technique that I can use?" No, just "go home and learn it." That's not really how it goes, vocabulary, I think at least, is a multi-layered part of language and it's probably the most difficult one. And, you know, teachers don't give you a lot of help with that and she provided many techniques and things that helped me. Especially so that I was dyslexic, I always had problems with writing and reading and stuff like this and she had an answer for that too. She used visual stimuli to complement my shortcomings and that help even nowadays when I teach. Sometimes I need to write on the board and I'm in a hurry or something, I make

mistakes, but I always tell my students “Well, I have this thing, but it never really bothers”. But I guess I’ll forever be grateful for her because without her I think I would have given up learning languages all together because previously in the elementary school years everybody told me that I couldn’t learn different languages even though my father is Croatian and we came to Hungary, so I already knew two languages. I kind of never understood why they told me that I was not good at languages because I was studying German in elementary school, and they always put me down and after and now I realized that it was the teacher. She didn’t know how to teach me, and this teacher knew what to do with my shortcoming. That was very characteristic of her. She knew us personally so she could help us better, I guess.

I: Can you recall a specific episode that is very memorable for you with her?

M: I think it was a few weeks ago when something kind of reminded me of her. I was teaching and we were talking about words. Out of the blue I asked one of the students what their favorite word was and I remembered how she told... I don’t specifically remember the class, but I remember when she told us that her, this old teacher of mine, her favorite word was appreciated. Probably it’s not a memorable thing to her that she told us that but for some reason I remember it after all these years that her favorite English word was appreciate and I think she even had like a special cursive that she wrote that word with and it made it kind of special and memorable. I don’t know, that stayed with me.

I: Nice, do you have any negative experience from your school years from English classes?

M: From English classes specifically...

I: If not, that’s, of course, no problem.

M: I had a teacher for like a year, I think we had three different types of English classes, we had English grammar, English vocabulary, and English history or something and this guy was teaching grammar for a year and, well, he was not consistent at all. He was very good at speaking, and he had a fuss knowledge about the language and everything, but he wasn’t really the type for a teacher. He would have been better for a university teacher, a lecturer or something. I didn’t specifically like him. Negative experience, yeah, the first year I started studying English, I had a teacher who I liked a lot and I still like a lot, but I’ll always remember that she wanted to fail me in the first half of the year and I don’t think that was fair. She wanted to fail me because I was not doing good enough for her. Like, I wasn’t good enough in the way that I could have been better and she kind of resented me not trying to do better and because of that she wanted to...well, she didn’t fail me, she gave me a two. I understood the motivation part of it, we have talked about it after all those years, and she told me she just wanted to motivate me because she knew I had something to do with English in my life. She maybe

achieved her goal in a way because it bothered me a lot that she gave me a two and the following years I was doing better because of it but it was a horrible experience for me at that specific time.

I: Right, okay. Now let's think about the teacher training. I'm sure that you experienced meaningful events that influenced your career and maybe also your personality. Can you think of a moment when you realized that teaching was a profession for you?

M: I thought about this actually while I was writing my portfolio and I remember it specifically because first I wrote that I kind of realized I wanted to do something with this when I first tutored one of my classmates in high school. She wanted to do her language exam in English, and I was preparing her for it. That's what I wrote the first time, but I gave it some thought and it kind of dawned on me that probably the first time I was thinking about something like this was when I myself was seeing a tutor who helped me improve my grades and I was in the eighth grade because I wanted to get into a good high school. I was never really a good student because nobody taught me how to learn. And I never did the extra effort, I never went the extra mile to do something about it. But I always had good soft skills and teachers would send me to competitions and stuff because they knew I was... I wasn't book-smart, but I was life-smart and then in high school I kind of trained myself to be better at studying, but a part of it was this tutor that I was seeing helped me a lot and I usually went to her after school and there were other students there as well. Sometimes, you know, they couldn't finish on time, and I was just there already and us, students were kind of friends, and we were playing together after the classes, we were talking, we had a good relationship and I remember her teaching subjects that she was not very good at, this tutor herself, but she had really good methods and techniques. I remember she was teaching this kid about literature and I kinda didn't agree with the way she was explaining it and I was there, you know, waiting for my turn and I told her how I would have explained it to that kid. And she told me "Well, why don't you tell him how that thing is?". And I was like "Okay." and I told him my version and he kinda liked it and I guess he understood what I was saying and that was good feedback, I guess. She didn't put me down, she didn't put me down, didn't say that it was a bad thing for me to try to be smarter than her, she just said "Well, then tell your own version" and it encouraged me to, I don't know, even to express myself better as to talking to other people. I was really shy about school things and that empowered me as to affect that maybe I could also show people stuff about learning because I'm a student, I'm a learner myself and I used certain things, I managed to understand certain things on my own, and maybe other people hadn't thought of that way so yeah, I think that was

probably the first moment when I kinda... didn't realized but I started down on me that this was a profession that I would enjoy and something that I might have some talent for, I guess.

I: Okay, how did the teaching practice influence you?

M: Well, not in a good way. It wasn't a very good experience, actually. The guy, my mentor teacher was not...wasn't a very good mentor teacher, let's put it that way. He did not want to help me at all. After getting to know him a little bit better I didn't want to learn from him either, he didn't have much to offer, that's what I would say. I gave him a shot, we tried to work together but I guess because of our personalities, because of our differences, as to whatever thoughts were on teaching, we never really got along and we actually had one fight, an argument, at one point. It was at the very beginning. We had one of our feedback sessions after class and he pointed out a few things that he thought that were kinks that I had to work out and I told him how I didn't agree with his assessment but in a very polite way, and a constructive way. He completely shut down, he lashed out on me, and he raised his voice, and he told me off, and he told me how, you know, he is the mentor and I'm just a student. Even though I had been teaching for quite a while at that time as well, so I was a full-fledged teacher myself. I was teaching at a high school, and I still had to do the teacher practice which also kind of made me angry at that time. Now I realize that maybe I was more negative towards the whole thing than I should have been, I guess. So, I'm a culpable as well in this story but the way he coped and the way he treated this whole thing was no longer professional. I did not get much out of it, we never had a feedback session after our failed one, so yeah (laughs).

I: Still, did you have a very good moment during the teaching practice?

M: Yeah, good moment I had. I liked working together with the children, with the students. The teacher, after a while, he did not visit my classes at all, he was doing his own thing, which was I think for the better for our work, but we did have fun with the students. Maybe, the best moment was probably at the end-ish. We had a parent-teacher conference, meeting kind of thing and parents kept coming up to me asking if I'm the one who gave their child that interesting task, that I gave them. It was a mystery game, and I gave them this mystery just before a break and, you know, parents told me that the students kind of got together in their house and they tried to solve this mystery even in the break, in break-time, and, you know, established their own theories concerning the game. I put that game together because I truly believe that these kinds of things that make students think are better, they are a better way to teach than you know I just give you the topic and then let's learn about this. In this mystery game we dealt with the vocabulary, the topic Crime and police things and we learned about the past perfect tense as well. So, I constructed the game in a way that the grammar and the vocabulary was already

incorporated in it and they needed to find out themselves what the words meant, so it was not like I gave them words to learn. They asked me what the words meant for them to be able to solve the mystery and they kind of propelled by this, by wanting to solve the problem kind of thing. I think they learned a lot and it was good feedback from the parents that even though they should have been doing their work at break time and still in their own free time they got together and talked about it and I specifically did not tell them because we didn't have time to finish the game, then it was break time for a week and then they came back and we continued working with the game and that was pretty good. That was probably the best moment that I had.

I: And did you learn anything new?

M: Did I learn anything new? I tried out a few things that I couldn't have tried out in my own classroom because I had students who were on different levels. So, I tried out a few things that I couldn't and of course, I learned from them but ...I don't know, maybe the way... I don't know. Sometimes I can be biased I guess, because of fellow teachers, older teachers who don't agree with the way I want to teach. I never tell them how to teach and they still tell me how to teach, not giving room for creativity, whatever. So maybe I learned that I have to be more supportive towards other teachers and kind of calm down and try to understand their point of view, not to push my ideas so badly. I guess that could be a thing.

I: Okay, okay, good. Let's have a look at the last topic which is writing the master's thesis and the portfolio. First, do you remember anything about your reading and writing skills course at the university? It was in the bachelor's program.

M: Not really. I remember listening and speaking and I remember grammar. The reading and writing, I definitely have no memory of writing anything. Maybe we had readings to do and maybe we talked about those readings, but we definitely did not have anything to do with writing. So, I don't remember.

I: And when you started university, when did you first feel that you became part of the academic community?

M: What does that mean specifically?

I: When you felt that you weren't a high school student anymore, that you weren't such a student as in elementary or high school, but it was a different kind of level?

M: Uh-huh, maybe we had a class if you can help me jog my memory, what's his name? It was an introduction to literal...

I: And it was a he?

M: Yeah, what's his name?

I: Sári? Sári László?

M: Yeah, and what was the course's name?

I: I don't really remember, it was some kind of literature and culture. Literary and cultural studies.

M: Yeah, introduction to literary and cultural studies. That was probably the moment when I felt like 'this is something much bigger'. I didn't have a very first experience at the university because of the teachers that we had. He was definitely a teacher that I looked up to and everything he said was smart and insightful. So probably when I visited one of his classes that's when I realized that it's university now and it's something bigger, I have to prepare for these exams in a different way than I was doing back in high school. So that was probably the first.

I: Okay, let's see your master's thesis, what was your topic?

M: Huh, ehm, the specific name, I will think about it, it was about... I wrote it in Hungarian, so that's why I need some help.

I: How come that you wrote it in Hungarian?

M: Well, I could. It's not a thing that you have to write it in English. Wait a second, I try to find it, yeah, got it: "tanulásegítő program csomag". So, at that time I was teaching at a high school, and I was teaching kids from disadvantaged backgrounds, gypsy kids. And I tried to establish a curriculum for these gypsy students. It was kind of like a helper for them to prepare for the school leaving exam from English and I had a look at how, you know, these gypsy kids were bilingual and how this bilinguality can help them learn another language and what are some of the things that we overlook, some of the things that we don't think about that we could use when we're teaching these kids or students. They already have a lot of advantages that they can use and if we are not aware of their culture or we are not aware of how they became bilingual then we cannot make these advantages useful, and I had a look at all the things that could help them learn a different language and I was giving hints or suggestions how to learn. So that was my thesis.

I: What made you choose this topic?

M: What?

I: What made you choose this topic? Why did you choose it?

M: Because of the things that I experienced that were there. These students come to our high school not knowing... so they were not socialized to school in any ways and sometimes because of this, they have a hard time at school. And in some cases, it's not their fault. If we, teachers, know more about them, their culture, their language, the way they were socialized, then we can use that to our advantage. I think I saw some of these things and I realized some of these things during my teaching and I wanted to share that experience with others because maybe this is a

big issue in Hungary, teaching gypsy students and we tend to think that they are not good materials for school but that's not really true and we tend to give up on them too easily sometimes. I think if we teach them, if we socialize them to school and if we teach them how to learn on their own, they can make up for the lost years and they can catch up to their peers I think and they can, you know, write the tests at the school leaving exam perfectly fine. So I tried to help, I had one specific student who wanted to go to tertiary education and I wanted to help him prepare at home because I knew that in the classroom I couldn't give him the help he needed because I had so many other students to take care of as well, their needs, they were at a lower level and even though I tried to give him extra things to learn, we could only do it at home or after class and I kind of put together all these things that I gave him as extra homework or extra things to do so that he could prepare better for the school leaving exam from English. It was probably because I was really happy that we managed to do it together and he was a big help in trying out some of the things that I wrote about and, yeah, it was probably because of him, because of my students, because of the things that I experienced during my teaching.

I: Uh-huh and how long did it take for you to write the thesis?

M: One year, yeah, we didn't have a lot of time to prepare, he wanted to do the school leaving exam, the A-level exam, the advanced level, and, you know, we didn't have much time to prepare for that. So I had basically one year to prepare him and we had a lot of sessions outside of school and during those sessions, well, I was already doing this thesis whole working with him, I knew that I was going to write about this so I was monitoring and I was recording everything that we did together and I was trying to collect enough data for myself to be able to present it in my thesis. So it was a big job and, first, I didn't even know what I wanted to do and how it will all come together because we tried so many things and we failed with so many things but at the end it all became kind of clear, I guess.

I: If you think about the writing procedure, did you have a very bad moment or some kind of crisis?

M: Crisis maybe the last month. Maybe, I don't know, it wasn't a crisis, it was actually a good moment and a bad moment as well. When my advisor first sent me back the correction of the first draft. There were so many things in red. But I was kind of happy because after reading her correction it kind of clicked right away, like, I knew, it became clear what she expected me to do, what were the things that I had to work on, and it all became kind of clear. Yeah, it was also a sort of crisis, because she sent me back the correction of the draft like a month before submission time. So I was kind of in a hurry but I wasn't because it went really fast like I kind of understood how I had to look at my thesis as a whole and how I had to refer back and forth

to what I was writing about and I how I had to back or support my ideas with the proper literature and with the proper input that I collected throughout our sessions and I kind of understood how the literature, the data that I collected, and my thoughts, how they had to work together, how one supported the other. That helped me a lot after that it went easy like I had everything I wanted to talk about in my mind and I knew how I wanted it to look like but I didn't know how to represent it in a coherent or consistent way and my advisor helped me a lot to realize what a thesis was and how it had to be structured and what was important and what was not so important.

I: I see. Thinking about you teacher portfolio, how did you choose your documents?

M: Nothing specific. We were required do to most of the research at school during our classes. Without those, I would never have had anything to work with. I myself had the opportunity to classroom observations and stuff like that because I was already teaching at a school but my classmates, no chance to do it themselves so the MA program for me was like 50% learning about teaching and 50% about learning how to write a thesis, how to write the research proposal or the research paper.

I: You said that it was 50% about learning how to write. How did you learn it, from where or from whom?

M: Well, during our classes, at the end of the class we always had to submit a research paper or some sort and after writing ten of them, you kind of realize what you gonna do. I remember when we had to write the first one and we were really confused about what we had to do. We had read a lot but writing on your own is a whole different thing and if I had to reread one of my first research papers, I think I would be disgusted. But, you know, it was kind of like learning on the job. If we don't do it, we will never learn. So I don't think it's specifically, they call our attention to some of the things that we have to look out for but if you don't write at least ten of them then you'll never have the experience to know.

I: As looking back on your thesis and portfolio, would you change anything? Or would you do anything differently?

M: I'm pretty happy with the outcome. I could add more things. My overall idea about it would not change so adding a few things, not changing or altering it, just adding more things to it.

I: And, after all, do you think that these two products are academic writings, academic materials?

M: Well, I dare to think that. Luckily, I had my thesis about a subject that's not dealt with and I didn't have much literature to work with, to be honest, because nobody, as to my knowledge, nobody has ever had to pair up teaching gypsy students English, like pair gypsy students with

teaching English or them being bilinguals have something to do with learning English. So, I think it's definitely something, if somebody just finishes university and then they get a job somewhere in the countryside and they have to work with gypsy students I think these materials could be a big help for them because that's based on experience, I think. They will probably experience similar things. Well at least I think it's good food for thought if nothing else.

I: Why do you think it's academic?

M: Why is it academic? Probably because of the way it's structured. It has one basic question that we're looking the answers for, and it's supported by existing literature and by own ideas and the data that you collected. So, these three things I think, these things contribute to it being a literally piece.

I: Okay, as my last kind of question, please, imagine that I'm a teacher trainee. What would be your advice in connection with teaching, the teaching practice itself, or the writing process?

M: If you can, choose your own mentor, find somebody at the university, or find someone from your life who you think is a good teacher and spend a lot of time with them and try to do classroom observations. I think that's the best you can do. Watching others doing the job I still believe after a few years in this profession I still believe that's the best way to learn new things from others. At my job, I still do classroom observations and it's great to have a form afterwards where we can talk about the class with the teacher, have like a constructive discussion about it. Second of all, find your own style and stick to it then slowly start incorporating more and more stuff into your teaching that were kind of alien to you first and try to make them work in your own way. That's probably, I think, the most important one: finding your own style. Don't listen to other people. See if it works yourself. Everybody is different, every student is different, you're different, so find your own style and if you're comfortable with your style, slowly start putting more and more things into your teaching that you were not so comfortable with previously and that's how you improve, I think. Taking somebody's idea and kind of changing it or altering it in a way that it fits your own teaching. Don't be afraid to make mistakes, that's another thing. I think we, every teacher, we have this idea that there is such a thing as a perfect class because we talk about it in school as well, like, what do you need to make a perfect class. There is no such a thing, just make your mistakes. They will help you immensely later. Nobody is perfect, there is no such thing as perfect teacher, there is no such thing as a perfect class. Don't stress over it. Just make sure you improve a little every day. Give yourself small things to achieve, you know, like, "today, I will pay more attention to setting deadlines" for example. You don't need big things, just one little thing for every class. You know what you have problems with, just tell yourself "today, I'm gonna pay some special attention to it." After doing

it for two or three classes, you'll become better at it. And it's just a small stuff. These are probably some things that I recommend new teachers or pre-service teachers. Writing procedure, write a lot and make somebody help you. I think university teachers are great at correcting your mistakes and they have a huge knowledge on how to put together these things. Even though they tell you what to do, if you don't do it for a long time, it will never click but there will be a time when it just all clicks, you understand, you see it holistically, you understand how and why and what the connections are. Just do it often. Yeah, these are the things that I would say.

I: Okay, thank you, these are great pieces of advice and thank you very much for this interview.

M: You're welcome.

Témavezetői nyilatkozat doktori dolgozat benyújtásához

Alulírott Dr. Lehmann Magdolna nyilatkozom,
hogy Kremzer Viola doktorjelölt

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című doktori értekezését megismertem, nyilvános vitára bocsátását támogatom.

Dátum: 2022.08.28.

Dr. Lehmann Magdolna
témavezető aláírása