

Response to Professor Csépe

First and foremost I would like to thank you for taking the time to read my dissertation and for the very thorough and constructive comments you made. I very much appreciate your having raised my awareness of these areas and I shall certainly endeavour to ensure that I have them all covered by the time my dissertation is ready for publication. However, for the purpose of this defense and due to time constraints, I shall focus on three broader aspects, although I am more than happy to engage in a discussion of all aspects of your feedback at any other time.

Your most important question refers to the NCC and the KKK. Unfortunately, they were not available yet at the time of writing; however, I do appreciate all the work your team has put into this and welcome the forward thinking and the more explicit integration of the 21st century skills, including inclusion, autonomous learning, collaboration, and reflection. These are much needed at the learners' level and will definitely trigger the needed changes at the Teacher Training level.

Here at PE, we have updated our ELP curricula to take into account the changes made to the policies and to date, since their implementation in September 2020, results are proving promising, with positive feedback from students and an increase in retention and success rates, not only in the pedagogy subjects but also within the language improvement courses, the curricula of which were rewritten in 2019 with a greater focus on communicative competence and in 2020, with the insertion of self- reflection and evaluation mechanisms and autonomous learning (flip) classrooms. Detailed results can only be provided at the end of this academic year.

As the KKK is currently under review once again and we (the departmental team) are working towards the new teacher education curricular, to be rolled out from September 2021, a greater focus shall be made to the latest NCC and KKK, both of which have now been integrated into the ELP courses as vital, fundamental reference materials and concepts for consideration. We hope that this is going to ensure that these documents hold as much regard to trainee teachers as the CEFR does.

One of the primary concerns for the possible changes and obstacles of implementation are that teachers are often presented with new initiatives but do not necessarily receive adequate training on how to implement them. Hence the idea to build these documents into the core of our ELP courses where appropriate with the view that once the teachers get into live practice, they see them as integral points of reference throughout their career. We cannot predict what will happen once our learners graduate; we can only arm them with the appropriate information, foundations and strategies required for them to build their future careers upon. Notwithstanding the desire for continued professional development outside of what the institutions provide.

Your opening statement relates to the previous question: How well are English Second Language (ESL) teachers trained in Hungary? Of course, the answer depends on for what? In my opinion, they should indeed be trained for the more explicit integration of the 21st century as mentioned above. But at the time of the study, these goals were not yet in place.

However, I feel that by investigating autonomous learning, collaboration, in terms of peer feedback, and studies on self-reflection, with the app, within the teacher training courses, I have shown that these aspects are needed in teacher education too and I strongly believe that the lack of confidence many teachers have in their ability to English language communication may interfere with implementing an effective teaching approach. Of course, my study was not an attempt to measure the effectiveness of the programme overall, as this could only be measurable by exploring all teachers success and retention rates in all their courses, across the country and even those variables would not be reliable, due to the high numbers of learners

still seeking additional private tuition on top of their school education, to mention just one. I very much appreciate your comments on whether the NCC and ITE curricula are merely administrative frameworks, with little practical integration. However, again this would take a huge amount of very broad study. Additionally, in my opinion, without a robust, supportive observation system, with follow up staff development training for continuous professional development in place, I feel it would be an impossible and meaningless endeavour.

The third point I will address is the question of my perception of connection between language anxiety (trait and state) and WTC. My intention was to refer particularly to state anxiety as trait would be another research area altogether. I recognise that this should have been more clearly defined in the thesis and again, as this level, the chapter was intended to act as an introduction to some of the theories behind why there is a lack of confidence and WTC in the language classroom. It is my intention to carry out an in-depth study of this as my next research step. As stated in the thesis, the lack of opportunities for real language use in the classroom often result in lower levels of confidence. I would especially like to thank you for your suggestions for further reading, which I have already accessed and shall peruse prior to my redraft, which will be much more reader friendly and in preparation for my future research into these areas individually. The key issues within this exploratory study were to determine whether our TTs are autonomous in their language development and whether they are prepared to become more responsible for their own progression. I greatly appreciate your recognition of this being an exploratory and pioneering study, as well as the advice and guidance on my future work and I intend to rigidly follow all the conventions laid out by both reviewers for my future draft and further academic work.

As far as the manuscript is concerned I will take all of your remarks into consideration. For example in response to the lack of attention to salient weakness pertaining to WTC, I appreciate your focus on this area in particular, as it is a fundamental aspect of the study and there is little research on this area in Hungary. This exploratory study, at the initial stages of my research career, was designed to pave the way for my future more detailed research in this area, which shall indeed take into account all of the issues you have raised. In response to the feedback pertaining to the presentation of the research methodology and literature, this is a welcome critique and a primary focus for the book version of the thesis. Regarding the background literature pertaining to (2.1) Multilingualism and Minority Languages in Hungary, it was felt that this theory would provide the foundations for the notion that we no longer teach homogeneous, Hungarian speaking, monolingual classes. In fact, many of our learners are either natural or instructed bilinguals, which is also reflected in the NCC and the policy for the learning of two foreign languages (often in parallel).