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DOKTORI DISSZERTÁCIÓ

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**THE ROLE OF COOPERATION
IN PRE-SERVICE TEACHER EDUCATION
AND IN-SERVICE TEACHER
DEVELOPMENT IN TEFL**

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This research interest was stimulated by my work with pre-service teachers who entered the realm of teaching and worked as a team in a remarkable manner. The period of teaching experience was really too great a manifestation of professional and emotional challenges. However, it was not only the hard work and effort that were the great attraction, but above all the precious care for each other, the students, the school and me. The trainees' considerable enthusiasm and positive attitude toward learning, teaching and working together became the source of my particular inspiration for considering cooperation as a tool which teachers should use to develop. To all trainees, I have worked with, I am most grateful.

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Abstract

The dissertation aims at exploring the role of cooperation in the field of language teacher education and the teaching profession in order to identify learning benefits of cooperation and to explore challenges that emerge. The research looks primarily at the field of Teaching English as a Foreign Language (TEFL) and outlines a qualitative research project which includes ethnographic elements with regard to the teacher trainer who is the researcher in the current situation. The investigation involves previous work on the validation of the long qualitative interview schedule and a pilot study on the topic of interest.

The participants are pre-service teachers and in-service teachers involved in a special form of collaborative teaching at the Centre for English Teacher Training (CETT) at Eötvös Loránd University in Budapest. With the objective to gain insight into the context, individual classroom teachers are further interviewed about their work habits and attitudes toward cooperation at school. The analysis of the data obtained through semi-structured interviews includes entries from the pre-service teachers' diaries, tape-recorded planning sessions and observational field notes. In addition, the importance of cooperation is examined from the students' perspective.

The findings reveal the beneficial aspects of collaborative initiatives and imply the continuum of professional growth in terms of cooperative techniques which foster a beneficial approach to learning. The dissertation research points at reasons why cooperation in pre-service education and in-service development is a valuable experience and goes further to consider why participation in collaborative processes should be given particular attention.

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Why have we humans been so successful as species? We are not strong like tigers, big like elephants, protectively coloured like lizards, or swift like gazelles. We are intelligent, but a human alone in the forest would not survive long. What has really made us such successful animals is our ability to apply our intelligence to cooperating with others to accomplish group goals. From the primitive hunting group to the corporate boardroom, it is those of us who can solve problems while working with others who succeed. Cooperation is so much a part of adult life!

(Slavin, 1985, p. 5)

Introduction

The above quotation by the American educator Slavin (1985) gives an insight into the spark that lit the fire for this research. If cooperation is so much part of our life, humans need to learn to live and work cooperatively. Whilst recently team work has often been recommended in business and the social service (Lencioni, 2002, 2005; West, Tjosvold, & Smith, 2005), as opposed to businesses, teams are less efficient in schools as organized institutions. It is recognized that teachers tend to remain distant, even if they work on a professional level (Brandes & Ginnis, 1992). Within the boundaries of education, it appears that there is no dispute about the fact that teachers are isolated (Brandes & Ginnis, 1992; Claxton, 1989; Medgyes, 1995; Slavin, Sharan, Kagan, Hertz-Lazarowitz, Webb, & Schmuck, 1985; Underwood, 1987). As Slavin (1985) claims, teaching is for many one of the loneliest jobs in the world because teachers rarely work together. This view is supported by Claxton (1989), who claims that it is more common for teachers to do their teaching behind closed doors and they are unlikely to share the positive and negative effects of their work. Claxton, however, admits that there are subgroups that can be an exception to this general behaviour and supports the idea that as far as student teachers and their education are concerned, the situation is different. The more insight one has into the aspects of teacher education (Ryan, 1997; Wallace, 1991) the better opportunity one gets to recognize that it is not a

simple situation, as it demands constant interaction between members on a sustained and systematic basis. Teacher formation in which there are many different aspects and people involved, is impossible without another process that of cooperation.

Teaching and learning in a formal school setting involve complex processes; therefore, they are worth examining in order to achieve better results. A multi-faced issue deserves a more in-depth investigation; however, my concern is primarily with the field of Teaching English as a Foreign Language (TEFL) and in order to narrow the scope even further, only one aspect is taken into consideration. The particular purpose of this dissertation is to focus on cooperation as an important means for development of foreign language teachers in the Hungarian school context. This goal is accomplished by looking at the role and importance of cooperation in pre-service education and in-service development. The study aims to look at a specific model of educating foreign language teachers with a teaching practice longer than usual at Hungarian teacher training institutions. Within the context of teacher education, the research aims at investigating how student teachers benefit from cooperation on the route to effective teaching and improvement.

My purpose is to focus on cooperation seen as a tool that prospective language teachers can use in order to gain knowledge, understanding, practice and experience. It is essential that foreign language teachers are prepared when they begin teaching and that they continue to improve their knowledge and skills throughout their careers. My intention is to move beyond teacher preparation considering how cooperation is likely to impact on effective classroom instruction, student achievement and practising teachers' professional development. In order to gain understanding of the factors which

may help or hinder the process of cooperation, the research questions explore pair teaching in the training of teachers as well as cooperation in their careers. In an attempt to find new approaches to effective working environments, the study seeks to look at the fields in foreign language education where cooperation is seen as contributing to professional growth of practising language teachers. The research is hoped to contribute to improvement and growth in the teaching profession.

The dissertation is based on a qualitative research project which includes ethnographic elements embedded in the fact that the teacher trainer is the researcher in the current situation. The core of data is gained from pre-service and in-service teachers of English. Data collection involves semi-structured interviews with the participants. Information from the transcripts of the interviews is triangulated with classroom observation and the student teachers' diaries. Tape-recorded planning sessions during the period of teaching practice constitute the additional data for the stage of the study as regards pre-service education.

The analyses of the data obtained through semi-structured interviews reveal that teacher trainees can gain substantially from working together on particular topics and areas. The findings point at the factors which interact in collaboration in teacher education as well as the subsequent teaching profession. The outcomes of the study are hoped to increase awareness towards the crucial role of cooperation in teacher education and the continuum of career-long professional development. An attempt is made to highlight the constraints and limitations of the process of exploration and investigation. The study is a call for cooperation in teacher preparation and the teaching profession. It opens up

new perspectives for research on the relationships between pre-service education and teacher development often regarded as separate areas.

The dissertation comprises five chapters. Chapter 1 is an introduction to the issues in teacher education in the Hungarian context. The chapter also presents the background and the rationale for the research. Chapter 2 outlines the theoretical framework of the discussions and gives an account of the literature review on the main topics concerned. The aim of Chapter 3 is to familiarize the reader with the research method. It also focuses on the research topic and research questions. Chapter 4 reveals and analyses the findings of the study. The outcomes of the investigations are related to the different approaches and frameworks in the literature. The whole discussion is complete with the conclusions and recommendations for further study in Chapter 5.

Chapter 1 Background to research

This chapter looks primarily at key issues in the field of teacher education in Hungary. The aim is to emphasize the importance of contexts in which research is conducted. The particular reference is to a specific form of teacher training at the Centre for English Teacher Training (CETT) in Budapest, leading to a teaching practice which displays numerous opportunities for collaboration. The focus progressively moves to the concept of cooperation which provides a broader setting for cooperative language learning and teaching in the sphere of foreign language education. The role of cooperation in education is considered of crucial importance, which presents the rational for the current dissertation.

1.1. The context of learning and teaching English as a foreign language in Hungary

1.1.1 Political, social and academic dimensions

The late eighties and early nineties proved to be a turning point in the history of many countries in Central and Eastern Europe (Enyedi & Medgyes, 1998; Medgyes & Nyilasi, 1997). Many fundamental changes took place in Hungary as well. This small nation, situated in Central Europe, belonged to the community of the socialist countries for forty years. The year of 1989 brought this period of history to an abrupt close. Communism as a social and economic system was defeated and destroyed. This historical turn gave way to enormous changes. As the major political changes influenced all fields of public and social life, they also affected the field of education.

Foreign language learning has always been a part of the Hungarian school curriculum as well as an important condition for obtaining a Secondary School Certificate. However, it is inevitable to write about the monopoly of Russian which, in Medgyes's words (1996a, p. 1) "went unchallenged in the school curriculum and left little scope for the study of other foreign languages" in the course of forty years. Russian ceased to be the compulsory foreign language in schools as early as 1990 (Bárdos & Medgyes, 1997; Bodóczky & Malderez, 1997; Elekes, Magnuczné-Godó, Szabó, & Toth, 1998; Enyedi & Medgyes, 1998). A strong preference was then given to English and German, which became the two dominant foreign languages in schools. This sudden change was followed by a shortage of foreign language teachers (Elekes et al., 1998; Enyedi & Medgyes, 1998; Halász & Lannert, 1997). According to the Ministry of Education, this conclusion was supported by the fact that in 1990 there were approximately 15,000 job vacancies for language teachers at schools (Bárdos & Medgyes, 1997).

There were three main reasons for this (Enyedi & Medgyes, 1998). First, the need for foreign language teachers was primarily due to the increasing number of students who aimed at gaining a good command of foreign languages in order to be able to travel, have access to the media or respond to the conditions in their working environment. The teacher supply was unable to satisfy this enormous demand for language competence. Second, the prestige of the teaching profession was gradually undermined by low salaries offered to school teachers as opposed to other jobs in business or banking, to mention a few areas, where better payment attracted many qualified professionals. Third, a large proportion of graduates chose to follow routes to other careers different from teaching. The "steady drain from state education" (Enyedi & Medgyes, 1998, p. 6) led to recruitment of under qualified or unqualified candidates such as retired teachers, student

teachers, secondary school graduates or native speakers (Elekes et al., 1998; Enyedi & Medgyes, 1998). The problem was aggravated by the fact that the majority was incompetent as teachers; therefore, they seemed incompatible with the aims of the changing requirements of teaching materials, examinations, methodologies and curricula.

With the purpose to increase the number of language teachers in the short term, the Hungarian government launched two large-scale innovative programmes. The first, the Russian Retraining Programme, enabled primarily the surplus of Russian teachers, and in later years, majors in other subjects, to qualify as teachers of a new foreign language. In their examination of the situation, researchers (Bárdos, 2001; Elekes et al., 1998; Enyedi & Medgyes, 1998; Medgyes, 1996a; Révész, 2005) discuss several problems that emerged. On the one hand, universities and teacher training colleges implemented schemes without any traditions in this new field. On the other hand, the retraining programmes were run for full-time teachers who were in their mid-careers and were motivated to reach a high level of competence in a foreign language with obviously different methodology from the methodology applied to the Russian language. Finally, in research reported by Enyedi (1997) it is mentioned that running such retraining courses was not a simple situation, as participants were of “a very mixed professional background, which made it hardly possible to tailor the courses to their specific needs” (p. 45).

The second innovation led to the implementation of fast-track programmes, commonly referred to as three-year programmes. In the circumstances outlined above, the Ministry of Education initiated a project for teacher training in which special emphasis was put on the length and quality of the course of study (Bárdos & Medgyes, 1997). First, the

project was an attempt to train teachers of English and German in a short period of time; second, it was in line with the assumptions and priorities of the British Council and the World Bank, among others (Bárdos, 2001), regarded as the main sources of financial support. The earliest intention of the Ministry of Education was to establish a single teacher training centre in Hungary; however, eventually more such centres were founded at several universities and colleges country-wide (Bárdos & Medgyes, 1997; Révész, 2005).

The first Centre for English Teacher Training (CETT) was established at Eötvös Loránd University, Budapest in 1990. An important step forward was made in 1991 when teacher training centres were opened at Kossuth Lajos University in Debrecen, Janus Pannonius University in Pécs, József Attila University in Szeged and the University in Veszprém, further followed by centres at colleges in Eger, Szombathely, Szeged and Nyíregyháza in 1992. In these teacher training centres, the establishment, the management and the efficiency of operation were directly and indirectly influenced by a new English Teacher Supply Programme (ELTSUP) set up in 1991 (Bárdos & Medgyes, 1997; Medgyes, 1996a). The programme described by Bárdos and Medgyes (1997) was conducted in two phases. While at the first stage, the ELTSUP identified the introduction and improvement of the three-year programme of teacher education as a priority; at the second stage the established objectives were set for sustaining this new form of teacher education. The ultimate goal of the ELTSUP was to coordinate the teacher training centres across Hungary. The accomplishment of the aims was above all connected to the British Council which not only provided funds but ensured a supportive environment and long-term professional assistance. The British Council facilitated the teacher training institutions by delegating experts who were highly experienced in the field of language

teaching, teacher education and management. Furthermore, special attention was given to investment in the training of mentors, which was considered essential for the realisation of the reform.

In view of the situation, altogether nine Hungarian higher education institutions committed themselves to fast-track programmes and launched a new form of teacher education in their teacher training centres (Bárdos & Medgyes, 1997; Révész, 2005). The key direction taken by these institutions stressed a three-year course of studies for single major prospective teachers of the two dominant foreign languages in the area, namely English and German. Responding to the social needs and with meaningful purpose, the teacher training centres accepted the challenge and took up a new role of institutions creating a model of pre-service teacher education different from the widely acknowledged traditional way of teacher preparation. The fast-track three-year programmes were different from the traditional ones in two main respects (Enyedi & Medgyes, 1998). First, they lasted less than the average required time of five years traditionally required for obtaining a degree. Second, the programmes put more weight on practical methodology and teaching practice, leaving less scope for gaining traditional philology knowledge. In this innovative respect, the centres for teacher training occupied a distinctive place in education in the Hungarian context.

1.1.2 Traditional models of teacher training

Looking back at the late eighties and early nineties in the field of teacher education, pre-service foreign language training programmes followed a traditional Hungarian model of teacher training (Bárdos, 2001; Medgyes, 1996a; Ryan, 1996). In this dissertation, the term *model* is meant to characterize the overall way in which pre-service

programmes presented and delivered knowledge to their students. In this sense, the term is used rather broadly and does not focus on an individual course offered by a particular institution. In examining the traditional pre-service foreign language teacher education, three major aspects are taken into consideration. The first is the knowledge base or the information provided for graduates. The second aspect is the way in which that knowledge is delivered to students. The third refers to the process of gaining skills as a result of classroom experience.

Traditionally, in the education of foreign language teachers, while colleges offered four-year courses leading to a teaching degree, university departments provided five years of study and entitled graduates to a philology degree. The objectives of this model applied at English departments were targeted toward a wide understanding of the discipline; therefore, the standard curricula related to broad education in the humanities. Students who wished to qualify as teachers, acquired knowledge through the study of philology, pedagogy, psychology, language improvement and professional training (Bárdos, 2001; Major, 2003; Ryan, 1996). These main strands comprised the core of different subject areas of foreign language teaching which enabled learners to gain knowledge of the profession.

With regard to this traditional approach to professional education, it is obvious that it helped students to develop pedagogic content knowledge which was important for those who needed expertise as teachers (Bárdos, 2001; Major, 2003; Ryan, 1996). As for the five-year model, Ryan (1996) finds a sustained balance between the theory of the language and its pedagogical applications, albeit he makes the point that the traditional Hungarian approach to teacher education focused on subject knowledge and

transmission of facts. Students were educated when they were exposed to courses, a large proportion of which (45%) consisted of lectures rather than seminars (Ryan, 1996). The *lecture* in training and learning is defined as “a time when one person speaks, usually with help of notes, and others listen, often writing things down” (Woodward, 1992, p. 3). In this sense the process of lecturing is associated with mere transmission of information and knowledge. The traditional divisions in the curricula (Bárdos, 2001; Ryan, 1996) allowed less scope for methodology courses (26%). These courses regarded as an additional part to the curricula were rather theory-oriented and put emphasis on memorized knowledge. This framework of acquiring professional expertise correlates with the *applied science model* (Wallace, 1991) of teacher education which stressed academic knowledge. As opposed to the static and imitative *craft model* (Wallace, 1991), which suggested observation of experienced teachers by trainees, the applied science model in teacher training gave recognition to the element of experiential knowledge. However, the applied science model made a clear distinction between theory and practice, placing training mainly within the scope of institutions which were expected to transmit the wisdom about teaching. Trainee teachers who received instruction were left with the responsibility to apply scientific knowledge in the practice of their actual teaching. Subsequent success or failure to reach the goals in the practice of the profession was related to the achievements during academic study.

Commonly, the programmes initiated inside the traditional path gave opportunities for professional training as well. The methodology component was followed by a two-month (about fifteen isolated lessons) teaching practice when one trainee taught a group of learners under heavy supervision (Bodóczky & Malderez, 1997; Ryan, 1996). According to tradition in Hungary, student teachers were appointed to one of the

various schools designated as training schools where more experienced teachers worked (Bodóczky & Malderez, 1997; Malderez & Bodóczky, 1999). Without any particular background training, these teachers took their supervisory responsibilities in the short span of time. As for the assessment element, trainees were evaluated in examination lessons by university tutors who visited the school on this one very special occasion (Bodóczky & Malderez, 1994). The expression of judgmental feedback was adopted by both supervisor and university tutor. The process hardly left any scope for student teachers to reflect even if strong advice and directions were well justified.

In this regard, the implication is that the Hungarian traditional model of teacher training did less to offer graduates in terms of experiential knowledge (Bárdos, 2001; Major, 2003; Medgyes, 1996a; Ryan, 1996). The concern is that this approach left students to rely on their own knowledge they had learnt to teaching. In summary, while there is a degree of favour (Bárdos, 2001; Major, 2003; Medgyes & Malderez, 1996; Révész, 2005) of the innovative fast-track programmes, the general belief is that the traditional model had a great deal to offer to students, particularly if they intended to take other tracks than teaching.

1.2 BEd programme at CETT

The focus now shifts to the Centre for English Teacher Training (CETT) at Eötvös Loránd University in Budapest which is intended to serve as a framework for the research analysed and discussed in the present dissertation. The institution began its work in the 1990/91 academic year. The course of study was created in response to the shortage of English language teachers in Hungary and accordingly the enormous need

to train these teachers effectively in a comparatively short period of time (Elekes et al., 1998; Major, 2003; Medgyes & Nylasi, 1997; Révész, 2005).

In contrast to the traditional way of educating foreign language teachers, CETT at Eötvös Loránd University in Budapest offered three years of study with one major, but including a whole school year (between 100 and 200 hours) of teaching practice (Ryan, 1996) when a pair of trainees taught a group of learners (Bodóczky & Malderez, 1996). While maintaining its focal role, due to budgetary reasons the teaching practice component was reduced to a period of one school term (about 60 lessons) in 2001. The programme, described in detail in Medgyes and Malderez (1996), led towards a three-year college-level (BEd) teaching degree and not a full (MA) university degree (it is important to note that both the three- and the five-year degrees are first degrees in the traditional Hungarian system of tertiary education and this has been replaced by three-year first degrees as a result of the Bologna process, beyond the focus of the present study). However, this degree entitled graduates to teach in both primary and secondary schools. In addition, graduates had the opportunity to continue their studies in the regular philological programme at Eötvös Loránd University, which provided them with a full MA in two years' time. Most students took this opportunity to achieve higher qualifications.

According to Ryan (1996), the programme at CETT had content of a different nature. The aim of the programme was to concentrate on subjects but also place strong emphasis on the skills and knowledge needed by beginner teachers. As opposed to the traditional model, it emphasised methodology and focused on students' professional development (Bodóczky & Malderez, 1997; Ryan, 1996). However, for the purpose of

this research, it is not profitable to dwell at length on the differences, but rather to see how the CETT programme of innovation basically worked.

The three-year programme at CETT is normally associated with strands. Ryan (1996) describes the three-strand model as having the following principal curricular areas: methodology (48% of the hours allocated to the whole programme), language improvement and philology. Only a small proportion of the courses (20%) consisted of lectures. At a later time the content of the CETT programme was divided into four main strands, namely philology (linguistics and literature), theoretical pedagogy and educational psychology, language improvement and professional training (CETT-ELTE BEd Programme, 2006). In practice, this curriculum involved graduates in more learner-centred seminars with opportunities for discussion rather than lectures. The term *discussion* in training and learning is taken to denote “a number of people sitting together, listening and talking about particular issue or issues (Woodward, 1992, p. 3). In this sense, the process of discussion highlights the power of interaction and support in a non-hierarchical environment.

In the first year of the programme the main emphasis was on language improvement. In the second year the emphasis moved on to the principles of language learning and teaching. Following the path of methodology, gradually students were exposed to less time to develop as language learners (Medgyes, 1996b). In addition to methodology courses, there was also a component called Classroom Studies 1 which took students into schools to observe and try out observation techniques which they used in a classroom research project in their third year. Observing a foreign language classroom was also considered a source of knowledge about teaching.

Closely linked to the question of observation and of special interest here is that CETT students had an opportunity to micro-teach, at both primary and secondary levels. *Micro-teaching* or *peer teaching*, as defined in the literature (Edge, 1984; Gower & Walters, 1983; Richards & Nunan, 1990), is devoted to teaching a small group of students usually formed for a particular purpose. The process is normally observed by peers who focus on particular elements in the lesson. Sessions are conducted for a short period of time rather than a whole lesson. Micro-teaching can be used as technique in pre-service as well as in-service training and in both cases is followed by a discussion stage. The assumption that underlines the use of micro-teaching practices at CETT is that trainees were allowed to develop knowledge about teaching that is close to, but not the same as teaching in an actual classroom with real learners.

In year 3, student teachers took lecture series in Applied Linguistics and were obliged to choose one course from the elective lists of seminar courses in Applied Linguistics and ELT Methodology. Among the main courses was one in literature, which ‘provided future teachers with the necessary intellectual depth and background for their profession’ (Ryan, 1996, p. 15). Apart from this, students had a special course, Classroom Studies 2, which was introduced with the intention to retain a balance between theory and practice. This component was associated with the teaching experience (see section 1.2.3) as an extended period which aimed at making teacher training more school-based. Student involvement in the teaching practice, which was the central component of the third year, was not simply useful for gaining experience but was considered an essential part of the students’ process of learning how to teach (Major, 2003; Révész, 2005). We need to understand the relationship between the theoretical and practical levels in teacher education. With regard to this the teaching

experience period is an important unit of the education of language teachers. It is the period that focuses on how theory is applied in real practice.

This raises the central question of relating theory and practice, which leads to the third current model, the *reflective model* (Wallace, 1991) of teacher education (the first, the craft model and the second, the applied science model have been elaborated in the previous section) initiated by Schön (1987). The author's perception is that teacher education has two main dimensions: *received knowledge* and *experiential knowledge* (Wallace, 1991, p. 17). While the first includes the input of the range of courses in the period of study as well as the necessary and valuable issue of research, the second relates to ongoing experience. Although the reflective model is proposed as a compromise which gives value both to experience and to the scientific basis of the profession, this model emphasises the experiential component of teacher education.

Furthermore, the relationship between received knowledge and experiential knowledge (Bridges, 1995; Gadó, 1996; Wallace, 1991) is regarded as reciprocal in the sense that trainees can reflect on the received knowledge on the basis of classroom experience, consequently classroom experience feeds back into received knowledge. This leads to the question of the role of cooperation in the reflective model. According to Wallace (1991), in order to increase reflection and awareness, a collaborative approach to supervisory behaviours is a good choice. This approach supports the idea of establishing a shared relationship among the participants, which facilitates expression of reflections, encourages self-evaluation and fosters the process of discussion and appears to be a better solution than to expand the traditional models.

Wallace (1991, p. 48) recognizes two stages in the process of professional education. The first is the pre-training stage, which refers to what student teachers bring to the learning to teach process. In these terms, the underlying assumption is that trainees' behaviour is largely determined by personality, social and cultural factors, and their own classroom experiences as learners among many others. The second, the phase of professional education or development, refers to what student teachers gain during the course. The latter is seen as the result of the continuous cycle of practice and reflection where due weight is given to the process of reflection rather than imitation. The reflective model also establishes the long-term goal of training to pursue professional competence regarded as dynamic further development. On the whole, the implications (Farrell, 2007; Gadó, 1996; Gebhard & Oprandy, 1999; Schön, 1987; Wallace, 1991) are that teacher education needs to unite thought and action, and must, in order to be successful, recognise institutional realities. Taken together, new teaching and learning methods must emphasise theory-presenting occasions for students to reflect upon things when they are done for real.

In view of the above written reflections, one of the priorities of the three-year programme at CETT was the reform of its training system. In brief, the teaching practice (for more details see section 1.2.2) in the third year engaged its participants for a prolonged period of time. Although it is certainly difficult to anticipate and deal with all possible situations which teaching is likely to offer, when CETT established its teaching practice that lasted for a long period of time, the idea was to definitely expose student teachers to a great number of situations, which they could anticipate, face and experience (Bodóczky & Malderez, 1994; 1996; Major, 2003; Révész, 2005; Schön, 1987). As one of the objectives was to allow student teachers to develop experiential

knowledge, the primary responsibilities of the graduates were in the classroom (Bodóczky & Malderez, 1996; 1997). However, one problem with school-based training was that trainees could lose sight of theory. To this end, the Classroom Studies 2 course was introduced to provide an opportunity for the integration of theory and practice. In this course, trainees acquired knowledge through observation and discussion, which contributed to the ability to work effectively and developed student teachers' confidence. This is how the programme at CETT promoted exploratory and reflecting teaching to a great extent (Bodóczky & Malderez, 1996; 1997; Gebhard & Oprandy, 1999; Major, 2003; Révész, 2005; Schön, 1987; Wallace, 1991). Student teachers were also expected to reflect on important issues when keeping diaries and journals about their teaching practice. Developing self-awareness in this way could be considered as an extremely important stage of teacher education and development. At the end of the third year students were required to submit their theses which had to be based on a classroom research project. Trainees also wrote their theses on topics related to their teaching practice, the research and experience gained in the classroom.

In summary, it is important to note that the three-year model of foreign language teacher education gave focus to developing experiential rather than content knowledge (Major, 2003). While the intention was to enhance learning in real-life settings, the integration of subject content, methodology and language were considered of great importance. From these observations, it emerged that the programme at CETT and the period of teaching practice within it went beyond the basics of teacher education to address the needs of sustainable development of student teachers.

1.2.1 New directions

Deeply rooted in tradition, the Hungarian education system became the focus of further diverse reforms with the preparation and the consequent accession of Hungary to the European Union in 2004 (*Report of the Ministry of Education of the Republic of Hungary, 2005*). In line with the European objectives, the educational measures aimed to raise students' performance and lead them to high standards of academic achievement. The need to improve student achievement was seen essential for Hungary in order to meet international standards and become competitive in this dimension. With the aim of radically increasing students' competence, the content of education was revised, which led to the improvement of the school-leaving examination system as well as the introduction of the year of intensive foreign language learning (*Magyar, 2005*). Within the framework of the general reforms, greater demands were presented on schools and teachers. More than ever teachers were expected to demonstrate effectiveness in their practices and ensure that students make academic progress. As it was vitally important that teachers were prepared when they begin teaching and that they continue to improve their knowledge and skills throughout their careers, the government initiated a range of policies concerning efficiency of education in general and teacher training programmes in particular (*Report of the Ministry of Education of the Republic of Hungary, 2005*). The Bologna process established a multi-cycle training system. Accordingly, the training requirements were introduced with the purpose of unifying the former dual college and university structure at university level in 2006.

The new development in education had an impact on the educational system of CETT which subsequently underwent a great many changes. In order to comply with the rapidly changing global environment and the new requirements, the three-year

programme was merely lengthened by one year; thus, CETT introduced a revised four-year programme in 2002. The new programme obliged the participants to become double-major students. It must be noted here that, regarding curriculum issues, i.e. the kind and number of classes students received, the two programmes were practically the same. The main difference lay in the timing of the teaching practice component within the programme. For students following the new curriculum, the teaching practice took one semester and was in the fourth year. As for the number of credits, the CETT type of teaching experience was equal to the general college teaching practice (ELTE Credit Lists, 2002; CETT Credit List, 2002), but the project for teacher training could still place special emphasis on the length and quality of the period of teaching practice. The change from a three-year to a four-year programme did not entitle graduates to a full MA degree; therefore, they still needed to transfer into a five-year programme in order to obtain one.

In trying to clarify the current situation at CETT, it is incredibly difficult to elaborate on the present system. Considering the lack of documentation, the current state can only be outlined briefly as follows: the Centre for English Teacher Training together with some tutors from the Department of Applied Linguistics (DEAL) created a new department: Department of Language Pedagogy (DELP) within the School of English and American Studies at ELTE in the spring of 2006. The main commission of this new department was to develop (and later teach) certain parts of new BA and MA programmes which began to be introduced gradually from September, 2006. However, for the purpose of this research these recent changes are irrelevant, as the old programmes are still running thus providing the background to the present study. It is not profitable to discuss the issue of reforms further; therefore, I will consider the vital

importance of the teaching practice component which was the focal point of the programmes. The main concerns inherent in the next section are related to the teaching practice of the originally designed, single-major three-year programme. In terms of content, the teaching practice component in the original version and the re-modelled double major four-year programme are identical, the present study describes the basic programme and points at relevant discrepancies where necessary.

1.2.2 The teaching practice at CETT

The last year, initially the third and later the fourth year in the course of the programme, is the most essential year of the students' studies, and absolutely central to their work is the teaching practice. The weight is put on the role and organisation of the extended teaching practice in which the core of innovation lies (Major, 2003; Révész, 2005). The teaching practice is a highly organised and well-structured component of the CETT curriculum. An attempt has been made (Bodóczky & Malderez, 1994; 1996) to achieve a strong element of a real teaching situation in which trainees take full responsibility of running a complete course and have the opportunity to explore better the teaching process, thus gaining more professional experience. That is the main reason why the period is called *teaching experience* rather than teaching practice (Bodóczky & Malderez, 1994). It is important to note that the present study uses these two terms interchangeably to refer to the period of teacher education which allows student teachers to develop knowledge of the profession while their primary responsibilities are in the classroom.

The underlying philosophy behind the decision for the long teaching experience was created in response to two guiding considerations. The first was related to local circumstances. Bodóczky and Malderez (1996) explain that the rationale for the extended teaching practice was based on the need to get English teachers into the schools within a short time to meet the shortage resulting from changes in the field of language teaching, yet provide them with efficient training. The second consideration was a theoretical justification. Bodóczky and Malderez (1996, p. 59) distinguish three educational objectives concerning this direction. First, the teaching practice, the highest-level component of the learning teaching curriculum, needed to be included within the initial teacher education programme in order for student-teachers to learn to deal with long-term planning, course design, evaluation, the creation and maintenance of a group dynamics, the rhythm of school life, and other longitudinal aspects of a teacher's job. Second, the teaching experience was to include a survival year (to be specific, the first year of teaching) when most teachers tend to leave the profession (Bullough, Knowles, & Crow, 1991 cited in Bodóczky & Malderez, 1996, p. 59) in the basic training in order to ensure that the graduates enter and remain in the profession. Third, the teaching practice needed to last a great amount of time in order for beginner teachers to formulate their teaching views based on their own experiences.

Bodóczky and Malderez (1994) illustrate how the teaching experience provides an excellent opportunity when things are done for real. First and foremost, the teaching practice takes place in ordinary primary or secondary schools. Trainee teachers commence the academic year with a class in a school, working in pairs, and they teach the class for the whole period (originally a year and later a term), not just individual lessons, which is the traditional pattern. The number of hours depends on the particular

school – a maximum of five lessons every week, an hour being a forty-five-minute teaching session. Trainees are actually responsible for the class and they are the only people teaching the students. The trainee and his or her partner are required to be in the classroom at their lessons, even if only one of them is conducting the lesson. Trainees are also strongly advised to carry out the lessons as a team but they are given considerable freedom on this point (Medgyes & Nyilasi, 1997). The idea behind the teaching experience format is to have student teachers work together during their initial training. There are two major reasons for this approach (Bodóczky & Malderez, 1996). The first is that in a collaborative working environment beginner teachers can receive aid to gaining knowledge. The second one generates the belief (Bodóczky & Malderez, 1996) that mutual work during teaching practice develops the ability to cooperate further on in the teaching profession. This briefly leads to the understanding that working together in the process of acquiring the necessary teaching skills in teaching practice can have long-term effects, namely the concept of cooperation in teacher training can correlate with cooperation in the teaching profession. In fact taking mutual work into account presents an opportunity to look at the multiple sources from which beginner teachers obtain help during their teaching practice. These are discussed in succession in the section to follow.

1.2.3 Support system within the teaching practice

In order to meet the demands of the teaching practice, prospective teachers are provided with support throughout their teaching practice by three different persons (Bodóczky & Malderez, 1996; Major, 2003; Révész, 2005). First, there is the student teacher's partner who provides constant encouragement within the wider educational context of the teaching experience. Trainees exchange ideas, listen to each other's comments and

suggestions. They can give one another invaluable help by preparing the lessons together, observing and discussing each other's lessons, designing materials or tests together, marking tests as well as evaluating the students and in many other ways. The various aspects of a student teacher's partner as support will be elaborated at length in section 1.2.4.

Second, as student teachers work towards the ultimate goal of becoming professionals, they are offered supervision and guidance by a school teacher, often referred to as a *co-trainer*, *school-based trainer* or *mentor* (Bodóczky & Malderez, 1994; 1996; 1997; Malderez & Bodóczky, 1999). With the awareness that all these terms are used in the professional literature about teaching practice, Malderez and Bodóczky (1999, p.3) point out that the broad reference of these notions in the CETT context is to "teachers in schools who would have responsibility for the student-teachers during their school experience". Briefly, the school-based co-trainers complete a 120-hour mentor course (90 contact hours and 30 used for tasks and assignments). Following the requirements of the Ministry of Education, this special training course is carefully designed to give the school teachers better understanding of the key principles in the mentor's role and to develop their skills for mentoring. In practice mentors work as ordinary teachers at the same time and they should have free hours in their timetable before and after the lessons carried out by trainees (Bodóczky & Malderez, 1994, 1997). The time is devoted to classroom observation and pre-and-post lesson discussions. According to the requirements, both trainees should be present in each lesson but mentors are not obliged to observe each lesson during the teaching practice. The classes, which are not observed by the trainer, assist trainees in achieving independence in the classroom. There are no particular requirements for the frequency of these occasions; however, in practice a mentor observes nearly every lesson at the beginning. Actually, my experience shows

that trainees do not want to have many lessons with absent observation. It is not due to the lack of independence but rather to the need to share every tiny bit of the lesson with their mentor. All lessons (observed by the trainer or not) should be preceded and followed by discussions.

Apart from being responsible for the pre-and-post lesson discussions, the co-trainer, who is there to help at any time and provide day-to-day comfort and support, has various roles to perform. Bodóczky and Malderez (1994; 1996; 1997; 1999) point out that co-trainers behave as guides, facilitators, counsellors and advisers rather than supervisors or models. They stay in the background as support and as trainers. It is indispensable that mentors, who also help the beginner teachers integrate into school life, ensure a working environment in which the various participants in the teaching experience interact constructively with one another. Furthermore, my experience in the field of teacher training shows that mentors are the ones who have fairly close relationships with the student teachers, for whom the teaching practice remains memorable in their studies. This neatly brings us to consider the emotional aspect (Hargreaves, 1998) seen as an integral part of teaching and learning.

The assistance discussed above is further enhanced by a tutor from the CETT department. This leads us to the third perspective in the support system which is related to the duties of the university-based tutor who is frequently called *university-based classroom studies tutor* or *university trainer* (Bodóczky & Malderez, 1994; 1996; 1997; Malderez & Bodóczky, 1999); nevertheless, no distinction is drawn between these words in the literature. The university-based tutor is responsible for the teaching practice support seminars Classroom Studies 2 (Bodóczky & Malderez, 1994; Major, 2003; Révész, 2005) and has weekly sessions with the trainees. During these sessions

pairs teaching at different schools work in a group of six or eight and discuss different situations and behaviours from the process of their becoming teachers in schools. The university-based classroom studies tutor helps the trainee with ideas and also visits a number of lessons of each group member over the period of teaching practice. The aim of the visits is to ensure the successful operation of the teaching experience. These visits, on the one hand, are an excellent opportunity for integration of theory and practice, reflection on shared experience and learning; on the other, they are the occasions when the trainer and the CETT-tutor explicitly share their duties. As Bodóczky and Malderez (1996) claim, support from various sources increases “the opportunities for reflection and learning” (p.60). The significance of the occasions when a university tutor goes to the school is that this contributes to the on going connection between the two institutions, the main obligation of which is to educate their students. Additionally, the school-based co-trainer and the university-based classroom studies tutor are both involved in the process of assessment.

Without doubt, the teaching practice has an assessment element (Bodóczky & Malderez, 1994; 1996). The university requires trainees to be evaluated; however, the long period of mutual work helps principally the trainees to understand the teaching experience as a learning tool. Assessment comes only in the long run, as student teachers are to be evaluated both in the first and second semester in the three-year programme and at the end of the teaching experience semester in the four-year programme. The task of assessment is divided among the university-based classroom studies tutor, the mentor and the trainees. Both the mentor and the university classroom study tutor agree on a grade, which they discuss with the trainees. It is important to point out that requirements make evaluation inevitable, but the criteria concentrate on development. For more

practical purposes, the emphasis is placed on the trainees' results as compared to CETT standards. At the end of the teaching practice the mentor has to write an evaluation of each trainee, which is designed for the university authorities and prospective employers.

1.2.4 Pair or team teaching

The course of study at CETT is innovative in that it involves pair or team teaching as a special form of teaching in an extended teaching practice – a period leading to personal and professional growth (Medgyes, 1995). In view of researchers and experts in this field (e. g., Medgyes & Nyilasi, 1997), the concept is used at CETT as “an umbrella term for any kind of activity based on the collaboration of two partners” (p. 353). In more specific terms, it is devoted to the three main phases of the actual process of teaching: planning, conducting lessons and evaluation during post-lesson discussions. For those who are not familiar with the pair teaching at CETT, it is essential to note that trainees are given the opportunity to select their partners and the type of school they intend to teach in. A list of unpublished guidelines exists to help trainees choose a teaching experience partner whenever circumstances make it possible. With the purpose to avoid difficulties and tension between roles during the longitudinal work with a peer, the guidelines (Bodóczky & Malderez, 1996) recommend considering particular features in partnerships, namely “friendship, mutual respect, similar fundamental beliefs about language, language learning and language teaching, ability to cooperate (equality of dominance), and an agreement to organize schedules to have planning time” (p. 61).

As far as the pair or team teaching is concerned, researchers (Bodóczky & Malderez, 1996; Medgyes & Nyilasi, 1997) point out that the original idea of having student-

teachers work in pairs was born out of necessity, as there were neither enough teacher trainers nor schools to place the trainees. Obviously, in the case of pairing, fewer schools were needed. These were the initial, practical considerations, which preceded a second reason: “by getting student teachers to cooperate with one another, they will get into the habit of cooperating with other teachers, which might guard them against the isolation stress in the future” (Bodóczky & Malderez, 1996, p. 60). Eventually, in reality, this type of cooperation proved extremely useful for student teachers; the concept of pair teaching is now accepted and valued as one of the most beneficial aspects of the CETT curriculum (Bodóczky & Malderez, 1996; Medgyes & Nyilasi, 1997). The growing awareness of the general educational value of pairing beginner teachers with the purpose to work together during their teaching practice has led to the view that team teaching is the core around which classroom training builds up.

Pair or team teaching is considered (Bodóczky & Malderez, 1994; 1996; Major, 2003; Medgyes & Malderez, 1996; Medgyes & Nyilasi, 1997; Révész, 2005) as a useful experience on the way to move students in the direction of personal improvement and change over the course of their studies. The role of working with a partner during the teaching experience is regarded particularly beneficial because it creates an effective learning environment. The explanations revolve around three major dimensions: pre-teaching collaboration, in-class collaboration and post-teaching collaboration. These dimensions are presented and discussed below.

It will be appropriate to elaborate on pre-teaching collaboration first, as the preparation stage is a significant area where working with others can facilitate learning to teach. Collaboration before classes actually means regularly to plan lessons, collect and discuss

materials and brainstorm ideas. Long-term planning refers to designing the whole period of teaching practice (Bodóczky & Malderez, 1996), whereas short-term-planning associates with making preparations for an individual lesson or several lessons for a week or two (Medgyes & Nyilasi, 1997).

According to my experience as a mentor, student teachers find long-term planning very difficult to cope with; therefore, they require a great amount of mentor guidance and peer support. In practice beginner teachers even articulate that it is merely impossible for them to foresee the objectives of the school teaching period, and in most situations this attitude is justified; but with time they become more aware of the importance and necessity to consider the lessons a part of the whole teaching process. Short-term planning does not usually cause such difficulties; however individuals need both mentor and partner encouragement to confirm the methods, activities, and materials that work for their students.

Partners can also plan cooperatively in order to gather strategies and resources, compare ideas, determine decisions and actions in the classroom. Trainees work as a team to design additional supplementary materials as well. It depends on the motivation and determination of the pre-service teachers but it is normally even more than that. In order to generate new ideas for teaching, trainees again need both mentor and partner suggestions, advice and ideas concerning other course materials and resources which can be used in the classroom. Practical knowledge gained through joint planning appears to be crucial. Consequently, student teachers develop confidence in their ability to plan and carry out activities and learn about how to prevent or handle problems.

Second, a potentially valuable dimension within pair or team teaching is in-class collaboration. With respect to teaching, lessons can be shared or trainees may take turns to conduct them alone (Medgyes, 1995; Medgyes & Nyilasi, 1997). Turn-taking, when trainees prefer it or consider it the best for the situation, is normally associated with regular intervals within the lesson or on a weekly basis. The specific favourable circumstances of working with a partner are related to the concept of observation. When trainees work together multiple opportunities offer themselves for observation, which obviously widens the scope for improvement. Furthermore, participating in a team helps student teachers become more active observers. The basic understanding is that students can develop their own teaching through constantly monitoring and observing in the lessons. My perspective here has roots in the view that collecting objective data goes beyond the classroom to establish a connection with another crucial aspect of the teaching-learning situation, particularly what is known as post-lesson discussions.

The third dimension is associated with the issue of post-teaching collaboration (Medgyes & Nyilasi, 1997) which refers to team discussions of trainees after they have conducted lessons. The process of learning to teach involves thoughtful consideration, understanding and evaluation of alternatives. In this respect the ability for student teachers to develop is seen as dependent on creating classroom experience where teaching behaviours are under contextual discussions. In support for new teachers, increasing the number of people in the discussions correlates with scrutinizing issues from different perspectives. The most positive aspect of the process is that discussions do not aim at making judgements about what was good or bad (Ryan, 1997). In my experience, it is many times the case that student teachers expect to get what they think is a clear picture and find support for what a teacher should or should not do. In fact

involving many people in the professional discussions raises much more profound awareness of what is going on. Team discussions also encourage the trainees to look more deeply into issues and give them practice in communication skills. The purpose of post-lesson discussions is to evaluate each lesson in a sense that it is essential to raise awareness and encourage reflection (Schön, 1987; Wallace, 1991) on the teaching/learning process.

The principles of fostering discussions are closely intertwined with the notion of reflective practice. Working with a partner during the teaching experience at CETT is often promoted (Major, 2003; Révész, 2005) on the grounds that it strengthens the process of reflection. Reflection on the teaching process and the environment fosters teacher autonomy (Ryan, 1996) and overlaps with learner-centredness (Major, 2003), both interlinked with the objectives of training at CETT. It often happens that during the early period of the teaching practice a lot of help has to be given not only on lesson plans, selection and supply of materials, but also on the way discussions are conducted. As the practice progresses trainees need less help. They take more responsibility, eventually forming and developing their professional opinions, thus developing their own reflective cycles.

1.2.5 The collaborative approach at CETT

In order to understand cooperation in the teaching practice at CETT, we need to locate it within a broader context, namely education at the institution as a whole. Experience to date indicates a complex network (Corney, 1993; Widdowson, 1997), the pieces of which are its various participants. Somewhat simpler is to see the pieces as links in a chain;

therefore, the complexity of the situation is represented diagrammatically below in Figure 1.

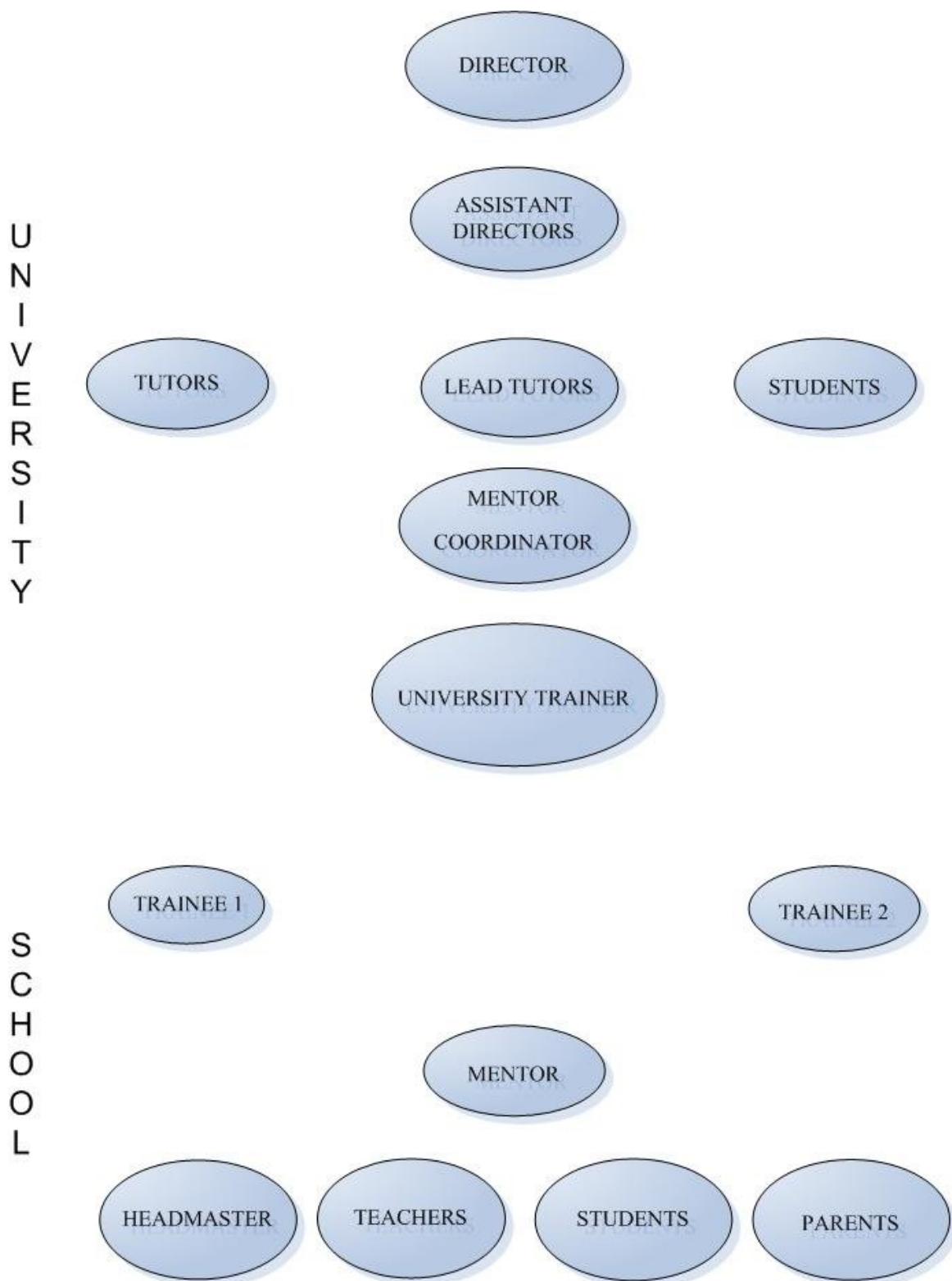


Figure 1 The relationship network at CETT

Such a network will be familiar to most people involved in teacher training; however, it may serve as a sort of check list, as well as remind us that all the pieces must be interlinked. The links in the chain are many and with different locations and functions, however, each of them requires attention and is crucial to sustain relationships and interactions on a wider scene.

While the above diagram illustrates the network at CETT, it raises the issue of how relationships within the various spheres are built and sustained. It has been documented in a number of publications (Bodóczky & Malderez, 1994; 1996; 1997; Malderez & Bodóczky, 1999; Medgyes & Malderez, 1996) how, over the years, CETT has succeeded in running an effective scheme. One principal detail that emerges is the collaborative approach to work within the institution. The value of this collaborative approach has nowhere been better demonstrated than at CETT. Extensive evidence in support of this argument is drawn from the research literature (for an overview see Medgyes & Malderez, 1996) relating to the mechanism and the collaborative culture at the institution.

In essence, behaviour of deliberate and systematic cooperation is adopted with the purpose to work best. Practices are normally put into a collective environment of the profession in which the means and the ways to act are set by the standards of sharing and working together. These standards make the network operate in the light of developing mutual responsibility and professional support. Additionally, there is a fairly obvious conclusion (Szesztay, 1996b) that collaborative work is a distinctive feature of most courses. As a result, the habit of working together and sharing expertise allow the development of relationships that are highly and mutually beneficial. The general view which is expressed in the research literature is that tutors have found this collaborative

approach to professional development valuable and they consider it “the driving force of the CETT programme” (Radai, 1996, p. 35).

This raises the question: how can people do anything differently if they are programmed to cooperate with others? In the circumstances outlined above, it emerges that the CETT staff would not have become involved with the subject of cooperation unless the members believed the idea had the potential to facilitate learning. There is a fairly obvious link between this broad conclusion and the fact that studying at this institution is mostly associated with collaborative teaching during teaching practice. This is the form of teacher education in which student relationship exists for the purpose of study, professional development and personal support. Most crucial for sustaining cooperation is the belief that shared responsibility accelerates learning; therefore, it is a tool for developing reflective practices. The ultimate aim is to produce reflective teachers, a concept which has been an interest of researchers for a long time (Major, 2003; Medgyes & Malderez, 1996; Revesz, 2005; Schon, 1987; Wallace, 1991). In general terms, cooperation in the course of the teaching practice, where the fundamental goal is student teachers’ professional formation, is but one example of the wider issue of collaboration in the teaching profession and furthermore in society. The process demands a balance between the following (Figure 2):

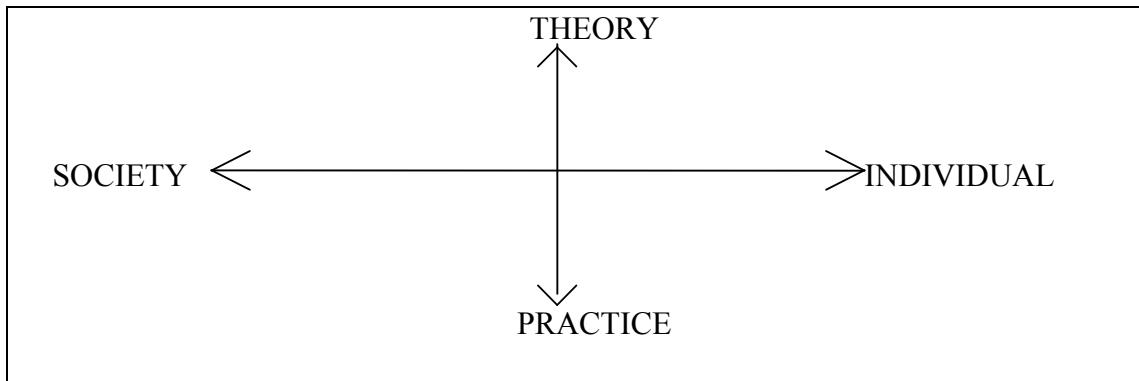


Figure 2 Elements of professional formation

The figure above indicates that teacher formation in general and the teaching practice in particular have to bring together the spheres of theory and practice, of society and the individual.

In order to get more to the point, let us revert once more to the teaching practice at CETT. As for the teaching experience, although it is within the framework of the university programme, it is carried out at schools outside the institution. The teaching practice (see section 1.2.2) usually occurs in school classrooms supervised by the mentor. From these remarks it may seem that schools are marginally involved in the main work of the university, which they are affiliated to. What is argued in this section is that cooperation relates to university and school level as the institutions are also closely connected. The challenging intention is to bring about a fruitful merging of the numerous concerns and aims at the various levels of the CETT network, spreading out to the schools involved. A further complication is that to apply the approach of cooperation requires effort and skill, which might vary considerably. Obviously school-based teacher training and cooperation with schools in particular are seen as an enormous challenge (Corney, 1993; Frost, 1994; Tomlinson, 1995); however, there are

many different ways in which cooperation at this level is arranged at CETT. For example, the reality of the opportunity to send trainees into the school environment is seen as the first step to collaboration (Malderez & Medgyes, 1996). Furthermore, time spent on documentation and timetable settlements is considered the core of intense collaboration among the people and spheres concerned. Once the network is established, the bulk of cooperation belongs to the ongoing part of the actual teaching practice. Apparently, all areas of the network need special attention; nevertheless, some of them remain beyond the scope of this research.

The suggestion is to look at the strongest links between the university and the school which can be recognized in the work of the university tutor, the mentor and the two trainees. The responsibility is mainly divided between the co-trainer and the university trainer whose essential roles are “similar and different” (Corney, 1993, p. 719). As representatives of the two institutions, they are involved in a wide range of professional interactions (see section 1.2.3). Furthermore, the focus of attention is shifted to the pair of trainees in a central position. There are two trainees and they are required to learn to teach. Therefore, the teaching experience presents the trainees with different situations, when harmony of choices, solutions, actions and relationships is needed. In order for the student teachers to complete their task successfully, what becomes important is cooperation within the framework of the institution as well as among the trainees. The proposal is to narrow the scope of collaboration even further and look at Figure 3 below:

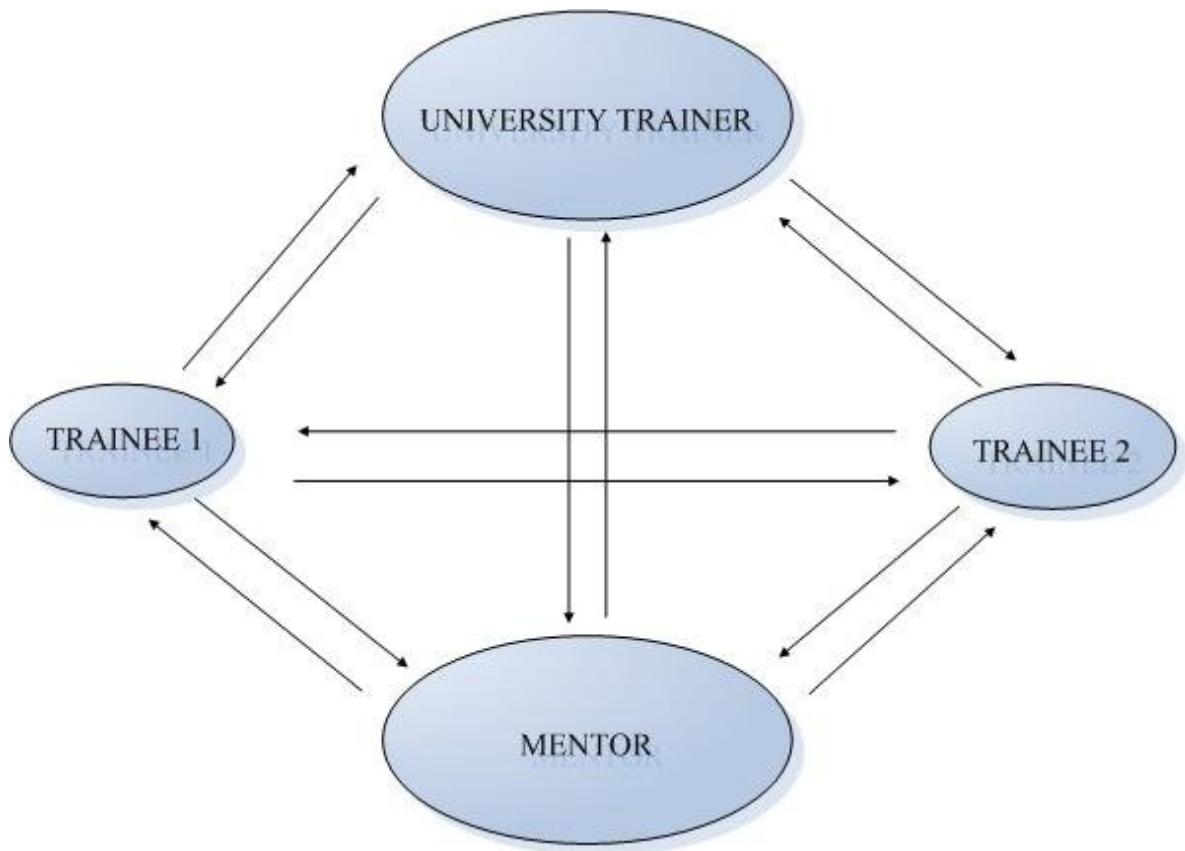


Figure 3 Close supportive relationships

As can be seen in Figure 3, the chain includes the central rings: the pair of student teachers. My experience as a school-based teacher over the years has proved that since student teachers work as a pair throughout the entire period of teaching practice, they think of themselves as a team and have a collective perception of unity. The value of the team, in fact, lies in the sense of shared purpose – trainees have the same common tasks, goals and interests. They need the help of one another to accomplish the purpose for which they joined the team. Team teaching helps student teachers share not only responsibilities but also the merits of their teaching. Both partners are learners developing from their common situation and evolving relationships. Team teaching increases the feeling of oneself as a colleague among peer and trainer.

Collaborative teaching is indeed the essential basis of the programme. It has a general educational value and can be considered as a useful and valuable experience (Bodóczky & Malderez, 1994; Medgyes & Malderez, 1996). Working in pairs is extremely relevant at any stage of the teaching practice but is especially important at the earlier stages when student teachers need more confidence and support. Working with a partner helps to handle the psychological stresses, uncertainties and anxieties in the new situation. Consequently, as the teaching experience progresses, the bonds of partnership become less tight (Medgyes & Nyilasi, 1997). This tendency for looser collaboration in the long run is seen as a sign of gaining self-confidence as well as a shift toward more independent work. The main purpose now is to turn to my experience and ultimately illustrate how I became involved in the process of teacher education and my research on the topic of cooperation in TEFL.

1.3 Rationale for the research

The research interest in the area of cooperation, as a tool which teachers can use to develop, is related to my involvement in teacher training at CETT at Eötvös Loránd University in Budapest. My work is that of a teacher of English and a school-based teacher trainer in a grammar school. I attended a mentoring course at CETT in 1993 and I have been working with student teachers during their teaching experience ever since. The impacts of the course and involvement in teacher training have been extremely important in shaping my perceptions of Teaching English as a Foreign Language (TEFL). Previously I worked as a suggestopedia teacher at Dr. Lozanov's Research Institute in Sofia. I found my time at this institute inspirational. The greatest influence on me as a teacher and a teacher trainer is my former work in the field of a suggestopedia (Hooper, 1999; Richards & Rodgers, 1994). This area of special interest

has been largely beneficial as well as has had an impact of enormous importance on my teaching experience, but also on my current work as a teacher trainer.

I have been involved in teacher training at the Centre for English Teacher Training at Eötvös Loránd University in Budapest for fourteen years. Up to the present, I have worked with 60 student teachers. My work as a teacher trainer is highly relevant to me and has led me into new areas of knowledge and skills. The teaching practice is a common phenomenon in teacher education, however, it can be looked at as the management of a complex scheme and appropriately addressed are its aims, structure, content and roles of participants involved. It is difficult to put in a nutshell the teaching and learning process represented by an extended teaching practice. The entire period of teaching practice is really too great a manifestation of hard work, effort, interest, enthusiasm and emotions. However, it is not only the hard work and effort that are the great attraction but the professional and human growth of the people involved. It must be stressed that all this effort and learning apply to both the trainer and the trainees. By interacting continuously with student teachers we allow both them and ourselves to move forward towards greater and greater personal and professional unfolding.

We all have our energy inside us; nevertheless, each person is different and unfolds in a different way. My perception is that mentoring should help people who are learning to teach to release the potential which is locked within every individual. It is also a long process and the importance throughout is to know how to foster it. This awareness also appeals to the fact that there are routines and conscious actions in teacher training which are difficult to measure. In our work there are concrete points and others which belong to an emotional sphere.

My experience as a teacher trainer over the years has proved that although the concept of teaching practice is simple, in reality, the interaction between participants creates a complex situation. Thus emerges the need for fruitful cooperation in order to sustain the system of teaching practice. My experience underlines the need for each professional person to communicate ideas and information simply and effectively to the other person, which is the foundation for all interpersonal relationships. Communication can be interpreted as sharing; therefore, one cannot communicate unless one has something to share. My interest in this area resulted in research on the positive effects of team teaching in the training of Hungarian teachers of English (Barócsi, 1998). The research was a part of the M.Ed. program run by the University in Manchester (1995-1998). The conclusion was that cooperation in the teaching practice is a valuable experience. What the study touched upon was cooperation in the teaching profession.

The involvement in the research process as well as the insights into my daily practice as a school-based teacher trainer have made me particularly interested in the notion of cooperation. With regard to the teacher trainer who is the researcher in this particular situation, the knowledge and understanding of the process of cooperation of pre-service and in-service teachers is crucial. My work in recent years has led me to explore this phenomenon. The current study attempts to serve this purpose. It involves my previous work on the validation of the long qualitative interview schedule (Barócsi, 2005a) and most recently a pilot study on the role of cooperation in pre-service teacher education and teacher development (Barócsi, 2005b; 2006). The findings of these studies had implications for the further exploration of the topic leading to the dissertation research on the area of my interest.

My considerable experience and positive attitude toward team work possess a lot to bear on the perception of the role of cooperation in pre-service teacher education and in-service teacher development. However, I have made every effort to be completely without bias. The conscious attempt to look at the research as objectively as possible is organized around the following concerns.

First, planning, was regarded an essential element of research (Seliger & Shohamy, 1989). This was also justified by the complexity and breadth of the area of the study and the particular need to structure and organize the research. My considerations and ideas were compiled to outline research designs for both the pilot study and the dissertation research (see section 3.2). Second, prior to these phases, in order to ensure the reliability and validity of the study, the instrument for data collection was validated (Barócsi, 2005a). Planning received due attention in the process of validation as well (see section 3.2.2 and Appendix A). Third, with the purpose to find out about the effectiveness of the method used, a pilot study was carried out before the main project. Fourth, with the intention to support the research findings, triangulation, particularly data triangulation was used (Mc Groarty & Zhu, 1997). The main underlying principle was to view the area from different aspects.

Finally, it was considered plausible to examine the drawbacks of mutual work identified by the participants. In order to highlight problems that might arise in cooperation, investigations looked far beyond the positive sides of working together. The ultimate aim was to give special attention to both the strengths and weaknesses of the process of cooperation and its description. Taking into account the importance of objectivity, an effort was made to describe and interpret and not evaluate the data. On the basis of the

above attempts, it is believed that the meaningful investigations and objective explanations overweighed my perceptions to draw a realistic picture of the topic of the study.

Chapter 2 Theoretical framework

The aim of this chapter is to focus on the relevant literature on the area of the research discussed in the present dissertation. What follows is a selection of some aspects and views in the literature I found relevant from the perspective of the study. The focal point is the concept of cooperation described on three levels: research, learning and teaching. The theoretical framework is provided to account for key issues grounded on the perceptions (Allwright, 1993; 2005; Johnstone, 2001; Kramsch, 2000; Malderez & Bodóczky, 1999; Nunan, 1992) of the correlation between these levels. The chapter refers in particular to the notion of cooperation which is considered to have a bearing on learning the language, learning to teach and teaching in respect of English as a foreign language. The references also reflect my understanding and assumptions of the area of foreign language learning and teaching.

2.1 Definitions of key notions

First and foremost, my intention is to look at the key terms that appear in the literature on the main topics concerned and consider them briefly. The emphasis throughout this discussion is on two key notions: *collaboration* and *cooperation*. These terms are defined in the *Oxford Advanced Learner's Encyclopedic Dictionary* as follows: cooperation refers to “working together for a common purpose” (Hornby, 1994, p. 200); whereas collaboration is related to “working together with somebody to create or produce something” (Hornby, 1994, p. 174). Clearly, there is a close resemblance between the two terms. The first definition does not contain the element of product, while the second definition does not mention the element of common purpose. Both definitions; however, imply the missing elements and it may be said that in reality, the

three factors of mutual work, personality and common purpose are always interdependent.

Furthermore, it is necessary to clarify what is meant by the two terms in educational research. Looking at learning is a starting point for giving a brief account of the notions of cooperation and collaboration in education. In contrast with individual work, when learners work alone at their own pace in order to succeed in reaching a particular goal, and competitive situations in which students compete with each other, in “collaborative work learners work together in small groups, aiming towards a common goal” (Kohonen, 1992, p. 33). The particular aspect of mutual work is depicted in Nunan’s (1992) definition of *collaborative learning* in which “students work together to achieve common learning goals” (p. 3). The author frames collaboration as opposed to competition, when students are involved in small group activities. While Nunan (1992) additionally uses the terms *cooperative learning* and *collective learning* to refer to the same approach in language learning, Kohonen (1992) maintains the term cooperative learning and describes it as situations when “learners work together to accomplish shared goals” (p. 33). Furthermore, in Kohonen’s (1992) interpretation of cooperative learning, the size of the group is disregarded and the focus is shifted toward learning together in a team environment for mutual benefit.

A similar position is taken by Slavin (1985) who, apart from the elements of common task and mutually desired goal, mentions the condition of involving students in heterogeneous groups. In short, as far as the process of learning is concerned, it seems that in terms of wording, cooperation deserves more attention than collaboration. It

appears that in fairly wide sense, these two terms are used to mean working together on a shared task in order to achieve a common aim.

Collaboration in the process of teaching (in both teacher education and the teaching profession) is generally regarded as consistently working together and sharing responsibility in order to accomplish a task (Knezevic & Scholl, 1996; Malderez & Medgyes, 1996). The notion of cooperation is assumed to mean individuals working together to achieve a task or particular goal for which responsibility is not necessarily shared (Malderez & Medgyes, 1996; Nunan, 1992; Slavin et al., 1985). It must be stressed here that research on the field offers thoughtful insights into the alternative way of teaching, traditionally termed as *team teaching* (Nunan, 1992). For example, in Sturman's words "team teaching means working together - not independently - in the same classroom, understanding each other's pedagogic principles, even when it may be difficult to agree with them, and being sensitive to each other's personal position in the classroom" (1992, p. 145).

Similarly, for Shannon and Meath-Lang (1992) team teaching means constant classroom collaboration as opposed to traditional approaches to individual teaching. The interchangeability of the two terms in usage can be argued long; however, what is relevant is that the sharing of power, responsibility and decision-making play the central part in the attempts to define team teaching. As team teaching arises largely from discussions of issues connected with collaborative language teaching, the perception adopted in this dissertation is based on a number of implicit assumptions presented by Baily, Dale and Squire (1992). These assumptions are set out as a meaningful explanation that the traditional and more familiar name of this approach is

team teaching, whereas the new trends toward collaborative teaching are considered as an umbrella term that implies a broader approach to the matter.

If we consider this plausible distinction and follow it, it seems that cooperation refers to a more general and abstract level; whereas collaboration involves more day-to-day work in which tighter bonds are possible. In fact, when used in the context of collaborative learning and teaching, the distinction between the two terms becomes difficult to sustain. It should be noted here that the use of the two terms is not consistent in the literature (Gwyn-Paquette & Tochon, 2002; Medgyes & Malderez, 1996; Medgyes & Nyilasi, 1997; Nunan, 1992; Wilhelm, 1997). Therefore, it is not only necessary to compare and contrast, but also to integrate the two terms, as the components they consist of overlap.

Before focusing on the review of the research, it is useful to briefly consider what is meant by cooperation and collaboration in this dissertation. Following the above considerations, my conclusion is that there is no further need to dwell on the differences between cooperation and collaboration; therefore, the present study uses the two key notions interchangeably. They refer to a process of working together on a common task and sharing responsibility in order to try to achieve a mutual goal. This broader perspective on the main concepts of cooperation and collaboration is meant to provide a useful tool to facilitate the understanding of the multi-faced process of one person working with another; an issue which deserves a more profound investigation. An examination of the research literature on the topic of cooperation is essential in order to understand the important issues. After considering the learning and teaching processes from the perspective of research and the importance of cooperation in it, the literature

of interest for this study covers mainly three areas: cooperation in the foreign language learning process, cooperation in teacher education, and cooperation in the teaching process.

2.2 Research-based policy in foreign language education

Throughout the history of foreign language education following a research-based policy seems to have been a formula of success (Mitchell, 2000). Kramsch (2000) draws attention to how the language education focus changed in the course of time, namely the scope, which at first was rooted in philology, shifted to psychology and sciences of education. Subsequently, theoretical linguistics emerged and in the 1970s the new field of Second Language Acquisition (SLA) appeared (Kramsch, 2000).

A new concern about research in SLA is apparent in a spate of recent publications (Larsen-Freeman, 1991; Nikolov, 1999; Mitchell, 2000; Kramsch, 2000) and this can be ascribed to a reflection upon language learning and teaching. There appears to be a general assumption that the environment is of great importance in language education. A distinction (Larsen-Freeman & Long, 1991; Nikolov, 1999) is made whether acquisition takes place in a second language contexts or foreign language settings. The field of research is considered (Kramsch, 2000) to embrace both second language (L2) and foreign language (FL) acquisition but the present dissertation relates mainly to foreign language education, as the references are to processes taking place outside the host environment.

The new developments in the domain of language education are primarily associated with the emergence of the *communicative approach* to foreign language learning and teaching in the 1960s (Allwright, 2005; Arnold & Brown, 1999; Mitchell, 2000) as a replacement of the traditional grammar-based approaches (Johnstone, 2001). One of the main reasons for accepting anything communicative is that the language is regarded (Byram, 1989) as means of passing messages between people. The communicative approach has given a more complete view of the language as well as a more realistic understanding of the teaching goals (Byram, 1989; Deckert, 2004). An interesting concept when reflecting upon foreign language education is that it develops the ability to communicate (Widdowson, 1978). The weight of opinion comes down on natural learning processes involving learners in real communication (Littlewood, 1992; Wilhelm, 1997). In Nunan's (1989) view, with the development of the communicative approach, language learning ceases to be regarded as mere transmission of rules and learning outcomes. It is assumed that the process of using the language communicatively involves conveying messages and meaning; therefore, how the rules are applied in practice becomes more important. Equally important, many similarities have been found between the first and second language learning (Ellis, 1985; Lantolf, 2000). The main extra dimension is that L2 learners sometimes transfer rules from their first language (Larsen-Freeman, 1991; Lantolf, 2000). Fundamental to this is that language acquisition depends on the learner's active mental engagement with the language; therefore, motivation is an important factor (Doughty & Long, 2002; Gardner 1985, 2001; Mc Groarty, 1998; 2001a; Dörnyei & Schmidt, 2001).

Along with the question of motivation, which is considered as a powerful tool in successful learning, research (Krashen, 1999; Littlewood, 1992; Mc Groarty, 1998) has

gained more insights into both unconscious and conscious foreign language learning. How motivation develops has led to further investigations into the concept of learner autonomy “grounded in a natural tendency for learners to take control over their learning” (Benson, 2001, p. 183). In this respect, Spratt, Humphreys and Chan (2002) maintain that “motivation may lead to autonomy or be a precondition for it” (p. 262). Schmenk (2005) recognizes the necessity to look at learner autonomy in more global terms. For example, how a learner’s autonomy develops depends mainly on the specific individual conditions; however, institutional, social and cultural settings can construct an important part.

Theorists (Arnold, 1999; Arnold & Brown, 1999; Crandall, 1999; Richards & Rodgers, 1986; Stern, 1992) also recognise the importance of affect in foreign language learning. According to Arnold and Brown (1999) the concept of affect has to do with “aspects of emotion, feeling, mood or attitude which condition behaviour” (p. 1). These aspects are acknowledged to be related to internal, individual factors (anxiety, self-esteem and motivation among many others) as well as external, relational factors such as empathy. The authors further consider the specific ways of how affect relates to foreign language learning, namely how it can hinder or facilitate the process of learning. The affective domain is seen to cover the attitudes of learners and the influence of previously acquired motivations and involvement. While affect and personality are placed at the centre of attention (Dörneyi & Skehan, 2002; Gardner, 2001; Mc Groarty, 2001a; 2001b; Sparks & Ganschow, 2001; Stern, 1992), the belief (Mc Groarty 1998; Stern, 1992) is that affect may influence or accompany learning, but it is not an objective of learning like proficiency. Stern (1992) distinguishes three major affective goals. First, foreign language competence as an affective goal of language teaching refers to

overcoming any sense of confusion, frustration and anxiety on the part of the learner. Second, sociocultural competence as an affective goal means the gradual development of knowledge about the culture or cultures who speak the target language. Third, language learning as an affective goal deals with the matter of bringing the learner to approach the language learning task itself in a positive spirit and with appreciation. On balance, the affective characteristics of learning depend on affective interpretations and unlike the cognitive ones remain present but unobservable in the actual situation (Allwright, 2005).

The focus on the affective domain develops the discussion of the learner-centred approach to learning and teaching (Garrett & Shortall, 2002; Wilhelm, 1997). The philosophical reason for adopting such an approach reinforced by research (Nunan, 1988; Richards & Rodgers, 1986; White, 1988; Yalden, 1987) is based on the assumption that learners' individual needs, interests and development are essential. Students bring to the learning situation different beliefs and attitudes about the nature of language and language learning and these beliefs and attitudes need to be taken into consideration in the selection of content and learning materials (Nunan, 1988). While foreign language learning is regarded as an individual process, based on background experiences within and outside the classroom, research (Allwright, 2005; Mc Groarty, 1998; Wilhelm, 1997; Xu, Gelfer & Perkins, 2005) goes beyond this to investigate and generate evidence that learning is also a social process. Shifting the perspective further from the personal level and looking at the social aspect of learning, the ability to interact and negotiate with others becomes crucial. The emphasis is on use of the foreign language to communicate in social settings. According to Allwright (2005), although learning situations engage people in individual processes, most reactions and

relationships are collective. This naturally relates to the idea of collaborative learning (Wilhelm, 1997), which is discussed in section 2.3 in the present dissertation.

Since the social dimension in language learning began to occupy a prominent position, it has become essential for foreign language teaching to be devoted to issues broader than linguistic skills. The concept is that knowledge about culture helps discourse and enables people to communicate (Byram & Fleming, 1993; Morgan, 1993; Tomalin & Stempleski, 1993). The focus falls on learners' cultural and intercultural competence as it is recognized (Byram, 1989; Crabbe, 2003; Mitchell & Lee, 2003; Santagata, 2004; Ware & Kramsch, 2005) that it is inadequate to teach the language only in itself. Using culture in terms of knowledge, understanding and interpretation, promotes learning as well as raises students' interest and motivation; therefore, teaching effectiveness is improved.

Zuengler and Miller (2006) summarize recent research in the field of second language acquisition and articulate the arrival of sociocultural perspectives on language and learning versus internal cognitive understanding. They draw on relevant studies to discuss the expansion of new approaches which focus on the language as an opportunity for participation in real life activities. While the cognitive aspects are still taken into account, the new learning theories have shifted the focus of the language as input to questions about the process of learning as discourse and social relations (Belz & Kinginger, 2003). This points at the recently discovered epistemological understanding of the sociocultural turn which "defines human learning as a dynamic social activity that is situated in physical and social contexts, and attributed across persons, tools, and

activities” (Jonhson, 2006, p. 237). In these terms, learning is seen to develop as learners participate in practices in the circumstances of actual cultural communities. Jonhson’s (2006) opinion of learning is that it is a more complex process in which knowledge originates from theory but also emerges out of the transformation and reorganization of experiences in the particular context. This more general view of the process of learning has had an important impact on how foreign language teachers learn to teach on the one hand, and, how teachers perform their jobs on the other, key issues elaborated in section 2.4 and section 2.6 respectively.

In light of the dramatic changes outlined above, it appears that the principle behind development is carrying out research. Within the boundaries of education and language pedagogy it is asserted that substantial attention is paid to “understanding the learning process from the vantage point of the learner as well as the teacher and/or researcher” (Mc Groarty, 1998, p. 593). With reference to the literature (Allwright, 1993; 2005; Schön, 1987; Stewart, 2006), it becomes obvious that although the role of academic research in foreign language teaching and learning has long been recognized, new approaches related to applied research have been adopted.

In recent years, marked attention has been directed towards the question of practitioner research (Allwright, 2005) in terms of teachers’ involvement into investigation. Cohen, Manion and Morrison (2000) articulate the importance of action research (initiated by Schön, 1987) which stimulates teachers to become researchers in their own environment. The rationale for action research is attributed to decision making, problem solving and reflection on completion of planned actions, all done with the purpose to

improve foreign language education (Gebhard & Oprandy, 1999; Woodward, 1991). The key distinctions between traditional, academic research and action research are noted by Woodward (1991, p. 225) who raises the question of “practicability” and “collaboration” in the latter. The reason for paying attention to action research is seen to reach beyond what is traditionally considered as the distant, scientific realm where hypotheses derived from theories are tested and generalized by experts. While priority can be given to either research or action, the main focus remains on understanding of teachers’ educational practices through planning, observation and reflection. As for Gebhard and Oprandy, (1999) the focus of action research is on recognizing, understanding and solving a problem in teaching. It is also perceived that the value of action research is in collaborative actions such as discussions of problems, important issues, planned actions, collected data and formulation of new plans.

As an alternative to action research, Allwright (1993; 2005) initiates the idea of a special form of teaching, namely exploratory practice in which teachers and learners work together to investigate and further improve understanding of the learning and teaching processes. In the search for evidence to support the view that research contributes to knowledge and improvement in foreign language education, Allwright (1993) advocates that it is vitally important that research is integrated in teachers’ practices as it is a “driving force for teachers’ personal and professional development” (p. 126). Moreover, when making the distinction between theoretical research and practical teaching Grundy (2001) initiates the concept of “research-driven teaching” (p. 22) and takes the issue further to suggest engaging teachers in professional writing about their practices. The main interest is not only in successful teaching but in making an attempt to find out more about the teaching and learning experiences. At the same

time, Grundy (2001) raises the question of creating an environment in which team work can be undertaken to provide numerous opportunities for help.

Crucial to what follows is the role of cooperation in the field of research. The above discussion reveals a series of attempts to make theoretical research more practical. No doubt educators (Allwright, 1988; 1993; 2005; Gebhard & Oprandy, 1999; Grundy, 2001) raise awareness and understanding of issues related to cooperation while research-based perspectives are placed in the centre of attention. The notion of collaboration is primarily examined (Cohen, Manion, & Morrison, 2000; Schön, 1987) through action research which is considered not an individualistic activity but a cooperative one. Besides seeking the help of others, the emphasis is on action research as reflective practice allowing for learning and improvement. For Allwright (1993), the integration of research and pedagogy means that teachers work together in the otherwise isolated job. With respect to the developing system of exploring and sharing knowledge, the implication is that there is a need to open the scope for collaboration in the field of language education.

Moreover, it emerges from recent publications (Stewart, 2006) that there is a call for teacher-researcher collaboration in the sense that teachers and researchers work together to conduct studies and further write about them for publication. Within the new directions a carefully articulated label “teacher research” (Stewart, 2006, p. 424) is suggested as an appropriate way of articulating the aim to bring academic research and teacher research closer. Additionally, in Nunan’s view it is important to “create an environment in which learners, teachers and researchers are teaching and learning from

each other in an equitable way” (Nunan, 1992, p. 1). How learners can be involved in research is an interesting issue; however, this remains beyond the scope of the present dissertation.

Finally, as with many areas in the field, the issue of collaboration at research level has been a matter of debates (Allwright, 1993; 2005; Stewart, 2006). Discussions are about the concern that albeit collaboration in research seems to be occurring, participants are less aware of the cooperative matters involved. Critical issues emerge mainly concerning the relationship between teacher educators and practitioners (Grundy, 2001). For example, Stewart (2006) identifies barriers between teaching practice and research on teaching, which leads to marginalizing distribution of power in research. Although collaborative experiments are carried out, academic educators are still recognized to be the experts who possess knowledge and skills to do research. On the other hand, teachers researching their own practice are considered to take a less rewarded and less privileged position. Taking into account the attempts for cooperation in action research and reflective teaching as research as well as the efforts to diminish the split between teacher educators and practicing teachers, it appears that it is worthwhile to consider the crucial role of cooperation.

2.3 Cooperation in the foreign language learning process

Based on psychological research and theory (Nunan, 1992; Slavin et al., 1985), cooperative language learning has been introduced as an alternative to individualistic learning. Individualistic learning was the very core of the traditional classroom. In contrast to the traditional concept within the field of language education, cooperative

learning is concerned with “a philosophy of cooperation rather than competition” (Nunan, 1992, p. 1). One further aspect to be mentioned is that in reality in many cases, both elements can coexist in the classroom; however, in team work collaboration is most distinctive.

Cooperative learning, defined in section 2.1 as a process in which students work together on a shared task in order to achieve a common aim, is widely supported at the present time (Crandall, 1999; Davidson & Worsham, 1992; Goddard, Hoy & Woolfolk, 2004; Gwyn-Paquette & Tochon, 2002; Liang, 2004). The most direct evidence for the value of cooperating to learn has been provided by Slavin (1985) who explains why the common goal to achieve success has positive effects on the process. The author’s plausible interpretation with regard to team learning is that students are dependent on each other to achieve success and most likely cooperate because of the understanding that the success of their team-mates is necessary for their own success. In these terms the success of each team-mate is needed for the success of the others; therefore, mutual positive interdependence is established (Crandall, 1999; Slavin, 1985). The importance of collective beliefs in addition to group goal attainment has been perceived as essential for collective efficacy (Goddard et al., 2004). Researchers (Goddard et al., 2004; Slavin, 1985) have also found that working together toward a common goal also improves relationships within the group. This is mainly due to distribution of equal roles on the one hand, and attempts to interact on equal basis, on the other. In this respect, Slavin (1985) recognizes that working cooperatively has positive effects on student achievement. The substantial increase of achievement is also related to students’ positive attitude to school and their improved attendance.

Research on cooperative learning (Crandall, 1999; Garrett & Shortall, 2002; Gwyn-Paquette & Tochon, 2002) indicates that this way of dealing with foreign language learning is mainly adopted by teachers who show a strong preference for the communicative approach to language learning and teaching, and also favour learner-centred activities in the classroom. It is particularly in relation to teachers' affinity for reflective processes, interactions and reflection among students, regarded essential to foster students' development. This leads to the question of the positive aspects of cooperative learning. Existing research on the effectiveness of the cooperative approach in foreign language learning seems to support the belief that its use is justified by numerous advantages. First and foremost, cooperative approach promotes learning as it provides more opportunities for interaction in the target language (Crandall, 1999; Edge, 1992a, 1992b; Gwyn-Paquette & Tochon, 2002). For example, learners are encouraged to communicate not only with the teacher but with their peers as well; therefore, more occasions are created for using the foreign language, particularly to negotiate meaning and solve problems. Related to this, cooperative learning activities provide a meaningful environment for further practice and consequently improve competence in the foreign language.

With regard to the use of the foreign language during pair-and group-work, however, it appears (Nikolov, 1999) that the extent to which learners interact in the target language is determined by students' familiarity with cooperative learning, task types (free activities versus teacher-controlled tasks) as well as group dynamics. A similar conclusion is supported by Nunan (1992) who suggests that classroom environment and social tasks lend themselves better to cooperative situations. In these terms, there are some good reasons to consider the question of which types of classroom tasks are

beneficial in cooperative learning. Furthermore, while discussing interaction between participants in cooperative situations, Nikolov (1999) correlates learners' ability or willingness to exchange information in the target language with their level of proficiency, but goes beyond the linguistic reasons to point at social and psychological causes that justify actual behaviour and performance. This consideration emerges from evidence that "belonging to the group is more important for learners than accommodation to classroom norm and the teacher's expectations (Nikolov, 1999, p. 87).

Another advantage of cooperative foreign language learning is that the common goal to achieve success contributes to the process of learning because students tend to help each other (Crandall, 1999; Gwyn-Paquette & Tochon, 2002; Slavin et al., 1985). Mutual encouragement exists in all cases but the signs of potential assistance can be primarily perceived in mixed-ability groups (Nunan, 1990; Slavin et al., 1985). According to Dörnyei (1997), involvement in cooperative situations presents opportunities for students to facilitate each other's efforts in terms of exchanging resources, clarification and giving valuable feedback during task-completion. The author points at the significant reduction of stress and anxiety in cooperative learning, as peer support is frequently offered and accepted with ease among peers. This particular aspect of cooperative learning helps students overcome the reluctance to perform in front of the class and provides opportunities for peer correction (Dörnyei, 1997; Nikolov, 1999). In Johnson and Johnson's terms (cited in Gwyn-Paquette & Tochon, 2002, p. 206) engagement of learners in cooperation with other participants develops through verbalization of explanations, exchanging views, opinions as well as monitoring and giving feedback. Research (Dörnyei, 1997; Gwyn-Paquette & Tochon, 2002) also

suggests that students who experience the cooperative approach need to articulate and communicate their ideas; therefore, the importance of discourse becomes crucial. There is a recognition (Arnold & Brown, 1999; Crandall, 1999) that students improve their language skills, communicative skills and interpersonal skills most of all as a result of collaborative learning. Furthermore, students learn more about the different aspects of the process such as important links, personal relationships and decision-making (Crandall, 1999; Nunan, 1992).

Many other advantages are claimed for cooperation in the process of learning a foreign language. Drawing on investigations of the learning process, Nunan (1992) points out that collaboration in group learning encourages the learners to learn better. The view is supported by Crandall (1999, p. 244) who states that “cooperative learning offers many positive, affective features which encourage language learning”. This is to suggest that collaborative learning provides opportunities for raising students’ awareness of three main areas: the role of the learner, the process of learning and the learning task. If any progress is to be made, knowledge and sufficient understanding of these are obviously essential and the increase of responsibility is desirable (Goddard et al, 2004; Nunan, 1992). As for the issue of responsibility, Larsen-Freeman and Long (1991) suggest that learners should be regarded as active rather than passive participants in the process of learning. The discussion shifts to the importance of learners’ responsibility for the input they obtain from teachers which is mainly based on their needs and requests. Within the positive view of group work, Liang (2004) addresses serious attention to students’ perceptions of cooperative learning. Edge (1992a), for example, reminds us that learners learn in different ways and suggests that the expression of thoughts and feelings must be taken into consideration. He places emphasis on speaking which demands organisation

and expression of thoughts, a process promoting learning. In addition, exchanging ideas helps people to communicate with other people.

The real value inherent in cooperation in language learning can be better understood through looking at Kohonen ‘s (1992) experiential theory of learning. This theory offers a more complex understanding of the use of the cooperative learning approach and implies that it is a way to successful learning. In more specific terms, Kohonen (1992, p. 17) focuses especially on learning as “a cyclic process integrating immediate experience, reflection, abstract conceptualisation and action”. This means that personal experience is necessary, as it is the core of learning, but by itself, insufficient. The suggestion involves bringing intellectual and experiential knowledge together. Experience must be exploited and analysed consciously; therefore, learning also demands reflection (Kohonen, 1992; Crandall, 1999). As the act of interaction in the process of cooperative learning involves further challenge, particularly with respect to simplification, clarification and exemplification, collaboration between students is regarded as an important means for fostering learning.

Trying to classify the learner’s role in the whole process of learning, Kohonen (1992, p. 36) states that ‘experiential learning enables the learner to become increasingly self-directed and responsible for his own learning’. This consideration relates to other new trends (Nunan, 1988; 1989; 1992), for example, as more responsibility is taken, there is recognition of the potential of working cooperatively with students. In practice, information from learners, considered as resource, is used in planning, implementing and evaluating teaching programmes. According to Nunan (1992), this learner-centred

approach and the experiential learning theory indicate the more humanistic directions in foreign language education.

A final area of concern is that many parallels can be drawn between the new understanding of learning and the experiential component of teacher education discussed in section 1.2. The main point is that the current learning approaches, which seek to unite thought and action, can be associated with the attempt in teacher education programmes to bring the theoretical and practical aspects closer. This important question forms the basis of the next section.

2.4 Foreign language teacher education

There is no doubt that English is “the foremost medium of international communication at the present time” (Prodromou, 1992, p. 39). The place of English in society has established the need to emphasise the process of learning as well as teaching English as a foreign language. The significant outcome of this, as Wallace (1991) claims, has not only been an increased demand for language teachers but also a tremendous need to train these teachers in a manner that is appropriate to the particular circumstances. When reviewing the literature on foreign language education, the lexical richness is obvious, as a fairly frequent interchangeability of terms is encountered. According to Widdowson, (1997, p. 121) “*teacher education*” refers more to their academic learning, whereas “*teacher training*” is related to the practical teaching experiences of student teachers. Furthermore, “*teacher formation*” is regarded as a term that can cover both teacher training and teacher education.

As far as terminology is concerned, it seems plausible to follow Widdowson's (1997) view and use the three terms interchangeably. It is also important to note that the writer's assumption is that "all three terms can apply to the pre-service preparation of teachers and their subsequent in-service development" (Widdowson, 1997, p. 121). Similarly, Woodward (1991) argues that despite differences there are some parallels between experienced and inexperienced language teachers, no matter whether they are employed in teaching or not. The argument is based on the view that involvement in training seems to diminish the state in which people are not the same; therefore, being at different levels or having different viewpoints can be ignored for the purpose of learning or training in the language teacher training context.

In this regard, the preference in the language of this study is to keep to the distinction between pre-service and in-service training throughout the present dissertation as follows: while the first training period is considered to take place before employment, the second is primarily related to the teaching profession. However, my assumption is that in examining these areas, it becomes obvious that there is a strong bond between them. In more specific terms, the concept of *development*, a term associated with change or growth in knowledge and skills, is characteristic of both training situations. The idea of change is suggested by Freeman (1989) who points out that it is not necessarily immediate or complete and does not necessarily mean doing something differently. While some changes can be directly observable and quantifiable, others, for example, modifications in awareness or attitude can be difficult to measure. Freeman (1989) believes that some shifts are finite and others are open-ended or timeless, which is closely linked to the issue of quantifiability. In line with this, albeit development

occurs in the course of time, the concept is perceived as essential and necessary for both pre-service and in-service training, which surely points to the connection between them.

The present research draws on the view that language teacher education has two basic educating strategies: training and development (Freeman, 1989; Strevens, 1974). The distinction is that “training is a strategy for direct intervention by the collaborator in order to work on specific aspects of teaching”, whereas “development is the strategy of influence and indirect intervention” (Freeman, 1989, pp. 39-40). In this respect, development is considered less predictable or directed in a way that its specific purpose is to generate change through awareness of problems as well as awareness of teachers’ actions. Both strategies, however, share the same purpose of achieving change in what the teacher does and why. Freeman’s vision (1989) of the distinction between training and development is supported by Kennedy (1993). She states that while “training can be seen as reflecting the view of teaching as a skill with its finite learnable components, development focuses more on the individual teacher’s own development of a theory through personal reflection, examination, and intelligent analysis” (Kennedy, 1993, p. 164). Kennedy also mentions that “teacher training is ultimately about the development of professional knowledge and understanding” (1993, p. 160).

In their comparison of the concepts, Arnold and Sarhan (1994) claim that while training implies receiving knowledge and transmission of skills, development suggests consequent improvements and changes over a longer period of time. Moreover, attention is drawn to looking at both components as a part of a greater whole, concerned with ultimate autonomy and independence (Arnold & Sarhan, 1994; Kennedy, 1993). In Swan’s (1993) opinion development is a constantly evolving process of growth and

change in terms of expansion of skills and understanding. The important aspect of this view is that it identifies two separate dimensions of development: the expansion of skills and the expansion of understanding. Swan argues that “practice will depend on and reflect understanding, and the evolution of both understanding and practice together constitute development” (Swan, 1993, p. 248).

On the other hand, Swan distinguishes awareness from development, and both awareness and development from improved practice and raises the question that it might be difficult to tell whether awareness leads to development or improved practice. For Ellis (1986) teacher training practices can be divided into experiential and awareness-raising practices. The first type is intended to involve trainees in teaching, whereas the second is meant to develop their conscious understanding of the principles about foreign language teaching. The author, however, specifies that these two types of practices are not necessarily exclusive or separate and they often coexist in teacher training.

Considering the interesting view that “development starts in the mind” (Abbott, 1992, p. 175), the opinion here is in favour of Freeman’s (1989) view that both training and development are essential parts of preparing student teachers for their job. In broad terms, teacher training courses, at pre-service and in-service levels, consist of receiving knowledge, developing skills and awareness towards changes of behaviour alongside thinking. The assumption underlined in this dissertation is that training is considered as a prerequisite for development; however, both training and development are seen to share the same objective: to develop skills for teaching English as a foreign language.

Research on preparation of teachers proves that it is an integrated activity in the process of which language teachers are taught to teach (Freeman, 1989; Kagan, 1992; Kennedy, 1993; Strevens, 1974; Swan, 1993; Wallace, 1991). This, of course, is not a new idea. The process has long been viewed as “a highly complex activity which requires knowledge, understanding, practice and experience before it can be carried out in a fully professional and effective manner” (Strevens, 1974, p. 26). Training is usually achieved through various programmes spanning over different periods of time, nevertheless, the elements of these courses are designed to cover the same basic parts. Strevens (1974) argues that training comprises of components such as skills (language improvement, teaching and management techniques), information (about education, the syllabus, materials and language) and theory (linguistics, psychology, psycholinguistics, sociolinguistics, social theory and education).

A similar categorization is offered by Cullen (1994) who outlines the basic elements of training as pedagogical (methodology, micro-teaching and practice teaching), linguistic (theories of language and learning) and literature components. Integrated in the broader context, the purpose of language teacher education, as defined by Freeman (1989), is “to generate change in some aspect of the teacher’s decision making based on knowledge, skills, attitude and awareness” (p. 38). Although defining teaching as a model of four constituents, knowledge, skills, attitude and awareness, which interact through the teacher’s decision-making, the weight of Freeman’s opinion (1989) comes down in favour of attitude and awareness. It must be stressed that knowledge about applied linguistics and language acquisition as well as skills in methodology make up what is referred to as the “knowledge base of teaching” (Freeman, 1989, p. 31).

Wallace, however, calls it “received knowledge” on the grounds that the trainee has received it rather than experienced it in professional action (1991, p. 12).

It is essential to make clear, before going further, what is needed for successful teacher education (Gwyn-Paquette & Tochon, 2002). As a matter of fact, there appears to be a general recognition (Freeman, 1989; Kennedy, 1993, Swan, 1993; Wallace, 1991) of the basic dimension in teacher education, namely, skills, knowledge, awareness, practice and understanding. However, the development of these components is a demanding process. The point is that much more is needed in order to gain success in language teacher education. Kagan (1992), examining forty studies on learning to teach, relates the issue to the notion of *professional growth*: “changes over time in behaviour, knowledge, images, beliefs or perceptions of novice teachers” (1992, p. 131). In this respect, as Kagan (1992) recognizes, development involves a multidimensional change. In the process of learning to teach, on the one hand, trainees are to achieve practical knowledge and form concepts, on the other hand, they have to develop interpersonal skills and face affective issues (Maynard & Furlong, 1995). The recognition (Kagan, 1992; Kerry & Mayes, 1995) that the teacher learning process has a multidimensional aspect explains why it takes long.

Despite the acknowledged importance of the constituents discussed above, it is worth mentioning a further element, that of personal qualities. Admittedly, teachers have different personalities and being involved in the highly complex learning/teaching process, they are individuals. In light of these considerations, it is worth bearing in mind that there is a call for “reconceptualizing the knowledge base of teacher education” (Freeman & Johnson, 1998, p. 397). In trying to address the same issue

Yates and Muchisky (2003) argue that teacher learners need to receive knowledge of the core of teaching and learning languages; however, they also need to know how to go beyond this knowledge and be able to apply it in particular settings. As we understand more about the process of teacher education, we realise that it is a more complex process than once thought; that it is especially useful to focus on the teaching itself, the teacher as a learner as well as the particular context (Kagan, 1992; Widdowson, 1997; Yates & Muchisky, 2003). In this regard, it is worth taking into account that there is a call for forming a new understanding of teacher education. The teacher as a personality with his or her own beliefs, experiences and values can be seen (Farrell, 2007; Freeman & Johnson, 1998) as the humane dimension that goes beyond the traditional views. This dimension can be of extreme importance when considering teacher education as an interactive process in which many individuals take part and need to be involved in cooperation with others.

2.4.1 The trainee

When going deeper into the complex process of language teacher education, it is particularly useful to focus not only on the process itself, but also on the main participants. The trainee teacher is perceived as a learner going through different stages of development such as “idealism”; “survival”; “recognizing difficulties”; “hitting the plateau”; and “moving on” (Maynard & Furlong, 1995, p. 12-14). Kagan (1992) uses the term “*pre-service teacher*” and describes the requisites for his or her professional development as proceeding through the stages of prior personal beliefs, working through a pre-service programme, sharing simplified and optimistic views of pupils and classroom procedures, experiencing disillusionment overwhelmed by classroom management, as well as reflecting and focusing on the self. Wallace (1991) draws

attention to a list of seven important characteristics of trainees: “previous knowledge, intellectual skills, types and levels of motivation, interests, level of anxiety, preferred learning style and expectations about what is to be learnt” (p. 20). In this study, the terms *trainee*, *trainee teacher*, *student teacher*, *teacher-learner* or *pre-service teacher* are used to describe the learner in foreign language teacher education. In the discussion of how teachers as learners of language teaching develop, Freeman and Johnson (1998) recognize that learning can be organized around four essential foci. These involve considerations of prior knowledge and beliefs, development over time, the role of context as well as the role of intervention in these particular areas.

An examination of research literature on the process of learning to teach confirms that “it involves developing a practical knowledge base, changes in cognition, developing interpersonal skills and also incorporates an affective aspect” (Maynard & Furlong, 1995, p. 11). Around the world there are many different programmes for teachers of English as a foreign language. Their common goal can be regarded as an attempt to produce competent teachers. According to Strevens (1974, p. 20), schemes for training teachers should be towards the “ideal language teacher”, who should possess particular qualities: “personal qualities” such as intelligence, maturity and sufficient command of the language, “technical abilities”: e.g., ability to assess, control and grasp the classroom skills and techniques, also “professional understanding”: e.g., sense of perspective regarding relation of tasks, awareness of trends and development in language teaching. Strevens (1974) makes the point that personal qualities foster the process of development, whereas technical abilities and professional understanding can be achieved and developed.

Some may think that all trainees should possess all these qualities. It is at this point that we come to think that “students are different” (Wallace, 1991, p. 20); therefore, “learning to teach will probably occur at different rates for different students” (Elliott & Calderhead, 1995, p. 35). The main reason is that the circumstances for individual learning are never identical and the development of teaching competence varies from one individual to another. Besides, different styles of learning exist. Wallace (1991) calls learning styles the different attitudes to learning as well as the different ways of learning people apply. When dealing with learning styles, attention needs to be given to two observations. First, learning styles are only one aspect of a whole range of individual differences in students. Second, it is possible to draw a parallel between strategies of language learners and learning strategies in teacher education, where the learner is the trainee, who is learning to be a teacher. The analogy is around three issues. First, attention to the concept of learning strategies can lead to the suggestion (Wallace, 1991) that teacher educators should make trainees more self-conscious about the actual process of study. Second, trainees should be exposed to a variety of learning contexts so that they can develop their learning strategies. Finally, trainees should be encouraged to think strategically about their learning. Of more importance, “educational institutions should expose trainees to a variety of learning experiences so that no particular learning style was neglected, and would also extend the trainees’ repertoire of learning strategies” (Wallace, 1991, p. 25). Another reason for focusing on learning strategies is to foster professional development, which once again reaches beyond the realm of pre-service education.

Closely tied to the matter of learning strategies in teacher preparation is the question of teacher autonomy (Kagan, 1992; Kerry & Mayes, 1995; Richards & Nunan, 1990),

which is looked at as an essential aim of teacher education. Drawing on some similarities between learner and teacher autonomy, Smith (n.d.) discusses various dimensions of teacher autonomy in training programmes. It appears that teacher autonomy stems from willingness and capacity for engagement in self-directed behaviours as well as the extent of freedom of attitude and manners in teaching and teacher learning. With the purpose to clarify further what is meant by autonomy in teacher education, Smith (n.d.) suggests the new term of *teacher-learner autonomy* and defines it as “the ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others” (p. 1). Sustainable development of autonomy is desirable in the sense that trainees not only become responsible for their learning but they also gain the ability to consequently address learner autonomy (Lier, 2007; Little, 2007) in classroom settings. At the same time promoting learner autonomy can lead to framing teacher autonomy which seems to be closely bound up with professional growth (Kagan, 1992; Smith, n.d.).

Obviously, learning to teach is a complex process. It is not possible to take all the steps at once, but if training makes the student teachers aware of their progress, there is a greater opportunity for development. Another very good reason for looking at the notion of development is that it can give us a clearer vision of what the role of the trainer should be at the different stages of the period of teaching practice.

2.4.2 The trainer

Teacher training is not just transfer of knowledge or skills, important as it may be. Training inherently involves the transfer of mental and social attitudes and values which help the trainees to learn and develop. In this respect, it is mainly the trainer's

responsibility to enhance the professional development of the student teachers. Obviously, the role of the trainer as someone who provides guidance in practice is vital. In this research the concept of *trainer* refers to “the supervisor of teacher trainees who is more of a guide, counsellor or an advisor” (Bodóczky & Malderez, 1994, p. 67). The nature of counselling has the connotation of assisting an individual in the development of teaching skills and habits. Furthermore, the role of trainer is not that of an inspector but rather a person who provides mental ease and guiding toward patterns of behaviour to be consistently performed in the future. Similarly, Wilkin and Sankey (1994) comment that mentors are not merely supervisors and further note three points concerning their role: mentors are responsible for student teachers’ learning, articulate practical theorizing (ensure the integration of theory and practice) and support trainees’ skills acquisition. They claim that “training in reality is enormously complex to maintain” (p. 14); therefore, they also discuss the necessity for personal involvement and responsibility. A trainer and school commitment are regarded essential in order to assist the beginning teachers in the improvement of their practice. In other words, depending on the attitude of the trainer to the responsibilities involved, more or less effort may be exerted.

Elliott and Calderhead (1995) also make the point that “in order to facilitate best professional growth, the trainer needs to have clear ideas about teacher professional development” (p. 42). This theory has been supported by several researchers (Elliott & Calderhead, 1995; Bodóczky & Malderez, 1994; Oberg & Underwood, 1992; Tomlinson, 1995; Wallace, 1991) whose work is used as a starting point in my study. In order to achieve results, the trainer should also be able to recognize the images of teaching that the beginning teachers bring to the learning/teaching process. The authors

also suggest that the trainer should possess knowledge about the diversity of possible teaching styles and should know how to use the most appropriate ones in particular situations. Last but not least, the trainer should not only own skills for counselling, but also possess a distinctive and comprehensive language which incorporates the complexities of training and teaching. It must be stressed that the extent to which the trainer possesses these skills plays an important part in the training process. However, the practicality of the discussion and advice offered are also essential. This leads to looking at the notion of supervision.

When writing about teacher practice, it is inevitable to discuss supervision. It is assumed that “general supervision” refers to outside the classroom, whereas “clinical supervision” (Wallace, 1991, p. 108) is related to what goes on in the classroom. In broad terms the latter can be defined as a process including planning discussions, teaching observation and consequent feedback by all the people involved (Woodward, 1991). In Gaies and Bowers’ words (1990) clinical supervision is a cyclical process which consists of three phases: “pre-observation, observation and post-observation analysis and discussions” (p. 168). Foreign and second language teacher researchers, who discuss supervision, distinguish various models or approaches to supervision behaviours in classroom settings. What Freeman (1982, cited in Wallace, 1991, p. 109) refers to are “supervisory approach”, “alternatives approach” and “non-directive approach”. Related to this is Gebhard’s (1984, cited in Wallace, 1991, p. 109) distinction between “directive supervision, alternative supervision, collaborative supervision, non-directive supervision and creative supervision”. The list of possible models of supervision, however, is extended to include a further model of “self-help

explorative supervision” (Gebhard, 1990, p. 163) in which the emphasis lies on gaining awareness through observation and exploration.

By examining the different ways of implementing clinical supervision identified by Freeman (1982) and Gebhard (1984), Wallace (1991) makes the point that there are two basic approaches to clinical supervision: one is more “prescriptive” and the other is more “collaborative”. This more general distinction is based on the role of the supervisor. In the prescriptive approach the supervisor is seen as someone who makes judgements about the trainees’ actions. The collaborative approach, on the other hand, suggests that the supervisor and the trainee are regarded as colleagues. The supervisor is the one who is more experienced and reacts to the process in order to raise awareness and increase reflection. Wallace (1991) highlights that a certain measure of prescription is sometimes necessary, because the “authority of experience gives trainees confidence and relieves their anxiety,” but he suggests that it is to be done carefully so that the main aim should be collaboration (p. 116). These insights into the teacher educational process and interactions imply a collaborative rather than a directive approach. Truly, there is a wide choice of supervisory behaviours, but teacher trainers should not limit themselves to one mode of supervision only (Wallace, 1991). The mode of supervision would strongly depend on the needs of the student teachers and the nature of the particular situation, and it is likely to change during the course of teaching practice. As we understand the process of teacher preparation better, we realise that it is a more complex process than was once thought (Gwyn-Paquette & Tochon, 2002); that it is especially useful to focus on teaching itself, the teacher as a learner, as well as the particular context (Gwyn-Paquette & Tochon, 2002; Kagan, 1992; Widdowson, 1997).

Supervision includes a concern with the fact that it is always related to a special occasion when somebody is sitting at the back of the classroom observing learning and teaching in the classroom (Wajnryb, 1992; Wallace, 1991). However, observers may cause conscious or subconscious frustration and pressure as well as impact the classroom dynamics. Furthermore, there is substantial evidence to suggest that observation gives participants comprehensive knowledge of the classroom (Cohen, Manion, & Morrison, 2000; Mackey & Gass, 2005; Wajnryb, 1992). Thus, we move on to a consideration of the role and importance of observation in teacher education.

2.4.3 Classroom observation

An important concept related to the nature of foreign language teacher education is that of the period of teaching practice. As teaching practice represents a period during which theory is applied in real practice (Wallace, 1991), it is mainly related to the classroom and the processes in it. Given the vital importance of systematic reflection on classroom experience, preparing student teachers for their job is impossible without observation as the core around which reflection can take place and professional development can be achieved.

Before elaborating on this important issue, it is useful to briefly consider what is meant by observation from the perspective of teacher education. While observation is viewed as an essential part of any teacher training programme, whether pre-service or in-service training, it is regarded as the process of capturing the events of the classroom (Maingay, 1988; Sheal, 1989; Wajnryb, 1992; Williams, 1989). In Gebhard's words (1999) observation is "non-judgemental description of classroom events that can be analyzed and given interpretation" (p. 35). A fundamental issue of observation concerns the

requirement of non-involvement as it is essential to ensure the least interference in the classroom.

In this study, weight is given to the experience of observing which requires more than the time spent in the classroom (Allwright, 1988; Cohen, Manion & Morrison, 2000; Mackey & Gass, 2005; Swan, 1993; Wajnryb, 1992). The term observation is mainly used to refer to data collection in the classroom; however, it is considered that the preparation stage and the follow up phase are equally essential. Observations are preceded and followed by discussions; therefore, when integrated in the broader context of teaching practice observations are perceived to play a significant role in teacher formation. The main purpose of discussions is not to trigger judgements about the good or bad points of the lessons but to make the trainees think and reflect on what has been done in the classroom.

My perspective has roots in the underlying assumption that observation is a powerful tool which gives participants an opportunity to gather data and gain insights into the classroom (Cohen, Manion & Morrison, 2000; Mackey & Gass, 2005; Wajnryb, 1992). Wajnryb, for example, claims that the process of capturing the events of the classroom is “a multi-faceted tool for learning” (Wajnryb, 1992, p. 1). Allwright sees observation as “the essential key to provide relevant feedback and a means of a more trainee-centred approach to teacher training” (Allwright, 1988, p. 57). The assumption is that observation during the period of teaching practice can be seen as a method for ongoing training and learning (Gebhard, 1999; Wajnryb, 1992). Extending this concept leads us to consider the advantage of observation, which is that it is a powerful means of teacher development (Swan, 1993; Wallace, 1991). The literature of teacher preparation and

education suggests that observation can account for teacher's professional growth and change beneficially and successfully (Wajnryb, 1992). Most important of all is to recognize the need for observation in teacher preparation.

As learning to teach is a recycling process as well as a decision-making process, a great deal of reflection is needed in order to ensure effective training and development (Wallace, 1991). As a wide range of processes take place in the language learning classroom, reflection on these is impossible without the highly complicated process of observation; therefore, it is particularly relevant to bear in mind that recalling and analysing data can be considered essential for facilitating the reflective process (Wajnryb, 1992). The events of the classroom are recorded accurately so that the data are reliable and could form the basis for discussion and reflection between a teacher trainer and student teachers (Allright, 1988; Wajnryb, 1992). Observation and discussions after the lesson offer student teachers an opportunity to become aware of how issues are related and interact. This allows them to develop particular skills and techniques, as well as leads them towards professional improvement and experience (Allwright, 1988; Swan, 1993). Thus, observation can be seen as an important means for developing as a teacher.

With reference to observation in initial training, it is extremely relevant to note who observes who and for what purpose. There is discernable agreement among researchers when they distinguish the purposes for observation. First, certainly observation is for assessment or evaluating teaching; indeed, this was the traditional, and often the only reason for observing teachers and classrooms (Frost 1994; Gebhard, 1999; Sheal, 1989; Wajnryb, 1992; Williams, 1989). The second purpose is related to language teacher

education. As for the teaching practice, it provides numerous opportunities for observation among the participants involved. In this particular context, although evaluation is inevitable, the emphasis is not on assessment as such but on professional development (Bodóczky & Malderez, 1994; Frost 1994; Gebhard, 1999; Medgyes & Malderez, 1996). According to Willams, classroom observations should be “developmental rather than judgemental” (1989, p. 85) in the sense that they offer opportunities for teachers to improve their awareness, abilities to interact and evaluate their own teaching behaviours (Maingay, 1988; Williams, 1989).

Third, one teacher can observe another teacher for the purpose of self-improvement (Cohen, Manion, & Morrison, 2000; Gebhard, 1999; Mackey & Gass, 2005). Four, as the objective and systematic approach to classroom observation is claimed to be essential in language teacher training (Gebhard, 1999; Rees, 1980; Sheal, 1989; Turner, 1995), there seems to be a great need for observer training that would develop participants’ skills and prepare them for the important role of supervisor. The fifth purpose of observation is to collect data in order to explore a particular area, solve a problem or carry out research (Cohen, Manion, & Morrison, 2000; Gebhard, 1999; Mackey & Gass, 2005).

There is no doubt that the classroom is a place where many processes of learning and teaching occur. In this respect, it is extremely relevant to consider what to observe and how to observe it (Wajnryb, 1992). These are obviously integrated. What the teacher does and what really happens in the foreign language classroom are what is usually observed. However, apart from the teacher and his or her contribution to the situation, the learners and their contribution also need to be described (Allright, 1988). It is also

relevant to make decisions about which events we intend to describe in the foreign language classroom as well as which aspects to take into consideration (Allwright, 1988).

In order to observe the classroom and what goes on in it for the purpose of continued learning and exploration, it is necessary to capture the events of the classroom as accurately as possible (Allwright, 1988; Wajnryb, 1992). In this respect observation can be more global or more focused. The importance of observation procedures in addition to coding schemes has been emphasized in recent research (Cohen, Manion & Morrison, 2000; Mackey, & Gass, 2005). Regarding the types of observation, there is a difference between observation processes as far as how structured they are. On the one hand, highly structured observation has a clear focus and involves carefully prepared schedules, rating scales, and coding. Semi-structured and unstructured observation, on the other hand, has far less clear foci; therefore, they require less preparation and take longer to analyse (Cohen, Manion & Morrison, 2000; Mackey & Gass, 2005). In order to ensure deeper understanding of the classroom, the suggestion is that one should focus on broader categories or more specific issues.

When only teaching without concentrating on observation, teachers become preoccupied with themselves. In contrast, having observers in the room raises special awareness of what is going on. With this kind of awareness, trainees' development as teachers is highly promoted. In light of these considerations, my argument draws on integrating observation into teaching (Wajnryb, 1992; Wallace, 1991). The central concern of how to arrange the parts of the complex process into an efficient system is a puzzle to explore - how to find a way to work toward organising classroom observation more successfully in order to develop the core which enables student teachers to achieve

their own understanding of their classroom experiences. Finding a solution to the puzzle is seen central to the trainees' professional development.

With the intention of solving the puzzle and establishing a better approach for classroom observation, a qualitative research project (Barócsi, 2007) looks at how observation tasks in teacher preparation can contribute to the better understanding of the underlying processes in the classroom as well as their roles. The reference is to observation in the context of teacher training, in which the emphasis on different aspects of classroom behaviours can be depicted using classroom observation tasks (Wajnryb, 1992). An *observation task*, as defined by Wajnryb (1992), is a focused activity used to collect data and information while observing a lesson. This is important at any stage of the teaching practice but especially when student teachers have problems or want to focus on certain issues (Wallace, 1991). Observation sheets can provide meaningful tasks and offer an opportunity to collect focused data for reflection on the area of concern. They help the observer to perceive the happenings in a systematic way in order to understand and analyse them (Wajnryb, 1992); therefore, they are appropriate to utilize in order to observe the classroom and what goes on in it for the purpose of continued learning and exploration. Generally, research (Barócsi, 2007; Wajnryb, 1992; Wallace, 1991) reveals that teacher trainees can gain substantial insights from focused observation targeted at particular areas, which points at the possible integration of this method into the training of prospective teachers.

In line with my work as a teacher trainer supervising trainees who are doing pair teaching, I have always been aware of the benefits of observation in teacher education. However, my particular interest has been related to the apparent complexity of the process. The main reason for this is that in practice student teachers need to cope with

two spheres simultaneously. The first is teaching, which embraces many aspects and the people involved. In practice this means that besides working on being efficient and professional, trainees need to understand whether students achieve the objectives of the activities, materials and teaching. It is also necessary for them to monitor the students' performance and identify areas of difficulty in which the students need help. This leads to the second area which refers to observation itself.

As elaborated above, the phenomenon can be examined from different perspectives. However, at this point, it is mostly the working together aspect that is in the focus of discussion. In my view, cooperation with a partner plays a major part in the period of training, as student teachers can experience different situations for observation. First, as team teaching during the teaching practice puts a great deal of emphasis on collaboration in the classroom, student teachers have the opportunity to observe each other in lessons they teach as a team. Second, pre-service teachers can observe each other in lessons conducted by one trainee with the other observing. To sum up, with regard to the actual pair or team work in teacher education, trainees take numerous opportunities for observation. This relates to the final point of concern that of collaborative observation (Gebhard, 1999; Swan, 1993) involving a number of teachers who observe their classes, in the spirit of meaningful cooperation. The key emerging issue is that of the collaborative processes in language teacher education.

2.5 Cooperation in foreign language teacher education

Cooperation in foreign language teacher education has already been discussed in previous sections (primarily in sections 1.2.3 and 1.2.4). In review of the discussions on the topic, peer-assisted learning and teaching in the course of teaching practice are

found to be a beneficial approach compatible with teaching in a particular situation, which in this case is the context of pair or team teaching at CETT in Budapest. The scheme reported in research (Bodóczky & Malderez, 1994; 1997; Major, 2003; Malderez, & Bodóczky, 1999; Medgyes & Malderez, 1996; Medgyes & Nyilasi, 1997; Révész, 2005) serves many purposes simultaneously. The general aims are to provide support for teaching and learning and to maximize the benefits in cognitive gains for the participants involved. The concrete aims for the student teachers are to give them an opportunity to develop their planning, problem-solving and decision making skills in a particular context and to give them a more profound experience of the classroom as well as a better understanding of the teaching profession. Additionally, the CETT model of teacher training programme aims to develop and maintain an interest in teaching as a choice of career.

Schemes of pre-service teacher education are always responses to the particular need to produce teachers. The implications (Claxton, 1989; Nunan, 1992) are that cooperation exists in teacher education where student teachers are involved in ongoing cooperation. Team teaching implements a new and more beneficial approach to gaining the main ingredients of professional training as a teacher. Team teaching is regarded as a useful form of language teacher education (Bodóczky & Malderez; 1994; Medgyes & Malderez, 1996; Medgyes & Nyilasi, 1997). It is a prolonged activity and its effectiveness results from the fact that the participants' language proficiency, language awareness and pedagogical skills are enhanced in the process of interaction and negotiation. Joint experiences encourage reflection. Working together in the preparation of classes and in sharing views after the lessons develops decision-making about teaching, raises awareness and reinforces the process of reflection (Gower & Walters,

1983). The underlying assumption is that partner support during the teaching experience relieves anxieties, fosters the feeling of security as well as the learning process (Bodóczky & Malderez, 1994; Medgyes & Malderez, 1996). The question of how future teachers develop their skills, knowledge, confidence and capacity for reflection remains relevant. The emerging key issue is that collaborative work between trainees has a major effect on student teachers' professional development (Knezevic & Scholl, 1996).

It is just as important to mention that trainees are provided with support throughout their practice by their trainer whose role is elaborated in section 2.4.2. A final concern is that systematic discourse and on-going opportunities lead to the essential mentor-trainee cooperation in which the primary task is to ensure successful operation of the teaching practice. Therefore, the implication is that pair or team teaching during teacher training not only has educational or academic benefits for the trainees but also meets social and emotional needs. My experience over the years has indicated that cooperation in language teacher education is particularly important in relation to these affective and social domains. Thus, this explains why it is plausible to gain a better understanding of the collaborative aspect of this field of education. In recognition of the importance of cooperation in foreign language teacher education, it is worthwhile making an attempt to look at what goes beyond the scope of teacher preparation.

2.6 Focus on the teacher

With the expansion of research-based policy in the field of language teaching, the issue of the complexity of language teaching has become the focus of international attention (Stern, 1983; Tomlinson, 1995; Yalden, 1987). Initially, the theoretical framework of

language teaching was emphasised within the scope rooted in linguistics and psychology. With the development of these two disciplines, the focus was shifted to a more practical approach, all efforts based on concerns with how to teach languages better. Subsequently, language education was seen from a different perspective and in the 1970s the new discipline of applied linguistics appeared in language teacher education. Rather than seeking to mention all definitions of applied linguistics presented by Davies (1999), the central interest here is in two main approaches: the first, ‘linguistics applied’ uses a theory–research approach; whereas the second, ‘applied linguistics’ supports a research–theory approach. A new concern about research in foreign language education is apparent in a large number of models for language teaching (Stern, 1983) and this can be ascribed to a reflection upon the relationship between theory and practice. Despite the fact that all models have a good deal in common, there appears to be a general assumption (Stern, 1983) that neither of them is ideal and language teaching as a field of research includes the four concepts of language, learning, teaching and context. Taking this large area into consideration, leads us to the view that theories exist but teachers also have their own theories (Clarke, 1994).

It is only recently (Elekes et al., 1998; Johnson, 1997) that the importance of the teacher has been placed in the centre of attention. Some educational specialists (Colnerud, 1997; Oxford, Tomlinson, Barcelos, Harrington, Lavine, Saleh, & Loghini, 1998) have tended to put more emphasis on the concept of *teacher*. Researchers regard teaching as a demanding profession and focus on the teacher’s role and responsibilities. The teacher dimension is nothing new but this time the aim is to look at the teacher from different perspectives namely “social order”, “cultural transmission”, “learner-

centred growth” and “social reform” (Oxford et al., 1998, p. 8). This leads to a variety of metaphors (Oxford et al., 1998, p. 3-50) about teachers. These metaphors can be seen as fourteen definitions of the concept and provide a better understanding of the teaching/learning process as well.

Four major points should be mentioned in relation to the above comments. First, the metaphors in the social order perspective (Teacher as Manufacturer, Teacher as Competitor, Teacher as Hanging Judge, Teacher as Doctor and Teacher as Mind-and-Behaviour Controller) suggest strict control in addition to domination over students. Second, the metaphors in the cultural transmission perspective (Teacher as Conduit and Teacher as Repeater) imply recognition of students’ needs and cultural achievements, which determine the means and outcomes of learning. Third, the metaphors in the Learner-Centred Growth perspective (Teacher as Nurturer, Teacher as Lover or Spouse, Teacher as Scaffolder, Teacher as Entertainer and Teacher as Delegator) show even stronger concern for the learner as an individual along with sharing and facilitation. Fourth, the metaphors in the social reform perspective (Teacher as Acceptor and Teacher as Learning Partner) indicate a high degree of respect for the students as well as democratic consideration of their views and opinions.

It is also recognized (Colnerud, 1997) that there is a need to raise important issues concerning ethical problems, dilemmas and conflicts in teaching as well as to look at different dimensions of the process. In this study foreign language teachers are primarily regarded as professionals who enrich and raise learners’ knowledge of language on the basis of their existing knowledge base as teachers (Porter & Brophy,

1988). Language teachers are also seen as “emotional, passionate beings who connect with their students and their work” (Hargreaves, 1998, p. 835).

In such complex circumstances it seems quite plausible to point out that the straightforward aim for professionals is to become good teachers. Research on good teaching (Brosh, 1996; Hargreaves, 1998; Porter & Brophy, 1988) gives characteristics of effectiveness and provides guidance for improvement. The assumption (Hargreaves, 1998; Porter & Brophy, 1988) is that teachers should consider their goals and objectives in accordance with the particular classroom context. As far as the classroom is concerned, needless to say, a set of metaphors has also been created in order to provide a useful tool to facilitate the understanding of the notion. Breen (1985) looks at the specific culture of the classroom comparing it to experimental laboratory, discourse and coral gardens. Breen (1985) claims that teaching and learning within a context is particularly related to the understanding of the socio-cognitive experience gained through an individual and a group working together. The underlying assumption is that while teachers should have a better “understanding of the pedagogical, social and personal dimensions of the classroom” (Murhpy, 1993, p. 311), it is also plausible to explore the dynamics of the lesson (Breen, 1985; Prabhu, 1992).

A further important issue (Kagan, 1992) is that classroom teaching remains rooted in personality and experience. Attention is drawn (Kagan, 1992) to expert teachers who build their “highly personal theories” from their own self-awareness, failures and success (p.163). These speculations seem to raise the important issue (Gardner & Cunningham, 1997; Malderez & Bodóczky, 1999; Oberg & Underwood, 1992) of

teachers' personal histories and their own insights which play a major role in the different stages of their development in the profession.

Another interesting point to consider is the notion of *language teacher development*, which is extensively discussed in the field of language teacher studies (Gebhard & Oprandy, 1999; Jackson, 1992; Kagan, 1992; Nunan, 1996). The term *in-service development* also emerges in the literature (Richards & Nunan, 1990) referring to the various forms for professional development such as seminars, workshops and meetings. However, apart from the “deliberate and formalized activities” (Diamond, 1991, p. 46), which take teachers beyond pre-service years to upgrade their professional perspectives, a more complex understanding of language teacher development involves acquiring cognitive, emotional and teaching skills at a less formal, personal level. Hargreaves and Fullan (1992), for example, provide a detailed overview of how teachers improve during the process of their teaching careers in terms of gaining a deeper and broader understanding of their actions and behaviours. The main theme correlates with the idea of years of teaching experience along with lifelong learning for which teachers take responsibility. Continuity and self-directed professional development emerge as significant implications for mastering the techniques and skills of teaching.

Jackson (1992) introduces the distinction between development and change. In this view, *development* is related to “increases in ability, skill, power, strength, wisdom, insight and virtue”, whereas *change* is regarded as “a decline in enthusiasm or an increased sense of discouragement” (p. 63). Although this distinction is considered relevant, the two terms (development and change) are adopted in the present study to mean differences in teachers' professional behaviours, all moving toward more positive

directions. Gaies and Bowers (1990, cited in Gebhard & Oprandy, 1999, p. 37), who also discuss this issue, consider teachers' improvement in terms of teachers' ability to perform in particular contexts on the basis of their background knowledge.

It is also important to note that there is a growing recognition (Huberman, 1992) of research on teachers' professional life cycles and teachers' careers which translate into deeper understanding of how expertise is compiled. A more recent understanding of this matter is the sociocultural perspective of teacher learning (Johnson & Golombok, 2003) which takes into account teachers' development grounded in the classroom (looking at teachers as learners), their further engagement in language teacher education (referring to how teachers learn to teach in different programmes) and finally teachers' involvement in the profession (considering how teachers form their expertise in various institutions). These observations are associated with the importance one attributes to learning, particularly how foreign language learning has a bearing on foreign language teaching. Another interesting point to consider is that the link between learning and teaching a foreign language seems to have implications for the educational cohesion of pre-service and in-service teacher development (Bailey, Curtis, & Nunan, 2001; Diamond, 1991), awareness of which is regarded crucial in the present dissertation.

Although views in the field overlap, the studies overviewed generate the idea that growth in the teaching profession is a long and challenging process which inevitably takes time to define or measure. Of special interest here is the variety of ways to help teachers develop. When making such efforts, the following areas are suggested (Jackson, 1992) for further enquiry: contribution to teachers' knowledge growth, improvement of the work conditions, help with the work demands and stress as well as

facilitation of awareness and deeper understanding of the different dimensions in the profession. Clearly, expanding the image of language teaching and considering the process from the viewpoint of the individuals, who bring their own experiences, broadens the scope of understanding of how to improve professional performance and raises the issue of cooperation and its role in the teaching process.

2.7 Cooperation in the teaching process

At present, the notion of cooperation is primarily examined through the perspective of foreign language learning and foreign language teacher education. The wealth of literature on the field of education offers inadequate investigations and information addressing the topic of cooperation in the teaching profession. As discussed in the introduction, the consideration of the notion of collaboration is deeply rooted in the combat against isolation due to single classroom authority (Brandes & Ginnis, 1992; Claxton, 1989; Slavin et al., 1985; Underwood, 1987). Being isolated seems to be a typical condition of teachers in general and language teachers in particular. Isolation, regarded as a common phenomenon, may take different forms and have different causes. According to Claxton, “isolation creates a social vacuum, an absence of intimacy which removes both comfort and knowledge” (1989, p. 80). Unfortunately modern schools do not provide many opportunities for improving the situation. On the contrary, as Brandes and Ginnis state, “the system rather seems to create and maintain these deep feelings of isolation and anxiety” (1992, p. 50). The writers’ vivid description of the current school system is strikingly real in Hungary as well. It convinces the reader that school regulations, instead of keeping teachers together, have rather a different effect of putting them emotionally apart.

One of the central issues related to the circumstances discussed above is that there is a need to alter this present day situation (Claxton, 1989; Nunan, 1992). Drawing conclusions on research, it appears that beside the state of solitude of teachers there are current attempts for cooperation in the teaching profession. For example, Medgyes (1995) claims that teaching inevitably demands professional cooperation with colleagues; however, acts of collaboration may remain unnoticed as they are not done on a regular basis. At the same time it is made explicit that cooperation with the students is an undisputed part of the process of sharing with others. It is also recognized (Claxton, 1989; Nunan, 1992) that teachers feel the need to share their feelings and thoughts with others – a partner or a small group. Claxton (1989) believes that the most vital source for isolated teachers is just another person with whom they can be honest and with whom they can have a regular contact. That is the reason why teaching should involve work on creating a more supportive atmosphere and a general climate of more openness. It may be also worth pointing at Underwood's (1987) wish to set up a sort of cooperation among teachers of English as a foreign language. She draws on the fact that professional teachers are unwilling to work with their colleagues and offers a few suggestions for trying to overcome this reluctance. Underwood (1987) raises the important question of achieving a greater degree of collaboration with colleagues and also reveals the invaluable advantages of this process. For example, making the effort to pool resources is regarded as a means for reducing the workload on teachers, which consequently increases the amount of time spent on preparation or marking.

Another thoughtful consideration is the demand (Nunan, 1992) created for promoting the idea of cooperation rather than competition in foreign language education where teachers, learners, and curriculum specialists can collaborate for various reasons and

purposes. Medgyes (1994a; 1994b), for example, offers thoughtful insights into collaborative approaches to teaching, the main philosophy of which is based on cooperation between teachers, particularly native and non-native speakers of English. A similar understanding is expressed by Carless (2006) who describes more recent innovative collaborative programmes in Hong Kong secondary and primary schools. The author advocates that team teaching, shared between native-speaking English teachers and their local counterparts, impacts students and teachers in a positive way. The most essential point, among many others, is that “team teaching can enable partners to complement each other by drawing out their respective strengths and minimizing their weaknesses” (Carless, 2006, p. 334). There is an additional and very important reason for cooperation among teachers: collaboration helps people learn; therefore, it has become a requisite for professional growth among beginning teachers (Kagan, 1992). This view is supported by Johns and Dudley-Evans (1988) who demonstrate that collaboration between foreign language and subject teachers can generate relevance in the communicative reality of the profession.

One of the principal concerns of the present dissertation is to explore the central issue of cooperation which emerges from several studies (Gwozdzinska, 1990; Nunan, 1992; Swales, 1988) in the field of the teaching profession. Although the projects are as varied as they are numerous, they have one common feature: the element of success. Rather than describing these studies I aim to highlight the major arguments of these investigations. There are several conclusions which emerge as relevant in relation to collaborative experiences, and, which put together a composite picture of realistic and useful aspects of the approach adopted. First, principal patterns in team teaching arrangements (in both pre-service and in-service circumstances) seem to fall in four

broad categories, which are identified as “Team Leader Type”, “Associate Type”, “Master Teacher/ Beginning Teacher” and “Coordinated Team Type” (Baily et al., 1992, p. 163). The basic assumption (Bailey et al., 1992) is that team teaching is nearly any kind of situation in which two or more teachers cooperate, working with either the same (Type 1-3) or with different groups (Type 4). The difference between the patterns of team teaching arrangements lies in the extent to which power and responsibility are shared between the members who may have identical or different roles within the team. Type 1 and 3 refer to situations in which the different positions of the team members determine difference in shared power and responsibility. Team teaching settings, in which power and responsibility are equally shared, belong to the second type. The emphasis in collaborative teaching is on shared power and shared decision-making. Type 4 is related to situations in which actually there is no joint responsibility, but only joint planning.

It must be stressed here that, in practice, alongside the basic types of team teaching arrangements, different variations can be found. It is quite natural that in reality there is more flexibility. The various models of team teaching can be so flexible that one type of teaching relationship can shift into another within a single course. The reason is that different team teaching projects satisfy different local needs.

Second, as far as cooperative teaching and within it team teaching practices are concerned, it is necessary to focus on decisive factors which make cooperative teaching experiences successful. The broad understanding of these factors is related to several major aspects of team teaching relationships. For instance, attention is to be given to teachers' ways of thinking about the matter of cooperation. It is believed (Shannon &

Meath-Lang, 1992; Sturman, 1992) that teachers intending to take part in cooperative teaching need to think about many important issues in depth before entering the team. The initial motivation for teaching in a team and respect for the other members are extremely essential; therefore, it is a sensible strategy to create positive expectations in teachers at the beginning of team work. An additional opinion offered by Sturman (1992) suggests that positive attitudes and expectations can be also gained from the experience of team teaching. It appears that those, who think of cooperation as a way of helping them, eventually develop better interpersonal skills. To emphasise the initial attitudes even more, apart from agreement on objectives, total agreement on responsibility is needed as well (Sturman, 1992; Swales, 1988).

There is another important issue which has a significant bearing on the effectiveness of collaborative teaching. As pointed out by Sturman (1992), teachers need to be certain that they want to work with a partner. Clearly, teachers have to agree to team teach, that is to be involved in collaboration. If teachers are going to team teach, it is essential that they know that time and effort are essential factors; therefore, they are to be considered beforehand. Experience over recent years (Johns & Dudley-Evans, 1988; Nunan, 1992) has shown that one of the most important conditions for success is that teachers bear in mind that willingness to collaborate involves readiness to spend more time and put more effort in their team work. One further aspect to be mentioned is that success is also determined by the particular circumstances which may initiate, encourage or discourage collaboration among teachers (Johns & Dudley-Evans, 1988).

Third, the content of the course needs special consideration. It is essential to stress that courses do not lend themselves automatically to team teaching collaboration; therefore,

to set up cooperation in team teaching demands thoughtful preparation (Shannon & Meath-Lang, 1992). The assumption is that the content of the course influences its effectiveness and designing the policy itself involves agreement on a textbook to serve as the basis for the syllabus. As Shannon and Meath-Lang (1992) state, interactive courses appear more conducive to team approaches than receptive, information transmitting courses. They recognize that agreement on the goals and purposes of the teaching project is also desirable. It appears to be necessary to share a common philosophy and beliefs about the learners and the pedagogical principles. Bailey et al. (1992) make the point that collaborative teaching provides extra help for syllabus design and allows participants to make use of joint planning and teaching.

Fourth, in order to have a positive team teaching experience it is important how members are selected to work together (Arnold & Sarhan, 1994; Bailey et al., 1992; Shannon & Meath-Lang, 1992). As pairings can be successful and unsuccessful, it is certainly useful for teachers to select their partners. In this respect, the amount of experience and the personality of the teacher as well as flexibility are crucial to maintaining strength in collaboration. The principle of flexible equality is also supported (Sturman, 1992), because it enables teachers with different personalities to team teach successfully. It is also worth noting (Shannon & Meath-Lang, 1992) that practice suggests that lack of similarity in style or personality appear not to be an obstacle for successful cooperation. A similar opinion is expressed by Gwozdzinska (1993, p. 6), who writes about a team teaching project carried out by the English Language Centre at the University of Wroclaw, Poland: “At the stage when all of us were generating ideas, I realised that mine were as good as anybody else’s. I also

discovered that contradiction does not cause offence, but, on the contrary, actually helps in the development of ideas.”

Fifth, obviously, establishing rapport with teachers appears to pose opportunities as well as challenges. This raises the question of some concerns about the possible drawbacks of cooperative teaching arrangements (Bailey et al., 1992; Medgyes, 1994a). In order to have a much better understanding of what makes collaborative teaching work efficiently it is necessary to consider how teachers implement power and deal with decision making. It may be the case that shared responsibility can result in unequal distribution of responsibility or participation in decision-making. A further disadvantage appears to be the time factor. More concretely, time is needed for goal setting, syllabus design and planning. Special emphasis is also placed on the necessity of involvement in negotiating, listening and exchanging feedback in collaborative teaching. It is at this point that some teachers refrain from the extra load of working with others or it is considered as an expensive and superfluous system to maintain.

Finally, it is also reasonable to state that in order to cooperate smoothly and effectively particular qualities are needed. It is claimed (Edge, 1992a; Johns & Dudley-Evans, 1988; Sturman, 1992) that cooperation depends on the personalities involved, on whether there is mutual educational and intellectual respect. However, it is not only in an atmosphere of trust and mutual respect (Bailey et al., 1992; Edge, 1992a) that team teaching can achieve its full potential. To these qualities, Edge (1992a) also adds respect, confidentiality, empathy and honesty, whereas Arnold and Sarhan (1994) mention hard work and commitment as necessary for any form of cooperation. It is also acknowledged (Bailey et al., 1992; Shannon & Meath-Lang, 1992) that efficiency

depends on teachers' ability to discuss the available options. In this respect, as collaboration practices demand reflection, an important condition for teachers is to possess the ability to articulate ideas, plans and opinions to other participants. From Lansley's (1993) perspective, only meaningful discourse is efficient; therefore, collaborative debates should reinforce expression of ideas and opinion, even criticism if necessary. All these issues are related to the question that collaborative discussions are beneficial only if carried along professional expertise. Ultimately, cooperation is regarded to promote professional improvement in the sense that teachers can learn from each other by means of personal interactions using reflecting, focusing, disclosing, goal-setting and planning among other processes. For example, Edge (1992a; 1992b) argues that through exploration, discovery and action, cooperation enables teachers to work on their own development and eventually become better teachers. This argument, ardently supported by Bailey et al. (2001), underlines the assumption that there is a need for collaboration in the teaching profession.

2. 8 Advantages of collaborative teaching

2.8.1 The teacher's perspective

This section focuses on findings related to the strengths of the studies discussed in sections 2.5 and 2.7. Responding positively to the projects, the authors (Gwozdzinska, 1990; Nunan, 1992; Swales, 1988) find that major gains of cooperation in the teaching profession can be attributed to careful preparation before work in the classroom. Collaboration before teaching is needed: for example, trainees should have one or more hours when they can discuss the content and method of teaching the lesson. Working with a partner to share knowledge helps to reduce the burden on individual teachers and

entitles them to important benefits (Bailey et al., 1992). Naturally, preparation needs time to develop ideas, however, there are some good reasons why “two heads are better than one” (Bailey et al., 1992, p. 167). Working in a team is beneficial since it provides opportunities for giving and receiving new ideas. Exchange of ideas as well as different points of view in collaborative teaching generate more discussions.

According to Shannon and Meath-Lang (1992), team teaching extends the opportunity for reflection which is needed in the teaching process. Joint experiences encourage the members of the team to reflect more. In this respect, team discussions with a lot of speaking, listening and responding going on simultaneously are perceived as extremely useful. They are a great advantage for developing communication skills; in other words, the experience of communicating knowledge can be a useful experience. In Edge’s view (1992b), any teaching situation involves a kind of cooperation with others. Speaking and listening are inevitable in any form of interaction. However, the author suggests some new rules for speaking, listening and responding, which feature open questions, commentaries and silence. The emphasis in these rules lies on the ability to make the other person feel well listened to, in other words the presence or absence of active listening has a major effect on every situation (Edge, 1992b).

It must be stressed that collaborative work not only develops “thoughtful listening”, but also promotes self-awareness (Shannon & Meath-Lang, 1992, p. 129). Sharing her own team teaching experience, Gwozdzinska (1990) makes the point that collaborative teaching can give self-confidence and make teachers more relaxed than when teaching alone. It has an advantage of making teachers more aware of the importance of students’ self-confidence.

Wide-ranging insights into the benefits of working in a collaborative teaching arrangement are provided by Bailey et al. (1992). The authors make a realistic assessment of the variety that two teachers can provide, as opposed to one. One advantage of team teaching is that it makes group activities and demonstration effective. A key time in the lesson is devoted to transition of activities and movement in and out of interactive patterns which requires a great deal of giving instructions. Team teaching makes it possible to share giving of instructions. In this respect it promotes effective classroom management.

It must be also kept in mind that “teaching as such is a demanding activity” (Bailey et al., 1992, p. 169), which requires full attention on behalf of the teacher. Thus, it is particularly helpful to rely on a partner’s help in the case of technical problems. It is also largely beneficial that a partner can perform the role of an observer and if necessary can provide the best possible built-in substitution. These are especially useful in situations where power and responsibility are equally shared (Bailey et al., 1992). Team teachers can share power and responsibilities, and their merits as well, which can result in extremely rewarding outcomes. As for the benefits, however, these are shared with the learners as well.

2.8.2 The learner’s perspective

Students can gain an enormous amount from the experience of team teaching. This is another good reason for using collaborative teaching. First and foremost, collaborative teaching allows more individual attention to be given to students. Johns and Evans (1988) report that team taught students are offered additional help both in and outside the classroom. According to Bailey et al. (1992), such students have a better choice as

to which teacher they can ask for help. Furthermore, in collaborative language teaching learners are exposed to two speakers. This increases the opportunities for more natural, spontaneous discourse. Learners also receive the usefulness of “two models of the target language in the classroom” (Bailey et al., 1992, p. 168). This is especially useful when a native speaker is involved. Students’ proficiency in the language increases since they can get more from the process. Students can make use of native speakers since they provide different input (Carless, 2006). As far as team teaching involving a native and a non-native speaker is concerned, the great advantage of this cooperation is that it makes the teaching/learning process more effective (Medgyes, 1994b). When it comes to assessment of students’ performance, fairer judgement is bound to take place since two teachers can gather more information about students. Moreover, different perspectives can be brought to contribute to the objectivity of the process (Bailey et al., 1992).

It is at this point that the students’ attitudes toward team teaching arrangements should be mentioned. Although “not all of the students like the team taught lessons” (Sturman, 1992, p. 153), on the whole, it seems that their attitudes are fairly positive (Carless, 2006; Medgyes, 1994b). Feedback grounded in data from students gives reasonable proof that they generally find team taught lessons easier and more enjoyable. Students like this way of teaching which eventually increases their motivation to learn (Sturman, 1992). On this issue Johns and Evans (1988) report that attendance and interest on the part of the students prove the success in their team teaching situation.

To sum up, the terms outlined above give us insights into the complexity and challenges of cooperative environments in education. The conclusion relates to Sturman’s (1992) view that we can never attain the perfection of the ideal, at best, we may come close to

it. In the main, this implies that when cooperative initiatives are undertaken, it is difficult to accumulate all the necessary circumstances which ensure success. This raises the need for gaining a better understanding of the concept of collaboration. The present research addresses that purpose. The primary task now is to focus on the actual research project described in more specific terms in Chapter 3.

Chapter 3 Summary outline of the study

This chapter briefly outlines a qualitative research project with an ethnographic element. The method used by the researcher is discussed, and the reasons for adopting it are explained. The research questions and the aims point at the circumstances from which the main approach and procedures were applied. The chapter presents the justification for the decision to conduct interviews and shows the beneficial opportunities with which they can provide both the researcher and the participants. This is followed by explanations of how predetermined questions were used in order to structure the interviews for data collection. In this respect, the questions gained particular importance for they activated the respondents' general knowledge of the topic of collaborative teaching, introduced important areas of interest, and offered opportunities for reflection, expression of opinions and further discussion. Moving beyond the process of data collection, a brief account of the data analysis is also included.

3.1 Research questions and aims

My experience as a school-based teacher trainer has shaped a key idea to hold onto, which is that of cooperation in the course of the teaching practice, where the fundamental goal is student teachers' professional formation. The concern in my role has always been to foster cooperation within the framework of teaching practice. In line with my work, I felt it was important to identify what makes cooperation in teacher training successful. Furthermore, I have always been interested in finding out if a special model of educating foreign language teachers with a teaching practice longer

than usual in the Hungarian language teacher training institutions can have an impact on collaboration in the teaching profession. Thus, the research questions were formulated as follows:

1. What factors interact in cooperation in pre-service teacher education?
2. What factors interact in cooperation in the subsequent in-service teacher development?
3. What is the influence of pair or team teaching in the training of teachers on cooperation in their careers?

In order to answer these questions I investigated the field of cooperation in learning and teaching. The purpose of referring to CETT in Budapest was twofold: to look at the pair or team teaching side of the special mode of teacher training and to investigate how trainees develop and manage their professional lives after graduation. My role of a researcher, a mentor and a teacher, explains the two dimensional research, one dimension being the language teacher preparation and the other the teaching profession domain.

In the first dimension, the aim was to explore the relationships in pre-service education in TEFL. The research focused especially on the idea of collaboration between trainees supposed to work closely together over a period of prolonged training. The opportunity to work collaboratively was considered an essential experience in the particular context; however, the purpose was not to formulate a hypothesis. The author's first research question was to gain an understanding of the factors which helped and hindered the process of cooperation. The term *factor* was adopted as an umbrella term to identify

perceptions of the subject matter and look at what was regarded as important and beneficial in the process of cooperation. Recognizing the key factors which contribute to successful outcomes of working together, the researcher expected to find ways around the possible difficulties of collaboration in the course of teaching practice.

The second dimension in the teaching profession domain looked at the concept of cooperation from a slightly different aspect. The second research question, related to this domain, meant to find out if and how teachers from the education programme at CETT applied cooperative teaching techniques and took opportunities to cooperate in their careers. The term factor was used to convey the same meaning as in the first research question. The particular goal was to identify the key issues which stimulate and inhibit teachers in their pursuit of collaborative work. The researcher was also keen to learn from what the teachers possessed and needed in order to initiate, encourage and maintain cooperative relations.

As far as the third research question is concerned, the objective was to find out more about the main topic of research. The aim was to explore how pre-service language teacher education could affect relationships and professional development in a language teaching career. My intention was to look into the way experiences of cooperation during pre-service training had encouraged the teachers to go on cooperating during their careers. However, as a deliberate strategy, there was no straightforward attempt to ask the participants whether they believed they had enhanced the ability to cooperate as teachers merely due to their special pre-service training. It was relevant to consider that the range of the participants' cooperative skills could have developed as a result of previous training or/and the particular context they worked in. My perception was that a

large-scale quantitative research could find out about the extent of the matter through involving a high number of participants and comparing different teacher training programmes. This was not my purpose within the boundaries of the present research. In addition, it was interesting to reveal if there were opportunities to work collaboratively as well as a clear link between pre-service training and a teaching career. Another important goal was to examine the values inherent in cooperation.

The ultimate aim of the research discussed in this dissertation was to fill in a gap in the literature. The intention was to complement earlier studies by putting forward a number of ideas for consideration. First and foremost, the project was designed to generate knowledge with regard to the role of cooperation in learning and teaching. The research aimed to explore the field of language teacher education and the teaching profession in order to identify learning benefits and challenges of cooperation. Second, although educational programmes strive for better outcomes, they look at pre-service education mainly as a frame for gaining knowledge for the teaching profession and do not sufficiently emphasize the further impact of their methods. In this respect, the aim was to examine the continuum of professional growth in terms of cooperative techniques which would foster a deeper approach to learning. Third, pre-service education and in-service development are often regarded as separate areas; therefore, with reference to cooperation, the research aimed to understand relationships between them which would initiate a reconsideration of this divide in the field of TEFL. Generally, the objective was to examine the topic of research in depth in order to find implications for teacher training and development. The final assumption was that if cooperation in pre-service education and in-service development was a valuable experience, then participation in collaborative processes should be encouraged.

3.2 Research method

With the intention of finding answers to the research questions I decided to carry out a project in the context of my immediate teaching context. In order to collect data for the research on the role of cooperation in pre-service education and in-service development, a qualitative approach was adopted. The choice of method used to collect and consequently analyse data was determined by first, the complex nature of collaboration affected by many and various factors; second, the low number of respondents; third, an interest in the participants' detailed experiences and personal impressions about team work; fourth, the main aim to achieve in-depth investigation and understanding. In all this, the choice of method was also motivated by research on studies carried out in a qualitative paradigm.

Although there have been debates about the use of qualitative studies (Davis, 1995; Maykut & Morehouse, 1994; Shohamy, 2004;), the value of the approach as useful in documentation and promotion of interpretations of collected data has been appreciated extensively in the literature related to research (Davis, 1995; Holliday, 2004; Johnson & Onwuegbuzie, 2004; Lazaraton, 2003; Maykut & Morehouse, 1994; Seliger & Shohamy, 1989; Shohamy, 2004). According to Davis (1995), misunderstanding and confusion are around philosophical, theoretical and methodological considerations. A conclusion emerging from most current discussion (Bachman, 2004; Davis, 1995; Johnson & Onwuegbuzie, 2004; Lazaraton, 2003; Seliger & Shohamy, 1989) is that the broad comprehension of the qualitative orientation develops as it is contrasted sharply with quantitative research. The differences and similarities are important for at least several major characteristics of the two approaches applied in investigations.

Maykut and Morehouse (1994, p. 7) stress that traditional research was based on natural sciences and “a belief in objective observation, quantifiable data and verifiable truths”. Researchers generally carried out quantitative studies and relied on theories to focus mainly on deduction and confirmation techniques. Alternatively, the development of a qualitative approach, known as “naturalistic, ethnographic and interpretive” (Davis, 1995, p. 439), is associated with induction, discovery and exploration. While a quantitative study is related to theory or hypothesis testing and explanation, qualitative studies are outlined as hypothesis generating, since theory is developed in the course of collecting and analyzing data. Regarding the use of theory, Creswell (1994) points out that although the literature is fundamental in both types of research, in order to determine direction, quantitative studies need a more substantial amount of it, particularly at the early stage of formulating research questions or hypotheses.

Another consideration refers to the sources used. The comparison between the two types of research indicates the assumption (Brown, 2001, p. 1) that they are “primary”, in the sense that both qualitative and statistical studies are based on primary sources. Contrary to quantitative theory and methods which use standardized data collection, qualitative researchers gather non-statistical, naturalistic data, as their major interest remains with the mental processes of the individual along the larger sociocultural context in which investigations take place. What is agreed upon (Davis, 1995; Johnson & Onwuegbuzie, 2004; Lazaraton, 2003) is that another essential difference between the two approaches is the question of reality. Reliability of a quantitative research depends on the extent of internal and external validity (Crookes, 1992).

On the other hand, rather than attempting to specify reliability, qualitative researchers try to ensure credibility, dependability and transferability of their studies. In fact, a qualitative method is dependent on different procedures, therefore it is normally associated with “observations, interviews, and collection of documents” (Davis, 1995, p. 446). In particular, Davis (1995), Crookes, (1992) and Lazaraton, (2003) underline the importance of using prolonged engagement and persistent observation combined with exploration from different angles. The latter refers to the concept of *triangulation*. The phenomenon is described (Bachman, 2004; Crookes, 1992; Davis, 1995; Holliday, 2004; Lazaraton, 2003; Mc Groarty & Zhu, 1997; Seliger & Shohamy, 1989) as utilization of multiple sources, methods and/or investigators. Triangulation is widely employed in both quantitative and qualitative studies in order to compare results and provide a more complete understanding of the studies. Chaudron (2003), for instance, argues that researchers triangulate their findings in order to increase the effects of the methods they employ. As a result, it is supported that using multiple measures plays an increasingly important role in ensuring reliability, validity and credibility of findings in research.

As for the data analysis stage of the research process, there is also recognition (Davis, 1995; Johnson & Onwuegbuzie, 2004; Lazaraton, 2003; Shohamy, 2004) of a further significant difference between quantitative and qualitative studies. By convention, quantitative research is seen to deal with statistical analyses which are based on logical considerations and lead to replicable studies. In contrast, interpretive methods apply qualitative analyses; therefore, they examine data to find categories and discover relationships between them. Associated with the data collection and analysis stage, is the reporting research level. In this respect, Davis (1995, p. 447) points out that “a

relatively set format is used in reports of statistical studies”; however a qualitative manner lends itself to rich and thick narrative description, particular as well as general (Davis, 1995; Holliday, 2004; Johnson & Onwuegbuzie, 2004; Lazaraton, 2005). Typically, it is a commonplace that to report qualitative research, detailed interpretations are provided. In practice, it is important for researchers to present their explanations and discussion of the results in a way that objectivity is ensured (Lazaraton, 2005) and bias is acknowledged (Johnson & Onwuegbuzie, 2004).

Finally, a look at quantitative versus qualitative studies reveals another major difference which correlates with the role of the researcher (Creswell, 1994; Cumming, 1994; Davis, 1995; Johnson & Onwuegbuzie, 2004; Lazaraton, 2003). In the quantitative method, the researcher is regarded as an objective observer who is not a participant in the study. In investigations which have qualitative grounding, however, the researcher often but not always cannot be separated from the specific framework under exploration. Particularly, participation by the researcher evolves an emic (inside) perspective from which actions are performed. This last aspect is of great importance for understanding the nature of qualitative research and brings the question of *ethnography* into the focus of discussion. Ethnography is regarded as a descriptive (Lazaraton, 2003) and interpretive orientation (Cumming, 1994; Lazaraton, 2003) which is rooted in the researcher’s participation in the process of investigation and the attempt to give an account for behaviours and interactions in a particular context or culture (Creswell, 1994; Cumming, 1994; Davis, 1995; Johnson & Onwuegbuzie, 2004; Lazaraton, 2003).

The above guide, in addition to the researcher's experience and position elaborated in sections 1.3 and 3.1, attempts to explain the decisions about the research method used to conduct the present study. Essentially, the circumstances justified the use of interviews rather than questionnaires. Apart from semi-structured interviews, observational field notes, trainees' diaries and transcripts of recorded planning sessions were collected for investigation. The qualitative research described in this dissertation included elements of ethnographic study with regard to the teacher trainer who was the researcher. The research design for the study can be seen in Figure 4 below, whereas a detailed description of the procedure of data collection is provided in section 3.2.5.

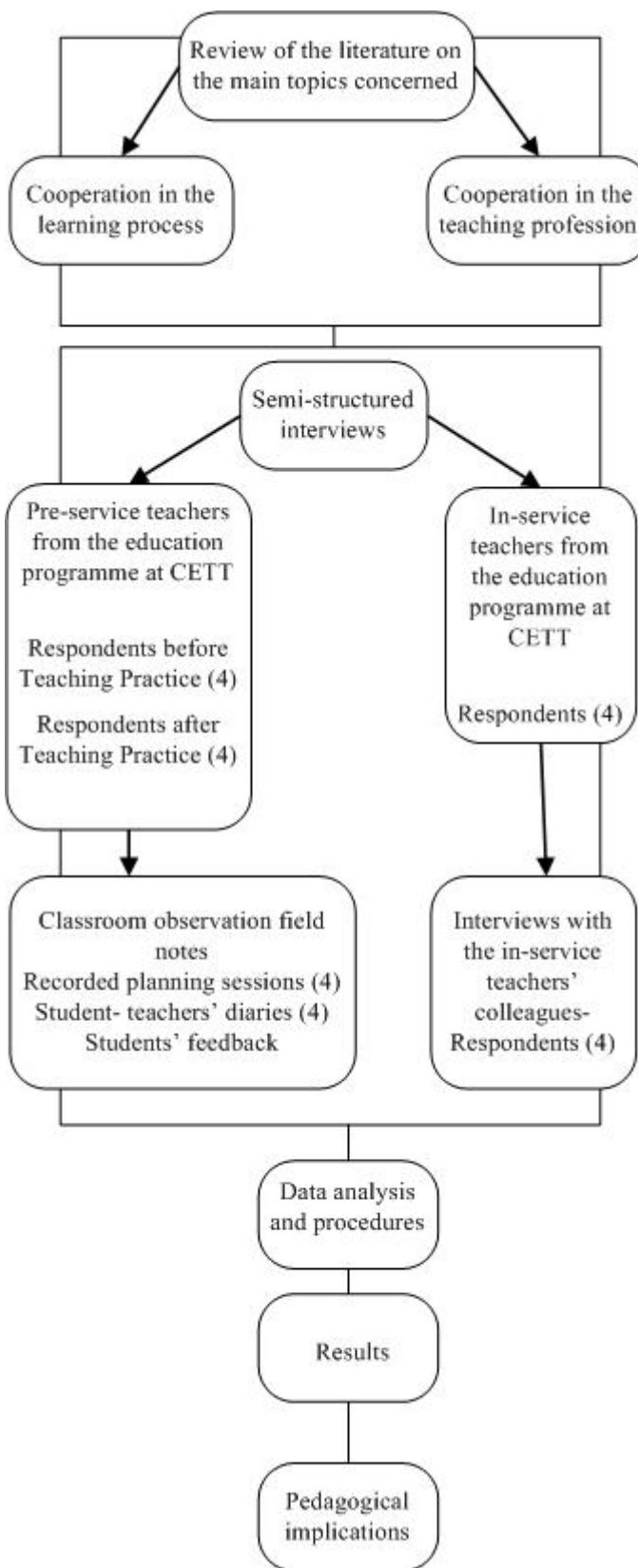


Figure 4 Research design for the present dissertation

3.2.1 Participants

The core of data was gained from pre-service and in-service teachers who were related to CETT at Eötvös Loránd University in Budapest. As for the pre-service teachers, the project involved four female participants; all holding a General Certificate of Secondary Education and participating in the TEFL university programme at CETT (see section 1.2). The investigations were associated with the time of their studies and particularly their teaching practice scheduled in the academic year of 2005/2006.

The place of the teaching experience was the grammar school where I worked. The trainees, doing their teaching practice in the current situation reported here, could have been any other student teachers in the particular academic year; therefore, their selection was considered as random. Two pre-service teachers, both at the age of 24, were in their third year of studies. They were following a three-year programme. One participant was a single-major student and the other was a double-major; however, the second major was not a requirement of the three-year programme. The second major was the participant's own choice and commitment.

The other two participants, both at the age of 21, were in their last year of studies. As double-majors they were taking part in a new four-year programme. It must be noted here that the similarities and the differences between the three-year and the four-year programmes, as well as their teaching practice components, were elaborated in detail in section 1.2.1 of the present dissertation. The trainees worked in pairs to teach a class for a term. Each pair of student teachers was responsible for a class at secondary level and taught four English lessons a week, a lesson being a forty-five minute session. From the

point of view of experience in collaborative teaching and work experience, the pre-service teachers presented a homogeneous group.

With regard to the in-service teachers, other four female participants were involved in this research with the purpose to collect data concerning the overall understanding of their work habits and attitudes toward cooperation in school. These respondents were previous student teachers who graduated from CETT at Eötvös Loránd University in Budapest, attending a three-year program with one major. One in-service teacher possessed an additional Certificate in Foreign Trade but it did not concern TEFL. The participants involved in the teaching profession had worked with me (out of the 60 student teachers mentioned in section 1.3) during their teaching practice. I relied on the successful relationship established during that period. The four in-service teachers were also randomly chosen to take part in the study.

From the point of view of careers, all of them had full-time jobs, working as teachers of English as a foreign language. Two participants worked at secondary schools (one grammar school and one technical school) which belonged to the state sector of education and two participants were employed in language schools. The schools involved in this research were considered typical of the career opportunities for teaching English in Hungary. All in-service teachers were involved in one-to-one tuition.

As far as team teaching was concerned, the four participants had been involved in real-life collaborative teaching during their teaching experience. Two participants had taken part in one-year-long teaching practice and two participants had experienced a one-semester-long period. Additionally, one in-service teacher had a cooperative

relationship with a native speaker of English in the language school, where they co-taught in two groups. Two participants had the opportunity to team teach a group of learners for one term after the completion of their teaching practice in the school. Obviously, from the point of view of involvement in collaborative teaching and work experience (ranging from three to six years), the four participants did not present a homogeneous group. There was also an age difference between the participants as well. At the time of the study, they were 25, 26, 27 and 30 years old.

Evidently, the focus of my research was on the teachers, who had been active participants in the special form of collaborative teaching at CETT. Moreover, in order to explore the topic of interest in depth, in the course of the research, triangulation, particularly data triangulation was necessary. In this respect, with the objective to gain insight into the context, I interviewed four individual classroom teachers. They were also female teachers of English as a foreign language. Selection of the participants in that phase of the research was also random. These respondents were members of staff in one of the state schools mentioned above. It is relevant to point out that the same lack of homogeneity applied to the group they formed. As was revealed in the course of the interviews, two teachers were ELTE-CETT graduates, holding Bachelor of Arts Degrees, whereas the other two had attended different Teacher Training Colleges, but were involved in post graduate courses leading to a university degree. Apart from an age difference (25, 27, 30 and 39), three participants had full-time jobs, and one of them worked part-time. In terms of work experience, which ranged from three to ten years, three teachers had previously been involved in teaching jobs in other schools, namely two teachers had worked in language schools and one teacher had had a job in a technical school. All teachers had private students. As for the teachers' experience in

collaborative teaching, two respondents had been involved in pair teaching during their teaching practice at CETT. None of the respondents was involved in team teaching in their current jobs. The in-service teachers' colleagues were regarded as additional participants; however, the responses received were considered of significant value.

Finally, as the assumption was that perceptions and personal constructs needed further consideration, the study included data from the students (9th and 10th year) who attended the pre-service teachers' classes. The students were regarded as necessary but not focal participants. In fact, the study had data on the students' opinions mentioned in their written feedback given to the pre-service teachers at the end of their teaching practice. Although some indirect students' feedback was gained from the trainees, that was considered additional. As the students in the language school had no knowledge of team teaching in the classroom, they were not asked to provide information about their opinions about this issue. Including students' perceptions was seen important; however, it was beyond the scope of the present research to consider this different aspect of the process in much detail.

On the whole, vital for the success of the interviews were the participants' tolerance, willingness to cooperate, empathy and openness. It is significant to acknowledge that in a large scale study not all respondents might possess these qualities to such an extent; however, the above listed characteristics were distinguished in the select groups. All participants were requested to take part in the research and they agreed to the suggestion ardently. The respondents expressed interest in undertaking the contribution to the research and greatly elaborated on the questions which proved a source of invaluable ideas.

3.2.2 Construction and improvement of the research instrument

One of the most important steps taken toward the initiative to collect data on the role of cooperation in pre-service teacher education and in-service teacher development in TEFL was work on the research instrument. The starting point was related to the relevant question of how to achieve validity and reliability of research (Cohen, Manion, & Morrison, 2000). Regarding this issue, the instrument for data collection needed to be “both valid and reliable” (Kormos, Hegybíró-Kontra, & Csölle, 2002, p. 521), a consideration which apparently influenced taking the stages in construction and improvement of the instrument as well as the stages of the entire research. The performance of validation was adopted as an essential prerequisite for obtaining a valid and reliable research instrument (Kormos, Hegybíró-Kontra, & Csölle, 2002; Petric & Czárl, 2003). The methods of validation (Barócsi, 2005a) were based on several recent publications (Alderson & Banerjee 1996; Block, 1998; Brown, 2001; De Capua & Wintergerst, 2005; Kormos, Hegybíró-Kontra, & Csölle, 2002; Petric & Czárl, 2003).

As a matter of fact, the research method of validation gradually grew from McCracken's (1988) four-step model for carrying out a long qualitative interview. McCracken's model outlines four priorities: first, the study of literature; second, the cultural context and the object of the study; third, the construction of the questions, creating the prompts and the interview procedure; and fourth, the analysis of qualitative data. However, the validation procedure took the process beyond the series of actions in the model it stemmed from. The steps taken are further explained in this section. At the initial phase it was necessary to examine the notion of collaboration through a thorough review of the literature from which the concepts and categories derived. The literature I explored at this stage covered mainly four areas: cooperative learning, cooperative

learning in teacher education, cooperation in the teaching profession and cooperation in careers. Gradually, a list of key terms was compiled to generate ideas for writing the questions and the prompts for the interview schedule. During this relevant period of development, accumulation of relationships allowed self-reflection and awareness of the culture being studied. This undertaking was followed by consultations with three experts whose involvement in the validation of the instrument was considered extremely useful. The consultations were on a regular basis, carried personally or via the Internet. The experts, whose suggestions were incorporated in building a frame of the dissertation research first, provided me with valuable observations and detailed comments. As a result, the concepts and categories identified in the literature were reinforced.

Next, in the validation study, the interview schedule came into focus. The preliminary list of questions (Appendix A) for the semi-structured interview was based on Brown's guidelines (Brown, 2001). The process of constructing the actual long schedule had several stages. First and foremost, in order to achieve construct reliability, the set of questions was worded with great care. To establish reasons for asking the questions was just as important as to relate them to the research questions. It was consciously checked that the questions addressed that purpose. In order to obtain parallel form reliability, it was made sure that the questions focused on the same or group of relevant constructs across items. The questions were carefully ordered. In addition, in the context of constructing the interview schedule, it was also regarded essential to establish the profile of responses to be expected. The first draft was followed by modifications after additional consultations with the three experts. With the intention to ensure content validity, the instrument was further given to a selection of four people who were

familiar with the topic of research. The informants had knowledge of the field and were requested to list the areas essential to the research but not covered by the questions for the interview.

For the study of validation of the long interview schedule, three interviews were conducted over ten days in the spring of 2005. The same procedure was followed in all three interviews. All three interviews were recorded and transcribed. A sample of one interview is included in Appendix G. Both strict confidentiality and anonymity were guaranteed before and throughout the procedure. The purpose at this phase was to see how the questions worked, how much information could be received and how to improve the tool for collecting data. In order to achieve consequential validity a ‘double interview’ technique was used with the respondents, when they were provided the opportunity to give feedback and reflect on their responses once they had completed the interview. Subsequently, the interview schedule underwent necessary modifications in line with the observations during the interviews and the feedback received afterwards.

Most important for the construction and improvement of the research instrument were the participants in the validation study. In this regard, those interviewed are discussed in this section. The participants, two female and one male previous students at CETT, had been involved in real-life collaborative teaching during their year-long teaching practice. However, from the point of view of careers, they belonged to different areas: the first was employed as a senior budget officer for a private company; the second had a full-time job as a teacher of English in a grammar school; and the third worked as an assistant to the managing director and personal relations manager in a multinational company. It is essential to note here that the procedure for carrying the interviews is

elaborated in section 3.2.6. The main reason for discussing the steps later is that I adopted the same approach for proceeding throughout the interviews at the different stages, namely validation study, pilot study and dissertation research. To avoid repetition, information about the arrangements and the actions taken to conduct the interviews is provided in relation to the dissertation research in section 3.2.6.

Eventually, further improvements of the research instrument followed after each interview respectively. Most of the changes were made after the interview with the first participant. The main questions were chosen and others remained as prompts, apart from that, some questions were rephrased and others omitted. There were only a few minor modifications after the second interview. The conclusion was reached that the prompts were useful as they helped to generate valuable ideas and genuine information. The third participant could answer the questions easily and did not consider any of the questions difficult or ambiguous. To be more precise, the procedure of the interview with the third participant indicated that only the shift of one question was necessary. Thus, it must be emphasized here that apart from the single improvement, the interview schedule for the last interview, remained unchanged; therefore, ended as a final version of the research instrument shown in Appendix B.

In fact, the application of the interview schedule with the third respondent led me to the view that the instrument for data collection was successful. This was due to the fact that the research instrument allowed gathering data smoothly and obtaining a wide variety of information, which indicated that it could be relied on. The anxiety related mainly to how clear or ambiguous the wording was ceased to exist. It had also been felt that some questions might be asking for the same information but these questions proved to be necessary. The length of the interviews, conducted in English, as well as the amount of

data collected indicated that the number of questions could be considered as sufficient; therefore, whether the instrument covered enough issues remained beyond reasonable doubt.

On the whole, the validation study was found to be useful as it revealed that the instrument for the research was reliable. Data collection with the semi-structured interviews proved time-consuming, however, the process allowed great opportunities to get insights into the area of research. The possible drawback of this study was that it did not put enough weight on triangulation. This weakness implied the need for triangulation in the research to follow. The data of the validation study were partially analysed to point at the results which were achieved later with a pilot study (Barócsi, 2005b; 2006).

3.2.3 Final form of the research instruments

In order to answer the research questions, sixteen audio-recorded interviews were conducted with pre-service teachers before and after their teaching practice, and with in-service teachers and their colleagues. These were similar contexts within the same frame, for which reason the intention was to use the initial instrument extensively throughout the research. The discussion which follows presents the final form of the research instrument and explains how it fitted into the accumulative process of developing further interview schedules.

At first, as it was stated in the previous section, the interview schedule for practicing teachers was compiled and validated. In its final form (Appendix B), the tool for data collection consisted of forty-one questions, a construction which was divided into five

parts. The first asked the participants to provide personal details. The second related the participants to their own school experience as learners in terms of cooperative learning. The third part yielded insights into the respondents' professional background. The fourth section contained questions on education at CETT and guided to estimation of team work during teaching practice. The fifth part dealt with aspects of collaborative work in the teaching profession. Eventually, this interview schedule was used for the interviews with in-service teachers (Appendix E).

In a further initiative, incorporating certain common concerns, the final version of the interview schedule was patterned to design three similar sets of questions for the different circumstances of data collection. The first set of thirty-nine questions (Appendix C) was suitable for student teachers at the beginning of teaching practice. This interview schedule was validated in the pilot study carried out prior the dissertation research and was used as the foundation for the second construction of forty-one questions (Appendix D). The latter was used with the same student teachers after their teaching practice; therefore, an effort was made to consider the time factor and ask about experiences in the past rather than the future. As repetition was also taken into consideration, the part about the participants' learning was omitted here. Eventually, the third scheme was designed for the in-service teachers' colleagues (Appendix F). With the purpose not to overload the classroom teachers with more work along their commitments and pressure at the end of the school year, this interview schedule included twenty-nine questions, fewer than the number of questions in the other schedules. The latter was based on the final research instrument shown in Appendix B, in particular, it was a selection of the same, appropriate questions for the teaching profession.

In terms of content and format the three sets of questions (Appendices C, D and F), in addition to the schedule used for the interviews with in-service teachers (Appendix E), were similar, but not identical. First of all, in an attempt to achieve appropriate balance, the same questions in relation to background data were present in each interview schedule. The primary condition for the inclusion of the same questions in the interviews was a further intention to cover particular areas of interest. For example, it seemed plausible to ask the participants to express their opinion about important issues such as cooperative learning (Appendices C and E), education at CETT (Appendices C, D and E), pair or team teaching (Appendices C, D and E) and cooperation during the teaching practice (Appendices C, D and E). Important considerations influenced the differences. The selection of appropriate questions related to the teaching practice depended on the participants' experience. Admittedly, trainees had brought their own experiences to the learning to teach process. They also possessed some knowledge about teaching in general and team teaching in particular. However, some time was needed to collect ideas in order to be able to express opinion about the issues of collaborative work. As for the people working in the teaching profession, knowledge about relationships had become a real experience. Thus, it was crucial to trigger discussions about work experience and probe the instances of cooperation in the teaching profession (Appendices E and F). A final point of the research instruments, connected closely to their nature, concerns that of the more concrete use in the next phase of the present dissertation research.

3.2.4 Pilot study

In the autumn of 2005 I became involved with pilot work (Barócsi, 2005b; 2006) addressing some of the issues in the role of cooperation in pre-service education and in-

service development. This was felt to be central to the overall aim to compile considerations for the dissertation research. The pilot study was intended to apply the research instruments and provide information about the effectiveness and perceived usefulness of the scheme. For these reasons, in line with the initiated qualitative approach, data were collected mainly through audio-recorded semi-structured interviews. Apart from the semi-structured interviews, in order to achieve data triangulation within a qualitative methodology, the interview transcripts were triangulated with one student teacher's diary and observational field notes taken during classroom observation. My field notes were used to underline the processes in the classroom, whereas the entries from the student teacher's diary were included with the objective of receiving more reflections to gain as much knowledge as possible about the area of investigation. To provide guidance, the design regarding the pilot project is displayed in Figure 5 below.

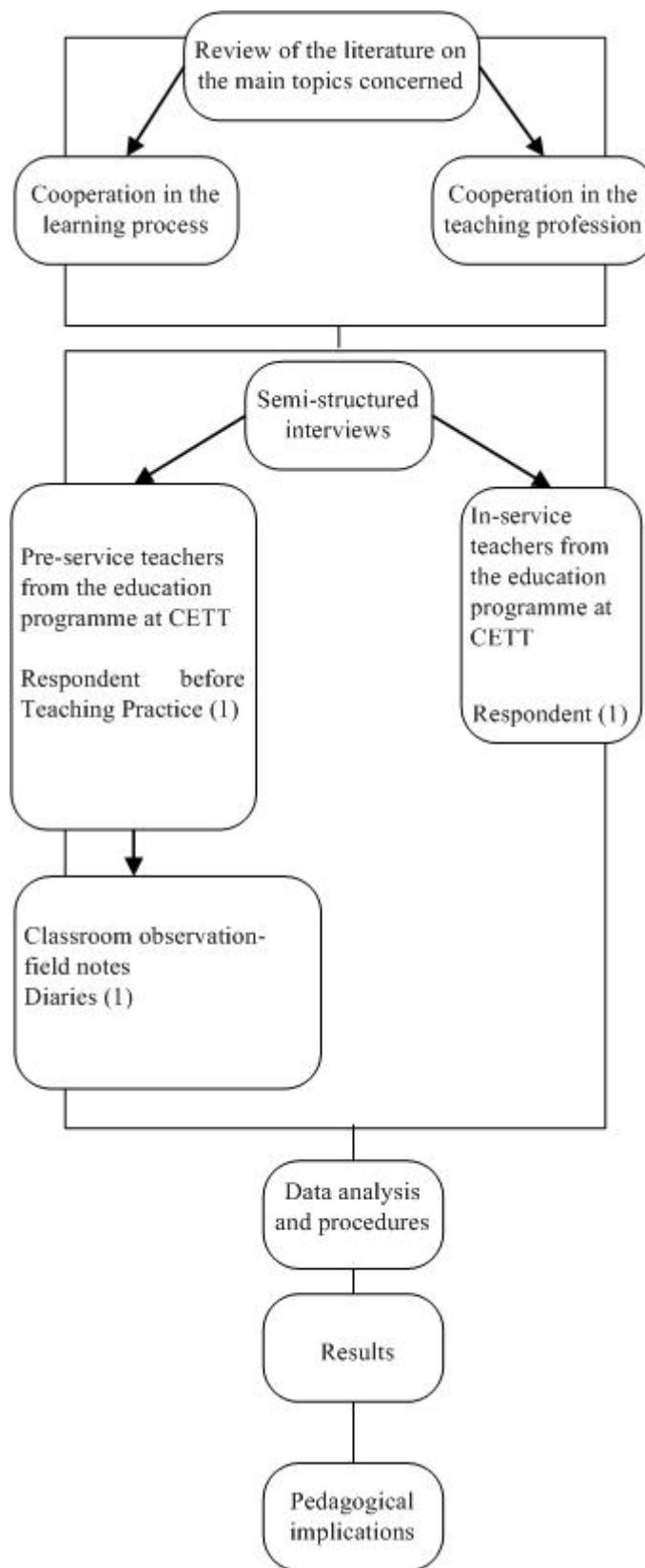


Figure 5 Research design of the pilot study

In the course of piloting, the topic of interest was examined through the perceptions of two persons. The first participant was a double-major student teacher at CETT, following a four-year program of study. This respondent was at the beginning of the teaching practice and was going to work with a partner to teach a class for one term. The venue of teaching practice was my school. The second participant was a previous student teacher who graduated from CETT, attending a three-year program with one major. This participant, who had already worked with me during her teaching practice, had a full-time job, working as a teacher of English in a grammar school. Both participants, randomly chosen to take part in the study, were female.

Data for the pilot project, as mentioned above, were collected with the help of audio-recorded semi-structured interviews. The data collection instruments included two sets of questions. The first (Appendix C) was used with the pre-service teacher and the second (Appendix E) was applied with the in-service teacher. Each instrument is interlinked one with the other, as previously explained.

As for the procedures, the same steps were followed in the two interviews. The proceedings were identical with the ones during the interviews of the main research; therefore, they are elaborated in relation to it in section 3.3.6. The interview with the trainee lasted twenty minutes, whereas the session with the in-service teacher took seventy minutes. Following standard practice adopted in the research, the language of the interviews was English. Both interviews were recorded and the transcripts used as a primary source of data. The transcript of one of the interviews is presented in Appendix H. An inductive approach to data analysis was applied. Hypotheses were not generated

prior to data analysis. The data were analyzed using the constant comparative method described by Maykut and Morehouse (1994).

The pilot study, broadly speaking, was found to be extremely useful and effective. Four major points should be made concerning this comment. First, in the course of piloting further evidence was collected that the tool for data collection made it possible for the participants to reflect on and articulate their ideas on the topic of interest. As the instrument for the research proved to be reliable, the conclusion was reached that it could be used for further investigations in the area of interest to meet the research targets. Second, and this is related to the above, the findings implied that the data enabled the research questions to be answered. Third, the project helped me finalise the design for the dissertation research. The important concern about how to put more weight on triangulation guided the inclusion of more participants, particularly the in-service teacher colleagues. The key emerging issue related to the initial research design was that the students' perspective was essential; therefore, this aspect of the project demanded careful consideration in the main research. Fourth, the outcomes indicated that cooperation had a crucial role in both pre-service education and in-service teacher development. Therefore, the main advantage of the pilot work was that it proved that continued research would be feasible and the directions taken plausible.

3.2.5 Description of data collection

Although the study dealt with a limited number of participants, an attempt was made to carry out a research which was value bound (Johnson & Onwuegbuzie, 2004). In fact, the foundation from which the research method started to develop was Mc Cracken's

(1988) four-step model discussed in section 3.2.2. The review of the literature on the main topics concerned was one of the central parts of the study. Examination of the research literature on the topics was seen as essential in order to understand the important issues related to constructing the research instrument for data collection (see section 3.2.2 and section 3.2.3). This was justified by the complexity and broadness of the area of research. The next stage was marked with emphasizing the background of the research in terms of context and personal interest; however, it was not the intention to diminish the importance of other matters. The project involved prolonged engagement, persistent observation, triangulation, and thick description of the collected data (Crookes, 1992; Davis, 1995; Lazaraton, 2003).

Data on the role of cooperation in pre-service teacher education and in-service development were collected mainly through oral semi-structured interviews. This is the traditional one-on-one technique where the researcher asks questions, the respondent answers and discussion is allowed to develop. There is no preparation on the respondent's part and what the interviewee says is not predetermined. The technique was considered appropriate to elicit respondents' thinking and feeling about the concept of cooperation and consequently collect qualitative data. Suitable for the purposes of investigation was the view that interviews in qualitative research allow respondents to talk about their opinions on the particular subject, thus "provide a rich source of data" (De Capua & Wintergerst, 2005, p. 7). A comparison was made between the various types of interview in the literature on the subject (Cohen, Manion, & Morrison, 2000; De Capua & Wintergerst, 2005; Wallace, 1998). In recognition that unstructured interviews enable participants to disclose their ideas too broadly, in contrast to structured formats which restrict and limit responses, decisions were made in favour of

semi-structured interviews. The choice of the instrument for data collection was based on the view that the flexibility of semi-structured interviews allows communication to operate in both directions and gives opportunities for elaboration of responses, clarifications and explanations. It was also taken into account that semi-structured interviews make it possible to gain control of the discussions and simultaneously provide circumstances for openness and development of issues.

In essence, the semi-structured interviews were guided in a way that a form of an interview guide was prepared beforehand. This was a set of open-ended questions (De Capua & Wintergerst, 2005; Mc Cracken, 1988), also referred to as an interview schedule (Maykut & Morehouse, 1994), which guided the interaction and provided a framework for the interview. With the purpose to capture the respondents' thinking about the particular topic as much as possible, supporting prompts (Mc Cracken, 1988) were developed to accompany the questions prior the interview. In relation to data collection, I decided on the focus of the interview but the additional questions, which arose naturally during the interview, were also discussed so that the respondents could express their points of view. In order to ensure reliability and validity of the current research, the qualitative interview schedule was improved in the process of validation (Barócsi, 2005a) which is discussed in section 3.2.2. In addition, a pilot study was carried out in order to learn about the effectiveness of the methods (Barócsi, 2005a; 2006). The latter is described in section 3.2.4 of the present dissertation. To achieve consequential validity a double interview technique was used with the participants in the interviews at the different stages of the research. This meant that the participants could give feedback and reflect on their responses once they had completed the interview.

In order to achieve the projected objectives and support the research findings, triangulation, particularly data triangulation was used (Mc Groarty & Zhu, 1997). This technique, regarded as an essential part of qualitative approach (Lazaraton, 2003; Mc Groarty & Zhu, 1997), was used to examine the dimensions of the research questions in much more detail as well as ensure credibility of the qualitative research. Table 1 below displays the data sources that were utilised in this study in order to answer the research questions.

Table 1 Data sources and methods of analysis

Research question	Data sources	Methods of analysis
1. What factors interact in cooperation in pre-service teacher preparation?	<ul style="list-style-type: none"> ○ Interviews before Teaching Practice with pre-service teachers from the education programme at CETT ○ Interviews after Teaching Practice with pre-service teachers from the education programme at CETT ○ Classroom observation field notes ○ Recorded planning sessions ○ Student teachers' diaries ○ Students' feedback and reflections ○ Interviews with in-service teachers from the education programme at CETT 	<ul style="list-style-type: none"> ○ Qualitative analysis ○ Thematic analysis of the text
2. What factors interact in cooperation in the subsequent in-service teacher development?	<ul style="list-style-type: none"> ○ Interviews with in-service teachers from the education programme at CETT ○ Interviews with the in-service teachers' colleagues 	<ul style="list-style-type: none"> ○ Qualitative analysis ○ Thematic analysis of the text
3. What is the influence of pair or team teaching in the training of teachers on cooperation in their careers?	<ul style="list-style-type: none"> ○ Interviews with in-service teachers from the education programme at CETT ○ Interviews with the in-service teachers' colleagues 	<ul style="list-style-type: none"> ○ Qualitative analysis ○ Thematic analysis of the text

With the intention to produce a picture as complete as possible, information from the transcripts of the interviews was triangulated with other sources of data. The interview transcripts were triangulated with the four student teachers' diaries and observational field notes taken during classroom observation. Samples of the diaries are presented in Appendices O, P, Q and R. My field notes contributed to the better understanding of the processes in the classroom and provided insights about behaviours that could not be readily obtained through other means. As the student teachers kept a record of their experiences, the entries from the student teachers' diaries were included for the purpose of receiving more reflections to gain as much knowledge as possible about the particular areas of interest. Tape-recorded planning sessions during the period of teaching practice constituted the additional data for the stage of the study as regards pre-service education, a phase which aimed at answering the first research question. Appendices M and N offer samples of two representative planning sessions and illustrate the flow of thoughts and discussions when planning a lesson.

In order to give a more realistic account of the situation, an attempt was made to consider the students' perspective as well. As for the data collected from the interviews with in-service teachers, my previous student teachers, triangulation within the research also included interviews with their colleagues who were teachers of English as a foreign language. The data analysis of this stage of the research was expected to provide answers to the second and the third research questions. Table 1 above also shows how the data sources linked with the methods of analysis described in section 3.3.

3.2.6 Interview procedures

The research reported in the current dissertation has developed over the last few years. To collect data from the participants about the concept of collaborative learning and teaching, the actual sixteen in-depth semi-structured interviews were conducted in the academic year of 2005/2006. In particular data collection was conducted in four phases: (1) eight interviews with pre-service teachers before and (2) after their teaching practice, (3) four interviews with in-service teachers and (4) other four interviews with the in-service teachers' colleagues. An overview of the Respondents is presented in Table 2 below.

Table 2 Interviews and respondents

	Respondent	Place	Time	Date	Teaching situation
1.	Respondent 1	A	25 min	1st September, 2005	pre-service teacher before TP 2005/2006
2.	Respondent 2	A	30 min	1st September, 2005	pre-service teacher before TP 2005/2006
3.	Respondent 3	A	30 min	1st September, 2005	pre-service teacher before TP 2005/2006
4.	Respondent 4	A	25 min	1st September, 2005	pre-service teacher before TP 2005/2006
5.	Respondent 1	A	45 am	20th January, 2006	pre-service teacher after TP 2005/2006
6.	Respondent 2	A	45 min	20th January, 2006	pre-service teacher after TP 2005/2006
7.	Respondent 3	A	45 min	16th January, 2006	pre-service teacher after TP 2005/2006
8.	Respondent 4	A	30 min	20th January, 2006	pre-service teacher after TP 2005/2006
9.	Respondent 5	B	80 min	3rd April, 2006	in-service teacher
10.	Respondent 6	C	45 min	6th June, 2006	in-service teacher
11.	Respondent 7	A	60 min	3rd February, 2006	in-service teacher
12.	Respondent 8	A	50 min	3rd February, 2006	in-service teacher
13.	Respondent 9	B	30 min	8th June, 2006	in-service teachers' colleague
14.	Respondent 10	B	30 min	8th June, 2006	in-service teachers' colleague
15.	Respondent 11	B	35 min	8th June, 2006	in-service teachers' colleague
16.	Respondent 12	B	25 min	16th June, 2006	in-service teachers' colleague

School A = my grammar school

School B = grammar school

School C = technical school

TP = Teaching Practice

Concerning the overall procedure the same steps were taken in all interviews. The steps are identified in the discussions below. I conducted all interviews. All respondents were interviewed in school locations, the grammar school where I worked and the state schools in which the in-service teachers and their colleagues were employed. After finding out about the participants' availability, the time was fixed. I met the informants at a mutually convenient time. Strict confidentiality and anonymity of the notes associated with the interviews were guaranteed before and throughout the procedure. Before the sessions, there was a friendly conversation for the purpose of establishing relaxed atmosphere and better rapport with the respondents. As the aim was to collect as much data as possible, at all times an informal atmosphere was maintained. For the same reason, to gain as much information as possible, the student teachers were interviewed individually and not in their teams.

After the warm up, the purpose of the interviews was outlined to all participants before the start. Permission to tape the sessions was sought from them and they were assured of the confidential nature of the proceedings. Each interview was recorded on a separate tape. At the start of each interview sessions the respondents were given a copy of the questions, and were given a short time to read them before the actual interview. This stage was included in order to obtain a better understanding of the questions and avoid ambiguity. Subsequently, the respondents could listen to the interview questions and not see them. This was essential as my clear intention was to receive spontaneous opinions. It was believed that what the respondents could say instantly was what they considered most important and what had most influenced their attitudes. However, during the interviews the participants were given sufficient time to express their thoughts. Questions were asked in the same order in each session and time was allowed for

natural clarifications and elaborations in relevant directions. There were no time limits and the respondents could talk as long as they wanted to, thus they were given the fullest opportunity to speak. They were also encouraged to provide detailed examples of their experiences. When the interviews were completed, the respondents were asked to give feedback about the interview questions. As this was not tape recorded, I took notes about the respondents' observations. After the respondents left, I wrote down my impressions. With regard to the interviews, in order to get meaningful results, they were recorded and transcribed.

Four representative transcripts are presented in the Appendices: one with a respondent interviewed before teaching experience (Appendix H), another one with a respondent after teaching practice (Appendix I), two interviews with in-service teachers (Appendices J and K), and another one with a colleague of the practicing teachers (Appendix L). The respondents' special permission was asked for the data to be used and kept confidential. The duration of the interviews ranged from 25 to 80 minutes. The language of the interviews was English as this was the language used for discussions throughout the teachers' practices.

3.3 Description of the data analysis

The main data sources used in the process of the research were various; however, the type of data allowed the same approach to data analysis to be followed. In this respect, an inductive approach to data analysis was adopted. In relation to the way of the interpretation of the responses, hypotheses were not generated prior to the qualitative data analysis. The data were analysed using the constant comparative method described by Maykut and Morehouse (1994). This method involved many stages. First, it was

necessary to prepare the data for analysis. The raw data were transferred into readable form, namely the audio-taped interviews (sixteen) as well as the recorded planning sessions (four) were transcribed. The student teachers' diaries (four), the students' feedback and reflections were typed. My classroom observation field notes were not typed since they were suitable for interpreting the information and many of the comments in the latter were redundant. This stage was followed by coding and organizing the data. The type and the source of the data were included and chunks or units of meaning were identified. The more work was done the more efficient coding became. Furthermore, some physical arrangements were necessary to help the process of identifying the emerging themes. This stage of discovery also meant that the concepts were arranged.

Again, the constant comparing method was implemented with inductive category coding, refinement of categories, relationships and patterns across categories, integration of data and finally writing up the research. As the interview sets of questions referred to two different contexts, the analysis of the data proved very complex and time-consuming but this could not be avoided because of the different settings the respondents came from. The analysis of my classroom observation field notes, the student teachers' diaries and planning sessions proceeded in the same way as for the previous data. The reason for following the same approach was the nature of the data. The different sources required much more time to handle.

Additionally, the dissertation research attempted to quantify gains from the collected data by concentrating on further thought. With the purpose to improve comprehension of the data stored in the course of the study, another technique was also used. Drawing

on thematic analysis of the text was found appropriate, as my particular concern was in the flow of information and the texts' coherence. According to Cumming (1994), the growth of this approach within the framework of qualitative research in the 1950s and 1960s initiated interest in the concepts of theme and topic and gained importance along traditional linguistic analysis. Description of this orientation to research (Cumming, 1994) shows that thematic analysis can be applied to both written and spoken texts. This approach is essential to ensure that the study of the text is processed by examining the parts and their relationships; therefore, the procedure goes beyond the level of sentence grammars and considers the situation from communicative perspective. The process allows the researcher to organize, interpret and evaluate information in a way which seems meaningful for the analyst. Cumming (1994) describes the approach as time consuming, elaborate and complex, especially when different theoretical models or qualitative procedures are combined to identify the important aspects of discourse. However, thematic approach to text analysis can be developed in a flexible way using conventional practices without special training beforehand, which also proves that working with qualitative thematic analysis is worthwhile.

Chapter 4 Presentation of findings

This chapter presents the results of my research. The aim is to demonstrate the outcomes of the study and draw conclusions from these findings. The chapter gives an analysis of the data collected in the course of the research project and is divided into four main sections. The first outlines particular areas of interest which generate knowledge with regard to the role of cooperation. The major areas of concern shape the broader frame of findings and form a basis to answer the research questions of the present dissertation. The focus of the second section is on cooperative learning practices. The third looks primarily at the field of language teacher education, while the fourth directs attention to the teaching profession. The purpose is to identify what factors interact in collaborative processes recognizing learning benefits and challenges of cooperation. The final section summarizes the findings and reveals reasons why cooperation is a valuable experience in pre-service education and in-service development and goes further to consider why participation in collaborative processes should be encouraged.

4.1 Major areas of concern

The current section provides some background to the discussion of the results with regard to the nature of the dissertation research which revolves around broadness and focus. It offers a deeper understanding of the complex relationship between the phenomena. Broadness stems from the topic of the study in relation to the concepts of cooperation and collaboration in the field of education, defined in section 2.1 and normally used to describe the process of working together, taking into account particular reasons and circumstances. Looking at the relevant literature, no fundamental

distinction is drawn between the two terms; therefore, in this discussion, they are used interchangeably. Apparently, cooperation is a wide area that is most attractive but difficult to cover, which suggests that it is plausible to determine the range of matters dealt with. Focus, therefore, is generated from the attempt to narrow the scope of research and examine cooperation in pre-service education and in-service development in TEFL. In considering this core of the present dissertation, it is still possible to discern the need for further specification.

If the process of cooperation is regarded as a framework, it may seem less distinguishable from the inner components comprising it. It is argued that some of the components are more important in the creation of a complete picture of the frame than others. These components that are more significant are found in the process of research and identified in the presentation of findings. They are particularly addressed as major areas of concern, the exploration of which provides answers to the research questions.

To thoroughly understand how the major topics of interest are closely related to the final outcomes of this study attention is directed to several key considerations. First, I assumed that collaboration was to be viewed from a number of aspects. This guided the research toward determining topics of interest to trace. Second, these essential issues were included in the instruments for data collection. The questions of the interview schedules as a whole were designed to cover the particular topics (see section 3.2.2 and section 3.2.3), many of which referred to the research literature. Third, in the phase of data collection, the initial cluster of topics of interest eventually expanded into a wider range of ideas. It must be noted that additional issues about cooperation in the context of learning and teaching were expected to emerge in the course of the semi-structured

interviews within this qualitative study. Such issues have emerged. This was due to the fact that the questions asked during the qualitative interviews determined the dimensions but also developed discussions, which generated useful information. As a result further areas of concern were identified.

Fourth, to accumulate abundant evidence of the final outcomes, the data were analysed. At this stage, the transcripts of the sixteen semi-structured interviews received most attention. However, in order to identify what cooperation involves and how it works, I needed to consider data obtained from a number of sources (see section 3.2.5). With the purpose to achieve reliable results, the additional materials were examined repeatedly to support understanding of the responses in the interviews. Consequently, data were interpreted with due thought. In all important respects, analyses and interpretations of the qualitative data were carried in close relation to the key issues recognized. From the start, particular attention was paid to the directions emerging and offering more sharply focused answers to the research questions of the present dissertation. Finally, a great deal of effort was made to summarize the different assumptions and organize them. This was achieved through the major areas of concern which are presented in Table 3 below.

Table 3 Major areas of concern

	Cooperation in the language learning process	Cooperation in language teacher education	Cooperation in the teaching profession
Pre-service teachers before teaching practice	Past experience in cooperative learning Cooperative type tasks Use of cooperative techniques Attitude toward cooperative learning Awareness of cooperative learning	Previous experience of team teaching Definition of team teaching Trainer's role Pre-teaching collaboration In-class collaboration Post-teaching collaboration The benefits of collaboration The drawbacks of collaboration Students' attitude towards team teaching	
Pre-service teachers after teaching practice		Definition of team teaching Trainer's role Length of teaching practice Pre-teaching collaboration In-class collaboration Post-teaching collaboration The benefits of collaboration The drawbacks of collaboration Students' attitude towards team teaching	Questions on cooperation in a career
In-service teachers	Past experience in cooperative learning Cooperative type tasks Use of cooperative techniques Attitude toward cooperative learning Awareness of cooperative learning	Definition of team teaching Trainer's role Pre-teaching collaboration In-class collaboration Post-teaching collaboration The benefits of collaboration The drawbacks of collaboration	Questions on work experience Questions related to cooperation

Consequently, the dissertation research has resulted in several findings presented in the sections below. Concerning the presentation of findings, it has to be noted that despite the predetermined questions of the interviews, important issues appeared in random order or overlapped in the flow of reflections in the qualitative data. Structuring of the

outcomes was conducted through an attempt to submit interpretations of thoughts to the main areas of concern and the research questions, respectively.

4.2 Cooperative learning

This section gives a summary of the main points of the results from the interviews with four pre-service and four in-service teachers. First and foremost, the respondents were asked to reflect on cooperative learning related to their own past experience as learners in general and learners of languages. Although the research instrument was designed to trigger memories of the past, it was to elicit more than simple recall. This issue was included in the interview schedule in order to encourage deeper openness to discussion. An additional reason was to foster thinking about the concept of cooperation.

In recent years, there has been much research (see section 2.3) on how crucial the role of cooperative learning is in the teaching/learning process. Therefore, it was considered important to find out if participants had been exposed to cooperative learning environments prior to training. With this purpose, an evaluation was taken to judge the participants' perceptions about cooperative learning situations during their undergraduate work. It was tempting to ask about cooperative behaviours in order to attribute the findings to the concept of on-going learning in teacher training and the teaching profession. More specifically, the guide schedule aimed to gain information about (a) past experience in cooperative learning, (b) cooperative type tasks, (c) frequency of using cooperative techniques, (d) attitude toward cooperative learning, and (e) awareness of cooperative approaches to learning. In recognition of the importance of these areas of interest, each of them was probed in the interviews so that conclusions

could be drawn together. The findings had the following main explanations and interpretations.

4.2.1 Past experience in cooperative learning

When interviewed about this area of concern participants were asked whether they could recall cooperative experiences as learners. In general terms, when thinking about past cooperative behaviours in the classroom, respondents distinguished relationships between the different contexts of learning: elementary, primary, secondary and tertiary education. Some interviewees made reference to approaches used in elementary school and others mentioned learning concerning primary school. It was reported that cooperative approaches had not been established and used at these levels at all. Two typical quotes exemplify this:

I don't really remember about the primary school. It was more one to class learning.
(R7)

Yes, only in English lessons...only in English lessons....and only in high school and not in elementary school. (R8)

As for secondary education, four participants remembered no such learning opportunities (R1, R2, R3 and R8); one of them (R4) had vague memories about cooperative learning situations, and three respondents (R5, R6 and R7) clearly recalled involvement in team activities. These participants stressed that such opportunities had not been used on a regular basis. For example:

High school experience... I do not really remember my high school experience as sharply as the university experience but sometimes we were working in small groups and we had to do presentation tasks, two or three students but not much more than this.
(R8)

However, each of the interviewees at this stage of the study stressed that they had encountered numerous and various cooperative learning occasions at CETT. These occasions were particularly related to methodology classes (R2 and R5) as preparation for teaching practice (R2), micro teaching circumstances (R3), literature seminars (R5) and seminars on assessment (R8). In one case (R5), answers were directed to teaching other subjects. A comparison was made (R5) between English and other foreign languages, for instance German. The respondent (R5) noted:

Well, during the language lessons, we had German and English, English was taught in a more communicative way, so there we had to do some projects but it didn't happen so often. Sometimes we had to cooperate with each other but it wasn't so usual or typical. As for the other subjects, it wasn't at all included that we should do something cooperatively. (R5)

The distinct impression (R6 and R8) was that various cooperative techniques were used in the English classroom rather than in context, related to other subjects in general, and foreign languages in particular. One participant who reflected on her second major, Japanese as a foreign language, pointed out a significant difference:

There was one which I remember but not in details. It was in the methodology class... micro teaching if I am right... we had to teach some grammar parts in pairs but I do not remember it. I have had no CETT classes since then... only classes for my Japanese major where there are no such tasks....nothing like that. (R3).

It was apparent that a distinction was identified in terms of how various subjects, foreign languages and majors were taught and learnt. A summary of the participants' views suggested that cooperative approaches were established in different ways in different circumstances of learning. It also appeared that cooperative techniques were more commonly used in TEFL than in other subject areas. Perceptions also implied that

participants remembered more cooperative approaches to learning in their tertiary education.

4.2.2 Cooperative type tasks

The final argument above was supported by most participants as they regarded secondary schools as the environment in which cooperative tasks had been less popular. As opposed to this, plenty of cooperative learning situations had been reported at CETT. Interviewees emphasized that such circumstances (both secondary and higher education under consideration) had enabled them to participate in a variety of activities such as: projects (R1, R5, R6 and R7), role plays (R6 and R7), presentations (R8), even carrying out research in the classroom (R6). The following quotations illustrate recognition of these type tasks:

Yes, I remember once we had a one-year project. We had a topic and we had to work on it. There were three of us. And at the end of the year we had to present the project in front of the teachers. (R1)

I had a great English teacher in the secondary school. She used lots of communicative tasks and very often we had to act out various roles and we had to improvise in various situations...you know acting out different dialogues, role plays and situations... basically these. (R6)

I do not really remember my high school experience as sharply as the university experience but sometimes we were working in small groups and we had to do presentation tasks, two or three students but not much more than this. (R8)

Past experience of respondents suggested that cooperative learning was mainly related to pair work tasks (R1, R6, R7 and R8) and group work activities (R1, R and R7). In one case, cooperation was associated with school events (R5). Other participants claimed that working with peers had been most outstanding in discussions (R1) and

speaking activities (R7 and R8). In contrast, translation or grammar-related activities were seen to have lacked collaborative work (R7). In fact, with respect to how cooperative techniques were used, it was also found that participants had worked with their peers mostly in small groups (R1 and R8), obviously to encourage communication between learners.

On balance, it appeared that the emphasis was on learning regarding expression and exchange of ideas. The interviews underlined the point that cooperative tasks were seen as conducive to the development of valuable communication skills and establishment of creative atmosphere as well as to promote creative thinking. In these terms, team learning was regarded especially important as to have the potential to take the members beyond task completion as “when you are working in a group, you do not only learn the language...it is more than learning the language and doing tasks because you learn about cooperation” (R2). Certainly, expressed in these perceptions was the claim that the cooperative approach to learning reflected genuine collaboration between members, which could take the process towards a broader conceptual orientation in education.

4.2.3 Use of cooperative techniques

In response to an interview question which aimed to examine the use of cooperative techniques, there was awareness of two extremely important aspects of the teaching and learning process. First, responses included a concern with course books. It was felt that course books were an explicit part of the subject. For example, looking back on the textbooks used in the past, one participant (R4) concluded that “cooperative tasks were applied when the course book demanded it”. However, in discussing this question, it was argued that such circumstances had been rare, as course materials had not been

suitable for using cooperative tasks in the classroom (R8). Second, besides linguistic materials, responses also included a consideration of the interest and awareness of teachers (R6). Participants' learning routines went back to the time when a well established tradition of teaching mostly meant the teacher talking in front of the class (R7 and R8). Other than that, learning environment was associated with much practice based on the teacher-centred format and the learning patterns accompanying it. It was mentioned that some language teachers had accorded little value to cooperative approaches. For instance, responses from interviewees included such statements as:

Only a few times and I think they used these techniques or wanted us to work in pairs or groups when the course book demanded it. That is all. (R5)

I do not think that the books were prepared for that at all. Not even the teachers. I think the teaching style was the same for all these subjects. We were the students and the teacher was in front of us and told us what to do. We were not cooperating or working in groups. (R8)

There were a few teachers who were really keen on these ways of working, not all of them. (R6)

In discussing such findings, it was clearly identified that how systematically cooperative techniques were used depended on (a) how course materials were designed (R8), (b) preparation for teaching (R8), (c) used methods (R8), (d) teachers' preference for cooperative activities or the lack of it (R6), and (e) teaching styles (R8). In this view, interviewees' memories emerged as a source of knowledge of the traditional approaches adopted for the teaching/learning process in the past. The answers indicated that individual rather than cooperative behaviours were more common in the classroom. These findings reinforced the importance of the role of the teacher and context in which cooperative techniques were applied.

4.2.4 Attitudes toward cooperative learning

Respondents were further requested to state what their attitude toward cooperative experiences had been. On the whole, participants were extremely positive towards collaborative learning as a meaningful experience. The prevailing positive attitude toward cooperative learning was recognized in reflections concerning many and varied issues.

First, cooperative experiences were perceived as “very good opportunities to talk to somebody else” (R4). Many interviewees reported receiving the greatest benefit in the area of establishing interactions with group members (R4, R7 and R8). Data also revealed (R7) that extension of vocabulary had been possible through series of interactions and communication. Second, the view was that small group work created better opportunities to plan (R5), collect ideas (R5 and R7), solve problems (R5) and involve different viewpoints (R7). Third, it was felt that cooperative work was more effective and could “give a much better end result” (R6). Fourth, some participants thought that the learning process was interesting and not boring (R5 and R7) or difficult (R8) when there were contributions of group members. Fifth, cooperation was seen (R2) as useful for successful task completion. Sixth, team learning was considered important since peers could complement their efforts in the course of team work; consequently, they could develop their ability to work with others (R2 and R6). Seventh, the belief emerged that cooperative techniques were beneficial as “they put people to ease” (R5). The following reflections from the interviews illustrate these points:

And I liked it very much because the time just flew, you know, so it was not that boring. I think they made the lessons more interesting. I always liked them. (R7)

I liked these cooperative tasks. As I learner I used to be a shy one, in the high school and at the beginning of the university so it was easier for me to work with somebody and stand in front of the group not just alone. (R8)

With regard to the issue of removing the barriers which often impeded learning, participants had similar perceptions of the effects of group work. Such advantageous instances were reported (R3, R4 and R7) in relation to work beyond the power of teachers' control. Reducing pressure and establishing a more relaxed atmosphere were even seen to have led to discipline problems (R7) and extensive use of the mother tongue rather than the foreign language (R4). However, the major interpretation of the findings was that stimulating the inner freedom of the learners had been extremely important, due to the fact that learners had been encouraged to become spontaneous and ready to communicate. Some interviewees reported:

I liked them because we could talk in Hungarian when the teacher did not pay attention to us and I liked them because mostly my classmates were my friends and these were very good opportunities to talk to somebody else. (R4)

I liked them because I think they gave the opportunity to misbehave in the class. As usually talking or speaking is not allowed when you are in a class and when you have the possibility to talk to the other student and not to the teacher. (R7)

Eighth, the results showed (R4 and R7) that cooperative learning had provided beneficial circumstances for error correction among group members in which they "became aware of mistakes" (R7). As participants shared positive attitudes to the opportunities for learner-generated repairs, it was noted (R4 and R7) that error correction practices in cooperative learning had facilitated evaluation of group member performance. A student teacher explained that cooperative tasks had been beneficial "when we made mistakes and our pair could correct some of the mistakes" (R4). There

was evidence to suggest that level of attention increased, thereby participation in the learning process was much more active. Finally, usefulness of cooperative learning was identified with sharing of responsibilities (R5 and R8). Ultimately, sharing responsibilities was thought to promote confidence and security.

4.2.5 Awareness of cooperative approaches to learning

In general terms, the interviews revealed that awareness was an interesting phenomenon to take into account. In most cases, participants related their awareness of team learning with their positive attitude toward it. With respect to the cooperative learning atmosphere created for participants to work in groups, four of them (R1, R3, R6 and R8) stated that they had been completely aware of the process. It was found that responses were not supported by particular explanations about the degree of awareness. Nevertheless, a characteristic which carried more value and was more important was that of adequate confidence discerned in the reflections. In contrast, two respondents (R2 and R5) expressed uncertainty about the issue. For example, one interviewee recalled: “I think I was more or less aware of the advantages of these tasks” (R2). Two participants (R4 and R7) claimed lack of awareness: “We were just happy that we could do these pleasant tasks. So, it was good. I do not think we were aware” (R4) or “it was fun and not really awareness” (R7).

In broad terms, it was evident in the light of responses that awareness was often linked with preference to work with group members. It may be concluded that while attitude toward cooperative initiatives remained steadily positive, awareness of such behaviours fluctuated. It was obvious however, that positive attitude toward a cooperative learning environment was not a prerequisite for the awareness of it, in other words, positive

feelings towards the process could exist without the adequate knowledge of it. On the other hand, the present research showed no clear evidence of what helped create awareness. Development of awareness was especially important, as it was claimed (Larsen-Freeman & Long, 1991, p. 153) to be a factor (among a number of factors) which could affect language learning and determine the level of success. This implied that the issue of raising awareness of cooperative learning practices should be borne in mind and treated sensitively, as the end result might be greater commitment and motivational gains in learning.

Taking the above considerations further, it also emerged that cooperation might evoke uncertainty at an early stage. As a matter of fact, the first frustrating impression of cooperation that one participant (R1) formed was based on the lack of knowledge of it, as it was stated:

At first it was frightening and we did not really know what to do but at the end of the year we managed to do it quite well. (R1)

The same interviewee reported that this early difficulty in adjusting to the idea had gradually resulted in enthusiasm about performing in cooperative tasks. Therefore, it became clear that for some people the absence of positive attitude could eventually change and take positive directions (R1). In that particular case, the change might have been due to growing awareness of the process; however, there was no evidence for this claim. The aspect of time was examined again through the perception of another respondent who remarked: “As we went through the years I became more and more aware of why we were doing these activities” (R8). The actual implication here was that both attitude and awareness might require time to develop (R1 and R8).

Apart from time, responses to the questions in the interviews showed awareness of several other factors on which the process of cooperation in learning was perceived to depend. Special attention was paid to the people involved in cooperative learning practices (R5, R6 and R8). For example:

If I could choose the people I could work with, it was usually easier because I chose people about who I knew they would do their job and I could trust them. (R6)

On the whole, reflections were combined towards the view that learning could be facilitated in terms of (a) choosing the partner, (b) knowing the partner and (c) trusting the partner. It was also found that engagement in collaboration in particular circumstances might lead to a domineering relationship (R6) among members. However, domination by an individual was not seen as an obstacle. It was obvious that even when this was the case, considerable awareness was experienced. Usefulness of learning was identified in the “more fruitful” (R5) environment created in group work. Performance of particular tasks was seen to become an individual’s “main job” (R6); therefore, increase of responsibility and a personal gain of confidence were also reported. A final point concerns the view (R6) about the ability to tolerate others, which was found essential and closely related to the demand for developing adaptation skills in situations when cooperative learning occurred.

4.3 Cooperation in foreign language teacher education

The findings that follow draw primarily on the interviews with pre-service teachers before and after their teaching practice, but the interviews with the in-service teachers also allowed me to pursue particular issues related to cooperation in teacher education as an area of concern. As a matter of fact, the elements of the sections to follow were

considered significant to provide an answer to the first research question about the factors which interact in cooperation in pre-service teacher preparation. Specifically, a number of particular questions were not included in the interviews with the student teachers before teaching practice, only after it. This decision was justified by my expectations, consequently reinforced by several responses of uncertainty in these interviews, that trainees would lack the adequate background knowledge before completion of their teaching experience.

All the interviews taken together commemorated a collection of ardent opinions and enthusiasm. In general, responses provided evidence that it had been my work with student teachers that had provided the inspiration for the research. The findings that the study offered were highly practical, based on long and varied experience. The outcomes were supported by my classroom observation field notes, planning sessions, the student teachers' diaries and students' feedback and reflections.

4.3.1 Previous experience of team teaching

The pre-service teachers were requested to reflect on their previous experience of team teaching. All the four respondents had heard about team teaching, actually pair teaching, at CETT. The trainees seemed to have been familiarised with the idea of collaborative teaching in second-year methodology courses when the students were introduced to the principles and processes of their teaching experience. One trainee (R4) had never had an opportunity to observe team taught lessons. As far as participation in collaborative teaching was concerned, for this respondent team teaching was a completely new experience. Three respondents (R1, R2 and R3) reported that they had encountered team

teaching. They mentioned involvement in micro-teaching in methodology courses, when there had been several occasions to teach in pairs and also to observe their peers.

Two student teachers (R1 and R3) claimed that the first encounter with team teaching as a form of teaching had evoked positive feelings and raised their interest. They accounted that they had been able to identify certain priorities of working with a partner. Even at that initial stage, team teaching had appeared to be “interesting” (R1) and quite “good because students can benefit from it...because ideas of two people come together and make it better” (R3). The responses showed that it had been reassuring to see that the teachers could cooperate to achieve effectiveness.

However, the data from R1 implied slightly confusing results. Although there was no sign of negative feelings towards team teaching, the trainee reported to have found the examples of cooperation in the classroom peculiar, since the process had lacked fluency and smoothness. In this case, the experience gained had been less useful or encouraging. On the other hand, for one respondent (R2) the first encounter with team teaching had been less successful as worries over difficulties in working with a partner were expressed. However, there was an awareness of the fact that “if the two persons know each other very well and they can work together, then it is always better” (R2).

Although all respondents implied that it was hard to conclude on the basis of one or a few and not a whole sequence of lessons, there was an indication of the attempt on behalf of the university regulations to prepare them for their teaching practice. Responses also suggested that the participants had not been given an example that could supply them with sufficient information about what exactly they were expected to do

and how they were expected to do it. Nor was awareness raised about the precise preparation and discussions around classes. More worrying seemed the fact that the trainees were provided with an opportunity to observe other trainees who were still in the process of learning how to teach. Lacking confidence and experience in teaching might have created the uncertainty towards this special form of teaching.

Finally, it is of interest to note how one participant reviewed her initial perceptions about team teaching and highlighted the way in which these perceptions changed in the process itself. The pre-service teacher (R1) had thought that it was difficult for the trainees to cooperate with their partners. At the end of the interview, to the question of whether there was anything else to add this trainee (R1) answered:

Just that I think that it was really the semester in which I learnt the most. At the beginning, I must admit, that I did not really understand what this fuss was about cooperation but now...now I think that I am a lot wiser compared with the first interview...because we always instinctively cooperated but we were no aware of it.
(R1)

As for attitude, responses illustrated that trainees had sometimes had an unjustified presuppositions about the real nature of the process of team teaching. Such initial opinions had obviously been due to the trainees' insufficient background knowledge. Therefore, there was more than a suggestion from the student teachers' interviews that a more profound stage of preparation was needed before involvement in the teaching practice and team teaching as a special form of teaching. It was also implied that observations of team taught lessons as well as familiarization with the nature of collaborative teaching might disperse worries over the unknown, raise the aspirations of the students and provide confidence before the start of the teaching practice.

4.3.2 Definition of team teaching

In order to provide insight into the participants' understanding of collaborative work, the pre-service teachers were asked to define team teaching. In many cases respondents reported in a manner in which the term pair teaching was mentioned. This came as no surprise because the latter, originating in the fact that two student teachers work together, was widely used at CETT. Typically, although both terms were known, the majority named the form of teaching as pair teaching instead of team teaching. While using the term varied considerably, a long list of definitions could be assembled. On the whole, the respondents defined team teaching as a mode of teaching involving not only one, but two or more teachers, who in order to accomplish the same tasks, namely teach a group of learners, work together before, during, and after classes. In broad terms, responses such as "this whole teaching experience or in the teaching process you are not alone but you work with others, with your teaching partner and your teacher trainer" (R2) highlighted that to explain the idea of team teaching required respondents to consider the process as well as the people involved (R4).

Obviously, giving a definition is not an easy task. It is even more challenging to define a complex term in an interview. On the one hand, the purpose may not be immediately evident; on the other hand, an interview demands spontaneous responses that may be deprived of thoughtfully laid out details. That was the reason why the in-service teachers, who related to team teaching in retrospection, were not requested to define the term. In all interviews with pre-service and in-service teachers, however, an additional question was included. To ask about the areas that team teaching covered was done with the purpose of clarifying the definition of the concept. For example, when asked what team teaching involved, Respondent 8 argued:

Everything....first we planned the lessons together and then we taught the lessons together and then we discussed and then we were preparing for the other lesson, so we did everything together. (R8)

The findings hold significant applications that the actual in-class teaching process was associated with pre-class preparations and post-class discussions (R1, R2, R3, R4, R5, R6, R7 and R8). Team teaching in foreign language teacher education was claimed to involve collaboration in: observation (R5), reflection (R7), decision making (R1 and R3), evaluation (R5), designing materials (R7), correction (R4), problem solving (R1), giving feedback (R4 and R7), dealing with the learners outside the classroom (R3), sharing responsibility (R1 and R4), reinforcing ideas (R4), distribution of work load (R2 and R3) helping and supporting each other (R3 and R4), record keeping (R7) and carrying out classroom research (R5).

The responses provided throughout the interviews showed that all participants thought of the complexity of the process and definitely perceived team teaching as referring to collaboration before, during and after classes, thus covering the two areas of inside and outside the classroom. The challenges of these areas associated with the responsibility of the people involved were combined towards the creation of the most valuable learning atmosphere.

4.3.3 Trainer's role

To seek for a definition of team teaching was closely related to the purpose to look at the teacher trainer's role in the process of teaching practice. Examinations of the concept of training have venerable origins, embedded deeply in the cultural traditions of all nations. Great philosophers and teachers of ancient times were in their own way

trainers to those who chose to sit at their feet and to drink of their wisdom. It would be simplistic, however, to view present day training like this. In recent years there has been much discussion about how crucial the role of the teacher trainer is in the period of teacher preparation and the long-term future of student teachers. Therefore, it was tempting to ask about the role of the trainer in order to attribute the findings to this concept in teacher training.

The reflections from the interviews with all pre-service and in-service teachers revealed that the mentor was perceived as effectively performing an important role before, during and after classes. The majority of responses indicated that cooperation with the teacher trainer during regular pre-and post-lesson discussions (R2 and R5), including lesson observation (R5), was particularly essential for reflecting on the process of teaching and receiving useful feedback (R2). In this respect, the trainer was regarded not only as an observer, but also a participant. Responses also demonstrated a keen awareness of the contributory part the trainer had taken in helping with ideas (R1, R3 and R8), providing professional support (R4 and R8) and giving work-related advice (R1 and R2). It appeared that the ability to help trainees equally remained strong with needs in general and problem solving in particular (R1). One in-service teacher (R6) emphasized the usefulness of considering undertakings in teaching practice from a different viewpoint, namely the trainer's perspective. Much of the discussions also revolved around assumptions that the trainer had helped in a similar way as beginner teachers had helped each other to succeed and progress (R1 and R2). Thus, the understanding emerged that in the process of learning how to teach, it was necessary for the trainees that they obtained support from all the other team members - their partner and the mentor as well.

The analysis of the data provided another interesting perspective within the topic. One account revealed the assumption that the teacher trainer was an “inner outsider” (R1). The rest of the participants expressed the opinion that the teacher trainer had been very much in the team. The majority chose to regard the school-based mentor as a team member because “the trainer was present almost every time and the discussions were also conducted together” (R5). This may support the fairly widespread view among the respondents that the trainer had a key role in the professional development of student teachers. When regarding team teaching in the context of teaching practice, the mentor was thought to surpass the role of a supervisor and become a real member of the team.

The following are typical quotes from the interviews:

Because we could discuss everything and she always helped us and it was very useful and important for me. (R2)

Because we worked together. It was not a real teacher-student relationship but it was a friendly relationship. Yes... rather friendly relationship and we could communicate whatever ideas we had...so we were not afraid of our teacher trainer because we knew we could say anything and we could discuss. (R3)

Because she was there to help us and to show the way, so to say...and to help us become teachers and without her we could not do it simply or we could not manage or we could not deal as much as we did. (R4)

Furthermore, the trainer’s contribution was recognized essential in order to establish a climate of trust among members, so that they could feel confident enough to communicate their ideas in front of the team members (R3). In this respect, the relationship among team members was considered significant for establishing an efficient working atmosphere. The concept of “relationship” gave the idea of mentors as responsible for building a sense of team solidarity and cooperation.

In many ways, the fact that the teacher trainer was considered a member of the team implied the act of passing the boundaries of pair teaching and placing a stronger emphasis on the element of cooperation. The above remarks indicate that it was seen important for the trainer to have a reassuring, encouraging and comforting manner, but also, as a team member, the trainer was to facilitate student teachers begin to develop in the direction of cooperation and become aware of what was involved in working in the profession and working together in a group. Seen in terms of successful collaboration, it emerged that the way in which a team worked depended on the trainer's assistance. The responses also confirmed that it was important to provide a close working relationship within the team and raise a particular awareness of the key aspects of the team process to the student teachers.

4.3.4 Length of teaching practice

In normal teacher training student teachers are primarily involved in observation and have the opportunity to conduct only a few lessons in the limited span of some weeks. However, trainees at CETT have full responsibility for a class in the course of what used to be a whole school year and is currently a semester. That is, the programme of the institution is unique not only with regard to team teaching, but also the length of teaching practice.

Within the broad importance of this issue, at the end of the teaching practice the pre-service teachers were asked to express their opinion about the length of the period. This particular question was not included in the first interview with the student teachers, since they were not expected to possess adequate knowledge on this topic before completion of their teaching experience.

In terms of the length of teaching practice, the responses revealed close perceptions. All respondents, who were asked this question, clearly supported the idea that school-based teaching experience should last longer than the existing practices elsewhere (R4). One of those interviewed (R1) thought the period of a semester was adequate; however, three trainees (R2, R3 and R4) out of four expressed preference for teacher training to take even longer than one semester. The following account illustrates these points.

Maybe the whole year would be better. But I think half a year is not that bad because it is much better than the teaching practice at other universities...because I have some friends who attend other colleagues and...my sister as well...and I think they have ten weeks for the teaching experience. I think this is very insufficient. (R4)

The above comparison not only distinguished the difference between programmes in teacher education, but evaluated the one at CETT, taking into account that to teach a group of learners over longer time “was absolutely needed” (R2). The findings of the study demonstrated three major reasons for making the length of teaching practice plausible. First, the portion of time was needed for the majority of trainees to be able to develop. For instance, it was mentioned that the period was necessary for trainees “to become professional” (R3). In this regard, another trainee claimed that “it needs a lot of time and we can learn a lot of things during this period” (R2). Although, a more profound understanding of the comments was not elaborated by the respondents, such thoughts indicated that the length of the teaching experience was needed to ensure that intending teachers made progress. The remarks must have been associated with the increase in the trainees’ confidence in their general teaching skills. The interpretations in this case were supported by my classroom observation field notes which also proved that by the end of the teaching experience student teachers became more confident in planning and conducting lessons. The observation field notes contained evidence that

trainees had gained confidence in their ability to assess, discipline and control students effectively. Some illustrative examples from my field notes written towards the end of teaching practice are given below:

I observed that the teachers followed exactly what they had planned.

I observed that the teachers had prepared meaningful links between the stages of the lesson.

I noticed that the teachers organized pair work and group work smoothly and effectively.

I heard that the teachers responded and provided feedback to students.

I observed that all students were involved in the task.

(Researcher's observation field notes)

Furthermore, it was found that the longer teaching practice was useful for the beginner teachers to learn about long-term goals and how they could be achieved. Last but not least, support for the length of teaching practice was identified in the trainees' ability to articulate their views about the process of teaching and communicate their reflections in the interviews after the period of teaching experience.

Second, an extended teaching practice was regarded important to see the period as a whole and to experience its different stages (R2 and R4). The trainees illustrated that it had been essential to have enough time to familiarize themselves with the evolution of the educational process of working with a group of students, from the opening until the end of the school term and learn about how the atmosphere changed at the different stages of the course. Third, responses indicated that the length of the teaching experience was crucial to ensure that beginner teachers (a) became familiar with the group, (b) got accustomed to working in a team and (c) established a good relationship with the partner (R4). The strongest case (R3 and R4) of relations in this study was the

one where the two trainees had begun their teaching practice without knowing each other. In the further contact with the partner described by Respondent 4, elements of peer relationship and friendship were in evidence to have developed throughout the period. Although it was difficult to tell from the interview the extent to which the personal relationship between the partners had developed, there was evidence for the importance of the time factor. As it appeared from the analysis of data, the length of the teaching experience was needed to ensure that peers “get used to it and to begin to love it” (R1). In this respect, concerning time, interviewees reflected:

With time you realize that it works. (R3)

It took us time to get used to each other. I think the first two months or maybe a bit longer... it was strange...I do not know....it was an unusual situation and it took time to get used to it. and it was because when we started the Teaching Practice, we did not know each other...OK...we had met at the university a few times and we knew each other's names but we had not had any closer relationship and it took us some time to realize that we like each other...I can say that we became friends but it was around November when we realized that we could cooperate more and better. (R4)

In summary, reflections indicated that the initial phase of teaching practice had been the least successful period, whereas the later period had brought rewards. In particular, in terms of professional and personal relations, the opportunities to better cooperate and develop through the establishment of effective relationship appeared strongly associated with the extended period of teaching practice. The interpretations seemed to suggest that although teaching practice was intrinsically rewarding for its own sake, engagement in a prolonged form of experience might be extremely beneficial in the sense that peer cooperation could contribute to the personal development of individuals over time.

4.3.5 Pre-teaching collaboration

Participants' perceptions about this fundamental area in teaching were gathered from three sources. First, results derived from the interviews conducted with trainees and in-service teachers. Although the interview schedules did not provide any straightforward questions about the preparation phase in teaching practice, several questions as well as the prompts related to it. Second, useful information was obtained about the actual process of planning from recorded planning sessions. Third, the student teachers' diaries offered a great deal of reflections associated with the process before lessons were held. The analysis of the data from all sources showed that it was quite common for the participants to refer to pre-teaching collaboration in terms of planning and pre-lesson discussions, both considered central in teaching practice. Preparing together with a partner for the lessons was reported as an experience with distinctive features. The study came up with several findings concerning this important issue.

First and foremost, it was concluded that beginner teachers (R1, R2, R3 and R4) placed a high value on preparation for lessons. Supporting this, one of the assumptions was that "planning is the most important area.... I have realized it lately because conducting the lesson is just the outcome of the plan" (R3). Tracing the participants' opinions (R1, R2, R3, R4 and R6), it appeared that team teaching had demanded a great deal of cooperation before the actual teaching in the classroom. It was discussed (R2 and R4) that planning had involved regularly selecting and designing materials in order to plan lessons. Time was usually spent organizing the work around the choice of methods and performance of tasks to achieve effective learning objectives and finally, writing an overall plan. For example, one student teacher reflected in her diary:

We always elaborate every part of the lesson in details, in a way that we both expound and explain our ideas and thoughts, and from these we create a consistent whole. (R1)

In the terms outlined above, feedback from the students confirmed an interesting end result in team teaching situations. The students claimed that teachers involved in such collaborative circumstances prepared a lot more for their lessons, which underlined the view that team teaching was special. In fact, the findings also indicated that due to team or individual teaching in the classroom, the two pairs of trainees differed in terms of the extent to which they had cooperated in lesson planning. One pair of student teachers (R1 and R2 who usually conducted the lessons together) reported involvement in the process on a regular basis, whereas the other pair (R3 and R4 who usually conducted lessons individually) showed less consistency in joint lesson planning. In both cases, however, individual teaching did not provide an obstacle for mutual planning. It was equally important for the members of the team to plan together. Additionally, in both cases, collaborative work on both long and short-term planning was considered essential and regularly done to ensure a reasonable degree of integration and coherence. There was also evidence for the development of successful planning and persistent participation in team discussions. Conclusions implied that in-class collaboration could have an impact on preparation with a partner, but was definitely not a prerequisite for it. Sufficient time and the mode of conducting lessons were regarded essential for achieving a kind of persistence in planning together, but the importance of tasks and the collective responsibility for the group and final goal proved considerably important and determined the degree of cooperation.

In terms of pre-teaching collaboration, it appeared from the data that team teaching was extremely beneficial. In some instances (R3 and R8) participants reported preparation

with a partner particularly helpful and effective. The positive indications in these cases were confirmed by Respondent 3 and Respondent 4 who noted:

We planned separately but after a while we realized that planning together was more effective so we just tried to have time for planning together...at the weekends usually. (R3)

There was somebody who could help and....it was very, very useful....and if I got stuck with planning, I could always ask her to help and she always had some good ideas. (R4)

In this respect, it was stated that planning together had been especially useful at the beginning of teaching practice when reciprocal help and support had been mostly needed (R6). The last point raised the question that working together might lead to more intensive learning. Regarding learning, Respondent 2 wrote in her diary:

As a sign of successful cooperation, we always manage to plan and debate the lessons before the particular lesson is due. During these discussions we can change ideas and we can learn a lot from each other. (R2)

This trainee identified preparation with a partner as a useful experience related to a more collaborative learning environment, but also discussed the matter of exchanging ideas. In fact, all sources of data, particularly the planning sessions and the student teachers' diaries, supported the idea that planning together had provided increased opportunities for the exchange of ideas. Further investigation into the participants' reflections (R3, R4 and R8) pointed at the value of interaction, associated with working together. This important issue, considered as an advantage of team teaching (R1 and R3), was regarded particularly useful for trainees in planning sessions and pre-lesson discussions no matter whether they had been carried out on the telephone, via the Internet or via personal contact. These were regarded as occasions when individuals participated in strong communication interaction in relation to problem solving, making

meaningful decisions and negotiating in order to reach an agreement. All trainees appeared to have proceeded in a similar way, as in the following examples:

Sometimes we do not agree on some aspects of our planning but we always manage to agree on something at the end, and we always take each other's points into consideration, therefore we always decide together. (R4)

Then we discuss the lessons one by one in more details. One of us tells her ideas, and the other always reflects on these thoughts. In case we don't agree about something, we discuss it, and we always try to reach an agreement! We never include any ideas/activities in the lesson plan that any of us doesn't like. (R2)

Obviously, when partners worked together to plan a lesson it was a necessity to tolerate the other person's ideas in order to come to an agreement. While the scope was open for sharing tasks, ideas and support, which seemed worth the effort, this was also regarded as a problem. On the negative side of team preparations, some participants (R2, R4 and R6) voiced difficulties and concerns. There were three main reasons for these perceptions: (a) the paradox around time, (b) organization of meetings and (c) reaching an agreement. For instance, in relation to the amount of time spent on preparation Respondent 6 noted:

It actually took much longer to prepare for a lesson when we were together because we had to agree on every single point. So, this was...in a way it was a drawback because sometimes for one lesson we prepared ...like... for three or four hours together. (R6)

Further it became clear that difficulties around planning a lesson with another person might produce disappointment. Nevertheless, interestingly, as a final point of importance, the student teachers' reflections tended to mirror a progressive change over a time in their concerns about cooperation before lessons. Respondent 4 expressed this change best:

In the last few weeks I have felt that we have managed to build up a quite good relationship with each other, so I have started feeling safe to turn to my partner if I have some problems or if I am uncertain with my plans. (R4)

The above thoughts illustrate that the two trainees (R3 and R4) whose lack of time and possible initial presupposition about planning together had prevented them from conducting lessons as a team, viewed pre-teaching collaboration in a positive way. These trainees demonstrated a shift from being individual-oriented to team-oriented. The participants' later involvement was obviously motivated by their successful relationship and the benefits they experienced in the process of working with a partner to plan a lesson. On the whole, the findings implied that even though pre-teaching collaboration might take a sufficient amount of time and effort to coordinate arrangements and all the work, based on the gains from cooperation, participants' attitude could remain positive.

4.3.6 In-class collaboration

Apart from collaboration before and after lessons, team teaching as a special form of teaching practice also requires in-class work. To discover how pre-service teachers cooperated in this area, they were asked to express their views about shared lessons. The trainees' diaries and the researcher's observation field notes also provided further useful insights into the participants' experiences. Additionally, the in-service teachers' opinions were considered.

The findings suggested that although the participants regarded team teaching during the teaching practice as a complex process, they placed a great deal of emphasis on collaboration in the classroom. More specifically, in-class work was described (R1 and

R2) to have involved student teachers in different forms of cooperation. Three basic ways of sharing the work between the two team members were recognized. The first mode of teaching meant that trainees conducted the whole lesson together. This required very strong cooperation before, during and after the lessons. The second choice involved adherence to a set of actions for sharing the lesson but not the particular stages. This form of teaching related to one trainee conducting an activity or a series of activities alone with the other trainee observing. Although turns were taken, this mode of teaching was similar to the previous one in the sense that trainees conducted the lesson together; however, it seemed to need more integrated work both inside and outside the classroom. The third mode referred to student teachers teaching the class alone. Turns were reported to have been taken after each lesson or several lessons. This approach was similar to the traditional way of teaching but it was obviously adapted to the special conditions of team teaching.

It is relevant to note that at CETT the first and the second form of teaching during teaching practice are highly recommended for most of the period and the third alternative teaching mode for the end of it. The idea is to provide additional support to beginner teachers, especially at the initial stage of school practice and eventually allow them to gain more experience in individual teaching as it is necessary in real life. In line with this philosophy, the pre-service teachers in the study were not told what mode of sharing lessons between the two team members to choose. They were allowed to select the way which best suited their personalities and teaching situation, thus they were given a considerable amount of freedom to determine the degree of their collaborative efforts in the classroom. In this respect, it was found that Respondent 1 and Respondent 2 had favoured the collaborative mode of teaching, which meant that both trainees had

conducted the lessons together for the whole period of their teaching practice. However, it appeared that these student teachers had also used the more alternate form of collaboration where lessons were shared in a way that one trainee taught one or several activities alone and one trainee observed them. Several reasons for applying the latter way of teaching were recognized.

The participants' explanations for experiencing "several modes of sharing the lesson" (R1) were mainly related to the following: an effort to find the method which best suited them, the students and the teaching situation (R1 and R2); an attempt to achieve equality in the division of work (R2); "personal involvement" or contribution to task design (R1); "personal preferences" for type tasks or skills (R1); an attempt to increase the dynamics of lessons (R2); awareness of the necessity to practise individual teaching (R1) or merely trainees' actual mood (R1 and R2). As for Respondent 3 and Respondent 4, apart from several shared lessons, throughout their teaching practice, they had used the rather individual approach, that is one trainee teaching lessons alone and one trainee observing. The findings confirmed a single reason for this predetermined choice: insufficient time for planning together due to job commitments (R3 and R4).

In all forms of in-class collaboration outlined above, no matter what the form of partnership in lessons had been the trainees had been present in each other's classes regularly, observing and giving feedback to each other. Additionally, mutual work outside the classroom and responsibility proved equally shared. It emerged that all pre-service teachers considered planning and discussions before and after lessons to have been as essential as in-class work. In these terms, Respondent 1 identified the actual lesson as the "product of the work" and regarded it less important than the "process" of

preparations and relationships outside the classroom (R1). Taken together, while giving no priority to one area or another, the results of the present study showed that whatever the teaching mode in the classroom was, cooperation among team members maintained benefits.

As for pre-service teachers' generally positive impression of in-class cooperation, the following thoughts deserved consideration: lessons were "smoother, more fluent and more energetic" (R2); lessons were "more memorable for the students" (R1); partners could "assist each other" (R4); "there was somebody beside you all the time to support you and observe your lessons and tell her opinion" (R4); confidence and security were promoted (R1); useful information, possible feedback and helpful reinforcement of ideas were typical (R2); there was a sense of trust and confidence (R2) as well as better opportunities for handling discipline problems and difficulties (R2). Another remark (R1) regarding the issue pointed out that shared lessons were of necessary help at the early stage of teaching practice. In addition, the trainees' responses amounted to saying that shared lessons tended to reduce responsibility and the workload. The important ways of reducing the workload in the lesson, among many others, were seen during classroom observation by the majority of the participants, and I share this view, as follows: designing tasks, marking tests, printing materials, distribution of materials in the classroom, execution of activities, giving instructions, reinforcement of instructions, monitoring, checking homework, decision making, usage of the blackboard, bringing objects from the staffroom and also dealing with the tape recorder. Strong evidence in support of the view that collaborative work reduced the load on teachers was also found in my observation field notes. A further point was related to the pre-service teachers' view on the ease or difficulty of conducting the lesson with a partner. Two participants

(R2 and R4) felt that it was definitely easier. Two other respondents (R1 and R3) did not refer to this matter in a straightforward way; however, it appeared that for them it was partly easier and partly more difficult.

At the conclusion of the shared experience in the classroom, more effective classroom management was reported (R3). The observation field notes also pointed at numerous cases when trainees imparted a great deal of cooperation in team teaching. For instance, when performing tasks or changing roles, classroom assistance of the partner became evident in such behaviours as eye contact, voice raising and time signalling, to mention a few. In some cases (R1 and R2) such acts were perceived as “hidden cooperation” and were reported to have been regularly planned. Apart from the deliberate strategy to predict actions in order to achieve success, efficiency and balance of roles, “spontaneous” (R1) or “unconscious” (R2) cooperation, in the sense that it was not planned, was regarded inevitable to occur. From the observation notes it was clear that the student teachers cooperated at those stages of the lesson when it was possible and when collaboration had been planned with logical links between steps. Often judging was done from the teachers’ performance and their ability to join or withdraw in an appropriate way, following the sequence of their plan. In fact the signs of planned cooperation in the lesson reinforced the usefulness of planning collaborative behaviours prior the actual teaching. Based on the findings, the conclusion was drawn that in-class collaboration would require detailed planning. Nevertheless, decision-making in the classroom was reported inevitable and impossible to avoid. A student teacher related as she wrote in her diary:

I did not agree with one of her decisions during a lesson but I did not say anything in front of the class, so that our behaviour stays coherent. (R1)

She gave me total freedom about the lesson, which shows her trust in me. (R1)

In these terms, besides preliminary agreements, mutual trust and respect for the partner's decisions emerged as important aspects of high level of collaboration.

Surveying trainees' responses with a view to identify reasons for giving less positive feedback about shared lessons, responses contained important comments. For instance, Respondent 3 showed concerns about the students and the difficulties in relation to paying attention to two teachers simultaneously. While this participant (R3) thought that shared lessons might be "confusing", another pre-service teacher (R1) felt that such lessons might become "more chaotic" if teachers interrupt learners' talk or behaviour. It was therefore recognized as an inconceivable necessity for teachers that they paid attention to each other and performed accordingly. These findings raised the basic question that something was clearly more challenging within the frame of shared lessons, which seemed to make certain demands on teachers.

The overall remark to make is that collaboration in the classroom was regarded as an important part of the period. It is of interest to note that although much weight was placed on in-class work, all participants implied that shared lessons were only one area of team teaching. The reasons seemed to fall into four broad categories: (a) sharing responsibility for the same group of learners, (b) participation in regular discussions, (c) constant involvement in observation and (d) sharing the same long-term goals in order to cope with the class. No matter whether both trainees conducted the lesson or not, in a sense, they did share all responsibility. The assumption was based on the fact that even if trainees chose to formally divide responsibility and teach individual activities or lessons, they had to observe their partner and exchange reflections in the course of pre-

and-post lesson discussions. The resulting argument was that whether student teachers team taught lessons or conducted them alone, they certainly remained a team to cooperate “in all possible ways” (R1) and could make the most of it as a learning experience.

4.3.7 Post-teaching collaboration

Post-teaching collaboration refers to team discussions of trainees after they have conducted lessons. The data from the interviews with pre-service and in-service teachers, as well as the trainees’ diaries, supported the idea that team teaching during the teaching experience did not only relate to the actual teaching process, that is conducting the lesson or execution of activities, but extended beyond it. As the nature and importance of collaboration before and in classes were elaborated in sections 4.3.5 and 4.3.6, I will focus now on work after lessons when post-lesson discussions were held. This was the time when student teachers concluded valuable ideas and became aware of their “strengths and weaknesses” (R1) in a way which could help their future development.

Discussions after lessons were viewed favourably by participants (R1, R3, R4, R6 and R8). The overall positive impression was reinforced by claims that post-teaching collaboration was a significant part of working together. This came as no surprise because the participants were willing to discuss the issues raised in the course of the interviews and they usually had many thoughts to share. Comments such as “When we were discussing, that was a very useful part... These discussions were bringing so many useful ideas” (R5) or “With pair teaching it is always very good that you have somebody else beside you and there is somebody with whom you can talk over your

profession” (R7) indicated that respondents felt that they had gained a lot from these discussions.

During the analysis of the data on this question, benefits around opportunities for (a) observation, (b) articulation of ideas and (c) reflection (R2, R4) became clear, all three threads interwoven in responses to demonstrate that they had run smoothly and effectively within the context of the entire period of teaching practice. With respect to increasing opportunities for and attention to observation and reflection Respondent 4 noted:

If there is somebody beside you all the time to support you and observe your lessons and tell opinion, it is very important. (R4)

Obviously, the value of observation of a partner’s behaviour was that it offered fuel for post-lesson discussions. Having the trainer, university tutor and partner involved in support and encouragement during discussions, were clearly identified by the participants (R2, R4, R5 and R6) as benefits. Discussions with these people about a wide range of issues relating to the teaching/learning process appeared to be “useful because we always kept these ideas and points in our mind when we planned the next lesson” (R6). Furthermore, student teachers could receive tremendous stimulus from observing and trying to explain important issues to other people. On the issue of post-teaching collaboration, several respondents (R1, R4, R5, R7 and R8) made positive remarks on how useful it had been that more people had worked together to “develop awareness of methods” (R4), reflect on weaknesses (R1 and R4) and discuss means of improvement (R3). It is also interesting to note that according to the trainees, observation had provided confidence and had contributed to their development as teachers (R3).

Similarly, closely related to professional development in training was the process of reflection in the sense that involvement in peer observation had led the participants to think about matters in depth. The idea that especially post-lesson discussions helped them to reflect on important issues was implied by the majority of comments and particularly emphasised by several of them (R2, R4, R5, R7 and R8). The range of responses pointed to the continuous opportunities to reflect on the lesson, for example, to discuss shared teaching or give feedback on the peer-taught activities they had observed. By reflecting on previous and on-going learning experiences participants (R5, R6 and R8) felt that over time they had developed the knowledge, skills and qualities they needed. It became apparent that as the respondents had moved from one stage of the course to the other, a gradual shift of perspective from learner to teacher had taken place. Equally, the participants' comments indicated that discussions had also been appropriate opportunities to practise the skill of reflecting upon decisions previously made. A further broad conclusion emerging from the interpretations was that both the demonstration of ideas and development of reflection were facilitated in the course of regular discussions, which was a unique opportunity when working in a team.

Finally, it should be mentioned that participants' perceptions supported the view that a team operated more effectively when individuals possessed particular qualities, abilities and skills. In order to cooperate, it was felt that one had to be "tolerant" (R4), "patient" (R4), "understanding" (R2 and R4), "unselfish and open" (R2 and R4), "self-aware" (R2) and "tactful and diplomatic" (R7). It also became clear that the team members had to be able to "listen" (R2, R3, R4 and R7), "communicate ideas" (R1, R3 and R7), "negotiate" (R1 and R7), "compromise" (R3), "accept feedback" (R4) and "accept opinion" (R4). To emphasise the necessary qualities even more, it was considered

important to add that the individuals had been honest and had trusted each other (R1). Responses further revealed that both diversity and similarity in personalities were advantageous for cooperation; however, good relationships needed “similar ways of thinking” (R3). Equally, collaborative experience was regarded rewarding (R1) when positive attitude toward the other person and the process of working together were established. On the whole, such insights demonstrated that collaborative initiatives required a skilled manner, which was simultaneously placing special emphasis on the need to carry out research in this area.

4.3.8 The benefits of collaboration in foreign language teacher education

The analysis of the data raised the issue that team teaching in teacher education provided a special environment characterized by a supportive culture including work before, during and after lessons. The study revealed that if more people worked together, it resulted in creating conditions which held numerous benefits regarding the development of trainees and their transformation into competent teachers. First and foremost, drawing on the respondents’ comments, it was found useful to consider the number of people who worked together in teams. Most respondents (R2, R3 and R4) asserted that successful collaboration was obtained without great effort in circumstances when not too many people (two or three but not more than four or five) were involved. In some cases this meant that establishing relationships within the context was not only “more focused” (R1) but demanded less “time” (R1) and less “energy” (R3) for conducting discussions. Most responses (R1, R2 and R4) confirmed that contributions of two members could also be considered as team work but two persons did not

necessarily work the best (R4). Another conclusion of Respondent 4 raised the issue that the degree of achievement in cooperation could be a matter of people's personalities. Similarly, there was a further claim that success "does not really depend on the number...it is just the quality of cooperation" (R1). In general, from the interviews it appeared that although a more collaborative environment could be created in small groups, the number of people was not the only or not even the main cause of successful cooperation. Additionally, the interviewees clearly felt that the people involved in the process presented a significant factor to consider.

In terms of the positive aspects of cooperation, respondents seemed to express similar opinions about a number of major advantages. Most important was the fact that collaborative teaching put student teachers in a position of being able to help each other (R1, R2, R3, R4, and R7) at any stage of teaching practice but especially at an early phase (R1) when trainees needed to gain a great deal of confidence. In this respect, one participant argued that "it is very reassuring to see that you are in the same situation with somebody and you can share experience" (R1). Such perceptions underlined the view that many times student teachers might be uncertain about their ideas, but if ideas were reinforced and support was given (R1, R3 and R6), then trainees could become more certain about their initiatives. In analysing the student teachers' diaries, it emerged that support was described as (a) personal e.g., substitution in case of illness, (b) professional in relation to performing duties, (c) moral, and (d) emotional. In addition to a partner's support, the issue was essentially that student teachers could benefit from the school-based teacher trainer's knowledge and experience. During interviews two student teachers (R1 and R8) raised this point in relation to the positive aspects of cooperation. In particular, one student teacher reflected in her diary:

In case of collecting data for our thesis topic, cooperation between the Teaching Partners and our COT (trainer) is indeed indispensable! (R2)

The conclusion therefore was that work with the trainer was considered as an important part of the collaborative environment.

Beside reduction of uncertainty and promotion of confidence and security, the participants (R1, R2, R4 and R6) also emphasized that exchange of ideas had been particularly facilitating in relation to (a) planning sessions (R3 and R4), (b) giving reinforcement of ideas (R4), (c) giving and receiving feedback (R2, R3 and R4), (d) sharing responsibility and opinion (R3, R4 and R7), and e) involvement in circumstances for observation (R4). Additionally, the source of ideas was thought to have inevitably influenced the development of decision-making skills (R3). Another emerging key advantage was that participants (R1, R4, R5 and R7) had gained from discussions which were considered as opportunities to reflect on important profession related issues. Additionally, it was found that the experience of working in a team throughout teaching practice allowed individuals to “become more-self-reflective” (R2). With regard to self-reflection, respondents (R4 and R8) independently raised the point that team teaching had contributed to their learning about the personality or ego development. In practice, this meant that trainee partners could benefit from reflecting on their own behaviour as teachers and comparing it with that of their partner. By cooperating with others and considering different perspectives, participants reported (R2 and R4) to have understood their own experiences and opinions better. This implied that continuous reflections gave insights into the trainees’ own actions in the foreign language classroom. Perhaps the most significant evidence was drawn from the use of a metaphor to express the participant’s perspective about the matter:

You learn many things about yourself because there are always other people who tell you their opinion and it is like reflection....yes...they are like a mirror because you cannot see yourself from the outside. (R4)

The benefits resulting from collaborative work were perceived (R1, R2, R4, R7 and R8) in the opportunity to rely on and share with someone who was similar and thought in a similar way. Similarly, reduction of work load (R1, R3 and R4), distribution of tasks (R1, R3 and R4), sharing responsibility (R4), saving on time (R4), proofreading materials and tests designed for the learners (R1), decision making (R1) and “more efficient problem solving” (R1) were recognized as significantly positive issues. In this respect, “more effective work” (R3), “easier, faster work” (R4) and “more balance” (R1) were also articulated as advantages of cooperation. One further benefit of team teaching was seen in the context of the lessons, regarded as “more fluent, and more interesting, more colourful” (R2). On the other hand, the value of cooperative teaching was related to such lessons being “colourful from the students’ point of view because it is not only the same face...not only the same method...not only the same personality but two persons” (R3). Thinking in terms of alternatives and multiple possibilities when “the qualities of two persons are put together” (R1), raised the question of achieving variety in the classroom which seemed potentially useful for the quality and effectiveness of the teaching and learning process.

What is more, the participants (R4 and R8) related the question of usefulness of working alongside a partner to the fundamental aspect of teacher education, particularly in terms of development, a basic component of becoming a teacher. It was reported that setting up circumstances in which student teachers could cooperate had considerable value for partners’ improvement in planning and classroom management. The shift to the direction of becoming a professional was summarized in the following comment:

I think it is very useful and it was a very good idea from CETT to find it out...because we only had good experience and we became better as teachers. (R8)

Apart from support for the special form of teaching practice introduced by the institution, this response illustrated that cooperation was regarded as a means of development. The recognition implied that collaborative initiatives could facilitate acquiring professional competence. Moreover, this understanding established a link with responses in which cooperation was perceived as a way of achieving personal development, a further central part of becoming a professional. In these terms, the participants valued the development of particular skills and abilities. A distinct impression (R2 and R3) on the advantages of pair or team teaching surfaced in reflections about obtaining collaborative skills: “we learnt how to cooperate with another person, how to be helpful or be ready to help and be understanding...so these were very useful” (R2). This observation indicated essential learning outcomes identified, as student teachers appreciated the occasions to “learn to consider other people’s opinions” (R3), “learn how to help” (R2) and “learn about the importance of cooperation and communication” (R3).

Finally, it is useful to review the kinds of rewards that were associated with cooperation in foreign language teacher education, and this is done within a broad summary of the advantages collected in the course of the current research. Benefits reported could be described around the development of professional and personal teaching experience. The conclusion of the experience reported at the end of teaching practice was that the participants had achieved an understanding of mutual work within the continuous opportunities collaboration had provided to the student teachers to learn. The most outstanding challenge in collaboration was that while team work was considered “very

motivating” (R1), reflections showed concerns about it being “a bit too demanding” (R1). The point stressed was consistent with the view of understanding the hardships associated with cooperation, an important aspect discussed in the following section.

4.3.9 The drawbacks of collaboration in foreign language teacher education

The overall responses in the interviews indicated that the pre-service and in-service teachers in the present research were enthusiastic about team teaching. The distinctive impression that collaborative teaching had thoughtful value surfaced upon the participants’ accounts about the successful work in their teams. Although they focused on the beneficial aspects of pair or team teaching in teacher education, the interviewees were presented with questions concerning possible difficulties they had experienced or thought might arise. The aim was to find out about potential hardships in collaborative relations. The purpose of referring to the drawbacks of team teaching was twofold: to paint a more realistic picture of this form of teaching and to identify areas where action might need to be taken. Thus, the reasons behind hardships raised basic questions which were taken into account in order to provide a meaningful and useful contribution in the field of research.

Generally, the findings of this study did not produce any evidence of failures in cooperation, but the outcomes shed light on possible problems that might be anticipated. More specifically, there was the very observation that cooperation in teaching practice was perceived to possess “minor or not real disadvantages” (R1) or even “no disadvantages”(R2) at all. For all these indications, considered positive to a

certain extent, while searching for the differences between individual and collaborative teaching, several difficulties emerged.

Most hardships were associated with pre-teaching collaboration. The majority of the interviewees acknowledged that preparation before lessons, whether individual or cooperative, was absolutely necessary. While regarding planning as an integral part of teaching, responses suggested that working together on plans required different conditions. In these terms, in two cases it was considered more difficult to plan lessons with another person, as outside appointments needed to be arranged (R3 and R4). This was related to the most significant problem: time (R1, R2, R3, R4 and R6). The lack of time was mentioned in the sense that it had been difficult for the team members to cooperate on particular occasions in order to prepare for teaching. For instance, one student teacher referred to this problem in the following manner: “Signs of non-cooperation are only due to a chronic lack of time and the extreme tiredness that we are both in” (R1).

Further reflections (R3 and R4) demonstrated concerns about post teaching collaboration as being time-consuming and laborious as well. It should be noted that constraints of time and workload were recognized as major reasons for the less favourable achievements in post teaching cooperation. Meanwhile the “longer discussions and extra difficult effort” (R5) were primarily regarded as a natural outcome of the complex interactions in the process. Such concerns with time and efforts inherent in collaborative behaviours meant that views on this matter could be controversial.

Another problem was related to in-class collaboration and the negative impact team teaching might have on the students (R2 and R3). The most substantial clarification of the question was drawn from a student teacher's diary:

We recognized that sometimes cooperation could not work really well. Sometimes we interrupted each other during the lesson. In other cases, when we had to explain the meaning of some new words of a text, both of us said an explanation – thus Teacher Talk Time increased, and the number of different explanations may have confused the students as well. (R2)

Such findings indicated that a great deal of further investigations were necessary in this area of collaboration. For this reason, shared lessons from the students' point of view will be discussed in much detail in the section to follow. While there were some concerns, overall the evidence suggested that the classroom experiences were perceived as the basis and an important part of cooperative initiatives. In this respect, Respondent 2 believed that if there were problems concerning that area, difficulties could be minimized through division of tasks and thoughtful taking of turns. A further assumption (R3) was that desired outcomes of effectiveness in the classroom could be achieved with time as students adapted to the specific circumstances of collaborative teaching

The major drawbacks of working together were also perceived around discrepancies in the range of ideas (R3 and R4), opinions (R3 and R5), applied methods (R4) and different personalities (R1, R3, R4 and R5). Typically, there were reflections (R1 and R4) about some difficulty in terms of the flow of communication and instances of misunderstanding related to daily commitments, particularly during the initial period of team work. Two student teachers (R1 and R3) related the constraints to possible insufficient experience in cooperation and inadequate awareness of the demands that collaboration made upon team members. Regarding the lack of similarity in behaviour,

two student teachers (R3 and R4) related the difficulties to the necessity to tolerate the other person's ideas. In both cases, the need to compromise and reach an agreement was associated with possible pressure and a feeling of less freedom. The problem of different ideas was highlighted in comments (R1, R3 and R4) about frustration due to unfulfilled intentions. However, such an outcome was not determined as a real disadvantage with regard to the subsequent discovery that other people's ideas could work successfully (R3 and R4). Obviously, reactions were found to depend on the partners' compatibility and personality as a team was not able to function if it consisted of uncooperative individuals. It appeared that such perceptions might have led to the conclusion that collaboration was unequally successful with different people and in various circumstances (R2 and R4), as well as the feeling that "if the two persons are not in a good contact, they cannot work together" (R1). However, the assumption was that cooperation could improve in the course of time, alongside prerequisites such as flexibility and mutual trust within the boundaries of the team (R3).

A further consideration in this study raised the question that collaborative teaching had the disadvantage of being "not very life like" (R2). The mere explanation was that individual teaching was widespread, while team teaching was rare in real life. Obviously, along this common knowledge, teaching was seen as a fundamentally individual activity. Similar reflections (R1, R4 and R7) were combined toward the implication that the development of confidence in order to be able to teach alone and become an independent professional was underlined as the ultimate aim in teacher education.

The final concern was about the mere lack of success or complete failure in particular team teaching situations. Drawing on their information, two participants (R1 and R8) mentioned cases concerning this issue. However, these cases remained beyond the scope of the current study and were not taken into account because they were not based on the participants' own experience.

As evidence regarding difficulties emerged, so did suggestions on overcoming them. First, the majority of the participants (R1, R2, R3, R4 and R5) argued that in order to cope with difficult situations, it was crucial to respond to the problem. The assumption was that obstacles of all types could be tackled and solutions could be sought for and consequently reached. Apparently, the emphasis was placed on communicating, sharing, explaining and discussing, taking into account different viewpoints. It was also regarded essential to ensure sufficient time (R4). In particular, time seemed to emerge as a significant factor which had the power of keeping the whole process going. Besides, there were additional suggestions concerning the following: "discussion always helped to get to some kind of compromise" (R1), "it was extremely useful to make efforts" (R4) and "try to find a solution together" (R2). According to two participants (R1 and R4), getting to know the person also played a decisive role in effective collaborative work. The participants (R1 and R2) further indicated the value and potential of the Internet to best effect in their daily contacts.

On the whole, inherent in the remarks was a need for achieving a better understanding of working together. With regard to the drawbacks in cooperation in teaching practice, in general, the interviews supported the conclusion that the advantages of the process

outweighed the possible disadvantages. The following account from an interview explains this conclusion:

I do not know if you can use this information but I really enjoyed this period. Of course there were difficulties sometimes but I really enjoyed it and I think I could benefit a lot from it. It was great experience. (R2)

4.3.10 Students' attitude toward team teaching

The present research did not have preliminary data on the students' opinions about team teaching practices in the classroom. These appeared indirectly in the students' feedback given to the trainees at the end of their teaching experience and interviews with the pre-service teachers. The discussion here was based on data received from 28 students, divided in two groups, who had been asked to complete the same questionnaire. The questionnaire was designed in Hungarian by the four pre-service teachers. Each pair of student teachers was responsible for a class at secondary level and had four English lessons a week, a lesson being a forty-five minute session. The questionnaire was distributed to the students with the aim to ask them to evaluate the past term. The pre-service teachers asked the students to provide personal reflections about the teaching practice in relation to classroom activities, students' working mode, the materials and the teachers' roles at the different stages of the term. I asked the trainees to tell me about the results of only two questions which sought to gain information about team teaching arrangements. Specifically, one question had asked the students to compare team teaching with the traditional way of individual teaching, the other encouraged the learners to reflect on the advantages and disadvantages of being taught by a pair of teachers. The students' responses to these questions were taken into consideration in the

present investigation. The particular circumstances outlined above justified conducting qualitative rather than statistical analyses of the data.

In broad terms, an important issue emerged: the students voiced mixed opinions. Some seemed to be content to have had two teachers, a few of them indicated preferences for the traditional individual way of teaching, and others did not express inclinations for a particular mode of teaching. In contrast, in all instances, the pre-service teachers claimed that the students had had a tendency to appreciate the team teaching approach. The students' attitude toward team teaching arrangements as compared to individual teaching is discussed in more detail below.

In more specific terms, the data collected from the students' feedback seemed to imply the following. First, the prevailing reflections showed positive rather than negative attitude toward team teaching. The overwhelming majority of answers indicated that this mode of teaching was worth the effort as certain priorities of team taught classes were identified. For instance, most students favoured the variety of different and interesting lessons and the more relaxed atmosphere which their teachers had guaranteed. In terms of variety, some students also expressed the view that it had been advantageous to encounter different styles of teaching and different personalities in the classroom.

The findings also held significant implications that pair teaching initiatives included support elements. In fact, a great many students appreciated that they had been able to count on their teachers' efforts to help. It was acknowledged that two teachers could better assist the students to improve theirs school performance. The extent to which

teachers could help was related to the number of individuals who received assistance. This issue was regarded particularly important, as it was found that in a team teaching environment more students could be offered help simultaneously. Interestingly, the issue of ensuring help was approached from the teachers' perspective. According to the learners, their teachers complemented each other in the teaching process. In these terms, the students indicated that their teachers had been able to help each other cope with the difficult circumstances. Taken together, there was evidence in the students' feedback that the benefits of cooperation had been reciprocal.

Furthermore, there was also an opinion that the different perspectives of the teachers had been beneficial in terms of providing more explanations which were seen to have increased comprehension. In this respect, some students elaborated on how the nature of collaborative teaching had made the teaching process faster and more efficient. As far as the issue of attention was concerned, collaborative teaching was reported to ensure more attention paid to individual students. The learners related that teachers' attention directed at them had increased class control and decreased discipline problems.

Second, for all the above positive indications, the picture that emerged from the students' feedback was that some students showed less appreciation for the collaborative mode of teaching. The findings also raised the important issue that team teaching could have drawbacks. Why was team teaching regarded as difficult? Learners pointed at several reasons. One possible problem was related to team taught lessons. Only few students considered shared lessons as a disadvantage. The indirect students' feedback revealed that it had been difficult for some of them to pay attention to two teachers at the same time. The results implied a slight confusion in terms of

simultaneous teacher talk, different modes of explanations and opinions. This kind of diversity seemed complicated and less helpful. In fact, the implication was that there was a need for harmony and smoothness in team taught lessons. It clearly appeared that to achieve as coherent a team as possible was essential so that students could feel the unity of the process in such circumstances.

Another problem was related to the issue of work with greater intensity. Some students reported to have discovered a demanding schedule in terms of classroom activities, assessment and homework. Other claims drew attention to a dramatic increase in the requirements which the students had found difficult to meet. Some students reported the disadvantage of coming up to the expectations of two teachers. In this regard, throughout the experience, one student felt that it had been very hard to adapt to two classroom teachers at a time. This reflection showed that in some cases a great deal of effort might be needed in order to get accustomed to the team teaching situation. A final point of concern provided further observations related to the aspect of teachers. It was noted that a team teaching environment did not allow teachers to utilize their intellectual and personal potentials. One distinctive impression of the students was that pre-service teachers needed more continuous opportunities to practise the skill of teaching. The students thought that if two individuals had to deal with one group of learners, the average time for each individual to spend with the group was less.

Third, in some claims, team teaching did not have advocates but it did not have opponents either. Both modes of teaching, individual and team, were considered equally beneficial. In this respect, some learners felt that the number of teachers was not important but rather the methods and quality of teaching they offered. Two students

thought that the process of teachers working in a team had been completely different in comparison with the traditional way of teaching; however, in these two cases no negative feelings were reported in relation to team teaching situations.

Some possible reinforcement for the students' feedback could be traced in the responses of the pre-service teachers who expressed their opinion of the students' point of view of team teaching. First, before the period of teaching practice, the trainees were asked to describe what attitude to collaborative teaching they expected in the classroom. Two respondents (R1 and R2) had concerns about the students' attitude toward team teaching. They expected the learners to encounter this mode of teaching as a completely new and unusual experience. The assumption that the students would not be familiar with team teaching might have been due to the fact that such kind of collaboration was not common in the Hungarian school system. On the other hand, positive expectations of satisfaction and effectiveness were also reported (R2, R3 and R4). Clearly, the beginner teachers needed to receive sufficient data in order to obtain confidence about the students' perspectives, nevertheless, responses as 'I think that their attitude will be positive' (R3) elicited feelings of trust in receiving the learners' favourable impressions about team teaching.

Second, with regard to the aspect outlined above, opinion was expressed during the interviews after teaching practice. The answers of Respondents 1, 2 3 and 4 contained many favourable comments about the learners' perceptions of pair teaching. For instance, the positive evidence was related to the belief that the learners had been able to see the benefits of a cooperative teaching situation in terms of the "two persons they could turn to and who helped them" (R4). Moreover, the participants made reference to

the increased dynamics of the lessons (R2) and the success in raising interest (R2). The following reflections (R4) were selected to illustrate the trainees' account for the students' positive attitude toward pair teaching:

I think it was first strange for them. I think first they did not understand why we were together. It was unusual to have two teachers in the classroom but I think they liked it...because the atmosphere was at ease...so I think they liked it. First they were just smiling and we could see on their faces that they did not understand the situation but after a time they got used to it and ...for example they asked for help from both of us. (R4)

With no possibility of doubt, this trainee identified that the students had not been familiar with the collaborative form of teaching in the classroom. Apart from the initial uncertainty, the comment indicated that the students had needed time to accept the collaborative situation. It also became clear that consequent changes of attitude were possible and could be based on benefits such as of achieving freer learning atmosphere (R4) and managing the tension in the classroom (R4). Finally, this case showed significant support for the environment in which trainee partners worked together to share the teacher's role.

To sum up, the findings illustrated that the students' attitude toward team teaching would depend on the teachers themselves to a great extent. It seemed that it was not so much the system of team teaching that students liked or disliked, but the nature of teaching they experienced. Moreover, my observations in the classroom showed that students needed to adjust first to being taught by trainees and second to the fact that the trainees worked in pairs. With respect to team teaching as a mode of teaching, opposed to traditional one-teacher models, it appeared essential to illustrate to students that it was another alternative of teaching, which above all could be a valuable experience.

However, there seemed to be a need for a better understanding of the process of cooperation on the one hand, and the fact that the teachers were pre-service teachers, on the other. A final concern was that it could be a matter of trainees' contribution to making students realise and consequently support the benefits of team teaching.

4.3.11 Major factors contributing to cooperation in foreign language teacher education

The findings held significant implications for the factors which interacted in cooperation in pre-service teacher preparation. In fact, considerations of these factors, which could influence the process of working together, provided an answer to the first research question. To summarize, the following major factors were identified as interacting in cooperation in pre-service teacher preparation and contributing to the successful and beneficial process.

First and foremost, the present research shows evidence that adequate preparation is needed prior to involvement in team teaching as a special form of teaching. The conclusion reveals links to the study of Bodóczky and Malderez (1996) who describe various aspects of team teaching. The findings also support the view (Medgyes & Malderez, 1996; Medgyes & Nyilasi, 1997) that team work in the course of teaching practice is related to collaboration before, after and during classes. It becomes obvious that although time-consuming and sometimes difficult to arrange, pre-teaching collaboration is a useful experience for the trainees. In-class collaboration, as far as team taught lessons are concerned, is successful for some trainees and challenging for others but it is not a prerequisite for establishing a team. There is also evidence to

suggest that post-lesson collaboration is crucial and promotes trainees' professional development. The outcomes further demonstrate that joint experiences can help student teachers make progress towards important learning goals. This opinion is in line with a similar understanding of collaborative work between trainees raised in the review of the literature (Bodóczky & Malderez, 1994; Knezevic & Scholl, 1996; Medgyes & Malderez, 1996; Medgyes & Nyilasi, 1997).

Another point to consider here is that the teacher trainer has a crucial role in the professional development of student teachers. The conclusion can be connected with the wider discussion of the role of the mentor explored in a number of studies (Elliott & Calderhead, 1995; Bodóczky & Malderez, 1994; Oberg & Underwood, 1992; Tomlinson, 1995; Wallace, 1991). The findings also suggest that the people involved in the process present a significant factor to consider. Equally, end results demand members to possess particular qualities, abilities and skills. This reminds us of the basic dimensions in teacher education, widely discussed in the literature (Freeman, 1989; Kennedy, 1993, Swan, 1993; Wallace, 1991). It is also concluded that the time factor can play a significant role in cooperation in teaching practice.

Besides, it is recognized that problems might impact effective relationships. The question of the possible drawbacks of cooperative teaching arrangements is also explored in other studies (Bailey et al., 1992; Medgyes, 1994a). It is further stated in this dissertation that seeking for sufficient solutions is plausible and useful. In addition, evidence is accumulated to prove that a favourable attitude is needed in order to develop a collaborative relationship. A final concern is that team teaching is a complex process;

therefore, team members should have a profound understanding of the commitments associated with collaborative work.

In summary, the results of the investigation illustrated that team teaching could be closely linked with the concept of teaching practice. In this particular situation, team teaching during the teaching practice meant that student teachers worked together: collected ideas together, planned the lessons together, taught together in class, helped each other and discussed important issues with their partner. These results offer a glimpse into the views of action research and reflective teaching (Farrell, 2007; Gadó, 1996; Gebhard & Oprandy, 1999; Major, 2003; Révész, 2005; Schön, 1987; Wallace, 1991), widely recognized as crucial to the professional growth of teachers.

Based on the findings, the conclusion was drawn that it was not always an easy task to establish a team teaching situation during the teaching practice, but it appeared that it was worth the effort. The outcomes confirmed the vitality of cooperation and implied that working as a team during the teaching practice had positive effects on student teachers. A broad conclusion emerging from the interpretations was that collaborative approaches to teaching practice should be encouraged. In this respect, the section to follow makes further reference and adds findings to provide answers to the second and the third research questions.

4.4 Cooperation in the teaching profession

This part of the research was mainly based on data collected from the interviews with in-service teachers. As the interviews with the pre-service teachers also addressed particular issues related to cooperation in the teaching profession, such perceptions were

taken into account accordingly. The aim was to gain insights into the field of the teaching profession in order to obtain a better understanding of the role of cooperation. It is essential to note at this point that in comparison with pre-service teacher education, the quantity and quality of collaborative initiatives in the teaching profession were fundamentally more difficult to explore. However, the present study provided sufficient evidence for the main directions to be identified and discussed.

It is also necessary to stress that data analysis continually implied that cooperation in foreign language teacher education had a lot in common with collaborative relationships in the teaching profession. The most similar features emerged when, in order to answer the second research question, the focus was on the key factors contributing to successful outcomes in a cooperative environment in a school. Gradually, the findings moved towards the formulation of a response to the third research question.

4.4.1 Different forms of collaboration

To begin with, while respondents valued collaboration in teacher preparation, the implication was that team teaching during teaching practice gave teachers an experience which they could hardly ever encounter again in their later career. In this respect, it was claimed (R1, R2, R4, R6 and R7) that team teaching “is not very life like” (R2) because “in real life teachers teach alone” (R4). The overwhelming majority of responses were similar to the following:

Teaching sometimes is a very lonely profession because of course you have colleagues in the staffroom but what happens during your work is in the lessons and you have nobody to discuss it with. (R7)

Apparently, along common knowledge, teaching was seen as a fundamentally individual activity and the conclusions demonstrated that collaboration in this field was not regarded as typical since teachers usually worked on their own. Respondent 7, as a result of her experience in team teaching in the course of teaching practice and the short period which followed it, came to an even more interesting perspective with the remark that “team teaching is a luxury”. It remained a question whether the reference was made to a financial reason, pointing at expenses as preventing this collaborative form of teaching from being widespread in real-life (Barócsi, 1998), or the belief that in Hungary the concept and practice of team teaching were mainly closely linked with the concept and practice of cooperation in the rare context of native and non-native collaboration (Barócsi, 1998). In fact, the above comment was interpreted along the participant’s positive feelings and satisfaction with collaborative teaching, which underlined the view that it was regarded as a mere privilege in the profession. Concerning involvement in team work, another respondent (R5) articulated the view that teachers did not prefer working in close partnership and they usually worked alone, as they felt that it was an extra problem to discuss issues with other teachers. If cooperation was believed to be unrealistic in teaching, was it something that one would never need?

In a response to an interview question that asked about the situations in which cooperation was considered useful, it came as no surprise that team work was regarded as a more familiar phenomenon alongside other careers. What caught my interest in the interviews was that cooperation was considered important “in all situations” (R2). Participants reported that cooperation was common “at any time” (R3) and in “every

“job” (R2) in life because “you have to work with other people” (R4). Such viewpoints were further complemented by the following recognition:

I don’t believe that you should just walk your way through your life and never cooperate with anybody. (R1)

Another participant’s comments illustrated that “cooperation is very important because we are human beings” (R7), which suggested that collaborative initiatives belonged to the law of life. In trying to clarify how vital cooperation was, Respondent 5 claimed that “cooperation you meet everywhere in your life so it is really not a bad technique to learn after all” (R5). The conclusion was that reflections voiced the necessity “to learn about cooperation” (R2) and implement it over time.

Although it seemed that in people’s minds and in reality perhaps, collaborative relationships were considerably valued in other jobs where people were regarded to have more opportunities for sharing experience about the profession (R7), it was also apparent that the usefulness of cooperation in teaching was equally identified. In this respect, while expressing a positive attitude, all participants in the present research felt that there was a need for collaboration in the teaching profession as well. This general belief was implied in all responses of the pre-service and in-service teachers to an interview question which looked at whether cooperation was necessary in the teaching profession. Specifically, four typical comments from participants exemplified opinions:

Yes. Well, I think that in the future when...during the career of a teacher, the teacher is a member of a team in the school...the staff ...the English teachers...in this way it is important to learn about cooperation. (R2)

In our schools it is not usual schools it is not usual but I think it is important because there are other teachers in the school where you teach and there are many classes and

groups and you are not the only one teacher of your own group, so you have to cooperate with other teachers in order to support those groups...yes...and the school management things. (R4)

There are a lot of individual teachers teaching and it needs to have a point where they all join together. (R7)

I think the whole teaching process is about cooperation. (R 9)

In all cases cooperation was linked to the classroom and outside the classroom involving daily contacts with others. In this sense cooperation could be modelled as a two dimensional space, one being the cognitive and the other the affective field. First, at the cognitive level, all reasons for cooperation were linked with the conscious knowledge and the outcomes, benefits and drawbacks of people working together in relation to the subject matter. In more specific terms, it was regarded necessary for teachers to cooperate when dealing with school examination periods (R5, R6, R9, R10 and R12) and placement tests (R5, R10). While recognizing the field of assessment, mutual work was reported to range from test design at one end of exchanges to evaluation at the other end. The existence of collaboration was further associated with competitions (R5, R9 and R11); designing teaching and examination materials (R6, R7, R8, R9, R10 and R12); long-term planning (R6); problem solving (R7); and attendance at formal meetings (R9).

Typically, the research showed that having a share in teaching a group of learners (R8) and substitution for a teacher (R6, R8 and R12) also demanded a high degree of collaboration. The account below was selected to illustrate the cooperation of teachers in such circumstances:

During the first semester one of the English teachers was absent for several months. I replaced her in one of her groups with another teacher. We planned each unit together,

we wrote down our lesson plans in a note book and we discussed what we did in each lesson. (R12)

These reflections provided valuable insights into the desire for and relevance of cooperation among teachers. The in-service teacher apparently identified the need to work together in such common situations and indicated readiness to collaborate. The reason for this might be the positive attitude toward cooperation distinguished in the interview.

Additionally, cooperative initiatives were reported (R12) to be crucial throughout the experience of teaching students in their year of intensive foreign language learning (see section 1.2.1). The aim of such programmes is to help students advance rapidly toward their academic language goals. In practice this means that during the first academic year students study a foreign language intensively for at least 11 contact hours per week. My own impression is that this form of teaching normally involves more teachers, which may also provide an explanation for the account of Respondent 12. This participant found out that an intensive programme demands a great deal of collaboration among teachers. The exact nature of cooperation in such situations was explained to refer to making common decisions, planning and discussing. This kind of cooperation was seen necessary to ensure circumstances in which the teaching/learning process remained coherent. The reflections also suggested that the emphasis was on sharing responsibility rather than taking over. The overall conclusion might be that although only one respondent related the topic of research to teaching during the year of intensive foreign language, the study raised an important question. The finding implied that this form of particular teaching could open the scope for a vast number of contacts of the teachers

involved. A future investigation of this area would provide a more comprehensive understanding of cooperation in the teaching profession.

Further analysis of the responses (R7 and R9) drew attention to cooperation among teachers in order to meet the educational requirements regarding the national curriculum, the course content and the course materials. In this regard, it was discussed (R7, R9, R10 and R11) that teachers were supposed to coordinate their practices. In the diversity of relationships in this area, it was also stated necessary to discuss and negotiate important matters while expertise was shared. By taking into account cooperation in the cognitive dimension, the implication was that it could lead to the provision of professional support, advice and help. Along these lines a number of benefits could be gained, depending on the degree of involvement and contribution.

Second, analyses and interpretations of the qualitative data revealed perceptions about cooperation relating to a level different from the cognitive one discussed above. Responses indicated that cooperation in the teaching profession developed in accordance with the occasions which seemed distant from the pressures in the classroom. Such initiatives appeared to include less anxiety, more positive feelings and emotional support. This provided a framework for distinguishing the affective level. Specifically, it was reported that collaboration was particularly helpful outside the classroom in school events (R5, R9, R10, R11 and R12), projects (R6, R11 and R12), exchange programs abroad (R6), trips (R6), outings (R5, R6, R9 and R12) and summer camps (R5) when teachers collaborated; teachers and students worked together and also students worked together. Participants' accounts explained the nature and degree of cooperation at this level. The following comments were found illustrative of the

interpretation that cooperation in the teaching profession could also have emotional and social gains:

For example, there is this Christmas party every year in the school. It is in December and it is a big event or venture because a lot of groups, classes and teachers are involved. (R5)

They can come to me after the class. I do have a good relationship with most of my colleagues. There is quite a good....fellowship... I mean whenever someone has a request or a problem....for example someone is organizing the school trip abroad and they need my help...maybe to make a phone call for them or write an e-mail... and I think there are lots of areas, not just school work but other areas where we help each other. (R6)

It is not only in the lesson but outside the lesson...or there is another kind of cooperation among teacher. We have this special ball for the four-year students...usually in February and sometimes the teachers try to have a kind of performance when they dance a special dance. Well, I have not taken part in it but I know that it also works as cooperation among them. (R10)

While placing her experience within the context of social life at school, Respondent 9 became aware of the need to cooperate with others in relation to the use of the English classroom. It was indicated that cooperation was clearly possible as the venue, designed and arranged for particular purposes, required a great deal of joint effort. This was linked to the day to day contacts with regard to the particular aspect of the utilization of the school equipment.

Overall, participants (R5, R6, R8, R9, R10 and R11) often reported that cooperation at both levels was beneficial in the sense that “distribution of tasks” (R5) was possible, which reduced the workload and pressures on teachers. Collaborative work in such cases was reported as an efficient way of achieving the same organizational goals. It

was also found that the chances to share significantly influenced the extent of effort. For instance, some respondents reflected:

We form a community which works efficiently if there is cooperation. Our work becomes easier this way and students benefit from such cooperation as well. (R12)

You should also cooperate with the other teachers of English...English teacher colleagues as well because life would be much easier if you can give each other various tasks or warmers for example for the beginning of the lesson or you have a newspaper extract and you have prepared some tasks for it....It would be very nice to share it with each other but very often we do not do it. (R6)

This concern with the frequency of undertaking cooperative initiatives in the teaching profession attempted to show the actual fact of frequent lack of collaboration, along an awareness of the necessity to work in a supportive context. This point had a connection with views about cooperative circumstances in language schools where two respondents (R7 and R8) worked. As a matter of fact, collaborative initiatives in language schools appeared rare in comparison with coordination of practices in state schools. For example, Respondent 7 discussed the state of general cooperation in their school in the following terms:

Well, that is a problem. I cannot really cooperate. Of course I meet the teachers who are teaching there. We meet in the staffroom where we usually go to or discuss things with the boss but I do not really cooperate with them because we have classes. (R7)

Respondent 8 tried to clarify the constraints of the situation and described collaborative behaviours as limited to discussions related to observation when jobs were undertaken or administrative issues were discussed. In addition, native and non-native relationships were mentioned as seldom if ever established (R8). In this context the degree of cooperation was reported not to reach beyond the patterns of division of teaching content around the major foreign language skills. However, reflections demonstrated

that the in-service teachers (R7 and R8) who were representatives of the language schools sector were most concerned with this situation. As for these respondents' (R7 and R8) generally positive impression of cooperation, the following issues deserved consideration: (a) cooperation was regarded as meaningful and vital, and (b) the lack of it was definitely seen as a "problem" (R7).

The conclusion from this section points to the importance of cooperation in the teaching profession. This summary was based on the overall perspective that it was considered useful to have contributions from different people. There was the very observation that establishment of contacts with others meant a wider source of ideas, initiatives and efforts. The findings also underlined the relevance of gaining a better understanding of the need for intensive cooperation in the teaching profession. It was also implied that the degree of collaboration would require an awareness of the possible gains of working together. Furthermore, it was regarded essential to develop a desirable attitude in teachers. Such observations require taking into account the individuals who share in the process of cooperation.

4.4.2 Focus on the individuals

The ideas of collaborative work described above were associated (R5, R6, R7, R8, R9, R10, R11 and R12) with three groups of individuals: colleagues, students and people in management positions. Within the descriptions, teacher-teacher and teacher-student relationships became the focus of attention. In connection with this matter, three participants (R8, R10 and R11) also mentioned student-student contacts. While responses raised the issue of the complexity of multiple relationships, the main focus was on the joint work among teachers rather than with students. Reference was made

particularly to TEFL colleagues (R5, R6, R9, R10, R11 and R12), while some participants (R5, R7 and R9) valued the opportunity to work with “definitely the head of the English Department” (R9). Contacts with TEFL teachers, including sharing a group with a native speaker (R8), were considered meaningful, as the same educational objectives were set and accomplished. For example, one in-service teacher related:

I mean we are all teachers of English and we are working for the same purpose that is why it is very important to cooperate. (R11)

Additionally, special emphasis was placed on communication with teachers from other departments (R5 and R6), form teachers responsible for the classes (R6), Deputy Principals (R6 and R9), coordinators (R7), native teachers in the language schools (R8) and a university teaching partner (R5, R7 and R8). The latter quote and the reflections of Respondent 5, Respondent 7 and Respondent 8 revealed a close relationship with the teaching practice partner after graduation. In those instances, meaningful professional collaboration was interpreted as a positive impact of team teaching in training on cooperation in a career, which presented a significant contribution to answering the third research question about the influence of pair or team teaching in the training of teachers on cooperation in their careers.

As for the number of people who could cooperate efficiently, opinions were diverse. The idea to have two or three persons working together was supported by two participants (R8 and R10). Respondent 7 was in favour of three, whereas Respondent 11 preferred four individuals working cooperatively with one another. In order to reach consensus, two participants (R7 and R11) related success in collaborative circumstances to a maximum of five persons. Two in-service teachers (R9 and R12) gave no definite answer to the question. Respondent 5 and Respondent 12 felt that two was the ideal

number for an efficient process, but cooperation among more people (twenty or thirty) was also considered possible.

In terms of the aspect of the individuals in cooperation, essential issues emerged. For example, in one instance (R10), there was recognition of the complexity of cooperation. In other reflections, a collaborative environment was reported to depend on the willingness to work with others (R9), and the particular person (R5, R6 and R9). In considering the question of individuals, the extent of dominance (R5 and R7) was addressed as a factor influencing collaborative processes. Another in-service teacher (R9) discussed the importance of freedom of choice in contacts or supportive relationships. The value of voluntary involvement in collaboration was reflected in the following comment from the interview:

I think cooperation is useful most of the time because there is no force on us. If we do not want to cooperate on doing something, then we do not....because there is no force I do not think that there is a negative side to this. (R9)

Similarly, the frequency of personal contacts was found a determining factor for maintaining relationships (R5). In many cases, the role of the individuals was clearly related to the situation (R12), the task type (R5, R6, R9 and R10), distribution of responsibility (R9) and the amount of time devoted to the joint work (R5, R7 and R9). Ultimately, the findings, which derived from the interviews, indicated that it was worthwhile making the effort to work together since cooperation held real values for the ones who were willing to share successes and difficulties (R5, R7 and R8). These issues were believed to be of equal significance; however, I considered appropriate to discuss them in detail in the section below, in relation to the important factors contributing in collaboration.

4.4.3 Key factors contributing to cooperation in the teaching profession

From the various reflections in the interviews, it was possible to draw some conclusions regarding the underlying factors which were seen to matter in circumstances of cooperation in the teaching profession, thus providing an answer to the second research question. Interestingly, in the course of the research, the most important factors in cooperation in the teaching profession were found to relate to the ones previously discussed alongside language teacher education (see section 4.3.11). Surveying the participants' responses with the purpose to identify factors which interacted in cooperation in teaching, a number of significant factors have emerged.

First and foremost, inherent in the majority of remarks was the view that members' qualities, abilities and skills had an impact on shared experiences. This conclusion is in line with the key points in the literature review (Bailey et al., 1992; Edge, 1992a; Johns & Dudley-Evans, 1988; Shannon & Meath-Lang, 1992; Sturman, 1992) on the necessary qualities and skills teachers need in order to cooperate smoothly and efficiently. In more specific terms, the ability to take responsibility was perceived undoubtedly as substantial as the capacity to listen, clarify, discuss and negotiate (R5, R6, R7, R8, R10, R11 and R12). In this respect, in order to work effectively in a collaborative context, it was regarded necessary to possess the ability to share professional knowledge (R6, R7, R8, R10 and R12), especially when a teacher was accredited expertise in a particular area. To emphasise the distinctive factors to successful cooperation, the participants specified the need to tolerate the other person's ideas and the ability to work out a compromise agreement. According to responses, interpersonal, organizational and communication skills were equally crucial (R6, R7, R9, R11 and R12).

Moreover, along the abilities and skills for cooperation, it was also considered essential to develop effective strategies. In particular, as relationships were not without problems, working together required flexibility (R10), precision (R7, R8 and R11), development of problem solving strategies (R5, R7, R8 and R12), understanding (R7, R11 and R12), reliability (R6 and R11), openness (R6), patience (R8), trust (R6), devotion to the task (R6) and most of all, willingness to work with others (R5 and R12). Another point concerned the view (R5) that positive attitude toward cooperation was one of the major determinants of efficiency. The conclusion from this assumption included thoughts about the important impact of cooperative circumstances on the development of positive attitudes in teachers towards trust, support and sharing inherent in collaboration. In response to an interview question about the circumstances in which cooperation developed smoothly, more success factors emerged in perceptions: ability to accept other people's views (R6), similarity of viewpoints or expectation (R8), similar attitudes or ideas (R5), all in relation to circumstances in which "basically we are working at the same level" (R8).

A further consideration in this study raised the question that a potential valuable factor within effective team work was interaction among people of diverse abilities and characters (R5, R11 and R12). The issue discussed here is related to other studies in which researchers (Gwozdinska, 1993, Shannon & Meath-Lang, 1992) place an emphasis on the individual in collaborative teaching. Specifically, the emphasis was placed on establishing patterns of interaction which were felt to be crucial in order to cooperate successfully. This view was also extended to the assumption (R12) that success of sharing experiences rested in knowing the person, which related to the perception for selection of the person to cooperate with (R5). Finally, the outcomes

revealed that mutual work depended on the nature of the common task. The recognition implied that teachers who cooperated should share similar attitudes to the task. This understanding established a link with the involvement of teachers and directed attention toward the importance of the two dimensions in cooperation: professional and personal.

On the negative side, the findings also pointed at significant implications that besides the benefits, cooperation in the teaching profession as well as in teacher education might be difficult due to the efforts it demanded. The conclusion reminds us of some concerns about the possible drawbacks of collaboration in teaching, a question discussed by Bailey et al. (1992) and (Medgyes, 1994a). In fact, in this study accounts elicited hardships mainly from presumptions and preconceptions as the participants tended to report their initial concerns about certain difficulties which might be encountered in a cooperative work environment. There was only rare reference (R7 and R10) to the students, regarding constraints in finding common ground, motivating and raising interest.

As for the relationships among teachers, the data of the research implied that difficulties might be due to local conditions (R9). For example, the school environment was discussed in terms of the lack of a common room for TEFL teachers. As a result, for teachers it was a problem that they were unable to have extensive personal contacts within appropriate working circumstances. Analyses of the data also revealed that teachers worked according to different schedules, which allowed fewer opportunities for relationships among individuals. There were further difficulties experienced (R9 and R11) in terms of the flow of information from one teacher to another or mere misunderstanding, particularly concerning efforts to organize and coordinate the

process when more people were involved. One possible problem was related (R7 and R10) to the failure to reach adequate consensus. With regard to this negative aspect, it was found that obstacles and problematic situations were associated with domination by an individual (R5, R11 and R12), which had an implication for the importance of people's different roles in cooperative behaviours (R5 and R11). On the whole, such references raised the important issue that relationships with others would depend to a great extent on the teachers themselves: their attitudes, the same or similar characters and personalities (R5, R6 and R7).

Generally speaking, some problems were reported as relatively easy to solve, requiring a minimum of patient rational discussion, whereas others seemed more deep-rooted. Clearly, relationships were not considered without problems, but if there were any, an attempt should be made to solve them. From the findings listed above it was concluded that if teachers intended to cooperate successfully, it was necessary to reach beyond the hardships and make an attempt to overcome them. In this respect, the findings revealed the importance of attitudes, persistence and personal commitment in collaborative environments which has also been documented in a number of publications (Arnold & Sarhan, 1994; Bailey et al., 1992; Johns & Dudley-Evans, 1988; Nunan, 1992; Shannon & Meath-Lang, 1992; Sturman, 1992; Swales, 1988). In general terms, the majority of reflections repeatedly expressed the need to have a better understanding of how cooperation worked in order to implement collaboration in practice.

4.4.4 Considerations towards cooperative environments

In this study the participants were asked to indicate the extent of success in their careers, in relation to seeking information on matters which counted in the teaching

profession. With regard to the degree of fulfilment of job requirements, there was substantial evidence that all eight in-service teachers expressed satisfaction. Beyond this, achievements in the teaching position were explained in various terms.

First, the school environment was found (R7, R9 and R10) to be of great importance. Second, success was considered to stem from relationships with colleagues (R5, R6, R7, R9, R10 and R11), central to which were positive feedback, help and support obtained. Third, most explicit reference was made to the students (R6, R8, R9, R10, R11 and R12). This meant that one of the most significant sources of content was identified as the teachers' contribution to the students' learning progress, motivation and improvement. More specifically, students' achievements and their due respect for the teacher were noted (R6, R7 and R8) to provide job satisfaction. Fourth, responses (R5, R6, R9 and R11) also addressed teachers' personal and professional development, including commitment to responsibilities (R11 and R12) and achievement of objectives (R7, R8 and R12). Comments like "If I consider myself successful, it is because I can feel that I am developing" (R5), seemed to illustrate that confidence gained through experience and professional development were essential to success (R5 and R8). For similar reasons, the majority of participants (R5, R7, R8, R9, R10, R11 and R12) articulated genuine vocation for teaching. For instance, while two respondents (R5 and R11) emphasized that they had known early that they wanted to become teachers, many (R7, R8, R9, R10 and R12) stated explicit gratification of the teacher role.

Generally speaking, satisfaction was mainly grounded in the positive responses about the choice of career in the field of education and particularly involvement in TEFL. The

belief in teaching as a challenging and rewarding undertaking did carry an implication of the ambition to succeed in what appeared to be a highly complex environment.

Ultimately, the research findings revealed that the in-service teachers (R5 and R11) were able to reach a state of fulfilment when they worked with others. In these terms, it was identified that cooperation in the profession could give these foreign language teachers “a sense of achievement” (R5). This was reported due to the combined experiences which ensured better opportunities for problem solving, organising ideas and offering professional help, support and advice. At this stage, the clear preference (R5, R6, R9, R10, R11 and R12) for work with more people accounted for the participants’ reluctance to engage in one-to-one tuition. In fact, most conclusions were in favour of communication and reciprocal behaviours within the frame of pair and group work. One teacher explained: “I miss the classroom atmosphere and the group” (R5). In general terms, reflections directed attention to the financial necessity to work in the private sector but did not demonstrate any particular qualities in favour of dealing with private students.

Moreover, there was evidence to suggest that collaborative initiatives in the teaching profession deserved consideration as such useful acts fostered self-evaluation (R5), self-supervision and self-control (R7), ensured reinforcement of ideas (R7, R8, R10 and R12), distribution of tasks (R7) as well as exchange of feedback (R8 and R9), opinion (R10), expertise (R12) and experience (R8 and R12), specifically in relation to observation and discussions (R9). It was equally argued that while cooperation with colleagues made processes more memorable, it enabled division of responsibilities (R5, R6 and R7), developed problem-solving skills (R7) as well as creative thinking and

communication (R7, R8, R10 and R12). In this respect the results of the interviews (R5, R6 and R7) supported the view that cooperation was a means of “reduction of the workload” (R7). Cooperation was regarded as a basic component of working as a teacher in terms of “professional improvement or development but definitely improvement” (R9). A typical comment was selected to illustrate the recognition of collaboration in the teaching profession:

Everybody wants to be successful in life. I wanted to say that that is how you can improve yourself, that is how you can be better...if you get feedback, if you cooperate, if you have more ideas...that is also beneficial. (R7)

Such perceptions implied that the participant believed that cooperation provided opportunities to reflect with peer support, which was of greatest interest for this study and was viewed in relation to the findings of Major (2003) and Révész (2005). It clearly emerged that conclusions moved forward to identify how collaboration could contribute to reflection processes, regarded (see sections 1.2.4 and 5.1) as fundamental for development in teaching (Gadó, 1996; Kennedy, 1993; Major, 2003; Medgyes & Malderez, 1996; Révész, 2005; Schön, 1987; Wallace, 1991). This way, the analysis related to the in-service teachers’ responses provided an answer to the third research question about the influence of pair or team teaching in the training of teachers on cooperation in their career. The discussion below explains the main conclusions related to this issue.

The findings which were derived from the interviews showed that the teachers involved in the current project could gain substantially from collaborative teaching in their teaching practice. The following quotations from the interviews were selected as

instances of some of the participants' reflections on which the findings were based upon:

The Teaching Practice was very intensive, emotionally, too, and I think because I have seen it working well, very well and that's why I am not really afraid of applying [cooperation]. (R5)

I try...I always try to cooperate with the other English teachers but it does not always work. I think we should definitely work together with other teachers of English so I do miss that I cannot succeed in this area. (R6)

I think cooperation for me is very, very important because you need to have somebody to talk to. (R7)

The outcomes suggested that working as a team during the teaching practice had positive impact on the in-service teachers' work in their careers. In consequence a conclusion was drawn that student teachers involved in team teaching continued to cooperate with others and could extend the role of a team member in their teaching career. These conclusions, formulating an answer to the third research question, emerged from four essential observations in the course of data analysis. First, the help of the in-service teachers, who agreed to assist me and contribute to the present study, was a statement in favour of collaboration. The content of the interviews also illustrated the enthusiasm of the participants for the process of working together. Second, the implication of gains was discerned in the fact that the in-service teachers took the question of cooperation very seriously. While the participants expressed interest and made an attempt to give as thoughtful answers as possible, they demonstrated positive attitude and high respect toward the theme of my research. Third, the interviews provided evidence for the participants' success in their previous team teaching experience as well as their attempts to develop collaborative relationships in their current careers. Fourth, the data revealed in-service teachers' particular attention given

to the importance and necessity of cooperation in the teaching profession and life. Apparently, this was regarded as an issue which needed thoughtful consideration. In general terms, the interviews supported the idea that cooperative teaching in the context of teaching practice could generate further benefits to in-service teachers over time in their careers.

Chapter 5 Conclusions

This chapter focuses on the significant conclusions which can be drawn in the present research. The aim is to summarize the findings, highlight the important aspects of cooperation in foreign language teacher education and the teaching profession and relate them to theories. The chapter underlines and integrates the common factors which interact in collaboration in the two fields of investigation. The evaluation reveals reasons why cooperation in pre-service education and in-service teacher development is a valuable experience. The overview goes further to consider why participation in collaborative processes can be encouraged. The chapter discusses the limitations of the study, taking into consideration methodological issues as well as my personal and professional constraints. In a further initiative, particular attention is given to the recommendations for future research in order to find new approaches to effective working environments in TEFL. The final remarks provide a brief summary of the major gains of the research.

5.1 Overview of findings and implications

First and foremost, in terms of the aims of the project, it was designed to generate knowledge with regard to the role of cooperation in learning and teaching. The main objective was to examine the topic of research in depth in order to analyze the factors affecting efficient collaborative initiatives. Another purpose was to focus on the benefits and drawbacks of cooperation and to find implications for teacher training and teacher development. Overall, as stated in section 3.1, the intention of the research was to

complement earlier studies in TEFL by putting forward a number of innovative ideas for consideration.

The decision was to pursue the goals in a qualitative manner. In all important respects, the reasons for choosing a qualitative method were elaborated on in section 3.2. At this stage, it is of relevance to take into account the view (Crookes, 1992; Davis, 1995; Johnson & Onwuegbuzie, 2004; Lazaraton, 2003; Mc Groarty & Zhu, 1997; Maykut & Morehouse, 1994; Seliger & Shohamy, 1989) that qualitative research is of crucial importance in understanding and explaining phenomena in complex contexts. This is related to my purpose within the boundaries of the current investigation. The dissertation research was a small qualitative study, with its own particular merits (Davis, 1995; Johnson & Onwuegbuzie, 2004; Lazaraton, 2003), which allowed me to find out about the extent of the matter.

In these terms, the dissertation research, broadly speaking, was found to be extremely useful and effective alongside the consideration that the initially established aims have been successfully accomplished. The research investigated the field of foreign language teacher education and the teaching profession and identified (a) learning benefits and (b) challenges of cooperation. First, related to the learning benefits is Vygotsky's (1978), theory of learning through assisted performance within the frame of the "zone of proximate development" (cited in Tudge, 1990, p. 156). In Vygotskian terms, beneficial learning can be seen as taking place in the process of collaboration among peers. The growing recognition (James, n.d.; Tudge, 1990) is that in the human community there is a difference between what can be achieved with and without help. Implicit in this theory is that the effect of collaboration with another person can be

either more beneficial or less beneficial depending on the nature of interaction and the particular circumstances. From a Vygotskian perspective, the social context and relationships between partners become of crucial importance for development, “powerful and lasting effect” (Tudge, 1990, p. 163) and “later independent performance” (Tudge, 1990, p.159).

The second point, the challenges of cooperation, leads to the concerns about the existence of possible drawbacks in a collaborative environment. In fact, an important aspect of this research is that the participants reported no experienced hardships in cooperation. However, in the course of investigation, accounts implied that cooperation might be difficult. In this respect, the findings can be related to other studies on the teaching process (Bailey et al., 1992; Medgyes, 1994a), which suggest that cooperative teaching arrangements might have disadvantages. While the outcomes of this research confirmed the view that hardships might be encountered in the process of working together, the significance of the results rests with the identification of two fundamental conclusions regarding the drawbacks: (a) the disadvantages are vastly outweighed by the potential benefits and (b) people develop common solutions to cope with difficult circumstances.

When seeking to find the major issues which were associated with successful collaboration, the answers to the first and the second research questions were formulated. A variety of factors were evidently of important influence on the success of collaborative initiatives. An essential finding to emerge from this study is that the key factors which interacted in cooperation in pre-service teacher preparation (section 4.3.11) are similar to the underlying factors contributing to cooperation in the teaching

profession (section 4.4.4). By taking into account the common features of cooperative initiatives in the two areas, it was possible to draw some conclusions regarding the overlapping factors which intervened in an efficient collaborative environment. To summarize, several factors were identified as required for successful cooperation in teacher education and the subsequent in-service teacher development.

To address some of the conclusions, the findings pointed at how crucial selecting the partner was while working closely. It was stressed that successful cooperation was related to preparation for working in a team, which seemed linked to how members of a team were chosen. Participants' responses also identified three major stages of collaborative processes: pre-actional, actional and post-actional phases. As a result of descriptions of cooperative initiatives, a basic distinction was drawn between two different dimensions: cognitive and affective. These findings are in line with a similar understanding of the issues raised in the review of the literature (Allwright, 2005; Arnold, 1999; Arnold & Brown, 1999; Crandall, 1999; Kagan, 1992; Kerry & Mayes, 1995; Maynard & Furlong, 1995) on collaborative behaviours. My results go beyond those: this study discussed that the affective processes in the act of cooperation enhance the cognitive challenges involved.

Apparently, growth in a collaborative environment was a complex process which occurred over a considerable period of time. It is important in presenting the temporal aspect of cooperation to recognize that although collaboration was outlined as a linear, three-stage sequence, it was necessary to obtain an understanding of a compound phenomenon. Perceptions were most useful in framing and describing a journey taking a great amount of time. Included in the longitudinal question were some key issues which

demanded particular attention. For example, relationships appeared to be extremely dynamic and needed time to develop. This involved the following: (a) identification of obstacles, (b) coping with frustration, (c) accumulation of strengths, and (d) sharing satisfaction. It was also identified that experiences which developed particular skills, abilities and attitudes towards teaching also lasted long. It was further argued that a context of shared responsibility in cooperation should include a direct personal relationship between individuals, alongside necessary abilities, qualities and skills. Evidence for the qualities and skills needed in collaborative circumstances are in line with previous discussions in the literature (Arnold & Sarhan, 1994; Edge, 1992a; Edge, 1992b; Johns & Dudley-Evans, 1988; Sturman, 1992).

Grounded in the participants' responses was the evidence that in order to reach a final state of autonomy and independence (Arnold & Sarhan, 1994; Kagan, 1992; Kennedy, 1993; Kerry & Mayes, 1995; Richards & Nunan, 1990; Ryan, 1996; Schmenk, 2005; Smith, n.d.), a long period of time was necessary rather than an immediate situation. The concepts of autonomy and development as essentially perceived (Major, 2003; Ryan, 1996; Révész, 2005) require ongoing reflection. With respect to the opportunities for reflection, from this study it appeared that participation in a collaborative environment has a positive effect on the reflective cycles (Gadó, 1996; Kennedy, 1993; Major, 2003; Medgyes & Malderez, 1996; Révész, 2005; Schön, 1987; Wallace, 1991). These important issues lead to consideration of perception and action, recognized (Allwright, 1993; 2005; Gebhard & Oprandy, 1999; Lier, 2007; Little, 2007) as fundamental aspects in learning and teaching. In addition, taking responsibility and interaction influence the extent of change and development. On this basis, the conclusion is that cooperation, which provides multiple opportunities for collaborative

learning, should be regarded as an important means for teachers to improve in education.

Finally, the present study on cooperation in the context of teaching practice and the teaching profession indicated that the process of collaboration and sharing of ideas could assist team members in making progress. Besides, in view of the team situation, collaborative experience had special significance for members both within and beyond their own individual lives. In more specific terms, the outcomes of this study showed that establishing a system of cooperative teaching in the context of teaching practice held a number of values and advantages regarding the development of trainee teachers with respect to the fact that individuals could learn a very important lesson for their future work: the ability to cooperate. In this respect, the findings address the similar belief expressed by Bodóczky and Malderez (1996) that mutual work during teaching practice develops the ability to cooperate further in a teaching career.

However, it appeared that cooperation was not a process which automatically developed when two or more people commenced working together. In this respect, the study revealed the complexity of the processes which has also been documented in a number of publications (Kagan, 1992; Schmenk, 2005; Widdowson, 1997; Yates & Muchinsky, 2003). A further understanding was that there were certain important conditions which needed to be considered in order to benefit from cooperation with others. On the whole, the findings of the research highlighted relevance on the process, participants and context. All these aspects draw attention to the sociocultural theory, a philosophy (Belz & Kinginger, 2003; Jonhson, 2006; Johnson & Golombek, 2003) in education, and there

is evidence that interest in it is increasing, which can be traced back to Vygotsky's work (1978) described above.

Such conclusions also explain the importance to prepare people for the reality and possible difficulties of the experience when facing a cooperative situation. This needs to be supported by the willingness to accept others' views, negotiate and share ideas. Willingness and readiness to attune oneself to one's relationships with others were believed to facilitate collaboration through the initial period and the ongoing process as well. Positive attitude has been explored by various writers (Corney, 1993; Doughty & Long, 2002; Dörnyei & Schmidt, 2001; Gardner 1985, 2001; Johns & Dudley-Evans, 1988; Mc Groarty, 1998; 2001a; Nunan, 1992) who emphasized the value of motivation in the field of education.

In summary, it was found that pre-service education provided knowledge and skills, in addition to a belief system (cooperation is conducive to teacher development over time) for the teaching profession and had a further significant impact on a teaching career. The exploration revealed that there was a positive relationship between pre-service teacher education and later teaching profession. The findings confirmed that cooperation existed for the purposes of study, career and personal support, in the sense that it functioned well not only in the teaching practice but extended beyond it. While these findings, discussed above, created an answer to the third research question (see section 4.4.2 and section 4.4.3), the limitations of the study and the implication of taking matters further are considered and explained below in this chapter.

5.2 Limitations of the study

In terms of evaluation of the study, besides the fact that the main objectives were achieved, there were a number of limitations and constraints. First, the major problem was associated with the broad and complex nature of the concept of cooperation and the actual field of research. With regard to broadness, it was difficult to achieve a clear focus of the research. Second, a further important challenge was to use triangulation, particularly in the dimension of the teaching profession and find appropriate means to put more weight on it. Third, the main concern was about how to carry the research without biases. Alongside the emic perspective: given and used, it was essential to take great care to investigate in an objective manner and avoid personalizing, judging or creating feelings. Apart from the conscious effort and thought not to be subjective at each stage of the study, it is necessary to point at the lingering sense of a specific bias: I am a believer and the participants involved are also believers for whom cooperation has become an integral part of life. Fourth, another concern was the issue of time, as I had to cope with two spheres: the research and teaching at the same time. Data collection with the semi-structured interviews proved to be extremely time-consuming and special organization of the interview sessions was needed. Fifth, in terms of data collection, there was another perspective which needed more thorough investigation, namely the students' perceptions about collaborative initiatives in teaching. Sixth, to analyse the data demanded hard work, as patterns emerged only after multitudinous coding and grouping of the huge dataset.

Nevertheless, the process was extremely useful as it helped to improve the link between me as a researcher and a practitioner. Work on the research was rewarding as it allowed great opportunities to get insights into my own work as a teacher trainer and extended

my knowledge about mentoring. Most importantly, the findings have enriched my knowledge of the notion of cooperation. Involvement in the research improved my strategies and skills for collaboration.

5.3 Recommendation for further research

The main advantage of the current study was that it proved that continued research would be feasible, as there were several aspects of cooperation requiring further investigation. As for recommendations for further research, first, it would be desirable to carry out research on different teaching situations where different teacher trainers, pre-service and in-service teachers are involved. Second, focus on statistical analyses as another alternative can provide an even broader understanding of the concept of collaboration. Taking the direction of a quantitative study may require further investigation into different programmes which can examine the effect of collaboration in various contexts. Additional investigation of these categories would provide a more comprehensive understanding of the potentials of collaborative initiatives. Third, only women participated in the study; therefore, a question remained whether the results of the study would have been different if the participants had been inclusive of males; therefore, an attempt could be made to explore other participants' experiences.

Fourth, it would be helpful to gather information regarding students' perceptions and attitudes toward collaboration in order to offer a more profound investigation of this form of teaching. This can be achieved by particularly looking at the students' reflections and observations. Data collection can include interviews with the students themselves. After gaining insights into the students' viewpoints of this type of teaching,

regarding their sense of cooperation as they work together, these could be compared to students' opinions of the traditional method of teaching. Fifth, the personal contact and human relationship dimension can additionally make an interesting research study. Personal contact and human relationship can be different in the two contexts of teacher education and the teaching profession, and comparisons of these areas would increase knowledge of how teachers can improve their capacity to work.

5.4 Concluding remarks

From the findings of the present research, it can be concluded that collaborative practices in the field of TEFL can gain significant importance from two perspectives: the foreign language teacher education and the teaching profession perspective. Taking into account the first perspective, one important condition of success in undertakings can be that pre-service teachers are involved in collaborative work. Team teaching as a form of teaching practice, done on a systematic basis, can be a beneficial way for student teachers to acquire the main components of professional competence. The opportunities to team teach combined with the length of the teaching practice can be associated with the main strengths of the teacher training programme at CETT. The main positive aspect of collaborative teaching as a particular form of teaching practice is that it creates an effective environment and stimulates learning. Provided with the opportunities for intensive and varied interactions, student teachers combine reflection and action to take responsibility for their own learning, which eventually results in gaining an ability to maintain autonomy.

This leads to the second, the teaching profession perspective. The outcomes of the present study point at the fact that individuals, who establish cooperative relationships

during the teaching practice, can carry on the potential to develop a cooperative attitude and eventually continue to foster collaborative work between teachers. In broad terms, it appears that in both contexts, namely foreign language teacher education and the teaching profession, collaborative initiatives are highly beneficial and promote personal and professional growth to a great extent.

In conclusion, the summary of the important aspects outlined above revealed the attempts to understand relationships between pre-service education and in-service development, often regarded as separate areas. With special reference to these fields, the research initiated a reconsideration of this divide in the domain of TEFL. In this respect, the study directed attention to an integrated approach to learning and teaching in terms of the application of cooperative techniques and the sequence of professional growth. The final assumption was that if cooperation in pre-service education and in-service development was a valuable experience, then participation in collaborative processes in education should be encouraged.

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Appendices

Appendix A

Preliminary list of questions for the semi-structured interview in validation study

Background data: male/female; age, marital status, major (s), what programme s/he graduated from; other degrees; previous teaching and learning experience

Demographic questions

1. Where do you work?
2. How long have you been working for this company/school?
3. Do you have a full-time or a part- time job?
4. What qualifications do you have?

Preliminary questions

1. When did you attend the Centre for English Teacher Training in Budapest (CETT)?
2. How long did your Teaching Practice at CETT last?
3. How long did you experience team teaching?
4. What did team teaching refer to?
5. Looking back, what is your opinion of team teaching?

Opinion questions

1. Where in your current career is team work needed?
2. How can you define collaboration?
3. How can you interpret the term co-operation?
4. What does collaboration/co-operation refer to?
5. What are the most desirable forms of co-operation?
6. What are the most important aspects of collaboration for you?
7. Which do you think is the most important aspect of collaboration?
8. Where do you think collaboration exists?
9. When do you think we should collaborate?
10. If people work as a team, how many of them should work together?
11. What do you consider vital for successful co-operation?
12. What are the perceived advantages of collaboration?
13. What are the perceived disadvantages of collaboration?
14. What solutions to these problems can you offer?

15. What are the main conditions for achieving success in a career?
16. Could you elaborate on the term career management?
17. What is important about career management?

Feeling questions

1. How do you feel about collaboration? What is your attitude toward collaboration?
2. Would you stimulate team work ? Why? How?
3. Where else in life does collaboration exist?
4. Is there anything else that you would like to add?

Appendix B

Final version of the research instrument for main study

Background data

1. What is your name?
2. Are you male or female?
3. How old are you?
4. What qualifications do you have? (diploma or degree)
5. Do you have any other degrees?

Participants as learners in general, in languages

1. Can you recall any cooperative task from your own school experience as a learner?
(think of your school years or when you were a student at university)
2. When and how did your language teachers use cooperative techniques?
(think of a story, involvement in projects, pair work or group work in class, so you as a learner)
3. How did you relate to them?
(recall your attitude: How did you feel? Were you aware of what you were doing? Was it a meaningful experience then?)

Questions on work experience

1. Where do you work?
2. How long have you been working for this company/school?
3. Do you have a full-time or a part-time job? (reasons)
4. Did you have any other jobs before your current job?
5. Does the job meet your requirements? What do like about it?
6. What were your previous jobs like?
(Why did you leave this job? What did you like about it? What didn't you like about it?)
7. To what extent do you consider yourself successful in your career? Why?
(weaknesses and strengths)
8. What is your private tutoring experience?
(Who? Where? Why? Advantages?)

Questions on CETT education

1. When did you attend the Centre for English Teacher Training in Budapest (CETT)?
2. What programme(s) did you graduate from?
3. How long did your Teaching Practice last at CETT?
4. Which school did you do your Teaching Practice at?

5. Who did you do your Teaching Practice with?
6. How long did you experience team/pair teaching?
7. How can you define team teaching?
8. What did team/pair teaching involve?

(planning, conducting the lesson, pre-post- lesson discussions, work with teacher trainer)

9. Looking back, what is your opinion of team/pair teaching?

(positive sides, negative sides, benefits, drawbacks)

Questions relating cooperation

1. Describe how you generally cooperate in your current job?
2. Describe one particular cooperation in your current job?
3. How do you need to cooperate with others in your current job?

(In what specific ways do you cooperate with others?)

4. Why do you need to cooperate with others in your current job?
5. What skills are needed in order to cooperate with other(s)?

(share knowledge, negotiate, listening skills, working together to accomplish a task)

6. Can you give an example when you felt that cooperation was really beneficial to you?
(think of a story)
7. Can you recall a situation when you failed in cooperation? Why?
(think of a story)

8. In what situations do you think cooperation is useful? Why?
9. Who can be involved in cooperation?

(I mean colleague-colleague, teacher- teacher, EFL student cooperation?)

10. How many people can successfully cooperate in your view?

11. Can two persons cooperate best?

(Is that a team? How many should work together?)

12. In what situations can you cooperate easily?

(What do you consider vital for cooperation to work?)

13. What are the advantages of cooperation in your experience?

14. What are the disadvantages of cooperation in your experience?

(domineering personality, creating a sense of direction)

15. How can you overcome them?

16. Is there anything else that you would like to add?

Appendix C

Questions of the semi-structured interview with pre-service teachers before teaching practice

Background data

1. What is your name?
2. Are you male or female?
3. How old are you?
4. What qualifications do you have? (diploma or degree)
5. Do you have any other degrees?

Participants as learners in general, in languages

1. Can you recall any cooperative tasks from your own school experience as a learner?
(think of your school years or when you were a student at university)
2. When and how did your language teachers use cooperative techniques?
(think of a story, involvement in projects, pair work or group work in class, so you as a learner)
3. How did you relate to them?
(recall your attitude: How did you feel? Were you aware of what you were doing? Was it a meaningful experience then?)

Questions on CETT education

1. When did you begin your studies at the Centre for English Teacher Training in Budapest (CETT)?
2. What programme(s) are you in?
3. How long will your Teaching Practice last at CETT?
4. Which school will you do your Teaching Practice at?
5. Who will you do your Teaching Practice with?

Questions on pair or team teaching

1. How can you define pair or team teaching?
2. What do you think pair or team teaching will involve?
(planning, conducting the lesson, pre-post- lesson discussions, work with teacher trainer)
3. When did you first hear about team teaching?
4. Where did you hear about it?
5. Have you ever had the opportunity to observe pair or team teaching? When? Where?
6. What impression did team teaching make on you then?

7. Have you ever had the opportunity to experience pair/team teaching?
8. How long are you going to conduct the lessons together?
9. How do you think the shared lessons will be different from the lessons conducted individually?
10. What do you think the students' attitude towards pair/team teaching will be?
11. What do you think the advantages of pair/team teaching are?
12. What do you think the disadvantages of team teaching are?
13. How can you avoid the disadvantages?

Questions relating cooperation

1. How do you expect to cooperate with your partner and your teacher trainer this year?
2. How do you expect to benefit from the cooperation with your partner and your teacher trainer?
3. Do you consider your teacher trainer as a member of the team?
4. How many people can successfully cooperate in your view?
5. Can two persons cooperate best?
(Is that a team? How many should work together?)
6. In what situations can you cooperate easily?
(What do you consider vital for cooperation to work?)
7. How are you going to contribute to the work of your team?
(Would you make efforts? Would you offer your help?)
8. Do you think cooperation is necessary in a career? If yes, where?
9. Would you stimulate cooperation? Why? How?
10. What are the advantages of cooperation in your experience?
11. What are the disadvantages of cooperation in your experience?
(domineering personality, creating a sense of direction)
12. How can you overcome them?
13. Is there anything else that you would like to add?

Appendix D

Questions of the semi-structured interview with pre-service teachers after teaching practice

Background data

1. What is your name?
2. Are you male or female?
3. How old are you?
4. What qualifications do you have? (diploma or degree)
5. Do you have any other degrees?

Questions on CETT education

1. When did you begin your studies at the Centre for English Teacher Training in Budapest (CETT)?
2. What programme(s) are you in?
3. How long did your Teaching Practice last at CETT?
4. Which school did you do your Teaching Practice at?
5. Who did you do your Teaching Practice with?

Questions on pair/team teaching

1. How can you define pair/team teaching?
2. What do you think pair/team teaching involves?

(areas to cover, planning, conducting the lesson, pre-post- lesson discussions, work with teacher trainer)

3. How long did you have to experience pair or team teaching?
4. Was that period too long or it was needed? Why?
5. How long do you think pair or team teaching for the teaching practice should last?
(give your reasons)
6. How long did you share the lessons with your partner?
7. How long do you think the lessons should be shared?
8. How did you feel about the shared lessons?
9. How do you think the shared lessons were different from the lessons conducted individually?
10. Did you consider the shared lessons the most important area of pair/team teaching or it was something else?
11. What do you think the students' attitude towards pair/team teaching was?
12. What do you think the advantages of pair/team teaching are?

13. What do you think the disadvantages of team teaching are?
14. How can you avoid the disadvantages?

Questions relating cooperation

1. How did you cooperate with your partner and your teacher trainer this year?
2. Describe one particular cooperation with your partner?
3. How could you contribute to the work of your team?
4. How did you benefit from the cooperation with your partner and your teacher trainer?
5. Can you give an example when you felt cooperation was really beneficial to you?
6. Can you recall a situation when you failed in cooperation? Why?
7. Did you consider your teacher trainer as a member of the team?
8. How many people can successfully cooperate in your view?
9. Can two persons cooperate best?

(Is that a team? How many should work together?)

10. In what situations can you cooperate easily?

(What do you consider vital for cooperation to work?)

11. What skills are needed in order to cooperate with other(s)?

(share knowledge, negotiate, listening skills, working together to accomplish a task)

12. Do you think it is necessary to cooperate in the teaching profession? Why? Why not?

13. In what situations do you think cooperation is useful? Why?

14. What are the advantages of cooperation in your experience?

15. What are the disadvantages of cooperation in your experience?

(domineering personality, creating a sense of direction)

16. How can you overcome them?

17. Is there anything else that you would like to add?

Appendix E

Questions of the semi-structured interview with in-service teachers

Background data

1. What is your name?
2. Are you male or female?
3. How old are you?
4. What qualifications do you have? (diploma or degree)
5. Do you have any other degrees?

Participants as learners in general, in languages

1. Can you recall any cooperative task from your own school experience as a learner?

(Think of your school years or when you were a student at university)

2. When and how did your language teachers use cooperative techniques?

(think of a story, involvement in projects, pair work or group work in class, so you as a learner)

3. How did you relate to them?

(recall your attitude: How did you feel? Were you aware of what you were doing? Was it a meaningful experience then?)

Questions on work experience

1. Where do you work?
2. How long have you been working for this company/school?
3. Do you have a full-time or a part-time job? (reasons)
4. Did you have any other jobs before your current job?
5. What were your previous jobs like?

(Why did you leave this job? What did you like about it? What didn't you like about it?)

6. Does the job meet your requirements? What do like about it?

7. To what extent do you consider yourself successful in your career? Why?

(weaknesses and strengths)

8. What is your private tutoring experience?

(Who? Where? Why? Advantages?)

Questions on CETT education

1. When did you attend the Centre for English Teacher Training in Budapest (CETT)?
2. What programme(s) did you graduate from?
3. How long did your Teaching Practice last at CETT?
4. Which school did you do your Teaching Practice at?

5. Who did you do your Teaching Practice with?
6. How long did you experience team/pair teaching?
7. What did team/pair teaching involve?

(planning, conducting the lesson, pre-post- lesson discussions, work with teacher trainer)

8. Looking back, what is your opinion of team/pair teaching?

(positive sides, negative sides, benefits, drawbacks)

Questions relating cooperation

1. Describe how you generally cooperate in your current job?
2. Describe one particular cooperation in your current job?
3. How do you need to cooperate with others in your current job?

(In what specific ways do you cooperate with others?)

4. Why do you need to cooperate with others in your current job?
5. What skills are needed in order to cooperate with other(s)?

(share knowledge, negotiate, listening skills, working together to accomplish a task)

6. Can you give an example when you felt that cooperation was really beneficial to you?
(think of a story)

7. Can you recall a situation when you failed in cooperation? Why?
(think of a story)

8. In what situations do you think cooperation is useful? Why?
9. Who can be involved in cooperation?

(I mean colleague-colleague, teacher- teacher, EFL students cooperation?)

10. How many people can successfully cooperate in your view?
11. Can two persons cooperate best?

(Is that a team? How many should work together?)

12. In what situations can you cooperate easily?

(What do you consider vital for cooperation to work?)

13. What are the advantages of cooperation in your experience?
14. What are the disadvantages of cooperation in your experience?

(domineering personality, creating a sense of direction)

15. How can you overcome them?
16. Is there anything else that you would like to add?

Appendix F

Questions of the semi-structured interview with in-service teachers' colleagues

Background data

1. What is your name?
2. Are you male or female?
3. How old are you?
4. What qualifications do you have? (diploma or degree)
5. Do you have any other degrees?

Questions on work experience

1. Where do you work?
2. How long have you been working for this company/school?
3. Do you have a full-time or a part-time job? (reasons)
4. Did you have any other jobs before your current job?
5. Does the job meet your requirements? What do like about it?
6. What were your previous jobs like?

(Why did you leave this job? What did you like about it? What didn't you like about it?)

7. To what extent do you consider yourself successful in your career? Why?
(weaknesses and strengths)
8. What is your private tutoring experience?

(Who? Where? Why? Advantages?)

Questions relating cooperation

1. Describe how you generally cooperate in your current job?
2. Describe one particular cooperation in your current job?
3. How do you need to cooperate with others in your current job?

(In what specific ways do you cooperate with others?)

4. Why do you need to cooperate with others in your current job?
5. What skills are needed in order to cooperate with other(s)?

(share knowledge, negotiate, listening skills, working together to accomplish a task)

6. Can you give an example when you felt that cooperation was really beneficial to you?
(think of a story)
7. Can you recall a situation when you failed in cooperation? Why?
(think of a story)
8. In what situations do you think cooperation is useful? Why?
9. Who can be involved in cooperation?

(I mean colleague-colleague, teacher- teacher, EFL students cooperation?)

10. How many people can successfully cooperate in your view?
11. Can two persons cooperate best?

(Is that a team? How many should work together?)

12. In what situations can you cooperate easily?

(What do you consider vital for cooperation to work?)

13. What are the advantages of cooperation in your experience?
14. What are the disadvantages of cooperation in your experience?

(domineering personality, creating a sense of direction)

15. How can you overcome them?
16. Is there anything else that you would like to add?

Appendix G

Transcript of a semi-structured interview in the validation study

Let's get started. Thank you very much for agreeing to give me the interview. The first questions are about your background data. What is your name?

A.

So, you are male. How old are you? Sorry for this question.

Mm. I was 37 this year.

What major or majors do you have?

My first degree was in Economics and my second degree is in Teaching English as a Foreign Language.

Yes. I see. What programme did you graduate from?

Centre for English Teacher Training, CETT. A three- year programme at ELTE.

Do you have any other degrees?

Yes, I am currently doing an MBA.

MBA. What does it stand for?

For Master Business Administration. It is a business degree.

OK. Thank you. Can you recall any cooperative tasks from your own school experience as a learner?

Mm. Not too many. I think there must have been a few but my education was still in the Russian way and there was very little team work there.

I see. When and how did your language teachers use cooperative techniques?

Well, I first encountered this kind of technique when I was doing my education degree at ELTE, at CETT. From the first year on we did this kind of things.

OK. But what I meant was apart from learning for a degree or diploma. Think back about situations when you were expected to work in pairs or in groups. Can you think of a story when something happened while working together?

You mean throughout my life.

Yes. Think about your school years. You as a learner of English or as a learner in general.

Basically, when I was learning English as a second language in high school we had a very old, very traditional teacher and actually, it was very boring and drilling and that kind of teaching. And when I was at CETT, in the first year we had this, I don't even remember, 'Accuracy' or whatever the name of the subject was, and we were always working in groups and pairs. And actually, as you recall, I was frustrated by this because for a long time I didn't understand this gradual process because I am a person who doesn't need the confidence that you can gain in a small group and pair work.

So, do you mean to say that you didn't like it at the beginning and then you began to like it or it never changed?

No, it did change.

How did it change? Did it change for the worse?

No, for the better.

So you have answered my next question. How did you relate to them at that time? Could you summarise your attitude then.

So, well, so, so what do you call cooperative learning? Is it... because...yes...but... before I was... I mean when I was already at ELTE but before doing my Teaching Practice, I was often frustrated because most of the people in our group were able speakers. We often didn't understand why the teacher said OK, do a small group work first and then let's reunite for a plenary session when we plus needed the encouragement when we would have been able to talk right away in front of the whole group. And for many of us it didn't make sense why we should say the same thing twice.

Yes. You talk first to your partner and then to the class. How do you see it now?

Well, I mean you know more of it when you have the Applied Linguistics lessons. Then you do your Teaching Practice and you realise you cannot be everywhere. So, you do need this kind of practice to make more time for the students to practise and, yes, not everybody is like you... so many people are shy and many people do need intimacy of only talking to their peers and not in front of the whole class.

I see. Thank you. So, at that time it wasn't a meaningful experience for you.

No, I was often frustrated.

Where do you work?

Currently I work for a small company which provides financial services to a foundation at work so it is a non-profit sector, actually, between the professional and non-professional sectors. I am in the management accounting. I am basically a controller. I record budgets...this kind of stuff... but I still have one student.

I see. We can talk about this later. Does the job meet your requirements?

More or less it does. I think that there are very few dream jobs in reality.

So, what do you like about it?

I think that, of course, there are colleagues who I do not like cooperating with but I think it is a way better than the average and the atmosphere is casual. It is not so strict and you know that you are serving a good cause. So, basically, it is charity and I can identify with most of the values that the position holds. So, it is OK:

How long have you been working for this company?

For four years.

Do you have a full-time or a part-time job?

It is a full- time job.

What reasons do you have for having a full-time job?

I need to earn money.

So, it is needed financially.

Yes.

OK. I see. What were your previous jobs like?

I was doing pretty much the same thing with two different organizations. I worked for quite a long time for the regional headquarters of a multinational company and then another big Hungarian business so, lots of people, lots of interaction, big organization.

How many previous jobs did you have?

Well, OK. Should I count all the little ones? Basically, this is my major third job.

What did you like about your previous jobs? Think of one or the job that was most important for you.

What I liked about it...mm... let me think about my first job. The one when I finally could do what I wanted to do. Basically, my immediate boss was a very... How shall I put it? Like a person, he was someone who got upset very easily and then stared screaming and shouting at everybody. For this reason, maybe, I didn't like her. But she collected an excellent team, including me. Basically, she hired a lot of young people and this was a time in the life of the organization when it underwent basic transformations and the organization changed tremendously over a very short period of time and for this reason many young fresh graduates were given responsibilities which were normally given after ten years of experience. So, there was plenty of opportunity to learn about the business and plenty of opportunity to get professional training both in the job and the institutional forms. In the today's world it is hard to imagine that you hire somebody and then put him into a course for which you have to pay about one hundred thousand forint per day and you just send this student there for like two months. So, we learnt a lot...well...interesting things from each other and from the organization. So, it was very good and, of course, as I was saying, that many of the people whom I met there we are still friends and we often come together. So it was a good thing.

I understand. What didn't you like about that job?

Unfortunately, I have to say that it was money and also there were some frictions, but those could have been overcome. And I think, this is my theory, that often times immediate bosses or Human Resource people are just not ... I don't know...they are not forward looking enough because they could save so much trouble for themselves like recruiting , the pain of recruiting, if they just give gestures to keep the employees. I mean, this could have been so easy to keep me or the other ones who left the company then. Basically, this is one way of interpreting; the other way of interpreting is that I got much better opportunities at another company so that was a big step forward for me.

So, basically, it was a good job but you found another job that was financially better.

Yes, I mean, this company was very interesting. There were good friends there but the other company meant a bigger pay and a lot bigger reputation. This was not a Hungarian company but a multinational one. Actually, one of the reasons was that I would have loved to use English and I didn't use it there.

Oh. And what is your private tutoring experience?

I have been doing it for quite a long time and I still have a student. Now only one.

Who is he or she?

Actually he is a student who I have ever had since I was doing my Teaching Experience at D. F. Secondary School.

Really?

Yes. He is progressing a lot but very slowly because we do not meet very often.

I see. Where do you meet him?

At my place or at my grandmother's place.

OK. Why are you still doing it? I mean, this is not your major involvement. Do you have any reasons for that?

Well, first of all it does flatter me that he is still interested in learning from me, whereas you know there is all this fluctuation, students come, students go. They say that they will come and they do not come. Then, I mean, I always feel bad when they do not come. Why did they not have the courage to say: 'Hey, A., I had enough and I don't want to learn any more from you. I don't like your style or whatever but they just somehow stop coming. And he did not do that. He still comes, so that's good. I still remember how it was at the beginning and I enjoy being able to help him express himself explicitly. He has improved, I think. Yes, and actually he is an interesting person as well. I find more and more commonalities, more and more interesting things about him.

I find it very interesting. To what extent do you consider yourself successful in your career?

I don't consider myself successful because you need to be more assertive, which I am not. I am not. I am not assertive enough.

Is this the only quality that you need in order to be successful? What else is necessary?

OK. What do you mean in profession? What is your profession? If you teach, then you can consider yourself successful. In teaching, you can be promoted all the time and then the headmaster knows that you are the best English teacher. You get set as an example or your students always win competitions. Your students get good marks at the Final Examination and then they pass the exams, I mean outside the school. In business, well, you could measure your success with the fringes that you get in the office... the salary that you get... the promotions that you get... the size of the organization you work for...your rank within the organization. So, things like that. And I am not very well in this respect compared to people who are used as my benchmark but I can live with it

OK. Thank you. There will be some questions about CETT and your education there but we will talk about your profession later on. When did you attend CETT?

I started in 1992 and graduated in 1996 because I took a year off in the USA:

How long did your Teaching Experience last at CETT?

It was a full year Teaching Experience.

Which school did you do your Teaching Experience at?

At the school I did not. Actually, I was doing my Teaching Experience twice. First, when I started I went to L. Secondary School and then I dropped out half a year through because then I got my scholarship abroad. I came back and then I was told that I do not only need another semester but a full year of Teaching Experience again, which I was not happy to find out. The second one was at D. F. Secondary School.

Who did you do your Teaching Experience with?

B.

Sorry. I know all about it but this is the procedure. How long did you experience team or pair teaching?

Well, basically, three school semesters. I was doing three semesters of Teaching Experience.

Yes. It was three semesters for you. What did team teaching involve?

I guess there was almost never an occasion when both of us were not there in the lessons. I mean both of us were always there. We observed each other and prepared for the lessons together, took part in the post-pre-lesson discussions together, planned and prepared materials for the lessons together.

OK. What about conducting the lessons?

As far as I remember we were better at taking turns. I mean a full lesson just held by one of us and then a full lesson by the other. We were not doing too much of sharing the lesson, really.

Did you have any reasons for it?

I think that our personalities were very different. I think that I was more dominant over A. and it wouldn't have been good for either of us if I felt or he felt that I was overbearing him. I think that it was better that we sometimes conducted the lessons separately. It was a long time ago, so I do not remember that well but I think there were occasions when we did.

Yes. You had to work together at the beginning but then you decided to work on your own in the lesson. Does it mean that it was difficult to conduct the lessons together or it came naturally?

It came naturally then, of course. I think it is the lazy way because you have more autonomy if you say this is my lesson. Yes, you do sit together and do plan the lesson together but then the final decision is with you and you have your control unless you are like soul mates and you are really on the same pen, then it is easier if one is in control. If you do the lessons together, it means much better planning, to decide this is what I am going to say and this is what you are going to say, this is what I hand over and so on. How can you plan that if I am conducting the

lesson and there is an unexpected way where we go, and then I know, I mean, I can quickly plan in my head ahead how to compensate for the overtime. If I have to talk or communicate with the other person, that is more awkward.

Does it mean that cooperation ceased when you did not have to conduct the lesson together?

No, no, because there are other things and of course, I think, even if you both of you are not on the stage simultaneously, you can actively participate by being an attentive observer, and then give back.

Did team teaching involve your work with your teacher trainer?

I think we had long discussions about that. Can you repeat the question?

Yes, I can. I know we have talked about this before, but it is important now. Did you consider your teacher trainer as a part of the team you were involved in?

I think we have been through this before and I know it is painful but I think, as I recall, we did not because we were arguing that the team was just the two of us. Of course the teacher trainer was influencing us giving feedback. We were improving because of her input. She did give us advice although sometimes we would have wanted to get direct advice which she refused to give but I think that the sentiment was that we thought that the team was the two of us. Yes, that is what we thought.

Looking back, what is your opinion of pair teaching?

I think it is an excellent idea. I think that...obviously, whenever I talk about my education, I always say that this is the traditional way of getting a diploma as a teacher. Actually, I attended a high school, which was a practice high school for all ELTE students. We know the benefits of being taught by trainees and of course we all experienced the switches of the transition that two months it is your normal teacher and one month it is a trainee and then back to the normal teacher and then to another trainee and so on and so forth. But, basically, it still amazes me that, I think, it is still the case in Hungary that when you apply to university and you say that you want a degree in teaching, they do not ask whether you are able to interact with people or actually hate talking to people, that kind of stuff. You go and if you go to a normal place, I mean not CETT but another place, you observe three lessons and then teach two lessons and that is your Teaching Experience and then you are a full flesh teacher. I think that a full year Teaching Experience does make sense. It makes twice as more sense as half a year and of course team teaching also does make sense.

What benefits from team teaching can you mention?

Yes, I think, one of the things that I tried myself is being the middleman. I think I am better than other people at being the middleman between two groups of people. For example, in my jobs, actually, I can say in all my positions so far, I was a middleman...so, being one on the border of one department interacting with another one...and often times it is not just like people who are with the same background but also people with different backgrounds. I mean finance

people talking to non-finance people and this kind of stuff and I think that may be because I was in a classroom setting and I know how you have to be clear, clearer than you think it is natural. Then I got training in this.

Are there any drawbacks of team/pair teaching?

No.

Let's concentrate on your current job now. Describe how you generally cooperate in your current job.

I need patience when I am explaining the same thing maybe even the same day the thirtieth time to somebody whom you have already explained it to one hundred times. So, patience and also I think what is also important is being able to give vivid examples like not textbook examples but from real life and also call things their names and not highbrow. When I learnt English, things were called 'participle' and 'gerund' and in today's textbooks they are called 'ing' forms. I think this is what I am doing in my life as well. For example when I say to somebody 'accrual', they do not have a clue what I am saying. But then I explain what it is and then the person sees it does make sense.

Do you mean to say that when you do business with other people, give instructions or tell them what to do, that is cooperation?

Yes, you have a point there. This is not cooperation. This is just like being, making it easier to understand the other party. And then the question is how I behave with them when we have to accomplish something together. I think this is very tough because, this may be just my misfortune, but often times in my life, I have been in situations when I was the strongest in the group because other people were getting things out of me, so it was good for them but not for me. Or the other people in the group were lazier, not putting as much effort into it as I was, so then it was not enjoyable. So, I think that...yes...team work is very fashionable these days but I think you do have to acknowledge that when it works, it is great, but when it does not work, it is not so great or it may be actually be worse than working alone.

What do you mean?

Well, yes, let me give you a concrete example from my studies now. I am taking two different subjects. In one of them I am in a group that consists of very dedicated members, who are basically on the same level as I am, with the professional experience wise. Actually, there is a guy there who is like tons brighter than me. He is a very nice guy because he is very modest at the same time and whenever I interact with them I know that I can learn a lot of interesting things from them. And we say you do this, I do that, you can be sure that by the next time it will be done and everybody does put an effort. This is one group. I enjoy working with them. And I am in another group where I am a kind of a misfit there because they are just fresh graduates. I mean fresh undergraduates because they are doing their studies now, their post-graduate studies now and they have practically no work experience, whereas I have. I don't know exactly, I

think I have seven years work experience, and we agree on something and they do not do it. That is holding me back because I have to devote time to go to the meetings with them. Instead of that I could do the things on my own.

Can you think of another example for cooperation in your current job?

Yes. OK. Another one is that there is a guy who is a kind of my boss but I am not his direct subordinate, so it is a kind of a strange relationship and we also do sit in the same room. And the direct cooperation is that there was a given project and this project meant that we had to go to a client, advise and help the client submit a proposal for receiving EU funding. So, it was like preparing them for how to submit an application for an EU funded project. So, the good way of cooperation was tacit. We did not cut up the task but what happened was that we were having regular meetings with this client. And one day I was very fussy and did not say anything, so he was leading the discussion. He was coming up with the new ideas and he was leading a discussion. I was there but I could not contribute because my thoughts were elsewhere. Then, on other occasions, it was the other way round. I think that we complemented each other well.

Thank you. When do you need to cooperate with others in your current job?

OK. It is the Internet. It is the e-mail, basically when somebody writes to you an e-mail and you follow that up, you do something and you act on it, that's cooperation as well. But you do it on your own, so in those five minutes or half an hour when you are doing it, you are doing it on your own, but you are doing it because you are cooperating with someone else. And that is one thing but of course you go to meetings, you listen to them, you react, that is also cooperation.

Thank you. How do you need to cooperate with others in your current job?

What do you mean?

So, I mean on regular basis...

Yes, actually, ideally, when you read Carrier Guide five years ago, it did say that there are certain professions when if you don't like that much interacting with people, you can go into that job, and if you like interacting, you can go into another job. So, you could say that if you didn't like interacting with other people and you didn't like cooperating, you could go into accounting and be better there than the pilot invoices. But this is not true any more, I think. Yes, I do have colleagues who are less outgoing than me and they interact less with others or actually I have days when I don't want to interact with people, but I think that if you get, for example, thirty e-mails a day, this means that you are cooperating with thirty people.

Why do you need to cooperate?

Because life doesn't work that way any more as it did in the Middle Ages, that you were like a shoemaker and then you worked on your shoe for half a year.... then you had the perfect pair of goods and then you took it to the market place; and then you sold it and then you knew: Here is my two days of interaction. Now I can go back to my wage for another half a year of uninterrupted work and I don't have to cooperate with anybody, except maybe if I have my

apprentices. But these days everybody wants to have instant access to everything all the time. You are never off. Yes, again come to my question: What is cooperation? Does it mean that somebody is given an input, you have to update the stimuli, and then you have to interact immediately? Is that cooperation or is it cooperation if, for example, two of you grab a heavy thing and carry it together?

Do you think it could be both?

Yes, but I think that the first one is less traditional interpretation of the word. OK. I will come back to my example. If you do things that involve exercise in physical efforts, you do it with somebody, for example, lifting or carrying something. Yes, that is clearly team work or cooperation. But if you are a white collar worker, yes, you have a brainstorming session, this is also cooperation but it is different.

What does it involve when you cooperate with others? You have mentioned one thing ‘patience’ if I may remind you of this. What else could cooperation involve?

I think it does involve some extra effort because you have to go out of your own way of thinking and accommodate what the other person’s stream of thoughts was and realizing that maybe, there are traits that are... that make sense. Also, for example, if you work with another person and that person makes a mistake, or a mistake that you already corrected, and he puts it back into the process, and then reintroduces that, so it is a price that you pay. But, then, hopefully you are getting something out of it because his or her input is bigger than the mistake. So, putting it in an enormous terms, which is called a transaction course. That is when you cooperate with somebody, then there are frictions but maybe you are getting a bonus out of it.

Yes. That is very interesting. You look at it from a business aspect. What about listening skills or negotiating with someone when you cooperate? What else do you need?

Well, yes. I think that I was referring to these listening skills, different words, that is, negotiating skills. I think this is interesting and it can lead us into the arena of politics. I mean politics within an organization. So, cooperation may also mean that... OK... I know if this should be done but you don’t want to do it. But, I want to make a good relationship with you, so even though we go the way you want to go, that will be bad, but I am getting something out of staying on good terms with you. These are negotiation skills.

Are you saying that you negotiate because you want to keep your interest? Do you do it for this sake only?

No, my example was all on the lines of... Let’s say that....OK. Coming back to teaching of English, we are preparing for the tomorrow’s lesson and we are discussing the introductory set up for introducing the new grammar structure; and I have got a brilliant idea. I think, let’s assume that I am right and it is brilliant and I am advocating that point and you are not accepting it. So, I think to myself that OK, I do not want to hurt you, so I give up on this brilliant idea. We will go on something, which is less attractive and less beneficial to the

students. So, I am sacrificing something and I am doing bad for our purpose, again I am doing it because I do not want to hurt you and I think that if you are not hurt, then I will contribute with something which in the end is going to compensate for this.

I see. Can you give an example when you felt that cooperation was really beneficial to you?

Teaching or business or what?

We are talking about your career now. You can think of a story.

Yes, yes. Actually this is a good example because...again with the same person...We had to give a presentation and this was the first presentation of this kind, so we had never done anything like that before. We were given a pretty long deadline to prepare for that but we always had a lot of other things to do. So basically, he was doing the lines share of preparation and I did very little. But when it came to the actual day of presenting the things, I did most of the presentation. So, basically I was ...in Hungarian we say, well, this is like wearing his feathers. I was doing his presentation basically and I think, maybe I am not a good observer. I think that he did not mind it because he didn't mind putting it together but he didn't mind my presenting. He appreciated me presenting it. I think this was like good division of labour, I was very happy with.

Thank you. That was very interesting. Can you recall a situation when you failed in cooperation?

I often fail because I do not delegate enough of my tasks. Basically, it is a break down of cooperation when one is doing all the things that he is supposed to be doing in cooperation with others. Or the example of the two groups in my studies. One of them is a bad group, so basically we got to the point when I said: OK, leave it to me, I will do the rest. This means that I do not want to cooperate with them any more and they are willing to give up cooperation as well because for them it means that they can walk out of the project. They know that they can leave everything to me. To me it is extra burden but I say to myself that I am happy to work more because I can forego the cooperation with them.

What about your job?

Actually, this is related to my studies. If I ever had cooperation break down in my profession or job? Maybe yes, but I cannot remember. I think we cannot afford that.

This is very interesting. You cannot afford to have a break down in cooperation.

No, because you cannot say to somebody: 'I hate you. I think you are stupid. I think that you may be right but what you want is stupid. I am not cooperating'. If you are a different person than me, then maybe you either want to or try to sabotage things, so maybe that is a good technique, but I am not doing it. But you could do that.

Is it what you call 'emotional intelligence'?

It could be that but I think it is much simpler than that. It is just that very few people in today's world, very few people at my level are in a position to say to a request 'No.'

This is very interesting. In what cases do you think cooperation is useful? And why?

Well, just to put it in a very general level, I think that you could say that if the task...if you are accomplishing a task which requires resources that are beyond your means, then you need to cooperate with somebody.

What are the most desirable forms of cooperation? I mean, who work together: a colleague with a colleague, a teacher with a teacher or student cooperation. With whom do you think cooperation works best?

I think that cooperation works best if both parties want it and both people realise it on their own that they want it. I am thinking of an example. Think back of pre-rucksack times. You go shopping and buy a lot of heavy things on the market and you need to carry the bag home. So, if the other person is of the same height and then he just grabs one handle of the bag, then it is easier to carry it. But if one of you is a lot taller than the other, then it would not work. And if you force it, it actually maybe worse than if you did not. So, it should be voluntary. It should make sense and so it really should cut up the work in a sensible way.

How many people can successfully cooperate in your view?

I think theories say that it should be more than seven. I try to agree with this.

Can two persons cooperate best?

Well, maybe not because I think, well, of course, that allows for intimacy, which is good but also is bad because if it is a very small group, then there still room and time for emotions and these kinds of things, which is not about work....or not about results. But this is an interpersonal thing because if there are already seven of you or six or five or whatever, then the coalitions would always switch you around. So, you are likely to have cliques because there are already quite a few of you there. You may want to focus more on the task

Can you call two persons a team?

Yes. It is just a very intimate team.

In what situations does cooperation work for you?

First, I have to like the other person. Second, I like that situation when I feel it right from the beginning that the other persons are better than me, cleverer and so... when I can see it clearly from the beginning that I can get something out of it...when the other person is more interesting than me, better than me.

What are the advantages of cooperation in your experience?

Well, basically, as I said that you have access to resources that you do not have...so things that you could not do on your own.

What are the disadvantages of cooperation?

That you have to price for this.

What is the price?

Well, for example that you work together on a project. It is 9 o'clock in the evening and you want to go to bed because you think that you are tired and you could get up early in the morning and do the rest. But the other person says: 'OK. I am here now. I want to work now. Let's do it together now.' This kind of things...

How can you overcome these difficulties or disadvantages?

I think that if you serve half way and the other person goes half way, then it is workable.

So, compromise.

Yes.

This is my last question. Is there anything else that you would like to add?

Well, I think that I want to thank ... God...whoever, but X. for setting this up, that CETT was very helpful. And it was a good idea that we were doing a full year Teaching Practice and we were put into this environment. It was a good idea that there were the two of us, team, or three of us with the teacher trainer, or the four of us with the classroom studies tutor.

Thank you for your contribution. It was real pleasure to obtain your ideas. Thank you.

Appendix H

Transcript of a semi-structured interview in main study:

Student teacher before teaching practice, Respondent 1

Thank you very much for agreeing to give me the interview. I would like to ask you a few questions about your background first. What is your name?

D.

So, you are female. How old are you? I am sorry for asking this question.

I am twenty-one.

What qualifications do you have?

I have a Certificate of Final Examination in Secondary School.

I have some questions about you as a learner. Can you recall any cooperative tasks from your own school experience as a learner?

Yes, I remember once we had a one-year project. We had a topic and we had to work on it. There were three of us. And at the end of the year we had to present the project in front of the teachers.

That's very interesting. How did you feel about the project?

At first it was frightening and we didn't really know what to do but at the end of the year we managed to do it quite well.

Were you aware of the fact that you were cooperating with others?

Yes, yes, yes.

When and how did your language teachers use cooperative techniques?

Very often in language courses at the university we have pair work or group work. But these are small activities, not like the project. We just discuss the topic for example.

I have some questions about CETT now. When did you begin your studies at the Centre for English Teacher Training in Budapest (CETT)?

Three years ago.

So, 2002.

Yes, 2002.

What program are you in?

I am in the four-year program.

What is your second major?

It is French.

Have you had your Teaching Practice in French yet?

No, no.

When will it be?

Next year.

Do you know anything about it? Will it be with a teaching partner?

No. I only know that it will be individual. We will not have partners.

It will be very interesting to compare the two types of teaching practice.

Yes, yes.

Which school will you do your Teaching Practice at?

KDFGS.

How long will your Teaching Practice last?

It will last for one semester.

Who will you do your Teaching Practice with?

With C.

What about your teaching partner?

E.

I have some questions about pair teaching or team teaching. How can you define pair/team teaching?

Pair teaching is when you teach with somebody, so the whole teaching process is done with somebody else....so not only the classes but also the preparation.

What do you think pair or team teaching will involve?

Well, meeting my teaching partner and discussing what to do before the lesson...then do the lesson itself and discuss afterwards what we should have done differently and try to change the things.

When did you first hear about pair or team teaching?

I first heard about it at CETT. I think two years ago.

Have you ever had the opportunity to observe pair/team teaching?

No.

Didn't you have to micro-teach last year?

No. Yes. Oh, yes. I forgot about it. Yes, I was observing my classmates.

How did you feel about it?

It was interesting but then I didn't realize that it was such a.... I think it must be completely different with a whole class during the Teaching Practice. What we did was among us, so it wasn't the same.

Have you ever had the opportunity to experience pair/team teaching?

Yes, we had to do it once, maybe twice during the year.

What impression did pair/ team teaching make on you then?

It was strange because at the university we are used to doing presentations but we always do them alone. So it was strange because we didn't really know when to speak because of the other person. But it was good for the preparation, there were two of us. That was the good part of it but it was a bit strange.

How long are you going to conduct the lessons together?

We don't know yet but I think at the beginning only...for a few weeks.

Do you think the shared lessons will be different from the lessons conducted individually?

Sure. I am sure that they will be different because I think that when the teacher is alone it is more personal, with the students I mean, everybody has the chance to get to know the other better. But when there is pair teaching, it is safer for the teacher.

What do you think the students' attitude towards pair/team teaching will be?

Maybe if they are not used to it, it can be strange, and maybe for them it is not so personal because they do not have so much chance to get to know the teacher because there are two teachers.

What do you think the advantages of pair/team teaching are?

For the teacher it is security because if she forgets something, the other one is there to help. And you have fewer things to do so maybe at the beginning it is good help because it is difficult to talk for forty-five minutes. So, it is less work and more security, I think.

What do you think the disadvantages of pair/team teaching are?

Well, I think that the problem is like with every pair work that if the two persons are not in a good contact and they cannot work together, it can really be a mess, I mean what they do. And maybe the problem can be that somebody wants to talk more or if you change your mind, you change the plan and improvise. You cannot tell your partner. So, I think that it can be chaotic.

How can you avoid the disadvantages?

I think that I am lucky because my partner is my good friend and I know that we can work together. We can discuss things. I know that there will be problems but we are able to discuss. And we also know how to improvise together, so if one of us changes something, the other one knows how to follow.

I would like to ask a few questions about cooperation. How do you expect to cooperate with your partner and your teacher trainer this year?

Well, I think that..... What do you mean?

What will you do together or share with them?

I think that I will discuss everything with my partner. Even if I do the lesson alone, I will discuss them beforehand and she can tell me what she thinks. I will listen to her opinion. I also think I will negotiate with my teacher trainer. I will always give her something I have already done. I will consider her reply and maybe change a few things.

How do you expect to benefit from the cooperation with your partner and your teacher trainer?

As for my teacher trainer, it is obvious because she is the one who knows the class, so she has background knowledge that I cannot have. She also has experience. So, I would like to benefit from that. As for my teaching partner, I think I can get moral support because we are in the same situation together and it is new for both of us. So, I think most of the moral part of it.

Do you consider your teacher trainer as a member of the team?

Not really because I think she is like an outsider, an inner outsider, so to say. Somebody who knows the situation but who isn't in the group. Somebody who can give advice but...Well, I don't know how to explain but not really, I think.

How many people can successfully cooperate in your view?

I think only two persons can cooperate.

Can two persons cooperate best?

Yes.

In what situations can you cooperate easily?

When I know the person with whom I am cooperating

How are you going to contribute to the work of your team?

Well, I am not a very methodological type. I am more the idea type of person, so I think that with my partner we will be brainstorming and I will be mostly in the brainstorming and the creative parts and she will be responsible for the more technical parts, for example, how long exercises should take. And I also think I am the one who is calmer and who isn't stressed so much.... and I also can be of some moral support.

Do you think cooperation is necessary in a career?

Yes. I think it is.

Where?

In every career, I think. I don't believe that you should just walk your way through your life and never cooperate with anybody.

Would you stimulate cooperation?

Sure.

How?

Well, for example, if I know that somebody knows something better than me, I will go and ask and not try to find it myself. I would surely ask for help. And if I see that somebody needs help and I can help, then I will just offer it.

What are the advantages of cooperation in your experience?

Well, the ideal case of cooperation is that the qualities of the two persons are put together, so you have more. And also you can have more ideas and you can see beyond your ideas. And also maybe you can have more balance. I think that it often happens that you have an idea and it is fantastic and you don't see the errors in it.

What are the disadvantages of cooperation in your experience?

Well, it may be that it doesn't work with everybody. It really depends on the personalities.

How can you overcome them?

Well, I think that there are people who will never be able to cooperate together but it can always be a little bit solved if they get to know each other better on personal basis and if they communicate a lot... they talk about it.

That was actually my last question. Is there anything else that you would like to add?

Just about CETT. I think that it is a very good idea to do the teaching in pairs. Until now I didn't quite realize why it was important but I think that it will be really good to do it together this year.

This is the end of the interview. Thank you very much for your ideas.

Appendix I

Transcription of a semi-structured interview in main study:

Student teacher after teaching practice, Respondent 2

Thank you very much for agreeing to give me the interview. I would like to ask you a few questions about your background first. What is your name?

My name is E.

So, you are female? How old are you? I am sorry for asking this question.

I am twenty-one.

What qualifications do you have?

Yes, I have done my School Leaving Examination.

Do you have any degrees?

No, no.

Not, yet. I have some questions on your CETT education. When did you begin your studies at the Centre for English Teacher Training in Budapest (CETT)?

Four years ago.

Yes, in which year?

In 2002.

What programme(s) are you in?

I am in the four-year programme.

So, you are a double-major student.

Yes.

What is your second major?

Portuguese.

Is Portuguese your main major?

Yes, it is my first major. Portuguese is a five-year programme so that is why I think it is the first.

So, you will be a teacher in Portuguese and English.

Yes, I think so but I should have a Teaching Practice in Portuguese as well.

Yes. When will it be?

Next year.

How long will it be?

I think it will be only fifteen lessons.

Will it be in a secondary or a primary school?

I think we can choose. I still do not know the rules there.

And do you know whether it will be in pairs?

I think no. I am going to do it alone.

It will be very interesting to compare the two systems. How long did your Teaching Practice at CETT last?

A semester.

Which school did you do your Teaching Practice at?

At KDFGS.

It is a long name. Who did you do your Teaching Practice with?

With D.

Now I have some questions on pair/team teaching. How can you define pair/team teaching?

Well, pair teaching or team teaching...it is quite the same I think. It is when you do not hold the lessons alone but, not only the lessons, this whole teaching experience or in the teaching process you are not alone but you work with others, with your teaching partner and your teacher trainer.

What do you think pair/team teaching involves? What areas does it cover?

It covers, I think, the planning, the post-and-pre-lesson discussions and in our case it also involved conducting the lessons together, because we did it together with D.

How long did you have to experience pair or team teaching?

For a semester.

Was that period too long or it was needed?

No, I think it was absolutely needed. Sometimes I felt that it was quite short. I think both of us, D. and me. Well, we needed this whole period to get used to it and to begin to love it.

Why did you think that it was too short?

It was needed. Sometimes I felt it was too short.

Why?

Because this is a whole process. At the beginning I think that we were not as good as now at teaching together, so we needed time to get used to it and to get better at it.

At teaching together or teaching in general?

I think both.

So you needed time for the teaching process and you needed time for getting accustomed to working with a partner.

Yes.

How long do you think pair or team teaching for the teaching practice should last?

Well, You have more experience in this field because this teaching experience used to last for a whole year and ...well....I do not know...we should have experienced this whole year experience so that we could compare the two.

If you had to set up the rules for it, how long would it be?

I think it would be a whole year.

Why?

Because it needs a lot of time and we can learn a lot of things during this period.

How long did you share the lessons with your partner?

During the whole semester.

How long do you think the lessons should be shared?

I think it depends on the teachers, on the student teachers. For us it was very good to conduct the lessons always together.

So, for you it was a decision beforehand.

Yes, absolutely.

And you did not change it.

No, no, because it worked well, so we enjoyed it.

Have ever thought of splitting up?

No.

No, never. I know you were insisting on it till the very end. OK. How did you feel about the shared lessons?

I think that they were very, very good because I think that we could share the lessons quite equally....and I observed that in this way the lessons were smoother and more fluent and more energetic...and...so it was a great experience for me. And I think both of us enjoyed this.

How do you think the shared lessons were different from the lessons conducted individually?

Because there were some lessons when your teaching partner was ill or had her exams and you were alone. How were these lessons different?

Well, when I conducted the lesson alone, the difficulty was that I always had to rely on myself only and I had to handle all the difficulties alone. For example, during the teaching experience, it turned out that I am too indulgent and I am not very determined. And when D. was with me on the lessons, she could tell me that I should be more determined and more straight forward. When I was alone I had to pay attention to these things.

Was it decision making or rather classroom management?

Well, I do not know. I always say... I do not know if it is a good example...I always sayTry to do this exercise and not do this exercise.

Did she help you in the classroom or outside the classroom?

I will try to remember....Mm, I think that in case of some discipline problems I was also quite indulgent and D. was the person who was more determined. I think that she is more authoritative.

So you were more tolerant with the students.

It was quite interesting that when I was alone I could handle this problem.

That is very interesting. You have to face the situation and then you have to solve it.

Yes, but for this I needed these shared lessons when D. could give me feedback.

So, she gave you some feedback after the lesson.

Yes.

Did you consider the shared lessons the most important area of pair/team teaching or it was something else?

It was very, very important but I do not know whether it was the most important. I do not know...planning was also very important and the pre-and-post lesson discussions were also very important so...

So you cannot give priority to any of them.

No.

What do you think the students' attitude towards pair/team teaching was?

Well, I think we will get to know it with the help of this questionnaire but I think that...well, I think that they enjoyed it, because as I have already told you, the lessons were more energetic and more fluent and I think that in this way we could arouse their interest more easily.

Can you think of any examples to support what you have just said?

I cannot recall a very precise situation but they paid attention to us most of the time.

What do you think the advantages of pair/team teaching are?

Well, I think that the most important advantage is that we could give feedback to each other. For me, as I have already told you, it was very important and in this way we could become more self-reflective as well, which is very, very important...and ..yes...that we could make the lessons more fluent and more interesting, more colourful. We planned our personalities into the lesson...yes...I think these are....and of course we learnt how to cooperate with another person, how to be helpful or be ready to help and be understanding So, these were useful.

OK: What do you think the disadvantages of team teaching are?

Well, I think that maybe a disadvantage can be that it is not very life-like. So, in real life, I think we will never teach together with another person.

Were you aware of it?

Yes, I was.

What influence did it have on you?

Well, for me it meant that I.....I tried to do my best during this period because somehow I knew that this was a unique experience.

So, you tried to take the most of it. How can you avoid the disadvantages?

Well, I do not know whether I can avoid this disadvantage.

Have you ever thought about keeping in touch with your teaching partner later?

I have thought about it but I do not know if we can achieve this. I think this is not very frequent in real life.

Now I have some questions relating cooperation. How did you cooperate with your partner and your teacher trainer this year?

Well, planned the lessons together, We always discussed the lessons with you as well, so you always commented on our lesson plans and you gave us ideas and yes, we conducted the lessons together so we helped each other during the lessons as well....yes, the feedback to each other.

Describe one particular cooperation with your partner?

Oh, yes...for example we had a situation when we wanted to make the students write a test and actually we left the test at home. We always come to school together and this time we split; and I came to the school; and I started conducting the lesson; and she went home; and took the tests; and brought them to the school.

So, practicalities.

Absolutely.

I am thinking of the time when we were recording the planning sessions. That was cooperation for me and also I think that you cooperated in doing your research together.

Yes, yes. And also for example I am not very good at writing on the blackboard and when cooperating during the lessons when we had to write something on the blackboard, D. always did it.

How could you contribute to the work of your team? So what did you personally do for the team?

Well, I always tried to take part in the pre-and-post-lesson discussions. I always tried to give my ideas, my feelings about it....and I think I was quite an active participant in lesson planning parts...designing and correcting tests as well....correcting homework. After the lessons sometimes we had discussions with D. about the development of the students as well.

How did you benefit from the cooperation with your partner and your teacher trainer?

Well, I got a lot of feedback, so I could benefit this way. Actually, I learnt how to cooperate with others...how to be always ready to help the other person.

Can you give an example when you felt cooperation was really beneficial to you?

OK. For example the Christmas lesson...we wanted to design a Christmas lesson and actually, I was not creative at all and then D. could help me.

I see. Can you recall a situation when you failed in cooperation?

I cannot really recall such a situation.

OK. Did you consider your teacher trainer as a member of the team?

Yes.

Why?

Because we could discuss everything with you and you always helped us and it was very useful and important for me that you always commented on our lesson plans and the lessons as well.

Yes, I was there most of the time. How many people can successfully cooperate in your view?

Two, three, four people, I think, but...I think this is the best.

Not too many.

Not too many. Yes.

Can two persons cooperate best?

No, I think in this way it is not true.

Is that a team?

Yes, I think so.

In what situations can you cooperate easily?

I think when I know the person I am cooperating with. When we have quite good and close relationship...it is important.

What skills are needed in order to cooperate with other(s)?

Being understanding and listening skills are quite important...and this kind of self awareness is also important.

Do you think it is necessary to cooperate in the teaching profession? Why? Why not?

Yes. Well, I think that in the future when...during the career of a teacher, the teacher is a member of a team in the school...the staff ...the English teachers...in this way it is important to learn about cooperation.

So, you are working with others. In what situations do you think cooperation is useful?

Well, it is useful in a lot of situations. In teaching, of course it is important but I think that it is true for every job.

So, you are in constant contact with the others. What are the advantages of cooperation in your experience?

This is that you can get feedback from the other person. You can become more understanding and helpful and open to others.

What are the disadvantages of cooperation in your experience?

There are no disadvantages.

This was actually my last question. Is there anything else that you would like to add?

I do not know if you can use this information but I really enjoyed this period. Of course, there were difficulties sometimes but I really enjoyed it and I think I could benefit a lot from it. It was great experience.

Thank you for your time and your ideas. Thank you very much for the interview.

Appendix J

Transcript of a semi-structured interview in main study:

In-service teacher, Respondent 5

Let's get started. Thank you very much for agreeing to give me the interview. The first questions are about your background data. What is your name?

F.

So, you are female? How old are you? Sorry for this question.

I am twenty-six years old.

What qualifications have you got?

That's a MA from ELTE University. I did the two-year extra course.

What was your major?

In the three years at CETT it was the English Teacher's course and then there were the two extra years. So, I am a teacher of English and English Literature, so to say. I think it is called Teacher of English in a Secondary School. In the certificate I got there was a Teacher of English Literature, too. So, I could teach if I had the chance.

So it is a degree, a university degree because of the supplementary course.

That's right.

Do you have any other degrees?

No. No.

Now I am going to ask a few questions that refer to you as a learner in general and as a learner of languages. Can you recall any cooperative tasks from your own school experience?

Well, from the secondary school, for example....?

Yes. You can try to recall and perhaps tell me some stories.

Well, during the language lessons, we had German and English, English was taught in a more communicative way, so there we had to do some projects but it didn't happen so often. Sometimes we had to cooperate with each other but it wasn't so usual or typical. As for the other subjects, it wasn't at all included that we should do something cooperatively. I can only recall programs in which all students prepare for the end of the school years, they cooperate in a way that they should dance... who should do what in order to have a nice ceremony. That is the only cooperation I remember.

What about later on as a student at university?

Oh, there we had plenty of tasks. For example, we had to give presentations together, two or more people. Especially for the methodology seminars we had to do pair teaching tasks. There we had a lot of them but it also happened at other literature seminars, too. But it wasn't that typical that two of us should do something.

Thank you. When and how did your language teachers use cooperative techniques?

Well, let me speak about the university, because I don't remember the secondary school.

OK. That's fine.

Well, if there was a seminar, for example, there we had to teach the group and it was for the first time and I think we had to do it in pairs so that as not to be much afraid of the thing, because that was the first time we had to stand in front of the group and do something as teachers. I remember it as a nice experience to work together, so maybe they were using it for that reason.

And how did you relate to them? How did you feel about these techniques?

Well, I think, it is the question of who the person is that you are working with, because for me, when I was working with other students and we had the same opinion, basics about like teaching or.....then, then it was working really fine. But I have seen it happening to other students that they couldn't really get on and then working together was a bad experience for them but I mean, I have worked with various other students and we were of very different characters and I felt at ease because I wasn't the only person who was responsible for the task. And well, it always brings colour to the work, because there are two of us. I think the planning process is more precise, because if I don't think of something that may turn up or come up as a problem, then my partner perhaps anticipates this problem.

Were you aware of what you were doing at that time? You are talking about your university years and not the teaching experience, aren't you? So, were you aware of the cooperative process then?

Well, yes. I am talking about our methodology classes at the university when we were preparing for the teaching practice. We did know that we would have this practice, teaching a year together with another student and that we would be responsible for a class together but somehow I just didn't think that these kinds of tasks were preparing me for that. I just thought that it was a good idea to do it like that and I didn't feel that we were then preparing for that. I just felt that that was a good way to do a task because it put people at ease and I think it was more fruitful because you had more ideas.

Thank you. Was it a meaningful experience for you then?

Yes, definitely, yes.

I am going to ask some questions about your work experience. Where do you work?

I work at K. F. Secondary School.

How long have you been working there?

For five years.

Do you have a full-time or a part-time job?

In the first two years I had a part-time job because I was still studying at the university. I have a full-time job now. I have had this full-time job for three years. I am a Form Mistress and I am responsible for a class.

What are your reasons for having a full-time job?

Well, at the beginning I always said that I would never work full time, never, because preparing for these twelve lessons was really a time-taking process for me. I thought if I had more lessons, I would never be able to bring good quality to the lessons and later on I realized that it was getting easier and easier for me to prepare. However, the first half year was really difficult. I remember that. I thought that if I wanted to stay in that school, it was not a good way to leave very soon from the school when everybody was still there. I did not see so much of the other teachers, the students and of the school. I felt that I was a part of the whole experience but I only felt so...and once I changed to the full-time job, it all became different. I could really experience that I was a part of the whole process. I became more a part of the whole process.

So, you felt the need to be there all the time. You felt the need to be with the others all the time.
Yes, yes. It was just not so real for mejust an example.... I arrive at the school at 10 and I leave at 12 and you know it is not really being a part of it. My attitude toward being a full-time teacher changed a lot in other ways, too, because before that I didn't really take part in so many school programmes. I didn't even see what they were doing. I just knew that there was a programme, it was due on.... I don't know.... on the 5th of May and I could see the other teachers working on it. I could not find my way. I did not know where I could help and where I could initiate other programmes. If I am not there, I can't see the opportunities.

That's very interesting. Did you have any other jobs before your current job?

No, I did not. I just have private students.

OK. We will talk about this a little bit later. Does the job meet your requirements?

Well, more or less...like...I enjoy it a lot that's why I am doing it but for me money is a big problem because it is too little and I have to do extra jobs. I sometimes translate or I have a lot of private students because this money is too little for me. I think that's the basic problem for me. Other minor problems don't really matter for me... like the school could be better equipped, but I don't really care about these things.

What you are saying is that financially it would be better if you had another job. What do you like about your current job?

Teaching, well, basically everything but...I think I had good experience in the schools that I attended in my life and I think I didn't want to stop this process... like for me teaching in a secondary school is important also because of my secondary school experience which is very dear to me. Perhaps I didn't want to finish it like leaving the secondary school. That's one thing that I feel really comfortable in that context. And the other is, well, if I just remember back, I have always wanted to be a teacher. I have seen some good examples like my grandmother who was a very good teacher, I think. What I saw in her job or in her relationship with the students was what I really liked to see. What is important for me here is that these students are between fourteen and sixteen years old and they're changing a lot. I am happy if I can assist them in this big change and even happier if I can help them to change in a healthy way that is good for them.

Your heart must have always been in teaching. Do you think that your relationship with the students is the same or similar to the relationship you recognized in your family?

Yes, at the beginning the reason why I went to the school was the students basically. This tells a lot about the relationships we have and later on it changed. I just don't go to the school because of the students but because of my colleagues, too. So, it is changing a little bit and that's my experience. But as for the students, I know that if there is something, a kind of a problem they have, they know that they can turn to me. It has happened a couple of times. I feel really honoured with this. And also students who have already left the school and are at university, they keep coming back to me now. It happens when they are in a mess with their lives or they have some kind of a problem. I think our relationship with the students is something like, well...it is clear that I am the boss in the group but it is something like....I could characterise it as the relationship with an older sister because I don't really act like a...a mother ...or I don't know... because of the slight difference of age that there is between us.

I see. And you mentioned that it has developed so that you go back to the school or miss the school because of the colleagues. Yes. Can you explain why?

Well, first it was difficult for me because I am... I was then... I am still the youngest teacher in the school. Just imagine the situation that I was about twenty years old then. Let's look at a French bilingual class where the students are nineteen when they are in the fourth year. Then this small difference created a special relationship between them and me. At the beginning I could feel that some teachers did not find it a healthy way the way I was talking to them or the way they were speaking to me. I really was offended by this whole attitude of theirs because I felt that they saw that I was going to be different from them in a way that I was speaking in a different tone to them and that I wanted to use it to get closer to the students. And I was offended by this because I had no intention like that, so that's why I kept a bit of distance from them. But later on when they saw that the way we were speaking, it wasn't an intention of mine that they had thought of before, but it was just the way it could be between an eighteen and a twenty-year-old person.

I see, so they accepted this style.

Yes, and also calling me by my first name. I couldn't accept that the students would say "Teacher" or "tanárnö" to me. I couldn't accept it. During the first three years they were calling me by my first name. I never had any problems except some teachers who were constantly complaining about this. And later I thought that if there was nothing to calling a person by the first name, it didn't change the relationship or the working attitude of the students, then, why not they just call me by my surname. If it doesn't make any difference, why not, then the other teachers would just be quiet.... they would accept it and that's it... but by chance my name developed to F. Teacher and then the problem was solved because I could accept it and they could accept it, too.

So, it was a compromise. I know being on first name terms may mean revolutionary thinking sometimes.

Yes. It was just a father who was looking for me. He had come for the teachers-parents meeting. He didn't know my surname so he asked if B. Teacher was there to talk to. I thought: "Oh, that's a nice name. I like it".

So it came natural. To what extent do you consider yourself successful in your career?

Well, I think if I consider myself successful, it is because I can feel that I am developing. I am continuously learning from the mistakes that I have made so far during these five years. I try to pay attention not to make the same mistake again. That's what I could say would be called successful. On the other hand, I try to do my best. I think that is also something that is successful but I cannot just focus on things that I am good at or not good at because mistakes happen in every field, whatever... administration or relationship or a tone with a student or during the lesson, on the corridor or everywhere.

You are saying that what makes you successful is that you can correct your mistakes and you don't make such mistakes any more.

Yes, I try not to. Yes.

Is there anything else that is important for success in a career?

Well, when you really want to evaluate your work. It is not just looking at the tests to see how good they are. It is just one thing. These are only marks. It is also the feedback that they give you, either written or oral, or whatever reactions. For example, a look you can see about what you have done, and especially if I look at a group that I have been teaching for four years. Like last year, the group last year. I thought that this was a successful thing, together.

What is your private tutoring experience?

Yes, well, it is a must for me to do it because that's still the most convenient way of getting some extra money. I don't enjoy it so much but they are people who are close to me, friends or friends of a friend. And I can enjoy that too, but I miss the classroom atmosphere and the group. If I could choose, I wouldn't do it. Well, it is not a torture. It helps me a lot, that's what I experience. For example, dealing with the same grammar forms with a private student helps me to see what difficulties he or she has with what we are doing. It helps me to see it more clearly when it comes to the lesson work at the school.

So, the advantage could be not only money but experience. You gain experience.

Yes. That's what I have started to notice more and more.

I have a few questions about CETT and your education there. When did you attend CETT?

Well, from 1997 till 2000.

What programme did you graduate from?

What programme? What do you mean?

CETT offers a four-year programme now and at that time it was a three-year programme.

Yes. So, it was three years for me, plus the Teaching Practice but that was included in the three years. I had my Teaching Practice for one year.

So, your Teaching Practice lasted for one year.

Yes.

Which school did you do the Teaching Practice at?

At KDFGS.

Who did you do your Teaching Practice with?

Well, my teaching partner was G. and my teacher trainer, my helping teacher was C.

How long did you experience pair/ team teaching?

Well, from the beginning till the end of the year. We didn't split.

What did pair/ team teaching involve?

Well, the planning process was done together and we were conducting the lessons together. First, we were planning that my teaching partner would do one half of the lesson and then I would sit in the background and evaluate or research something or get different motions in the classroom but then we realized that we could not do it because we both wanted to be there at the same time. So, basically we did almost everything together during the lesson. It was just a matter of...like....she gave the instructions to the students and I demonstrated the task to the group. It was almost like that. And also the evaluation part and the discussions of the lessons were together, I mean the three of us. So, the teacher trainer was also in a way there but the planning I did together with my teaching partner. The teacher trainer was also involved because we usually discussed together and the lessons... she was present almost every time and the discussions were also conducted together.

Did you consider your teacher trainer as a part of the team?

Yes, yes, definitely.

Thank you. Looking back, what is your opinion of team/pair teaching?

Well, I think it could have been a shock treatment for me to do it alone. I am sure because there were a lot of difficulties, of course, that we had to face and we didn't anticipate them at all beforehand...and...so it was a great, great help that I didn't have to do it alone...and also it was a nice experience that the three of us were working together as a team. It's a nice memory, too.

Were there any drawbacks?

Well, because we were planning together and we were three different characters, we sometimes had different opinions about issues. For example, if a task was a good one or if it was justified on that day or how to deal with certain things that came up during the lesson, either with discipline problems or anything that was concerning that year. We sometimes had different opinions and then it was extra difficulty to get to a conclusion because we had to decide about it, basically the three of us together. That was sometimes difficult that there was not only the problem but the solving of the problem as well. There was also a discussion about how to do it.

But it wasn't that typical because we did not have to solve a problem every week. But this, this was sometimes difficult, having different opinions about something. But when we were discussing, that was a very useful part. These discussions were bringing so many useful ideas; therefore, I didn't mind having to fight through each other's opinions. But it was difficult for me at the beginning.

What you are saying is that when people have different opinions there may be advantages and disadvantages.

Yes, yes.

Thank you. Now let's move on to some questions related to your job. I would like you to describe how you generally cooperate in your current job.

Well, well, the first important thing is that my teaching partner is in the school where I teach. At the beginning I could cooperate with her because we knew each other since we had had the Teaching Practice together. I was sometimes invited to her lesson or she was invited to mine. We even had lessons that we conducted together but sometimes we just went to see from the back what the problem was with a certain group, to observe some things that she or I may have noticed before. So that was the first cooperation I had. And later on... as in the school there are classes that are divided into three groups for English, then sometimes it can work very well that the three teachers organize programmes for the three groups together, for example a cinema or a literature lesson together. I remember we had English lessons about Shakespeare and the three of us had to plan them. But I have to say it is not that typical. And we have had very good experiences with this. The other teacher is also very cooperative, so it is not only because I know N. and we can work together. Unfortunately, it is not so typical, because a lot of teachers feel that it is an extra problem to discuss issues with the other teachers and so they think it is just... they take their group to the cinema and that's it. But it helped the class a lot, too.

Do you still do it?

Yes, yes. Not very typical but we sometimes do it. But there are programmes, rather in the school, when the teachers work together. For instance, there is this English Christmas Party and then there is a real cooperation among the groups and the teachers, too.

This is very interesting. Can you describe one particular example of cooperation in your current job?

Well, should I select from the school programmes? Did you have something else in mind?

I don't know if there are other cases of cooperation like designing a test paper or correcting examination or placement test papers.

Well, it is different with the different teachers and the different subjects but some teachers can work together very well, like the teachers in the English department. That is fine. But the French department is a disaster. But for us.... like.... we do an English competition in the school and there, for example, there are different levels and then more teachers design the test for one level,

the written and the oral test, too. Maximum three teachers are involved in designing the test for one level and then everybody works in threes, for example, and then in the end we write the results together, discuss what presents there should be for the students coming in the first three places or how we would give them the presents...what ceremony. So, it is a kind of working in a group, yes, cooperating and correcting together. We evaluate the oral exam together.

How do you need to cooperate with others in your current job? Can you specify?

Well, for me, there is one thing that is very helpful. For example, I say: 'I have a problem with a group.' and 'How did you teach this?' etc. and they give me a sample or a copy or we discuss what problems could come up with this topic. But for me, what is even more important is discussing certain problems with students' behaviour. For example, there is a teacher who has been teaching for years and then he or she can help me a lot. For me these discussions, what I call cooperation, I mean, this is the most important part for me, because they have got the experience that I don't have. That is an important cooperation for me. Of course, we cooperate in all sorts of small ways. For example, I say that I have done an interesting quiz about Easter. 'Would you like one copy? Yes?' Then I copy for them.... It is also cooperation.

Why do you need to cooperate with the others in your current job?

I would be very alone if I do not cooperate. I don't think that's a good way to achieve something because you have to admit that you need other's help in the first place. You can do it alone but for me it is not a sense of achievement. "Oh, I have done it on my own. Very good, very nice". It is a better experience to share not only the difficulties but the success that we have got in a team, too. And surely, the results will also be better because there would be more ideas, more hands to work on the project or whatever.

What does it involve when you cooperate with others?

Well, it is in connection with this question that....Once we had a programme in the school and it was a kind of a programme that wanted to develop creativity. It was a programme for teachers. It was just that you could go. It was optional. We had a questionnaire and after completing the questionnaire you could see what kind of person you are, in a way of working in a team. Are you the kind of person who can sit down and do the things or are you the manager type of a person who tells people how to work....or.....I cannot remember what the other types were....a person who is good at keeping an eye on whether everybody is involved. And, I think, doing the test was a very interesting experience for me because... this is how it is, how it goes, like a couple of teachers get together because they want to do a certain thing.... a project..... then, there is always one person or more who are launching the basic ideas . And then there will be the other person who will say: 'OK, then, I will buy this kind of paper for tomorrow and I will cut it into triangles if it is needed. But there should be a kind of a president to the whole programme who will basically take the blame also... who will help the whole thing to work together. But what skills it involves....it is something like I think that some people are

more dominant or self-assured so they take a different role in this process. Some are more precise and they don't like giving instructions to the others, then they will take another role. So it is a question of personality.

Can the fact that people are different be beneficial?

Of course. Of course.

Can you give me an example when you felt that cooperation was really beneficial for you? It can be a story or an event or one of these programmes you were preparing for, so when you really felt that it was beneficial.

Yes. I was telling you about these programmes. For example, there is this Christmas party every year in the school. It is in December and it is a big event or venture because a lot of groups, classes and teachers are involved. Last year was the first year when I was responsible for this whole event alone. Before that I was always doing it with N. but she wasn't there last year, so I was the only one to do it. I realised that I had to do it all alone. I am not really the type of a person who is very precise. I have got my ideas but then, you know. OK, I decided to find somebody who would do this and another person who would do that. It was a good experience that there were a lot of teachers helping me and I only had to get the whole process together. I said: "Look, we have to do a Tea House after the performances. Will you make the cakes or the tea?" So, I just asked every one of them which part they would like to be involved in. But I prepared a lot of small tasks so that more and more people could be involved. There was a teacher whose only task was to stand at the door and not let the students be loud in the corridor because then the performances wouldn't proceed smoothly. They wouldn't be able to hear inside. So, that was the time when I think a lot of teachers were cooperating and they were cooperating very well. But I was organising the whole event. I think I was the one who did most of it but I didn't do it alone.

How did you feel?

I was very pleased.

Can you recall a situation when you failed to cooperate?

Well, as I have got my own class now.... in the school there is a tradition that the Form Mistresses have a second Form Master or Form Mistress to help them with the class. So there are the two of them. This is a tradition that began in our school only five years ago. They took the idea from another school. It has been very successful. I think somebody's wife was teaching in M. Grammar School and they got the idea from there. How beneficial is it? Since that time almost every Form Master or Form Mistress has had a helping teacher. It is very beneficial if he or she teaches the class, too and then they work together. And for me it was very strange that I was the person who had had very nice experience with pair teaching and I was also the one who was included in almost all the programmes organized in the school in one way or another. And I am the one who hasn't got a helping Form Master/Form Mistress. I think there is only one other

teacher who hasn't got a helping Form Master/Form Mistress. And the reason is that when I started teaching this class there weren't many Form Masters or Form Mistresses available. Most teachers had their own classes. I had to select from a few teachers who didn't have classes at that time. But I knew that I wouldn't be able to cooperate with either of them. We had very different ideas. I could see it after teaching in the school for two or three years. So, I decided that it would be just an extra burden to fight with somebody who had different ideas. It would have taken too much energy from me. So, I decided not to have a helping teacher for that class. After half a year I was still like that. I had more administrative work to do than the other Form Mistresses but I knew the people I could cooperate with, therefore, I couldn't just take that task at that time. So, I stayed alone and the first time when I felt that I would really need somebody was when there were problems with some students in the class. I think this happens everywhere but.... Then I started to communicate with all the other teachers. I knew that if I had had another Form Master or Form Mistress there with me, then perhaps we could have focused on this problem more, the two of us together. And the time came for the first school trip. The situation was the same. I could imagine that I could work with some teachers, the teachers I was on good terms with. They were on good terms with the class, too, but they had to go for the trip with their classes. And I thought that I would not take a teacher with me because it would be just as disastrous. I knew it. So I asked a friend of mine, a very good friend of mine, who was the same age as me, to come with us for the school trip. She has become a helping Form Mistress for me. So, in that particular case, because of the mentioned circumstances, I couldn't select a person with whom I could work for four years. I just ended with choosing somebody from outside the school. She is on very good terms with the students. She comes to every programme organized by me, for example, theatre, cinema, sitting in a café or the school trips. And the students have accepted her as a kind of second teacher.

What you are saying is that you can choose the people who to cooperate with.

Yes, of course. There are certain people with whom it will be definitely difficult to cooperate with .Yes, and that is why interestingly enough I am almost the only person who hasn't got a helping teacher. I think that I can cooperate and I can enjoy cooperating with others to organize a programme and still I am the only one who hasn't got a person to assist the class. Yes, but I think it is quite understandable this way because otherwise it wouldn't lead to anywhere good.

In what cases do you think cooperation is useful?

Well, to solve any kinds of problems which come up doing the teaching process and not only on the level of a class but on the level of the school as well. Should there be a problem with a student in the class I couldn't handle or any methodological problems should emerge or just basically you need help. And then cooperation is when you feel that what you are doing in the class...there are these moments that you feel that something is not really working out because you see the tests are bad...or you don't feel that they are working with you...and then you need

to cooperate with other teachers and ask for advice or to go and see how he or she teaches the same thing with another class...or...go and visit her class...or...I want to see him teaching my own class. Would they behave in the same way as they did with me and I didn't like it? This cooperation can really, really help a lot.

What are the most desirable forms of cooperation? What I mean here is cooperation between a colleague and a colleague, a teacher and a teacher as well as students' cooperation?

Well, what I have seen, for example, I think the best program organized by our school is the camp for the first-year students. It takes place in the summer, in August. This programme is organized for the first-year students. It is organized by teachers and students together. And I think that's the best programme in the school. It is very, very well planned. So, the students and the teachers plan it together. Because it is a program for the students, I think you cannot really leave the students out of the organization. I think this is the best, the best time when the students and the teachers can cooperate together.

How many people can successfully cooperate in your view?

Well, a class can cooperate and it is usually of 30 students. If depends on whether they can manage without any teacher assisting them. Some classes may do just marvellous things just by themselves, without any teacher assisting them. They organize programmes themselves. They do all sorts of things together. Some other classes need more a guiding person. I think it depends on the teacher and the students as well. So, I think a lot of people can cooperate successfully, for example 30-40. It depends on how many students there are in the class.

Isn't it difficult to coordinate the opinion of thirty people?

I think it can be a common task but originally what it depends on is, I think, the attitude and the characteristics of the people involved in the process. I had this experience organizing this Christmas Party and there was a class, a special English class where the people were working together very well. And there was the French bilingual class, where the students are brilliant. They are the most brilliant students in the school. They do well at school. They are really interesting people. They are a very interesting class but when it comes to doing something together, they fail. I have experienced it many times. I don't think it depends on the task, rather...of course it does.... but not to a great extent. It really depends on their attitude. For example, my class is just an ordinary class. They didn't even have entrance exams. They are perhaps the weakest class. They may be weak students, everybody knows that, the 'C' classes are always like that...but when they have to do something together, they are wonderful. And I wouldn't change it for a French bilingual class where there are plus, plus five grades but when you ask a simple question: 'When do you want to write this test?' ...they can't agree on the date because half of them says: 'But we have another test on that day.'... and the other half says: 'But we have another test on that day.' So, I say: 'OK. If you can't decide, then you are writing it tomorrow. You are stupid then. You are big boys and girls, so you decide.' And they

couldn't agree. So, I think, I don't know what it depends on.... I think just the characteristics, how often these people meet etc.

Can two persons cooperate best?

Well, best, better than any other perhaps. Well, it depends on the task, for example, but it always depends on the characters and the task. For example, if there was another person in this teaching programme for one year in your school that, I think, would have been horrible because it is for two persons. I think this is the maximum. But in any other programme, I think, the more people the better. I don't know why for this teaching programme I couldn't have imagined another person there.

Yes, three of you teaching the class would have been too many. Can two persons be a team?

Can we call this a team?

No, no, no. Three you can call a team. I have to think of it.

In what situations can you cooperate easily?

Well, whatever the task is, the basic ideas, attitudes should be in some way similar. And then there could be all sorts of teachers with opinions and characters but the very basics should be the same. Otherwise I think it is tiring. Also the roles, as we were talking about this, in achieving a role more people together, if we have the components that are needed....but of course if somebody is really bad at bringing up ideas, but is a very precise person, and can do what the others say, and this person is very reliable and still enthusiastic about the topic, then it can work out well. It can also work out well if there aren't these types of persons because then somebody should do this. So, somebody should do what the task is but it also depends on that.

What are the advantages of cooperation in your experience?

The advantages....I think, even if somebody is not really open to somebody else or other people's suggestions because there are other people who don't like accepting other people's opinions when they have got a fixed idea, then they are compelled at least just to consider it, because there is the discussion and he or she hears it, what the others say...even if there are these types of people who don't like changing their ideas. So, I think it is very advantageous especially for these characters, to help them to be open to somebody else's ideas. And also for people who are more dominant and to think more of the other people who she or he is working with. And also by this process these people will realize that others can have good ideas, too, and it is worth listening to them and they will experience also the joy that it brings, that they have done it together. I am sure that there are much more advantages to that. But this is what I have seen in different pairs at the university too. That a person who was quite shy and because of the team experience, that it wasn't only she who was responsible for the process, she could really open up and express her feelings and opinions. I am sure that there are a lot of advantages.

So, it can be very beneficial for improving the personal qualities. Is it what you are saying?

Yes, and cooperation you meet everywhere in your life, so it is really not a bad technique to learn after all.

And what are the disadvantages of cooperation in your experience?

Well, I have mentioned that when we had different opinions and of course we listened to each other or discussed issues but perhaps the opinions were still different, but we had to compromise somehow in order to get the lesson going or get the problems solved. These situations were difficult for me, but it is just a minor thing in comparison to the advantages. But I think that if somebody wants to stay in the profession, for example, teaching, then this whole thing turns these difficulties into a very good direction because when you get into the situation that you are only alone, then you will be: "Now I am going to do what I really wanted to do" ... but you have in the back of your mind something like the two other people speaking. And I think that's a miracle that you've got this sense of freedom that "Now I'm going to do what I really want and nobody is going to tell me" ... and then you still have these two people speaking to you. And I think that's fantastic.

You just can't get rid of them.

It is very good because it keeps you in balance... because you always have to reconsider. It also helps you to evaluate yourself.

So, it is already subconscious.

Yes. I remember that there was one lesson when we were still doing the Teaching Practice in your school. There was one lesson when N. wasn't there for a certain reason. That was the only time. At first I felt free and so good that I could basically do and speak whatever I really wanted to. And that was a fantastic experience for me. But if I think back, I don't remember this lesson because it was just.... I did it on my own and I didn't have the happiness after the lesson to sit down with N. and talk about it because I was basically the only one involved during the lesson.

So sharing with somebody gives you a special feeling.

Yes. But I have to admit that that was the first time that I was in the classroom on my own. That was a thrilling experience, a very good one, but I think this feeling was not due to the fact that N. wasn't there but because of the context that I was really eager to do it on my own.

How can the disadvantages be overcome?

Well, like in the situation that there are two teaching partners and the teacher trainer. Then, I think, it can be helped by the teacher trainer if there are two basically strong opinions and perhaps the teacher trainer has got a third strong opinion, but I think she is the one who can help or either of the teaching partners should somehow be more tolerant or, I don't know, accepting to get the whole thing going... So, somebody in this team should manage these ideas in a way that there is a solution which is still acceptable for all of them.

What about the disadvantages in the teaching profession? How can you overcome them?

Well, I think the basic idea is that you know more or less your colleagues. So, you know what to expect and what not to expect from a person. That is why you don't expect things that this person will never do for you but you set tasks for a person who you know...is able to do...is willing to do...or who feels closer to this topic. When we are designing tests, for example, I think, and you know the person, the personality, and you know that if you say a certain thing in a way.... this would be like a.... this would hurt this person because she is more sensitive. But you know that you can say it to the other person because she will take it as a joke and laugh at it...So, I think you have to know the people you are working with very well, the personality, and then I think there is nothing that you won't be able to do.

That was my last question. There is only one left. Is there anything else that you would like to add?

Well, as for working in a group and cooperating, what was also very beneficial for me was that I always thought that I could work in a group. Yes, because I have always been in situations like playing basketball in a team or any, any classroom situations. I was always a part of the community, taking my part in it and never...I was never afraid to take the responsibility, so I thought: "Ok, I can work in the group well". I always had this idea before the Teaching Practice. And what was very interesting about that year was that I realized that the experience developed these skills a lot. Also when you work with others you should take it serious. It is very important. Then that's the only time when you realize what weaknesses there are in your attitudes to working in a group. And I think that was the first occasion when there was a really serious topic for me to work with, and the three of us working together developed my skills working in a group. I did know how to cooperate at the beginning. I had difficulties then and later I saw what difficulties there could be. I had never really experienced it before. As we carried on I also experienced the good parts to it, too because when we started doing it I was like "How can we compromise?"...and all of a sudden, it just happened because we were thinking with each other's brains after a while. I know what you or N. would like to do in a certain situation and I think this compromise was born on the way. We just started thinking with each other's heads.

It seems to me that you are successful in cooperating with others in your career.

I don't know if it is successful but I like to do it, I like doing it.

Do you think it is due to your Teaching Practice?

Surely yes, because even at the university, I have said it before, we had some tasks to do together and it was just a nice experience but I never really connected this period to the fact that I use a lot of cooperation in my teaching now because it was just a couple of tasks now and then. But the Teaching Practice was very intensive, emotionally, too, and I think because I have seen it working well, very well and that's why I am not really afraid of applying it.

Thank you very much.

Appendix K

Transcript of a semi-structured interview in main study:

In-service teacher, Respondent 7

Thank you very much for agreeing to give me the interview.

You are very welcome.

The first questions are about your background data.

Yes. OK.

What is your name?

My name is H.

Sorry for the next question. How old are you?

I am twenty-five.

What qualifications do you have?

I have a certificate from ELTE. You know the CETT Department. That is the three-year programme.

It must be a diploma.

Yes, it is a diploma. Yes.

Do you have any other diplomas or degrees?

Yes, I have. It is also a certificate. I am a certified foreign trade executive but it does not concern English. It was a two-year course. That is what I attended previously and that is what I have.

Now I am going to ask a few questions that refer to you as a learner in general and as a learner of languages. Can you recall any cooperative tasks from your own school experience?

It doesn't matter which school. It can be primary or secondary school.

Yes, primary, secondary, university.

Yes, I remember that we did more cooperative tasks at the university and some in the secondary school. I don't really remember about the primary school. It was more one to class learning. Any particular task...It was usually the...there was a role play involved and when there was a task I remember that we had to act out a situation at a restaurant, at a bank or for example when you want to ask for directions in the street and then it was a role play and an acting out activity that involved more students. That is what I remember most. And at the university, usually there was cooperation nearly in every class because, for example, when we had to write something, I mean in the writing classes, then we had to swap the written things and we had to check the others and we had to tell the others what we thought was wrong or good. So, there was always a discussion at the university and that is what I remember.

Where were these cooperative tasks more used-in the secondary school or at the university?

At the university... definitely... The grammar school was more about teachers standing in front of the class and telling the data and we had to write down. At the university, that was the first time when, I remember that, nearly every class involved cooperation.

When and how did your language teachers use cooperative techniques?

Well, it was usually with the role play activities in the grammar school, as I have already mentioned, not when working in the workbook, not in reading, not in grammar, not in translation. We always had to do it alone. It was more like the speaking task, you know, in the books when there was a speaking activity and that was cooperation. So, you usually had to talk to your partner who sits next to you or the three of you had to talk together...so, with the speaking activities.

Yes. What about pair work or group work in connection with a project or something similar?

Well, we did not have projects in the grammar school, as I remember. We had some in the literature classes and some in the history classes but not really in the English classes. But I remember one thing about English when we had to do a project together about going abroad and we had to set up a project. We had to tell the class about any country that we would recommend the others to visit. That was one project that I remember that we had to do it together to present that country to the other students. But it did not have to be an English speaking country. It could have been any country.

Was it in English?

It was in English. Yes. That was in English.

What about pair work or group work?

They were not typical. Only with the speaking tasks, when there was a discussion the teacher told us to discuss things in groups of two, three or four.

How did you relate to these tasks? How did you feel about these techniques?

I liked them because I think they gave the opportunity to misbehave in the class. As usually talking or speaking is not allowed when you are in a class and when you have the possibility to talk to the other student and not to the teacher, then it is a sort of, now I am not in the class, because I am talking about the subject and I am discussing something that is on my mind. And I liked it very much because the time just flew, you know, so it was not that boring. I think they made the lessons more interesting. I always liked them.

So, you felt you were not under the direct control of the teacher.

Yes. Yes.

Were you aware of what you were doing at that time?

That I was doing some cooperation....

Yes.

No, I wasn't, actually. It was just that we had to talk and we were talking, and we were laughing, and it was fun, and not really awareness.

Was it a meaningful experience?

Yes, it was meaningful because, for example, I always realized what did not know about English. I realized that if that was the subject to talk about with a foreigner, then, what things I could not say. So, I became aware of my mistakes or what I cannot really say properly. And that was help because I could check it. So, that is what I remember most, for example, words...oh, I do not know this word...what is this word... and a lot of interesting words came up.

What about the university? Did you do pair work there?

Yes. Yes, of course, a lot. We had to do a lot of pair work at the university. I mean always, nearly every task was about pair work or group work. We even had a seminar, the whole seminar was about...throughout half a year to work together, the two of you. You had to pair up and there was a set task and throughout half a year you had to give feedback to the teacher where you were at that point in your work. You had to choose a topic and you had to elaborate the topic throughout the whole period. So, we had a lot.

What feelings did you have towards this kind of work?

I had positive feelings. I think I had positive feelings because, first of all, you are not alone, so it means that is not just you who collect the data but there is another person and you always have two points of views. Probably you have some ideas with any kind of task, the teacher gives you a task and you have some ideas but two persons have more ideas and probably different things.

I have some questions about your work experience. Where do you work?

I work in a language school.

How long have you been working there?

I started working there in September, 2004.

So, we can say one and a half year.

One and a half year, yes.

Do you have a full-time or a part-time job?

Well, I can call it a full-time job.

What are your reasons for having a full-time job?

Well, the reason I will tell you fair and square, the reason is the money. I collect money because I want to go to an interpreter programme at ELTE. That is why I chose to have that job.

So, financial reasons.

Yes, financial reasons.

Did you have any other jobs before your current job?

Yes, I did. I was working for more than a year. I was a kind of secretary but it was not... so I answered the telephones but it was complicated because that company received phone calls instead of other companies, something like a phone line direction and we pretended to be the other company and we took messages and then we sent messages to the people concerned. So, we were having about fifty or one hundred calls a day.

So, it was not the teaching profession.

No, it was not the teaching profession but it involved English because I was nearly the only one who spoke English well at that company so, whenever there was a phone call in English, then I had to deal with it.

Does the job meet your requirements?

I can say eighty percent, not fully.

What do you like about your current job and what don't you like about it?

I like about it that it is not boring. I like that I teach a lot of people, different people, different course books, different things coming up in each lesson. So, it is always various. I like this. And more or less I have free time because I can schedule my week in a not so rigid way, so not like from eight to four o'clock but I am sometimes free in the afternoon or sometimes I have a slot or I can have a lunch break. That is what I like about it. And I like that I am working with people because I like working with people. What I don't like about... it is....well, I like teaching. Teaching is not a bad thing but the problem with this one is that you don't really have the authority and you cannot really plan your whole lesson beforehand because anything might come up...the students might say... we are not interested in this particular subject, let's do something else...So, the students are more individuals in this language school than in a state school. And you are not really like a teacher but somebody who can speak English and who can help the others learn English but in the way as they want to learn and not how you want to teach. So, there is a lot of, well, I put it this way...smiling and nodding involved in this kind of teaching.

Can we say that you have to consider the needs of the learners more than anything else?

Yes, yes. You have to consider their needs. So, the needs are come first, that is what they want to do, when they want to do it and how they want to do it. And of course the students usually, ninety-nine percent, they do not have the background to know how to teach or what the methods are. So, they are not aware. They have some vague ideas about how they want to learn the language and what they think is the best way of learning and in many cases they are wrong. They really do not know that there is a line or a current with which you learn the language. From one day to another they want to know everything and they think that it can be done and you cannot tell them that it is not really working this way.

So, they have different expectations.

Yes. And the important thing is that they do not have the educational background of how to learn languages or how to teach a language.

Yes, I see your point. To what extent do you consider yourself successful in your career?

Well, I think I am successful because the feedback I have shows that I am successful. At the workplace where I work I am usually told that I have the most courses, for example, and students usually tell me: 'Oh, you can speak very well.' And a lot of times they say: Oh, now I

understand this.' A lot of times I can also see the progress of my students. I can say that I had very, very few cases when I had some failure in terms of the students who did not manage to learn something.

What are your strengths and weakness?

Yes, of course I have some. The weaknesses then... well, I think the weakness is that sometimes I am not really understanding because I have difficulty in accepting that the students did not do the homework or they could not learn the words. I do not really understand this and I am a bit mad about them. 'Listen, you know that you should do this.' So, I cannot really cope with this that I have to explain the same word or I have to put the word on the blackboard thousands of times and they do not use it. So, I am a little bit impatient sometimes, I have to admit it. I would like to go on because I know that we have covered something and they should go home and learn it and they just do not do it. So, that is why we can say that I am impatient and not understanding sometimes. As for my strengths, I can say that I understand grammar very well and I know grammar very well. I know and I feel what students do not understand about a particular grammar item. Somehow I can just feel it. I can also explain one grammar item in a lot of different ways and I think that helps teaching. You do not just have one type of explanation but more.

So, your knowledge.

Yes.

Also knowledge about teaching and the profession.

Well, yes.

Thank you very much. What is your private tutoring experience?

Private tutoring?

Yes. Do you have private students? Are you involved in one-to-one-tuition?

Yes, yes, yes. I have private students. I understand. I teach at home as well. I have private students and I like it because they are very, very motivated. They are nice and they really want to learn English. Well, probably it is their money, you know, to put it straight forward and it is one-to-one teaching. They are willing to talk about topics and they accept me fully. So, if I ask them to do something, they do it. They follow my advice and they follow my instructions and they do the homework. They are really diligent, I think. That is why I like private students. I like them because to me they seem to be very motivated and diligent and cooperative.

Thank you. I have a few questions about CETT and your education there. When did you attend CETT?

I started it in 2001 and I finished in 2005.

What programme did you graduate from?

The three-year programme. We were the last students who followed that programme. We had one major only and that was English.

How long did your Teaching Practice last?

It lasted for half a year but we also did another half year because the school asked us to stay there because one of the teachers was in hospital because she was ill. So, it was one year in the grammar school.

But, then the second term was not a part of your Teaching Practice any more.

It was our teaching. It was not supervised but it was in the same school and the students were the same age because they were sixteen and I did it with my partner with whom I worked during the Teaching Practice. That is why for me it seems to be a year.

So, there are three different periods in your teaching experience so far. First, you had your Teaching Practice with your partner, later you were in the teaching profession team teaching a class with your teaching partner; and now you work in the teaching profession alone. Let's come to this issue later on during the interview.

Yes.

Which school did you do the Teaching Practice at?

It was at KDFGS.

Who did you do your Teaching Practice with?

I did it with I.

How long did you experience pair/ team teaching?

Well, for a year then, because I taught with my partner after we had completed the Teaching Practice.

What did pair/ team teaching involve?

Well, patience, I think, and time as well because both of you have to sit down and talk over the lesson plans and what to do and when to do it; and of course you always have to be aware of what your partner did or does in the lessons. So, it is a lot of cooperation in terms of talking over activities, spending time together and keeping a record of what the other person does.

So, planning. Was only planning involved in the process?

Planning, creating extra materials for the class, mm, discussing the students as well. So, we were talking a lot about different issues.

Do you mean to say that you had pre-and post lesson discussions?

Pre-and-post lesson discussions, yes, of course.

What about the lessons?

Well, we did them together. We were present at each and every lesson together...teaching.

What is needed in order to be able to pair or team teach with another person?

The ability to negotiate and to listen, and to put your ideas in a way that is acceptable for your partner. So, I think you should mind the language that you use, really, because there could be a great idea and if you present it in an embarrassing or in an awkward way, it could hurt the other person. And no matter how good the idea is, probably the other person would have some

objections to it. And I think you really have to be aware of what language you use during these discussions.

So, wording your ideas is very important.

Yes, it is very important.

Well, looking back at the period of time when you were pair or team teaching, what is your opinion of the process?

Well, I like it very much. I think it is even better than teaching alone. Yes, it is a luxury, I agree but for me, that was the best part of teaching so far. It is even better than private teaching because it is very good that You know, teaching sometimes is a very lonely profession, because, of course you have colleagues in the staffroom but what happens during your work is in the lessons and you have nobody to discuss it with. You know, people who are working in different areas can talk about their jobs at meetings for example...oh, that silly guy came and...yes, you remember...and they can have a relationship together and they can be friends. But with teaching it is not the same when you go to the staffroom and say: "Imagine what happened in my lesson"... because if you were not present, then it is not so good. And with pair teaching it is always very good that you have somebody else beside you and there is somebody with whom you can talk over your profession. And that is what I liked about it. It was more than a job for me and not really secluded or not that isolated stuff. OK, there are the children, the students but they are the opposite of you. You are the teacher and they are the students. If you have another teacher with you, then of course, for example, if you have a bad day, if you are a bit more tired or something, you have some bad things happening in your life, then you have somebody to rely on. "OK, teach this lesson a bit more than me. Please help me". And it is OK and you can give it back in turn just like in every other job. For example, if you are tired to go to the office, they can do it for you. But with teaching, no matter what happens to you, you have to be one hundred percent because you are on your own. You enter the classroom and there you go. Nobody is there to help you and you cannot say to the children: "Sorry..."because it is not about it. And that is what I liked about pair teaching.

Thank you for your ideas. Now let's move on to some questions related to your job. I would like you to describe how you generally cooperate in your current job.

Well, that is a problem. I cannot really cooperate. Of course I meet the teachers who are teaching there. We meet in the staffroom where we usually go to or discuss things with the boss but I do not really cooperate with them because we have classes. So, that means that we do not attend each other's classes and I do not really know what they are doing. So, cooperation is probably about offering a course book to each other, what we think that is good, talking about some things that happened in the class...and basically that is all. So, there is no space for cooperation because you cannot really do that. So, I do not really cooperate with them.

Sometimes I talk to them, for example, for five minutes or for ten minutes but not more because we go to teach our own classes.

Do you have placement tests that you design together or examination periods when the situation is different?

No, not really. Well, practically I design the placement tests for the school I work because the boss asked me to do that.

Do you do it for your own groups only?

No, for everybody. They gave me previous placement tests and I designed one for myself just because I did not find appropriate what they gave to me and then they saw it, and said that it was very good, and they asked if they could use it. I said they could use it, of course. Then they asked me...because it was a placement test for up to intermediate level... and they asked me to do it up to the elementary level for the very beginners who had learnt some English before. So, I had to design a business English placement test because we teach business English. I designed the test and I gave it to them and they gave me feedback... if it was good or let us put some speaking activities into it, correct this part because it is too long....but that was all. I did it alone.

That is very interesting. Can you describe one particular example of cooperation in your current job?

Yes. I have to teach, interestingly enough, a Belgium man Hungarian. They asked me to do this at the language school where I teach. I told them that I had never ever taught Hungarian to foreigners and there is a woman who is a sort of a boss there and we cooperate in a way that she asks if I need any supplementary material or she always asks if I need anything. I sometimes tell her the mistakes or typical problems that come up during teaching and she advises books that I can use. For example she told me to collect that man's mistakes and take them to the groups where I teach English to show them that it does not matter what language you learn, there are mistakes. This is the way to say some things in a foreign language because sometimes students learning English do not understand this. They say: "I go by the cinema"...and I say it is not good but they can understand it. That is why that woman told me to take that student's mistakes to the group and use them there. So, the cooperation is between the groups and I cooperate, I cooperate with that woman particularly.

Is she the Head of the Department?

Yes. We can call her that. Yes. Yes.

How do you need to cooperate with others in your current job? Can you specify?

Well, monthly I have to go to the headquarters and I have to write a report. There is a form which you have to fill in every month. It is about what you do in every course. You have to write the date and the main things you did with the group. That is what I have to show and they

check it...so, how we go on. And they ask if I have any problems or not. So, they always check whether you are doing the course or not. That is what I have to write.

Can we call it a kind of supervision?

Yes, this is a kind of supervision.

Do they ever come to your lessons?

No, never.

Why do you need to cooperate with the others in your current job?

Well, I think because this is a language school and there are a lot of individual teachers teaching and it needs to have a point where they all join together and I think to handle this type of education or learning, you have to have a control system. So, basically you have to cooperate, you have to talk to others...what you are doing, where you are at a certain point because if you, for example, have to leave that course or something has come up and somebody else has to teach your lesson, that person should know where you are with the group and what you did with the group...and they have to know the details.

Can we call this cooperation between you and the coordinator?

Yes. Yes

It seems that cooperation is between you and the coordinator and not so much with the teachers.

Yes. We can say so. It is more the connection with the coordinator. Yes. Yes.

What is needed in order to cooperate with others?

Negotiation techniques...you have to be precise. I think that is very important. You have to say things precisely, what you did with the group, what you want to do, what are your problems. You have to be clear and you have to be precise in what you are saying because if you are just vague, she cannot help you. So, I think it is very important to speak your mind clearly and to be able to express your ideas well. So, again how you put things, it is very important, I think. You have to be brief, of course, because people do not have time for you to talk to you for eight hours. You have to be brief and precise and clear and then it can be very efficient, I think, if the other person understands your problem fully... because then the other person can help you more.

So, the way we communicate our ideas is very important.

Yes. Yes. It is very important.

Can you give me an example when you felt that cooperation was really beneficial for you?

Well, with my current job, for example the man whom I teach I Hungarian.... because at the very beginning I was lost, so to say...because that person did not speak any Hungarian and I did not know where to start, what to say or what to do....and with the coordinator... it was very beneficial that she gave me advice and she told me to try to do this or try to do that...try to look for particular course books, Hungarian course books, because, of course, I did not know the

Hungarian course books because I have never taught Hungarian and it was very, very beneficial that I had a person to turn to with my problem. OK, back in my university or the teaching experience, it was very beneficial with I., I think, particularly with the behaviour problems part...that I had somebody to back up and I had somebody to solve the situations with. It was very beneficial that I was not alone and she had a different point of view in... She is a different person and we really think differently in some cases and it was very helpful that she could give me another point of view and she could, well, reassure me in my thoughts in a way that I wanted to handle things and she could also give me advice... what to do ...that I would have never thought of myself. And that was really useful.

So, problem solving and giving ideas basically.

Yes. Yes.

Well, I have a question about this lady who helped you with the student. She is the coordinator, isn't she?

Yes. Yes. But she is also teaching.

I see. Can you recall a situation when you failed in cooperation?

Well, yes, but it was with students. There was one case when the course came to an end because there were two students, two men, and we really could not cooperate with each other in terms of a teacher and learners... we just did not...we just could not do it...so they actually quitted the course.

Was it private teaching?

No, it was with this language school. They were a group. It was a small group. There were only two of them. It was very bad for me. It was a disaster, so after half a year it turned out that we just could not work together.

I see. Do you mean to say that there is cooperation not only among teachers but cooperation among learners and the teacher is also very important?

Yes. Yes.

Thank you. In what cases do you think cooperation is useful?

Basically in all cases... I cannot think of a situation when it is not useful, actually...designing the lessons, talking about problems or be present in the lessons, for example, or the coordinating stuff...OK in a state school you have to have a cooperator, it can be the Head Mistress or the Head Master, but there is a cooperator everywhere...and communication... It is always very important to communicate with your colleagues when choosing the course materials. That is also very important area for cooperation because others might have taught that particular group and might have some good pieces of advice. So, I think that from the very first stage of starting teaching till the very last one when you finish a course, for example. I think cooperation is important everywhere because if you are alone, then OK, you can do one thing as you think about it but then you also need to have the ability to control or to supervise yourself. I think that

is very difficult, to supervise yourself, because of course people like to think about themselves that they are good. Nobody thinks that he or she is very bad. Supervision shows that sometimes what you do is not good and you have to be told about this in order to be better. If you do not cooperate, I do not think that people can be very professional in supervising themselves and controlling themselves in what was good and what was not and that is why it is very important.

You have a point there. Can we say that cooperation is important for making people improve?

Yes, yes, that's right. That is what I am saying.

Who can be involved in cooperation?

Well, if it is teaching, then I think everybody...the teachers and the students as well...so ask for feedback from the students and give feedback to the students. So, it is a teacher-teacher, teacher-student and everything...because we are the people who are involved in the teaching process and that is why everybody, I think.

Yes. How many people can successfully cooperate in your view?

Well, teaching...it can be more than just two but well I think maximum five because, you know, everybody has different ideas, I think. There is no such thing like two people thinking in exactly the same way and it is good to have others' ideas but if there are too many others, then it can be difficult to decide or there would be no point where people agree. Yes, that is why I think there should be or could be a limit...let's say in terms of teachers, for example, five teachers maximum and there should be...if it is five, there should be a sort of a leader or a coordinator who has the final word or who was elected by the others as being the best or having the longest experience or something like that. We have problems and we discuss and we are lost...the four of us want to go into different directions...so, please help. So, that's why I think of maximum five. If there are more people, it is more difficult, I think.

Can two persons cooperate best?

Ah, it depends because if it is just two persons, then, as I have already said, if they have different opinions and they are very strong personalities then there will be probably no consensus. Three I would say would be the best because there should be a sort of a voting and if it is A or B, then there should be two Bs or two As. That is why I would put rather three persons.

In what situations can you cooperate easily?

What do you mean?

What do you consider vital for cooperation?

Oh, yes. The atmosphere or the place and the way of cooperation....

Yes, for example.

Well, I think, for me, it depends more on the people who I cooperate with and not really the place...because if I like the people I am cooperating with or I like spending time with them, then it is good with me. I can do it on the phone to discuss something or we can write letters to

each other to help...also personal cooperation like one-to-one speaking and talking about things...all these help. And I think it is more important to find the same wave length of communication and then the place or the time. People can communicate with each other when they have the right tone of voice or the right way of expressing themselves, then I think it is easy to communicate wherever and whenever.

What are the advantages of cooperation in your experience?

An advantage is that, as we have already said, you can be better...I think this is the most important one because if you choose the profession for your career, then...you know the word career has it that...you want to have a career...want to have it because that is what your life is about. After you grow up, you work, that's your life and everybody wants to be successful in life. I wanted to say that that is how you can improve yourself, that is how you can be better...if you get feedback, if you cooperate, if you have more ideas...that is also beneficial. It is not so boring and it also makes your job more interesting. And I think that is also very important because people work for forty years and doing the same thing for forty years can be very boring, I think. So, I think it is more enjoyable. It is more exciting. You can be better. You can improve. You can have...you know if you meet other people...you can communicate with other people, then you have human relationships and that is why I said that being a lonely teacher is not good because people want to be together. It is our nature, I think. Communication is very important and to be together with others. There are a lot of people who are depressed because they are lonely and they are alone or they do not have anybody to talk to. That is what psychology is all about. And, yes, cooperation is very important because we are human beings and you need to have somebody to talk to about your problems...to help you solve your problems... so everything.

Thank you. It is very interesting. And what are the disadvantages of cooperation in your experience?

Well, the disadvantage could be that it turns out that you are not on the same wave length, so you are totally different personalities and you have totally different views of how to do things and after the point where you cannot reach a consensus is that there is no point to agree because one thing is black and the other thing is white.

Has it ever happened to you?

Well, in my teaching experience, not yet. I am lucky, I have to say. No, there has never been a point where I was of a totally different view than the other person or there has never been a time when I could not negotiate. But I think that it can be a disadvantage when unfortunately you have to cooperate with somebody you cannot cooperate with.

Who can that person be?

Your colleague, for example...

What can be the reason?

The way how people think of life, for example, I do not know. I will give you an example. I really like traditions. I am a person who just...I like traditions. I like Hungary. I like Christmas, Easter etc. I just like these things and I met people who do not think that it is important...they are anti traditionalists...they just live their life...do what they want... go where they want and they do not care if they are late, for example, for appointments... they are late for their work etc. I just cannot understand them. And probably because of this fundamental difference in the personality or of the way of how you think you should live...and even if we shared the same ideas about teaching, probably there might be problems. I do not think I can cooperate with people who are too lazy or too easy going or too free in terms of doing what you want to do and when or how to do it.

Basically people can have different attitudes or opinions.

Yes, different attitudes.

But as far as I know, I. and you did not have the same personalities but your attitudes and your visions were very close. Am I right?

Yes. Yes. Attitudes are very important. They should be sort of the same or at least close. If they are very different then it is not good. Yes.

I know that you still keep the relationship with I. Do you still help each other or rely on each other professionally?

Yes, we do. I can say, because we discuss our problems and I told you that that could be very important as well. So when we meet, it is one hundred percent that some professional issues would come up. "Imagine, what happened to me... This was in my lesson... You should do this or you should do that... Try to do this... The students told me"...And that is how we can help each other, understanding each other's situations. We can help each other by giving a nod. "Yes, I understand you"....And that is very important, I think.

So, it means that you still have your partner and your cooperation is still going on. That was my last question. There is only one left. Is there anything else that you would like to add?

Well, probably concerning your project, because you are writing about cooperation and I suppose you are writing about whether it is useful or not, whether it is good or not, I would really, really say that that it is very good, I think. I stick to my opinion that you cannot work alone and that is the most important thing. It is not just about teaching. I cannot imagine any job for me or any job for anybody that could be done alone, totally alone or without relying on anybody else or not really asking for advice, ideas, opinion, and suggestions, whatever.... I cannot think of anything that could be done...OK, you can do it but it would not be that successful or you would not reach that high level or you would not improve that much. So, with teaching, with anything else, I think cooperation for me is very, very important because you need to have somebody to talk to. That is what I would say.

Thank you very much for your help and your ideas.

Appendix L

Transcript of a semi-structured interview in main study:

In-service teachers' colleague, Respondent 10

First of all I would like to thank you for agreeing to give me the interview. I would also like to let you know that the data will be absolutely confidential. First, I have some questions concerning your background data. What is your name?

My name is J.

So, you are female. I am sorry for asking the next question. How old are you?

I am thirty-nine.

What qualifications do you have?

Well, I am still doing it because I have this Teacher Training College...a diploma from there and I decided to continue at the university but I have not finished it yet. So, I still have that kind of qualifications but I am going to have it soon, hopefully.

Did you attend CETT?

No, actually, it was not called like this. It did not exist then. I attended the college in Kazinczi Street. It was for four years.

I see. So, it was a four-year programme leading to a diploma.

Yes, that is right. We could teach in primary school mainly but now I am doing two extra years.

Do you have any other degrees?

Well, my other language was Russian but I keep forgetting it. I do not really teach it. I do not really use it.

Did you take part in the Russian retraining programme?

No, no, it was not that one. I specialised in Russian and English at the very same time. I have a diploma of teaching English and Russian but it was at the same time. So, it was not a retraining programme.

I see. I have some questions on your work experience. Where do you work?

Well, I work here in KFGS.

How long have you been working for this school?

This year in August I will have been working here for ten years.

Do you have a full-time or a part-time job?

Well, for me it is a kind of part-time job as I have three little kids and I have twins and I can have this kind of maternity till they start school....and they are four years old so, that is why am still doing that. So, it is a part-time job.

It is quite a long time. Did you have any other jobs before your current job?

Yes, but actually, I started teaching in a language school when I was going to the college. When I got my diploma I went on teaching there...in the language school...then for a few years I taught in a secondary school but it was not like this one...it was specialized in electricity...I am

not sure about this term...anyway, it was a kind of a secondary school and then ten years ago I came here.

Does the job meet your requirements? What do like about it?

Yes. Well, I know that there are many teachers in this school, because there are about seventy teachers, and I do not know all of them but all the teachers that are around me....they are very kind...they can always help...they can listen to you if I have some questions or some problems, they are there to help. This is the part that makes me feel well here. The other one is that the students are a bit different. Firstly, when I was teaching in the other secondary school, the students came to my lesson but they did not really want to participate. They were there but they did not have their homework and I always had some problems with them. Here it is a bit different because here you can see that the students themselves are motivated. They really would like to learn the language. They are interested in it and when I ask something I can be sure that the next time they are going to show me their homework. So, I think the atmosphere of the school and everything.

Do you consider yourself successful in your career?

Well, yes, I can say so, because I really like doing my job. I think I am successful because this is a very good school. I like my colleagues. I like the students. I like teaching itself. So, yes, I can say so.

What makes you think you are successful?

All these things make me feel success. Yes, I can say so. Well, I am not saying anything about the salary but the other part, yes. I am happy.

What is your private tutoring experience?

I do not really have time for this.

OK. I now have some questions relating cooperation. Describe how you generally cooperate in your current job?

Do you mean among teachers?

Yes...and with students.....if you think that is cooperation.

I see, well, it is a more difficult question but I think a part of cooperation among teachers is that when you need something, and we are there to help with books or tests or ideas...you know different games.....We can very often give ideas to the other one...or if there is a question..."Do you have any idea about how you can refresh this part or how you can motivate the students even more?"...and there is always someone who has got a great idea. So, I think that works really well, especially among teachers of English....Well, cooperation with the students...I am not sure about that part. What do you mean by cooperation with students?

Working together with students if you think this belongs to the topic of cooperation.

Well, as far as the students are concerned, it is more than working with them in the lesson. I think that whatever you do or whatever you say in the lesson, it is sure that it is going to have an

influence on the students' lives...and in this way we can change the students...not only their parents but even the teachers have a great responsibility in connection with their life because it does not always work in the way that you say that you have to do that....but the way you behave....it is an example for the students. So, in this way it can be cooperation....And the other interesting thing is that sometimes it happens that the students have a question that does not belong to the lesson but belongs to their private life...and then, it happened several times that they asked me what I think about it...and it is also something you have to think over what you should say at that moment because again there is the influence on their life.

So, is it necessary? Is it a part of what you are doing as a teacher.

Yes. I think so. It is not said so but it is something there.

Describe one particular cooperation in your current job?

What do you mean?

In what specific ways do you cooperate with others? Can you think of a story?

Well, unfortunately I cannot really participate the way I would like to because I also have my three children and I can only partly participate or take part....but when ...before my children were born, for example, we used to have Christmas parties and I always had groups who had some...little performance or something like that and I always spent more time with them practicing.

How do you need to cooperate with the others in your current job?

Yes. It is not only in the lesson but outside the lesson...or there is another kind of cooperation among teachers...we have this special ball for the four year students.... usually in February and sometimes the teachers try to have a kind of performance when they dance a special dance and...well, I have not taken part in it, but I know that it also works as cooperation among them. The other thing is that we have to get prepared for the school leaving exam together. So, we have to work out the different topics together and we have to spend much time doing it. So, it is also something you do not teach...you do not participate in the lesson but outside the lesson.

Thank you. What skills are needed in order to cooperate with other(s)?

Well, I think first of all you have to like people. You have to like dealing with people. You have to be flexible because you sometimes have to accept what the other part wants...then ...what else...I think it is quite complicated. You have to share...that is for sure. You have to accept. You have to give...You have to accept what the others suggest. You have to find a way to negotiate.

Can you give an example when you felt that cooperation was really beneficial to you?

Well, I would just mention that we had to get prepared for these school leaving exams together and I think that there we really had a good job...I mean the topics were great and we could decide among ourselves which part was going to be done by these teachers or by the others and after that we shared the topics and sat together, and there were some topics we had to work on,

and there were topics the others had to work on. And then we put all the topics together. And I think it was great.

Can you recall a situation when you failed in cooperation?

Wow.....I do not remember...but, actually I feel something like a failure in cooperation when I do not find that special common way with the group. It is a kind of failure.

Do you mean a group of students?

With students..... But with teachers, I have never had it. I have never had any problems like that. But with students sometimes it is very difficult. Last year I had a kind of failure like that. I did not really manage to motivate the group. They were not really interested in the language. And when I cannot motivate them, I cannot get their attention, it is a kind of failure for me.

In what situations do you think cooperation is useful?

I think cooperation is always useful.

Who can be involved in cooperation?

I think when we talk about cooperation everybody can be involved in it...students with students, students with teachers, teachers with teachers. So, I think when you talk about this topic, you can mean all the people.

How many people can successfully cooperate in your view?

Well, I am not sure about the limit but I can see, for example, groups of eight students or twenty students and I can see the difference. So, when there are eight students in the group, then it is much easier to work with them...because everybody has got the chance to practise the language...to talk to each other and it is not too difficult to discipline them...I mean they do not talk to each other. They listen to me. And on the other hand, when there are about twenty people in the same group, then you just lose the thread....I mean that they do not have the chance to speak in the lesson. They are not so interested in it and then they start talking to each other. So, it is a bit different. In this way I could not say number like ten people but I can see the difference that they cannot cooperate with each other.

So, the less the better.

Yes.

Can two persons cooperate best?

Yes, I think two or three people together.

In what situations can you cooperate easily?

Well, that is a good question.

What do you consider vital for cooperation to work?

I have not thought about that one.

Is it time or skills or the person you cooperate with?

Well, I think it is the person itself, that is for sure...and then it depends on the task we have to do...if we have to solve a problem or we have to develop a topic or we have to organize a

special event in the school. But I think if those two or three people know each other well, I think they can easily solve the problem.

What are the advantages of cooperation in your experience?

I think that you can hear different opinions and then perhaps the other one has got an idea that you can even add something to it...and then together...it is another kind of cooperation perhaps but it can belong here as well...that at home sometimes we cook together with my husband...and even the children noticed that when we cook together it is a bit more interesting or more delicious because while one does one part of it, the other one does the other one and this way it is quicker and I think it is more effective as well.

Thank you. It was an interesting example. What are the disadvantages of cooperation in your experience?

Wow...if there is any....I am not sure if there is any....but if there is, then I can imagine that for example if you just would like to put something in that cooperation or whatever the task is....you would like to do something and you cannot do it because the others do not want to think about it...they do not accept it...perhaps that could be a disadvantage...that your idea cannot get in it.

Have you experienced it?

No, not yet. And hopefully I will not experience it.

How can you overcome this disadvantage?

Well, you have to be strict. You have to know what you want and go ahead.

Actually, that was my last question. Is there anything else that you would like to add?

Well, the only thing is that I became a teacher because I really liked.....I really enjoyed... and I think it is very important to understand each other and work together.

Thank you very much for your ideas.

Thank you.

Appendix M

Planning session: Respondent 1 and Respondent 2

A: The next lesson will be the one to be held on Friday, won't it?

B: Yes, Friday.

A: So this is Everyday English.

B: Yes, on page 21, is it?

A: Yes.

B: What is it about? Let's see.

A: Just a minute. Let's start with the homework checking...

B: Homework!

A: Yes, and since it was quite funny, we could make it into some kind of activity.

B: What about acting out?

A: Let me hear it.

B: No, but there are not enough boys. Otherwise you could send them up to the girls to tell their nasty habits.

A: I thought first the boys could say what they had written and then something with the girls, for example, they can defend themselves or they can have revenge.

B: Yes, I was thinking about something of the same kind, but then they should stand up and come to the front of the class, no? They can read out their homework. It's not a problem.

A: Where? In front?

B: There, next to the desk.

A: Well, I don't know... everybody brings their exercise books along.

B: Why is it a problem?

A: I don't know. Do we need this?

B: It would get us moving at the beginning of the lesson. (silence, everybody's thinking) But we can also see right there, before the lesson....what mood we are in... is the whole class there and stuff like that.

A: Mm, yes, so if they read it out, first the boys read out what they had written and each time we give the opportunity to the girls to defend themselves. But maybe they don't even need their exercise books, because if they had thought of it at home. They can say it by themselves.

B: They can still use the exercise book as a help.

A: OK.

B: OK.

A: OK, so I think ten minutes are already gone with this. We don't need to hurry: We give them enough time. OK, so now come the Everyday English part.

B: If I see it right, the point is...Wow, there is this party stuff here which we saw last year with E.... something like this...you know... the thing about going to a party and you were Brad Pitt and things like that.

A: Oh, yeah...I remember...I think.... Wasn't it some kind of pairing activity?

B: Yes, there was something like that... Wasn't it, when you had to go to Disney? You know, when we wanted to create a new...Oh, no. Oh, no. That was another one. No, no, now I remember. It was about who's doing what at the party. OK. I'll do it. Do you remember now?

A: Oh, yes, I do.

B: OK, never mind. So, the point is that there is a tape script here. I mean a listening activity. A teacher is trying to talk with two persons.... one of the conversations...this is quite long too, so this one with James and Maria. It is kind of...how to say...it gets out of breath. In the other one, they are really getting somewhere.

A: Yes, so this one is a successful conversation and the other one is not and you ask why.

B: Yes, you ask why. I think we can listen to it once.

A: What is the text itself?

B: The text is this usual "Hello. What is your name?"

A: Aha, and we are supposed to get answers like....answering with only one word.

B: Yes, whereas here she always asks questions back.

A: And in the other one, no. OK. So, it really doesn't need too many listenings.

B: So, one listening is enough, isn't it?

A: OK. So, what to do for a pre-listening task?

B: Ouch.

A: Maybe we could ask them in advance what makes a good conversation...or no?

B: Yes, yes, good, I'm just trying to think of something.

A: But what could they say?

B: Oh, but they are real chatterboxes, all of them. They will probably know the answers. Maybe some kind of "imagine that" kind of task. You are here and you are very bored. Let's say, you're in the queue for concert tickets, alone. You have to stand there for two hours. You are extremely bored. You want to start a conversation with the person standing behind you. What clues could you give? They can say this, don't you think?

A: You mean how to start a conversation.

B: Yes. Look, here, there are things like: "ask questions", "show that you're interested", "don't answer yes or no", "try to add a comment on your own", "don't let the conversation stop".

A: So, this is in the second exercise? Ah, OK. I understand.

B: This is not bad either "find examples of these in the tape-script".

A: Aha.

B: What do you mean?

A: Yes, OK, but I don't even understand what the intention of the course book is. Should the child quote it? The whole text part?

B: Yes. Tape script p 119.

A: Yes, I understand that part...but... Oh, but they have to read this part already? Ah, OK, I see.

B: OK. And so what if we...Oh, now I remember we are still at the pre-listening task. How about if they just listen to it.... then they read number two.... they turn the page and then they underline. What do you think?

A: Yes. But first, let us just throw a glance at it to see what the most important thing is so that we have enough time for it.

B: OK.

A: Because for example in exercise three there are these expressions.

B: This is interesting.

A: Yes, I think it is quite useful. I think there should be enough time for this in any case.

B: But here then we can leave out the listening.

A: Yes, but it can also be a way of checking it.

B: Yes, sure, but... Oh, yeah...not a bad idea.... it would be something new. OK. So, we have number three with its listening and all that stuff.... it is not that long.

A: And then at least they can also listen for the pronunciation. It is quite important.

B: And what if...yes....I know we always have great ideas, but I never remember them. So, to sum it up, they listen to the conversation and at the same time they answer the question "Which conversation is more successful and why?", but until then they shouldn't open the book. Then they open the book, or maybe we first discuss it as a whole class... listen to what they have to say about the conversations.... why it is successful...OK, very good, very good. Now open your course books, exercise two, read, and then underline them. They could find at least two or three of each of them...

A: Maybe with different colours.

B: Ah, different colours. Should they do it individually?

A: I think, yes. Underlining, yes. Then, I think we don't need to put so much energy in it. We can ask what examples they have found.

B: OK. Then whole class. OK. So, so far a lot of time will have passed. The text itself is at least five minutes.

A: OK. So, let's do this.

B: So, here is this homework which is ten minutes... then we open the book... they underline... it's ten minutes...Should we underline the issues or ask them to write them down?

A: Underline.

B: OK. So, ten minutes. Are you noting down the timing?

A: Sure. Wait a second (counting).

B: OK. So, reading the tape-script will take about five minutes.

A: Yes, they will already know it, I think.

B: Sure, but there must be some new vocabulary items in it. We should check them. First, they should just read the tape-script. After that they should look for new vocabulary items.

A: I don't think we have to do this in such a detailed way and there is no specific vocabulary in it.

B: You're right about that. So, let's leave it. They read it. They underline it. We correct as a whole class. How much time does it take?

A: I think something like ten minutes.

B: OK. So, how much time have we planned so far?

A: Twenty-seven minutes. We still need about twenty minutes.

B: OK. So, afterwards let's do these expressions, because they are quite important. OK, but how to do this task?

A: I think they should do it individually and then we listen to it and we can check it based on that.

B: OK, good idea. How many minutes?

A: Five...seven?

B: Something like this.

A: Maybe even ten, since they correct while listening. We will have to stop the tape meanwhile or something like that.

B: OK... good.... anyway, it's not a coherent text, so you can stop it at any place. This task you take ten minutes, too. Mm.... What else? What would be really interesting to do? ...Mm...Why not give it as homework?

A: What?

B: So, how many minutes do we have left?

A: Ten.

B: Ten? A bit less? Let's count it as less. OK. So, we could do number four after that. I think it makes sense.

A: Task four or five?

B: Four.

A: But is it not the homework?

B: We can prepare it in class, by asking for each character "Who is it?" and What do we know about him or her?" You ask them to write a short dialogue with two characters from the page in the course book. At home they have to name the characters and write a dialogue with them. I think it would be fun.

A: What should they write then? What will the task be exactly? So, they have to choose from these characters. Let's say, two.

B: Yes.

A: They write about them, for example, the name and the job...or what?

B: This is not so important here but they can write a few lines about what their names and jobs are. And then two persons begin a conversation in order to get to know each other. So, they write a dialogue between the two characters. You ask for ten sentences. It means each person has to say five sentences and half of it will be just "My name is... and I do this and that".

A: We could ask them to use the expressions or sentences from exercise three.

B: Sure, why not? Great!

A: At least three or even five. This way we will have other things than just "Hello".

B: Yes, otherwise we would fall asleep. But the homework preparation also takes some time... We still have five or six minutes left then. What about exercise four? You have the topics here and you have to ask three questions for each subject. Write them down. They should do it pairs.

A: First it should be done individually, I think, otherwise only one of them would work. But let me get this right. Do you have to ask the same question about a topic in different ways? Let's try it out.

B: No, no, you have to ask three different questions about the same topic.

A: Ah, I understand it now. OK, so then it can be done as pair work, of course.

B: Yes, this way you will get more things. OK, it really depends on the time and if they finish too early, we can add more topics to talk about... like sports or something else.

A: Wait a second. Since we do not know how much time we have left, we cut out slips of paper... put them into pairs somehow. They get a slip of paper and they have to have a discussion about each topic for one minute.

B: Yes, I understand. If we have no more time, we just drop everything. We should at least get to the second one, however, so that everybody can get a chance to ask questions.

A: OK. One more thing..... Should they write it down? They shouldn't write it down, should they?

B: No, definitely not.

A: But they often say that it is easier for them if they can write down things.

B: Not in this case, I think. So, we have finished. Is everything done?

A: Yes.

Appendix N

Planning session: Respondent 3 and Respondent 4

A: OK. What did you do last week?

B: We corrected the tests in the first lesson on Monday. We did this “starter” in the second lesson. It was pair work and they knew almost everything. I mean all of these words and then we read this article. It was global understanding first. We didn’t deal with the vocabulary. I mean not in a detailed way. And we did this task, task two on page twenty-three. And on Wednesday we did this grammar spot exercise.

A: What is it about?

B: Past simple tense.

A: Hmmn.

B: The question formation and the negative form. I checked whether they remembered the irregular and regular verb forms in the past tense and we checked the verbs at the back of the course book. There is a list of the verbs there and then we dealt with question formation and the negative form. And we did this listening. I mean I typed the sentences and they had to make the sentences negative. And this was the homework from Monday to Wednesday and we checked it at the end of the lesson because it was about question formation.

A: You checked it at the end of the lesson on Wednesday.

B: Yes, because it was homework from Monday and it was in connection with the text. That is why it was the homework but we checked it at the end of the lesson because it was about question formation....so, I put it in the practice stage.

A: Hmmn.

B: So, there was a grammar presentation stage. We did this grammar spot on page twenty-three and then we did tasks three and four.

A: Hmmn.

B: And that is all. And they understood everything about past simple...so they could change the sentences into negative and make questions.

A: Were they able to form questions?

B: Yes. Yes.

A: When did you correct the tests?

B: Correction was done first. A. was very, very smart....the boys...and D. It went well.

A: OK:

B: There were no problems and I asked them if they understood everything and they said “yes” and we checked in this practice stage whether they had told me the truth. It went well, I think. OK.....the homework in the workbook...unit three...the first five exercises.

A: The first five exercises?

B: Yes, because there was a break.

A: OK, but breaks are not for studying. I would not have given them so much.

B: But they aren't difficult tasks

A: OK. How long do you think it will take to correct it because I will insert it into the first....We should insert it in the first stage of the lesson plan.

B: Yes, I think it will be about fifteen minutes.

A: Fifteen? OK. Should be planned for twenty...just.....

B: OK, just in case. But I think if you just want to listen to the answers without any explanations...then I think...Oh, OK. OK.

A: Should I explain anything?

B: No, I don't think so. Only if they have questions, because I explained everything to them. I hope so.

A: Hmmn. OK, then. Let's plan it for fifteen minutes. What do you think?

B: Fifteen to twenty.

A: Fifteen to twenty. OK.

B: Because these tasks are all about past simple. For example task five is.....they only have to put the verbs into past forms. They will only have to read the list of words. So, I don't think it will take a long time to check that task.

A: OK. I write "Checking homework".

B: And the others are about asking questions and making negative sentences in past simple tense. The first task is a text about a man and the students have to insert verbs into the text, so may be if they read the homework...

A: Gap filling.

B: Yes. But if someone or a few students read the whole text, I think, this will not be time consuming.

A: Hmmn. OK.

B: I think about fifteen minutes will be enough.

A: OK. Let it be fifteen minutes then. So, the first activity will be homework checking. Type of activity is class work. Aim and no anticipated difficulties....

B: We can say that the aim is to check the homework and also if they understood the task and the formation of negative sentences. I don't think there will be any problems having the last lesson in mind. For example, D. came to me after the lesson and she told me that she had understood everything. I mean with connection with the past simple tense.

A: Really?

B: Yes, she did.

A: That is great.

B: She was happy as well. Yes. OK. Shall we omit this task on page twenty-three? This task is about asking and answering questions: "What did you do?" I actually asked this question in the

warmer on Wednesday. I asked them these questions. OK, they did not have to ask questions but they had to answer so, I do not think it will be very important to do this task or may be as a warmer....Do you think it is necessary?

A: No, I don't think so. Let's move on because we also have to take the long term plan into consideration. We are a bit behind schedule, anyway.

B: Yes. That is true. OK.

A: We are a bit behind schedule, anyway. So, this is going to be the plan for 7th November and it is going to be a double lesson.

B: OK. The next pages of this unit are twenty-four and twenty-five.

A: This is a reading comprehension activity, isn't it?

B: Yes, there are two articles.

A: Oh, no, they are gap filling activities.

B: Yes, but they are articles and the students will have to put these verbs into the article. They also will have to match the headlines with the articles or the paragraphs. I don't know exactly. Yes. And it will be about the past continuous and the past simple tense.

A: Hmmn.....should we insert a presentation stage?

B: Yes, of course, because I think it is important to check whether they understand the difference between past simple and past continuous. Anyway, do you think the grammar stage should be after this first task, after the reading task?

A: It should be before it.

B: Before?

A: Well, because the presentation stage has to be before the practice stage.

B: Yes, that is true. But in the Teacher's Book the order was different, so....

A: Practice is before....

B: Oh, it is not real practice. I think it is a kind of introduction of the topic.

A: But how can they do it if there was no presentation stage?

B: I think they will be able to do it because they will not have to write past continuous forms but only past simple verbs.

A: Really?

B: So, there are these two articles and these verbs. The students have to read the article.

A: Hmmn. I see.

B: And put these verbs into past simple forms.

A: It is also written here. OK. Let's do then the exercise first.

B: Let's read the Teacher's Book. We may have some good ideas from it. Do you have any new ideas now?

A: New ideas? Let's have individual work for this activity.

B: OK. That is true but....OK, the Teacher's Book suggestsand I think it is a good idea....that the teachers should tell the students that they will read about unusual crimes. And they will have to read the articles. OK the teacher should ask the students to guess what the article will be about but this stage may be omitted because I don't know whether our students will be able to guess.

A: Will they have to guess after reading the articles?

B: No, they just read the headlines or the titles of the articles. But I don't know whether they will be able to guess.

A: It is a kind of brainstorming as well.

B: Hmmn. Do you think it is a good idea to insert it into the plan? I mean this guessing activity.

A: I find the idea interesting but I do not think we should insert it. We can insert it.... I do not mind but I do not think they will have any ideas or if they had any ideas they would not be able to express their ideas in English. What do you think? Should we put this stage into the plan?

B: I usually do guessing activities with my private students. When there is a reading task with an article, they just focus on the headline and guess what they will read about. After reading it can be really interesting to compare their idea and the story they have read about.

A: When I was a student a lot of teachers did this kind of activity in class and I hated it.

B: OK, it is your lesson, so...

A: We can still insert it. It is just my own opinion. I didn't like it.

B: OK, then omit it. It is your lesson.

A: OK.

B: But you could read the title so that the student will know what they will read about.

A: OK.

B: I think that you should tell them.

A: That you are going to read about.....

B: Unusual crimes.....OK, just read the article before the lesson.

A: OK.

B: I have only read it very quickly.

A: Hmmn. OK, I will read the articles then. I will introduce the topic. OK. Then the next stage could be stage two...introduction of the topic of the articles...then introduction of the task.

B: OK, you can tell the students that they are going to read about unusual crimes. You can put the word "crime" on the blackboard.

A: You are going to read two stories about unusual crimes....and then the teacher writes....Should I write "crime" on the blackboard?

B: Yes, and you just check whether they know the word "crime". Maybe a few of them will know what "crime" means.

A: Hmmn. The teacher writes the word.....

B: Or only just ask them whether they know the word “crime”.

A: Whether students know the word “crime”. OK, but here we could insert brainstorming for unusual crimes. I can write it on the blackboard.

B: Aha....

A: I can ask if they know what an unusual crime is.

B: Do you think they know any words in connection with crimes?

A: Yes, you are right. I would not be able to say anything myself. Maybe it is not a good idea.

B: But I think it is. But maybe you could do this with crimes only....but the words of crimes are difficult. But they would know about burglary and robbery because we read a text about two burglars last time and C. and some others knew the word “thief” and they knew the word “steal” and maybe they would know “kill” and “murder”. But I don’t think they will know other types of crime. These are difficult words. But I think it is a good idea.

A: Will we have time for this?

B: I think you can have a few minutes, yes.

A: But with tasks like this I am always afraid that they will ask me about the meaning of words in English and I may not be able to answer.

B: Just look up only a few words in the dictionary before the lesson.

A: But what words? I cannot guess what they are going to ask.

B: Maybe they would ask about murder, fraud and....I don’t know... OK, just put it in brackets and think about it.

A: OK. I will think about it.

B: Because I think it is a good idea to have a brainstorming activity like this but the problem is that we don’t know how many words they will know about crimes, which is a difficult topic.

A: OK. Let’s leave it now and I will think about it.

B: OK:

A: OK. The teacher introduces the topic of the articles first then she introduces the task. I usually put my instructions into the lesson plan so I will put the only instruction here like this: We are going to read two stories about unusual crimes and the teacher asks the students whether they know the word “crime”.

B: Hmmn. And then they should read the headlines.

A: Teacher says: “Please read the articles”. Or the headlines?

B: The headlines first, definitely.

A: First the headlines.

B: Just read the headlines and I think you could ask one of the students to read the headlines aloud and then you check whether the others know the words.

A: The teacher asks.....

B: What does “hands up” mean’?

A: What does “hands up mean”?

B: What does a “burglar” mean? They will know but you can still ask. What does “in tears” mean?

A: “End in tears” as an expression....and then the teachers asks the students to fill in the gaps.

B: Yes, to read the article and complete the gaps How about if the students read the article first.....just read it...and then read it again and fill the gaps in.

A: Hmmn.

B: What do you think about the students reading the text twice?

A: OK. Do you think it will be necessary? It could be. Well, the students read the articles first.

B: The articles....and do you think everyone should read both articles.... or what if...

A: Or divide the group...

B: No, it will be too difficult.

A: Yes, I think so.

B: So, you will not do group work or pair work.

A: No. I think everybody should do both articles.

B: Hmmn. And these are not long texts. OK.

A: We can deal with the texts with the whole class after that.

B: What do you think will be better? If they read both articles at the same time or they read the first article first....they put the verbs in the gaps....you check them.....and then you go on with the second article.

A: Hmmn.

B: What do you think?

A: I don't know.

B: Should we do the two articles at the same time?

A: That will be easier but I don't know if it would be better for the kids. What do you think?

B: I think it will be better if they have to deal with only one article at a time.

A: OK.

B: Maybe.

A: OK. Then the second stage will be...the teacher introduces the topic of the first article....then introduces the task: “We are going to read a story...two stories about an unusual crime”.

B: Then you read the headline of the first story.

A: Hmmn.

B: After that they read the whole article.

A: So, the students read the article twice and they fill the gaps when they read the text for the second time.

B: Yes.

A: How shall I put it? The students read the article twice and they only fill in the gaps....

B: In the second reading.

A: When they read it for the second time.

B: And what about vocabulary? Do you think you will have to deal with the vocabulary after the first reading or the second?

A: I don't know.

B: No, because the students should read for global understanding first. But I don't think they will know words like "demanding", "terror", "distinct" and "escape". I am not sure whether they will know these words. I think the two texts are full of words that are unfamiliar to them. For example, "a man armed with a hamburger". What does "armed" mean?

A: OK. We can discuss the words....but...OK, the students read the article once and then they ask about the words they don't know.

B: I think that the first time they should read through the text, the article, that is all...and then you can ask them to read the article again and put the verbs from the box above the text in the article and at the same time they should underline the unknown words.

A: OK.

B: And when they finish the task you can ask them about the new words. You discuss them with the class. You put them on the blackboard and then a few students read the text aloud and they check the exercise. What do you think?

A: OK. That is good. So, the students read the article twice and they only fill in the gaps when they read the second time. During the second reading the students are asked to underline the unknown words. After the reading the class discusses the words.

B: You put them on the blackboard if it is necessary. I think they are difficult words for them.

A: The students take notes and write the unknown words into their exercise book. OK. The classroom organization is individual for the first part and then the second part is class work. And the aim is global understanding and practice of the past forms of the verbs.

B: Hmmn. Are you writing about the aim of the whole task or just the first reading stage?

A: We are here at the first reading stage but the aim of the first stage will be the same as the aim for the second stage.

B: Yes. That is true.

A: I will not write in details.

B: OK. I see. The aim can also be to revise the past forms of these verbs.

A: And checking of vocabulary.

B: Hmmn...and learning or teaching words....extending vocabulary.

A: Oh, that is nice....extending vocabulary.

B: I think it is a difficult text for this group.

A: Then in the anticipated difficulties section I will write “too difficult texts for them”. That is why we also inserted the vocabulary checking part.

B: Yes. Yes. Yes.

A: How long do you think it will take?

B: I think the first reading is one minute. OK, and the instructions.

A: OK. Two minutes with the instructions. Is it too much?

B: Yes. I think that one minute will be enough to read such a short text for the first time. I think five minutes for the whole stage. What do you think? But if we discuss the words, that could be more.

A: Yes. OK. Seven, seven and a half because the other part will be seven and a half and then the whole will be fifteen.

B: Hmmn.

A: OK?

B: OK. But the problem is that the homework checking will take a lot of time.

A: Yes, but that is not a problem.

B: Yes, because it is a double lesson.

A: Yes, it is a double lesson and as they have done the homework. Then we should check it. We should check the whole. I don't like leaving mistakes that are not corrected.

B: That is true. You are right. But I think that this stage when the students read the two texts and fill in the gaps, it should be about the end of the first lesson.

A: Definitely.

B: Is it possible to do it?

A: Yes. I think that the second task which is to insert the phrases into the articles.....

B: It is about past continuous.

A: Yes, it is about past continuous.

B: That is why you could start the second lesson with this task because it introduces the past continuous tense.

A: Hmmn. Yes, but it will be thirty minutes only to do the homework checking and cover these two exercises.

B: I see.

A: OK, then the third stage....also seven and a half minutes for the second text.....the same procedure as for the first text.

B: Maybe in this second text there will be a few difficult words like “decide”, “things go wrong”, that is a nice expression, “furniture”, “smashed windows”, “jewellery”, “immediately”.... I think they are nice words.

A: Yes, I think so.

B: And I think they will be new words for this group.

A: Yes, So, eight thirty.

B: So, you have fifteen minutes left. Then you could do task number two. I am thinking about this timing issue because.....I don't know...Do you think you will be able to do the task in seven minutes? I mean the first article and then seven minutes the second one.

A: I think we should do them in fifteen minutes because these are only two short texts.

B: Hmmn. They read one text.....you give instructions...they read the text again and fill in the gaps...then you discuss the words...this will take at least six minutes and after that one student reads the text aloud. I think it will be about eight or nine minute.

A: Nine minutes for each text.

B: Yes.

A: OK.

B: Because you deal with the words. After filling in the gaps you ask the students to read their solutions aloud.

A: Oh, yes. I forgot to put it into the lesson plan.

B: I see. What about reading aloud? Do you think it is a good idea to ask the students to read aloud?

A: I think it is useful.

B: OK.

A: Where should I insert it? OK. ...the teacher asks the students to read the headlines aloud and checks the words with the students....for example... 'hands up' and 'burglar'. The students read the article twice and they only fill in the gaps when they read it for the second time. During the second reading the students are asked to underline the new words as well. After the reading, the class discusses the words. Should we do the checking before discussing the words or after that?

B: I do not know. I think before discussing the new words.

A: OK. We ask them to fill in the gaps during the second reading...underline the new words and then we check the task.

B: Yes....and after that you discuss the vocabulary.

A: Checking the task....then the students read the text with their solutions aloud...then after the reading....and after the checking the class discusses the words.

B: Hmmn. That is nice. Hmmn.

A: The students take notes and write the new words in their exercise books.

B: And you do the same with the second text.

A: Hmmn. So, you think that seven minutes and a half is not enough.

B: Yes. I think so.

A: OK. Fifteen and nine is twenty-four. OK? We still have ten minutes left.

B: You can do task number two and then in the second lesson you can go on with the checking and the listening.

A: OK. Then I will do the grammar presentation.

B: But I think you will have to do this exercise first.

A: Do you mean before the presentation?

B: Yes, because these sentences are in past continuous tense....because the text is full of past simple sentences and the task is that the students have to put these lines or statements into the text. So, they have to insert these sentences into the text and these sentences are in past continuous tense.

A: Hmmn.

B. So, I think that this could be the introduction of the past continuous tense....that they read these sentences and they try to insert them into the text.

A: OK.

B: So, it is task number two on page twenty-four.

A: OK....page twenty-four...task two. Let me write down the instructions.

B: So, the task is to match these lines or statements with the articles. Where exactly do they go into the story? How would you like to do it? I mean individual work or pair work?

A: I would like to have it as individual work.

B: OK.

A: I am afraid of doing pair work.

B: Why?

A: Because....I don't know why.

B: OK.

A: Match the lines with the articles. OK. I can try to do it as group work.

B: Not group work but pair work.

A: Pair work. OK.

B: It can be helpful for the beginners or the weak students because they can do it with somebody else. So, maybe it will be easier.

A: OK. So, before I introduce the task, I will have to form the pairs. Am I right?

B: You just tell them to work with the person who is sitting next to them.

A: OK. Match the statements with the articles. Work in pairs.

B: Do you think it is necessary to read these sentences aloud?

A: No. I do not think so.

B: OK.

A: If they work in pairs, they will help each other.

B: Yes. That will be easier. You are right.

A: OK. Work in pairs.

B: Work with your neighbour.

A: OK. I do not think they will understand if I only ask them to match these sentences with the articles because.....I look at these lines or sentences and the articles and...

B: Why? Just tell them.

A: It is so difficult.

B: Hmmn. But you can try it. This is the task.

A: OK. They have to insert them.

B: You tell them....just read these sentences...and they can be put into the articles....read the articles quickly again or just have a look at them and read the sentences one by one and try to put them into the texts.

A: Hmmn.

B: I think they could try to do so.

A: OK. So, read the sentences in exercise number two and try to put them into the texts. Try to put them into the right places or what...

B: Hmmn. Where do you think they can be put?

A: And try to put them into the texts.

B: Hmmn.

A: OK.

B: It could be difficult for them but I think we could try it.

A: Yes. How long do you think it will take?

B: I think at least three minutes because they read...

A: No, I think they will need more time.

B: That is why I said at least.

A: Yes, at least five.

B: Yes, because they read....yes....you are right...they read the sentences....they try to discuss the meaning and then they take a look at the texts and try to insert the sentences. Yes, at least five minutes.

A: OK. What is the aim?

B: The aim is to introduce the past continuous tense because all these sentences are in past continuous tense.

A: And the anticipated difficulties?

B: The task will be very difficult.

A: The task will be very difficult.

B: The teacher will help.

A: OK. Five minutes for this activity.

B: How much time is left?

A: Seven minutes left. Let's say six minutes left.

B: OK. OK.

A: And then we can check it in six minutes. Anything else?

B: No, because in the checking part the students...

A: The students may ask a lot.

B: Yes. That is right. And how can you plan the checking stage? Oh, sorry. There is a listening. Listen and check the sentences that contain these phrases. So, there is a listening task for checking.

A: Hmmn. I have the tape script here. I will listen to it. So, they can check it.

B: Yes, check the task while listening.

A: OK. Let's look at it now. It is three point five, isn't it?

B: Yes. Is it the whole text?

A: Yes.

B: So, then you can say: "We are going to check the text. Just listen to the tape and check whether you have the phrases in the right place".

A: OK. That is very good. So, a listening task for checking the task.....The teacher says: "Listen to the tape and check whether you have correct solutions".

B: Hmmn. That is it.

Appendix O

Student teacher's diary: Respondent 1

September

In our teaching team, cooperation is realised in a very special way. We chose to hold all our lessons together, so we cooperate a lot outside the classroom too. We discuss our lesson plans together and help each other by taking turns in typing them. Before the lessons, we discuss the last details and decide who should do which part of the lesson.

In the first week we had few possibilities to really cooperate, because we held some lessons alone. The next week, we realised that we sometimes tend to talk in the same time, trying to help the other. It sometimes happened, that we said the same thing twice. We decided then to distribute the parts of the lesson between us. First, we did one activity then the other did one and so on. We dropped this method after a while and during a day when we had two lessons after the other, we tried out to do a whole lesson alone. In this case, there was hidden cooperation. We helped each other by setting the tape-recorder or making signs about the time left. Finally, we are now dividing the class in two parts, one of us doing the beginning, the other the end. We choose our parts in the morning before the class, depending on our actual moods (maybe one of us feels a bit shy that day, then the other does the talking part), on our personal preferences (I personally prefer the speaking activities, picture descriptions...) and personal involvement (if one us is the „creator” of the activity, she is the one doing it).

There are also signs of spontaneous cooperation, when one of us is talking and the other writes on the black board or silently helps in the back (I sometimes make funny faces to illustrate what R. is saying, most of the time it helps a lot).

Sometimes cooperation does not work, when one of us plans something particular for the lesson, sends it to the other and she changes everything. However, discussion always helps to get to some kind of compromise. Signs of non-cooperation are only due to a chronological lack of time and the extreme tiredness that we are both in.

October

In the last two weeks before the break, I wasn't in a very good physical shape. E. was very kind by supporting me personally as a friend, but also by taking a lot of responsibility off my back. There was one lesson when I had a terrible headache, which R. knew. I was supposed to do two exercises, but she saw I was in pain, so she did one of my exercises.

Since I am leaving abroad for 5 days, E. volunteered to type in the lesson plans for Monday.

During one lesson, E. made a little sign to show me that there was something wrong with my make-up.

At another lesson I was taking my pullover off, E. came there to hold my t-shirt. Otherwise I might have ended half-naked in front of the class ☺.

E. said by mistake 2 seconds instead of 2 minutes and did not notice it. I drew her attention to that by making a funny face.

At a lesson E. was getting completely mixed up with her instructions so I went there and explained in other words.

At another time, I wrote down the questions on the blackboard while E. was talking to the class.

November

When I came back from abroad, I immediately went to the school which was a great help to E. I think, since she was ill at the time.

E. volunteered to put together the first big test of the semester. I double checked it, and did it and sent it back to her with my comments.

E. told me I did not need to go to the lesson when the test was written. This enabled me to get some sleep. Next time, I will write the test and she will be home sleeping ☺.

Although we plan all the lessons together, this time E. had to plan a special class for research for her thesis. I tried to help her as much as I could, giving my opinion and as much advice as I could.

While planning the whole week's lessons, I had an idea about a song listening. E. gave me total freedom about the lesson, which shows her trust in me. She decided to do then the other lesson (it's Monday's double lesson), so that the amount of our work would be equal.

On one of the lessons I could sense that E. was getting really nervous and especially nervous at one student. Before anything wrong could happen, I took her by the hand and told her to start the lesson.

Otherwise, our daily cooperation was the same as usual, finishing each other's sentences, E. controlling the tape-recorder, me writing on the blackboard....

December – January

R. needed an activity for her thesis and although I was not involved, I helped her as if it was my own interest too.

I made a whole song listening based lesson about Hollywood and E. offered to do the next lesson by herself in exchange.

During a lesson where everything was going wrong, we decided together to change the whole lesson plan. We also offered mutual emotional support to each other.

Having seriously under planned a lesson, I was telling R. during the lessons which exercises we should do to use up the time left.

I proof-read several times E.'s crosswords (and still managed to miss a spelling mistake ☺).

I sent E. a first version of the test and she gave me her opinion, which helped me rewrite it.

We went together to the library to find some extra material for one of our lessons.

R. printed out the lesson plan for me, since my printer was out of ink.

I baked a cake for the Christmas lesson and E. bought one.

I wrote one of the tests and corrected it, E. wrote the other one. We discussed the results over the phone and tried to find a solution for the extremely bad results.

We had to tell off the class at least two times and E. asked me to do it once. The next time, I told her to do it, so that she gets some practice, but we were standing out for each other at both occasions.

I did not agree with one of E.'s decision during a lesson but I did not say anything in front of the class, so that our behaviour stays coherent.

Facing some discipline problems, we sat down and figured out a new sitting arrangement together.

E. sent me the proper format where I should type in the lesson plans.

Realising that I forgot the tests at home, I ran home for it, while E. went into the school, in case I wouldn't get back on time. She started the lesson with another planned activity and I arrived 5 minutes later, with the tests.

Because of the exam period, we have coordinated our exams, so that at least one of us can go to the school.

These are the things that we have been doing for some time and that we do at every occasion:

We go and come together to/from school, discussing the lesson on the way.

Each week, one of us types in the lesson plans.

Every Monday, we sit down to plan the forthcoming four lessons.

We help each other doing research for the thesis.

We carry each others bag, book, tape-recorder to class.

I write on the blackboard, because I have a neater handwriting.

If there is no chalk, one of us goes for it.

E. handles the tape-recorder, because I often get lost with the tape-sides.

We buy each other coffee ☺.

We comfort each other and take in account the other's physical and emotional state, while sharing the activities for each lesson.

☺☺☺ I forgot to write that with E. we have also shared this task (write about cooperation in December and January), which is a sign of cooperation, too.

Appendix P

Student teacher's diary: Respondent 2

1st week - September 2-12

Signs of cooperation, in general, we always plan the lessons together with my Teaching Partner. We invent the activities, the structure of the lessons and then we write the lesson plans. We also discuss the plans with C. who makes comments on them. As a sign of successful cooperation, we always manage to plan and debate the lessons before the particular lesson takes place. During these discussions we can change ideas and we can learn a lot from each other. But we have a difficulty in this field that is the lack of time. Sometimes we don't have much time to talk the lesson plans over in details. (But in order to overcome this difficulty we decided to use the Internet. We can communicate with each other – we can send the lesson plans, we can change ideas – by sending an e-mail.

We also decided to hold the lessons together with the teaching partner, thus cooperation is a basic issue during our lessons.

After the lessons we also discuss what happened inside the classroom.

1st lesson: Signs of cooperation - we could cooperate successfully. None of the Teaching Partners dominated the lesson.

2nd and 3rd lesson: no cooperation between the teaching partners during the lesson. The first lesson was held by S, the second lesson was held by me

4th and 5th lesson: we recognized that sometimes cooperation could not work really well. Sometimes we interrupted each other during the lesson. In other cases, when we had to explain the meaning of some new words of a text, both of us said an explanation – thus Teacher Talk Time increased, and the number of different explanations may have confused the students as well.

6th and 7th lesson: (because the above mentioned problems) we decided to distribute the different parts of the lessons among us, so that one of us would be responsible for some given parts of the lesson, and the other would be responsible for the rest. In this way we can avoid interrupting each other and the lesson can become more smooth and fluent.

2nd week – September 14-19

8th lesson: We came to school together. During our way to school we discussed the mood we were in and (partly according to this) we agreed on the distribution of the different activities. We started to distribute other tasks: for example a teacher says a sample sentence, or pronounces a new word and the other puts it on the board. We didn't plan this ahead – it was unconscious.

9th lesson: no cooperation between the teaching partners during the lesson: I held the lesson alone. But after the lesson I met my Teaching Partner and I told her everything that happened in the lesson. We discussed all the happenings.

10th and 11th lesson: We came to school together. During our way to school we discussed the mood we were in and (partly according to this) we agreed on the distribution of the different activities.

The roles of the teachers were balanced: this time we organised the lessons (we had two lessons on that day) in another way: one teacher was responsible for the first lesson and the other one for the second. Cooperation was realized in a hidden way: to indicate to the other how many minutes are left until the end of the lesson, or to preset the tape recorder.

3rd week – September 21-26

12th lesson: No cooperation between the teaching partners during the lesson: I held the lesson alone. But after the lesson I met my Teaching Partner and I told her everything that happened in the lesson. We discussed all the happenings.

13th and 14th lesson: We came to school together. During our way to school we discussed the mood we were in and (partly according to this) we agreed on the distribution of the different activities.

According to the distribution we agreed on before the lesson, the Grammar awareness, Brainstorming, and the interactive, playful task called “Pass it on and ask”... and the Listening tasks were directed by Teacher 1 (T1) and the others by Teacher 2 (T2). After the lesson we discussed the effectiveness of the different tasks according to our observations.

4th week – September 28- October 3

15th lesson: We came to school together. The lesson was mainly directed by T2, because in this particular case we could not cooperate effectively during the lesson planning section. The lesson plan was created by T2 during the evening before the lesson. The tasks were discussed but only during a conversation on the phone. Thus, T2 was more aware of the structure of the lesson, therefore she could direct it more effectively.

16th and 17th lesson: We came to school together. During these double lessons T1 directed the activities in most cases, because she found out the structure of the lessons and the activities. Cooperation did not really take place during the lesson planning section. But cooperation was designed and realized during the lessons: when we had to explain the meaning of the new words, we divided the class into two halves, according to our agreement, and T1 helped group 1 and 2, T2 helped group 3 and 4 with the new words.

5th week - October 5-10

18th lesson: We came to school together. During our way to school we discussed the mood we were in and (partly according to this) we agreed on the distribution of the different activities. Homework checking is always a “shared duty”: one day T1 corrects it, the other day T2. It is because neither of us likes correcting homework. Cooperation: during the speaking task both of us helped the students with the new words.

19th lesson: We came to school together. During our way to school we discussed the mood we were in and (partly according to this) we agreed on the distribution of the different activities. During the listening task: T1 reads a text to one half of the class, T2 reads another text to the other half of the class in the same time. Thus we could direct together a very interesting and interactive listening task.

20th and 21st lesson: We continue to apply our cooperative method in our Teaching Experience. As in September, we plan the lessons together. And by now, we have elaborated a weekly routine. We always meet on Mondays, after our lesson at the grammar school, and then we discuss our aims, our plans for the following week. First, we decide on an overall structure of the week – main topics, most important aims of the lessons – and then we discuss the lessons one by one, in more details. If one of us has an idea in connection with a given topic or task, she shares her thoughts with the other, and then we reach an agreement together. We always elaborate every part of the lesson in details, in a way that we both expound and explain our ideas and thoughts, and from these we create a consistent whole.

Lessons 20 and 21 are the first product of this new routine. During the lessons we distributed the tasks in a way that after almost every activity we changed roles – the activities after each other were conducted by different teachers (T1 or T2). In this way the lessons became very dynamic.

After the double lessons we went to a café in order to plan the following 4 lessons together and to discuss the happenings (discipline, students’ improvement etc.) of the last week.

6th week – October 12-17

22nd lesson: We came to school together. During our way to school we discussed the mood we were in and (partly according to this) we agreed on the distribution of the different activities. During the presentation stage it turned out that students cannot understand the explanations of T2. Thus, T1 tried to formulate the ideas in a different way. Finally, the teachers (in a well-functioning cooperative manner) explained the problematic points together.

23rd lesson: We came to school together. During our way to school we discussed the mood we were in and (partly according to this) we agreed on the distribution of the different activities.

After the lesson, we had a conversation about the speaking skills of our students. It was very useful to hear each other's views and ideas.

24th and 25th lesson: We came to school together. During our way to school we discussed the mood we were in and (partly according to this) we agreed on the distribution of the different activities.

The activities based on cooperation and grouping were directed by T1 according to the agreement, because she is interested in the topic of students' cooperation. In this case, the distribution of the tasks within the lessons depended on this factor. And the free discussion part was directed by T2 because she is interested in this kind of activities.

After the double lessons we went to a café in order to plan the following 4 lessons together and to discuss the happenings (discipline, students' improvement etc.) of the last week.

7th week – October 19-24

26th lesson: We came to school together. During our way to school we discussed the mood we were in and (partly according to this) we agreed on the distribution of the different activities. Duties are distributed during the lesson: T2 writes on the board, T1 handle the tape recorder.

8th week – October 26-31

27th lesson: Cooperation was during the planning section. The lesson was held by T1, thus during the lesson there was no cooperation between the teachers.

September 21st – October 26

So far we have been holding the lessons always together with my teaching partner and we do everything together. First of all, we always plan the lessons together. First, we think over what we should teach during the following week (we always plan the four lessons of the week ahead, on every Monday afternoon) – which topics, which grammar points we should include in our lessons. Then we discuss the lessons one by one in more details. One of us tells her ideas, and the other always reflects on these thoughts. In case we don't agree about something, we discuss it, and we ALWAYS TRY TO REACH AN AGREEMENT! We never include any ideas/activities in the lesson plan that any of us don't like. We take notes during the discussion, and when we arrive home after the discussion, one of us types the lesson plans - the next week the other one of us will do the same. We invent the activities together. When one of us tells her ideas or invents an activity, the other as well tells her ideas about it. Then, in lots of cases, because of the former idea, another idea/activity occurs to the other Teaching Partner. We often feed on each other's ideas, thus the lesson builds itself on the basis of a first "thought".

We also hold the lessons together. We recognized that sometimes cooperation did not work really well during the classes. Sometimes we interrupted each other and in other cases, when we had to explain the meaning of some new words of a text, both of us said an explanation. Thus Teacher Talk Time increased, and the number of different explanations may have confused the students as well. Because of this, we decided to distribute the different parts of the lessons among us, so that one of us would be responsible for some given parts of the lesson, and the other would be responsible for the rest. In this way we can avoid interrupting each other and the lesson can become more smooth and fluent.

Sometimes we distribute the different activities according to our interests. If we are interested in a topic or if we like an activity, we choose to be responsible for that part of the lesson. In other cases, one of us wants to carry out an activity, because she was the one who invented it, thus she is more aware of what she wants to achieve with the help of that task, or simply that activity is “closer to her” than to the other Teaching Partner. In other cases we distribute the tasks according to our mood: when one of us is too tired that day, she will prefer those tasks which need less teacher control. But we always AGREE ON THE DISTRIBUTION OF THE TASKS!

November 7th – 25th

We continue to apply our cooperative method in our Teaching Experience. As in September and October, we plan the lessons always together. And by now, we have elaborated a weekly routine. We always meet on Mondays, after our lesson at the grammar school, and then we discuss our aims, our plans for the following week. First, we decide on an overall structure of the week – main topics, most important aims of the lessons – and then we discuss the lessons one by one, in more details. If one of us has an idea in connection with a given topic or task, she shares her thoughts with the other, and then we reach an agreement together. We always elaborate every part of the lesson in details, in a way that we both expound and explain our ideas and thoughts, and from these we create a consistent whole.

On the lessons we still distribute the duties and tasks. Sometimes the activities are directed by one of us, sometimes we direct them together - it often depends on the given situation. If the students seem to not understand the explanations of one of us, or they don't understand the instructions formulated by one of us, the other always helps. Sometimes we direct the lesson in a way that we change roles after each task or activity of the lesson. In this way the lesson becomes more dynamic. This kind of distribution of the tasks depends on the tasks and the lesson itself. When the tasks and activities are tightly connected to each other, we try not to separate them and we try not to interrupt the flow of the activities by distributing the direction of all its parts between the two of us.

We keep on distributing tasks like writing on the board or directing cooperative activities. And some days ago we started dealing with our thesis topic, and thus we both have to conduct some classroom researches, we have to deal with some other considerations as well during the lessons. Now we have to conduct a classroom research, and for this we have to design different kinds of activities. On the 21st of November, while I was directing a cooperative activity, my teaching partner, together with my COT (co-trainer) and my Classroom Studies Tutor (CS3) were observing the students' reactions, their behaviour and activity. They were all very helpful when I asked them to help me with this research! The results of their observation will give me great assistance when analysing the effectiveness of that activity. Therefore, in case of collecting data for our thesis topic, cooperation between the Teaching Partners and our COT is indeed indispensable!

On the 18th of November the students wrote a progress test. Concerning the different duties in connection with the construction of the tests, we have also elaborated a cooperative structure. The first test (that the students wrote on the 18th of November) was designed, constructed by me, and my Teaching Partner and my COT pre-tested it, and they commented on the test. Thus we could design together the test distributing the different duties among us. Next time, my TP is going to construct the test, and my task is going to be to pre-test it.

December-January ☺☺☺ I shared this part with my Teaching Partner. We actually wrote about December and January together.

Appendix Q

Student teacher's diary: Respondent 3

Signs of cooperation Sept. 5th-9th 2005

Correcting the tests together. We divided the tests into two and K. did the half of it while I did the other half. We also discussed partly how many points we should give for the answers that were not completely correct.

When coming to school earlier, we discuss the lesson beforehand. This week K. was teaching and I was observing, so K. discussed the lesson plan with me. We shared ideas, tried to make up a warmer for one of the classes. Unfortunately none of us had a good idea, so K. decided not to do a warmer that lesson.

K. couldn't finish a listening task on Friday, so we decided to do the task on Monday. K. explained the way she wanted to carry out the task. I liked her ideas, so I borrowed the whole activity from her. I will do it with the class on Monday.

Signs of cooperation 30th Sept 2005

We decided that it was high time for a test.

We planned to prepare it together.

I got a test from C, which we could use as base of our test.

K. prepared the final version, but we discussed which part we would put into the test.

We also decided together, how long the test should take.

This week was mainly about the test on Wednesday, as there was no lesson on Monday and Friday.

I called K. today to ask whether I should check the homework with the students.

We decided that I should do it definitely, and this was one reason why I decided not to start with the new topic on the first lesson, but finish the Lesson 1 (social expressions).

Sings of cooperation 12th -16th September 2005

K. and I were discussing the level difference issue before class. K. had an idea to change the book (to Headway Elementary), because 80% of the class would need it. Then later on, but still during this week, we decided, rather no to change the book.

K. had a great idea how to encourage the beginners. We discussed it before the lesson, and we decided to give the beginners an extra task for homework. As I was teaching this week, I gave it them as homework. (that was to collect as many English words from their everyday lives as they can.....we wanted to show them how many English words they know....they are just not aware of that.)

I sent K. my lesson plans with C.'s comment, so that she could check it out.

K. called me and told that she did not have access to internet so she could not send any mail to C. and me, and she did not get any mail either. I was just writing a mail to C. at the moment she called, so I told her that I will let C. know what happened. So C. will know the reason why K. did not send her a mail.

On Monday K. warned me not to forget the homework correction.

On Wednesday's lesson I left the workbook in the teachers' room, and K. got it for me, so I could stay with my class and begin the class.

On Wednesday's and Friday's lesson as well, K. showed me a sign to make me aware of time, when we had only 5 minutes left.

On Friday's lesson I wanted to make a vocabulary test with the students, but we had run out of time, so I asked K. to have the test with them on Monday. But she said that there aren't enough words, so she would make the test on Wednesday or Friday.

I don't agree, because there are always enough words for a short vocabulary test. This was the only point this week, where we did not agree. I did not want to force it, because K. is going to be the teacher next week anyway.

Signs of cooperation 8th October 2005

On Monday's lesson I was not sure which is Australia's flag when we did this activity in the lesson, and I asked K. what she thinks about it. And she helped me out.

On Wednesday I would have needed K.'s help, because she had the corrected tests and one of the students (who was missing from Monday's lesson) asked for it and I could show her, because unfortunately K. could not come that day to school. Next time we should leave all these administrative things at school, in order to prevent such situations. We have to talk about it with K. This was an example of the lack of cooperation.

Before Wednesday's lesson, K. wrote an SMS to me to let me know that she is not able to come to lesson that day.

On Friday, I left the workbook in the teachers' office and K. brought it for me to the lesson. Otherwise it would have been very difficult to check the homework with the students.

On Friday, the students wrote a short vocabulary test, and I asked K. to help me in watching the students in order to prevent cheating. She helped me (both of us were watching the students, but still we found, that some of the students could cooperate with each other while writing the test.) Such kind of cooperation of the students is admirable, I think.....Two teachers are watching them, and still they can communicate somehow. We could not detect their communication on the spot, but we realized it when we corrected the tests. Some of the mistakes were typical, and identical. Next time there will be two different groups. But I have to talk to K. about this first.

We prepared an inquiry sheet for the students to fill out. We will need it for our classroom profile. We planned the questions together. I typed it into a word format and sent to K. via e-mail, and she said she tries to print it out for Monday.

We decided to ask the students to fill this questionnaire on Monday, because we will have to write our class profile next week. The deadline of submitting it is Friday.

As K. could not come on Wednesday to school, I organized the ‘shadowing the class’ task for both of us for next Tuesday. I let K. know about it by e-mail, and she answered saying ‘thank you for organizing’.

Signs of Cooperation 7th -18th November 2005

I forgot the notebook in the staffroom and K. brought it to me

Before the lesson I did not have time to set the tape for the listening exercise. K. helped me again. She did it for me at the beginning of the lesson while I was correcting the homework with the class.

K. and I discussed that we were going to give the students extra tasks for homework from another course book. It was necessary for them to practice Past Simple and Past Continuous Tenses. We chose a book and decided to photocopy extra exercises for the students. As we could not do it together, and as the book belonged to K., she photocopied the tasks for the students.

I almost forgot to tell the students to take another colour pen for the checking stage. K. reminded me from the back of the classroom. It was great help for me.

K. attended my presentation about Japan and I was very happy about it.

K. called me this weekend to ask whether I have the lesson plans of the reading part of unit 3.

K. and I planned the lessons for the whole week. We met several times and recorded our planning sessions.

We discussed the correction of the tests, the scores and the grades.

I. was missing and he did not write the test. We decided to have him write the test next week. As K. did not have the original version and we both did not have an original version printed, I brought the test to the school on Wednesday and printed it before the lesson.

We were/are doing research together in the library on Tuesdays. This is for our thesis.

Appendix R

Student teacher's diary: Respondent 4

Diary: 5-10th September, 2005

Signs of cooperation:

We marked the diagnostic tests together.

We discuss everything: the problem of the 3 beginners, etc.

We send our lesson plans to each other and ask each other for ideas and for advice.

Successful cooperation:

I typed and printed task sheets for my partner, so she could take them to her lesson.

Failure of cooperation:

We haven't had the time to fill in the register together.

Diary: 27-30th September, 2005

Signs of cooperation:

Making the test.

Successful cooperation:

My partner had a sheet of tasks for the test and I also had some ideas.

We went to the library together. We decided about which tasks would be put in the test. We put our ideas together.

I typed 2 tasks for the test at home, too.

I copied the test sheets.

Failure of cooperation:

Diary: 3-7th October, 2005

Signs of cooperation:

We always discuss the problems and ideas. My partner showed me the course book's tasks she was going to do in her lessons. She asked my opinion about her plans and ideas. We discussed which flag goes with which country and we collected other English speaking countries for her lesson (but I consider this a sign of successful cooperation, too.) Making questionnaire (see *successful cooperation*).

Successful cooperation:

1. We made a questionnaire (because we have to write a class profile). We created the questions together and we agreed when and how we would ask the students to fill it in.

My partner took the questionnaire home and had other ideas, so she wrote a few more questions.

She sent the questionnaire to me and asked my opinion.

I printed the questionnaire and copied it for next week.

2. When I was sick on Wednesday my partner arranged next week's "shadowing the class". She spoke to every teacher whose lessons we would visit
3. I corrected the tests students had written the previous week.

I took the test home corrected them and wrote the marks in the diary.

Failure of cooperation:

1. I didn't have my partner's lesson plans for this week but I don't think that this is such a serious failure of cooperation, since I knew about her ideas and plans because she told about them to me. The problem was the observation of her lessons.

2. We didn't discuss the test's evaluation system, so I did it alone.

When I showed the tests to my partner, she agreed with my method (so this is not a failure).

We didn't have the time to speak about giving feedback to the students. The problem was that students wrote the test in my lesson. I took the tests home to correct them, but my partner was who distributed them.

Diary: Date: 10-14th October, 2005

Signs of cooperation:

Questionnaires for our class profile (see the previous week's diary and *successful cooperation*)

I told my partner about my lesson plans. I asked her opinion (she told me).

We visited our group's other lessons together on Tuesday (shadowing).

Successful cooperation:

I printed and copied the questionnaires, distributed them in my lesson.

I distributed partner's vocabulary quickies and wrote the ☺s in our notebook.

We decided about next week's big test. We agreed that my partner will make up the test as she has this task for a seminar.

I advised her that we should have a grammar revision lesson before the test, and she agreed with me.

I asked her to write down the words that I was writing on the board in one of my lessons so as I would know the words for my vocabulary "Quickie", and she did and gave me her notes.

Failure of cooperation:

My partner took the class profile's questionnaires home and I couldn't copy them.

Diary: 17-21st October, 2005

Signs of cooperation:

This week my partner had a task for a seminar at the university namely to make up a test for the students. She asked me to complete the test sheet and tell my opinion about it. Then, we discussed my and our COT's advice.

On Friday (21st, October) my partner could not come to the school, so I was asked to go to the class and have the students write the test.

Successful cooperation:

Failure of cooperation:

We did not discuss the details of the correction and marking and we could not meet at the weekend, either. So I had to correct and mark the tests on my own.

Diary: 24-28th October, 2005

Signs of cooperation:

Successful cooperation:

My partner copied the questionnaires (we had given to the students to fill in for our class profile) for me.

I went to my partner's lecture about Japan on Friday.

Failure of cooperation:

Diary: 7-11th November, 2005

Signs of cooperation:

We planned this week's lessons together.

We met on Saturday, 29th October and on Friday, 4th November. On Tuesday (8th November) we went to the library together to find some extra material for the lessons and we planned Friday's lesson there together.

On Friday, my partner could not come to the school, so I went to the class instead of her.

My partner printed the plans for me.

Successful cooperation:

See "Signs of cooperation".

Failure of cooperation:

Diary: 21-25th November, 2005

Signs of cooperation:

On Monday there was a parents meeting where my partner could not come, so we decided that I would go alone (so I was there alone, but on the following day my partner asked what had happened, but only one person had come).

On Monday our tutor from the university came to visit my partner's lesson. After the lesson the three of us discussed the lesson together. We talked about burning issues, difficulties etc. and we got some ideas about teaching (in general and about our group, too) which we took into consideration when we planned the next lessons.

On Tuesday we went to the library together and planned my partner's next lesson together. She asked me for ideas.

My partner copied the plans and the handouts she had made (for the students) for me so I could put them into my portfolio.

At the weekend I told my partner where we stopped in the previous week and what the homework was for this week.

Successful cooperation:

Failure of cooperation:

Diary: 28th November- 2nd December, 2005

Signs of cooperation:

On Tuesday we went to the library together and we discussed Wednesday's plan.

We agreed on the tasks of the test.

We copied the tasks for the test together.

We discussed and agreed on the homework tasks for the weekend.

We talked about how to follow the book since we do not have the time to cover everything in the course book, so we decided what to omit

I asked my partner what she thought about my ideas for my lessons and she told me her opinion which helped me a lot.

At the weekend (26-27th November) my partner told me to call her if I needed some help in the planning.

Sometimes we do not agree on some aspects of our planning but we always manage to agree on something at the end, and we always take each other's points into consideration, therefore we always decide together.

In the last few weeks I have felt that we have managed to build up a quite good relationship with each other, so I have started feeling safe to turn to my partner if I have some problems or if I am uncertain with my plans.

Diary: 5-9th December, 2005

Signs of cooperation:

At the weekend we send messages to each other (about the events of the previous week, where we stopped, what the homework was, etc.).

I told my partner to call me if she would have any problems or needed some help in the planning.

I corrected the tests we had written in the previous weekend.

On Tuesday we discussed the plans for Wednesday and Friday at the university. We agreed on the plans. We shared our ideas.

On Friday my partner asked me to observe one of her tasks which she had planned for different levels (it is for her thesis).

We agreed on the date of the next big test

Failure of cooperation:

I corrected the tests without telling my partner how I had planned it, we did not discuss the scores, etc.

Diary: 12-16th December, 2005

Signs of cooperation:

On Monday I asked my partner to complete an observation sheet in my lesson for my thesis research. She completed it and after the lesson we discussed her observation (before the lesson I asked her about her opinion about the observation sheet).

On Monday we agreed that the test could be written on Friday, although it was planned for Wednesday, but I could not finish my plan on Monday. We agreed that the group needs another lesson to prepare for the test

We discussed what tasks to be put in the test. I brought home the progress tests of the course book. I selected some tasks and called my partner to help me to complete the test and she helped me and we agreed on the tasks.

My partner asked me to lend her my portfolio so as she could complete hers. I gave it to her as well as my plans, task sheets, etc. from my pen drive. In addition, we discussed what the portfolio has to include.

We agreed about the lessons of the next week. We decided that we would do a Christmas lesson and in the last lesson where my partner cannot be there, I would correct the tests with the group.

On Friday my partner gave me a lift (as she always does if she goes to the downtown by car) and we drank a tea at her flat.

Failure of cooperation:

I did not pay attention in my partner's lesson last week (on Friday), so I did not notice that one of the tasks was not completed in that lesson, and on Monday I planned my lesson according to this (fortunately, I had a similar task, so the students did not notice my failure).