

Dear Professor Csizér,

I would like to offer my gratitude for your having taken the time to review my thesis and for the constructive feedback. I acknowledge your comments on the academic elements, which I shall certainly take into consideration when composing the book version of the dissertation, prior to publication.

I particularly appreciate your recognition of this being a timely topic, albeit rather fragmented. This was due to the exploratory nature of the study, hence the more personalised rationale, and the desire to explore the various possible aspects behind the lack of WTC and CLT within our language learning and teaching communities. I do recognise that more explicit detail is required in order to clarify both the gap and the predominant aims of the study. I also recognise that there is a greater need for an explication on how the variables relate and how these may inform the fields of research. It is my aim to use this study as a foundation to probe each of these areas in more detail and with a larger research population, eventually presenting a much clearer view of the necessary changes required to address the issues.

I hereby address your questions, and I look forward to discussing these in more detail at the defense.

Question 1: What are the main quality control issues pertaining to the four research studies?

I shall address each study individually for clarity.

Study 1: Are in service teachers familiar with CLT?

This study was predominantly a theoretical insight into CLT and acted as a basis for the suggestion of a more usage- based approach to foreign language (FL) teaching and learning, on which the following studies were built. The question was posed to those teacher education students, who were already in employment and many of whom had several years teaching experience. The question was purposely rather open to elicit free responses. I analysed them by first coding and categorising the answers. After I had done so, I discussed these with my supervisor to ensure I had been consistent. I should have made this clearer in the text and shall modify this in due course.

Study 2: Are trainee language teachers autonomous in developing their own language skills?

For this study I used a ready made instrument, an online application, which had been pre -tested by the developers (Cergol Kovacevic, K and Kovacevic, M.,2015), during their study on monitoring speakers' L2 maintenance effort. Therefore, there was no need to pilot it first.

The questionnaire, in the study, the results of which acted as an indicator of the commonality of intentional continuous development of target language skills, was constructed from ideas in the literature and discussed with my supervisor and revised several times. As this study was an exploratory study and the instrument was designed purely as an indicator, it was felt that no piloting was necessary.

The feedback interviews were felt to be the most reliable source of authentic feedback. They were recorded and anonymity was ensured, and the content then transcribed. Responses were coded and categorized and the results were checked by and discussed with my supervisor.

Study 3: How wide is the gap between self- reflection and peer feedback?

The design for the observation checklist for this study was based on concepts and approaches within CLT. It was discussed with a number of ELT professionals and my supervisor. The instrument was piloted with the first group and then amendments were made when carrying out the study with the second group.

Study 4: Are Hungarian learners ready for the autonomy approach?

The teacher belief questionnaire was compiled, following concepts and considerations of Benson's (2011) framework of autonomous learning and key concepts within CLT. This questionnaire was pre-tested with all the trainee teachers on the programme and the questions were modified based on the outcomes that arose during data analysis, i.e.: the decision to recode in an inverse order, highlighting the negatively phrased questions.

Question 2: How do you see the role of willingness to communicate in autonomous learning?

The fundamental connection, within the framework of this study, is that the continued dependence of language learners on their teachers, who may not often offer adequate opportunities for classroom interaction and communication, limits the learners' exposure to communication opportunities. Unless learners are autonomous in identifying avenues for authentic communication and use of the target language, they are less likely to develop the confidence they need to be able to navigate themselves in an English speaking environment.

Question 3: What do you think teacher training programs in Hungary lack most?

After a considerable amount of thought, from my own professional experiences and based on the outcomes of this study, I see that due to improvements to national educational frameworks, resulting in the ability to move teacher education programmes forward in order to incorporate the main 21st century skills, language teaching and teacher education are moving in the right direction. However, there is still a greater onus on teaching, rather than on learning and there is a distinct lack of usage based language learning, a gap in the knowledge of why we are doing what we are doing in the classroom and the obstacles that arise go beyond the effort of the learner. A more multilingual approach to language pedagogy education, with the incorporation of autonomous learning strategies will enable learners to better engage with their interdisciplinary subjects and gain a greater advantage of the many years of exposure to authentic language they receive.

References:

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