

Pre-service teachers' motivation during subject specific teaching practice

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Introduction

What influences the motivation of students currently in teacher training for their studies and future careers? Why do students choose this profession? What is it that makes them complete their training? What are the issues that reduce or increase their motivation during their training? Does the subject-specific teaching practice that students undertake during their teacher training influence their motivation?

My research aims to develop a qualitative data collection tool that can answer these questions. I conducted my research in two sections. A pilot study as an introductory exploration of the topic and an extended study to map the results more thoroughly. In my paper, I report on the results collected with an interview guide and how this interview guide will be useful in further research, as well as on the second, extended phase of the research, which I have used to explore the questions in more depth. The students involved in my study are taking part in a 6-year teacher training course, during which they are first required to teach students in current public education in a subject-based teaching practice, the so-called short-term practice, meaning that these students are usually only exposed to a classroom atmosphere after a minimum of four years. Before that, they therefore have to undergo four years of theoretical training and one or two periods of pedagogical observation. They have the opportunity to attend methodological classes before the practice, although the methodology and amount varies according to the subject. The subject-based teaching practice currently requires thirty hours of classroom work, fifteen of which must be carried out by the teacher candidates. In the pilot version of my research, I interviewed three students who, at the time of the interview, had already completed both of their subject-specific teaching practices and had just finished their English language teaching practices. During the interview, I asked the students about their preliminary work, the tasks they had to complete during the practice, and their feelings during the follow-up and the whole process. In the second phase of my study, I conducted two interviews with another five participating students, one before they started their practice and the other after they finished their English language practice in preparation for their long-term teaching practice.

I have divided my thesis into four major sections. First, I briefly present the theoretical background, identify the research gap and related research questions, and then summarise the main

methodological steps. The most important and thus longest part of my thesis is the presentation of my research results. Although I worked with a limited sample during the first series of interviews, many themes emerged that are interesting in their present form and have inspired further research, which is why I have chosen to focus my paper extended interviews my pilot study inspired, rather than on the technical details of developing the interview design. In the final chapter, I will not only review the main findings, but also summarise the key lessons learned from using the interview design and determine the success and usefulness of further research.

Theoretical background

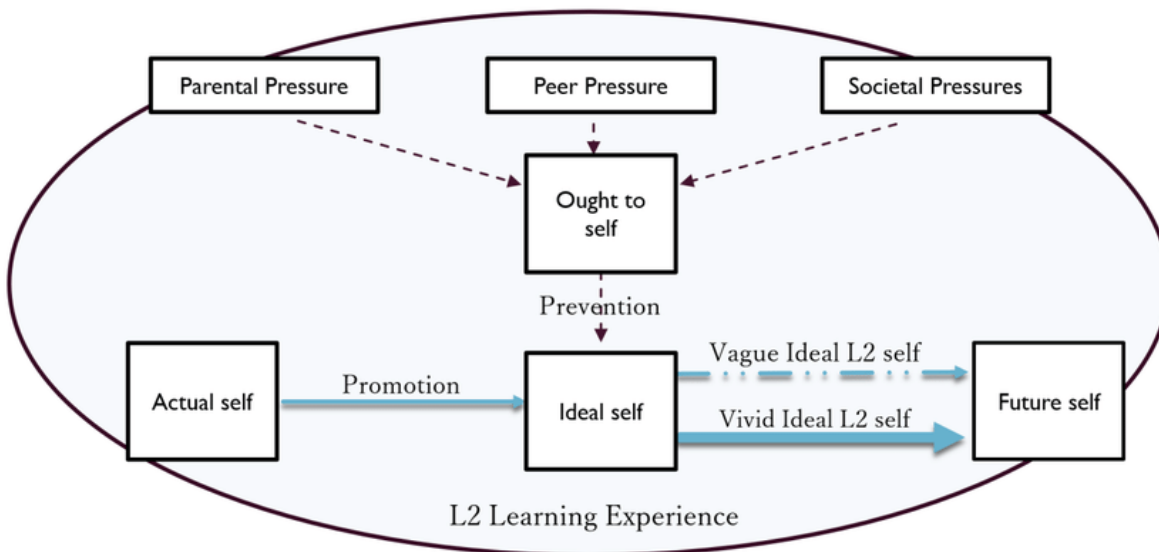
For the background of my research, I needed to find a theoretical model that investigates the development of motivation and the issues that influence motivation in a longitudinal way. To achieve this, I considered several motivational models of language learning and teaching. There are many research theories on the measurement of motivation in second language learning and these theories suggest that this process is influenced by the teacher's personality and motivation. Nevertheless, teacher and teaching motivations are much less researched, and that of teacher candidates even less so. Despite this, many of the motivational theories established for language learning can be interpreted and used for teacher motivation as well by generalising these methodologies to describe the basics of the longitudinal motivational process. Teacher Role-Identity and Motivation as a Dynamic System(Kaplan et al., 2015) discusses the potential reason for why someone may decide to be a teacher mentioning reasons such as a teachers role-identity, agency and control over the teaching process. Language teacher motivation (Hiver et al., 2018) describes the intrinsic and extrinsic issues that influences students to become teachers including passion and sociological issues.

In my search for applicable models, I have found models that I think can be used in this interpretation. One example would be the proximity of subgoals model, which posits that having short term goals in order to be able to achieve longer term distant goals, due to the fact that the time needed to achieve these distal outcomes, can have a negative effect on motivation.(Höchli et al., 2018) Another such theory is the degree to which the set-out goals are personal and the amount of control and self-efficacy the person has in achieving these goals.(Li et al., 2019) Another possible theory is the L2 multiple selves model, which posits that three future language user self-concepts are necessary for successful language learning. These are the ideal self (based on the

learner's own perceptions), the ought to self (shaped by external influences) and, in some cases, the feared self (based on the learner's perceived worst possible outcome) (Dörnyei & Henry, 2022). The theory suggests that the difference between the learner's imagined self-image, formed by external pressures, and their actual identity can exert a positive motivational influence on the language learner, in order to remedy the identity mismatch. Figure 1 demonstrates this motivational process and their interaction.

Figure 1.

Model of multiple selves theory (Dörnyei & Henry, 2022; Oyserman et al., 2015)



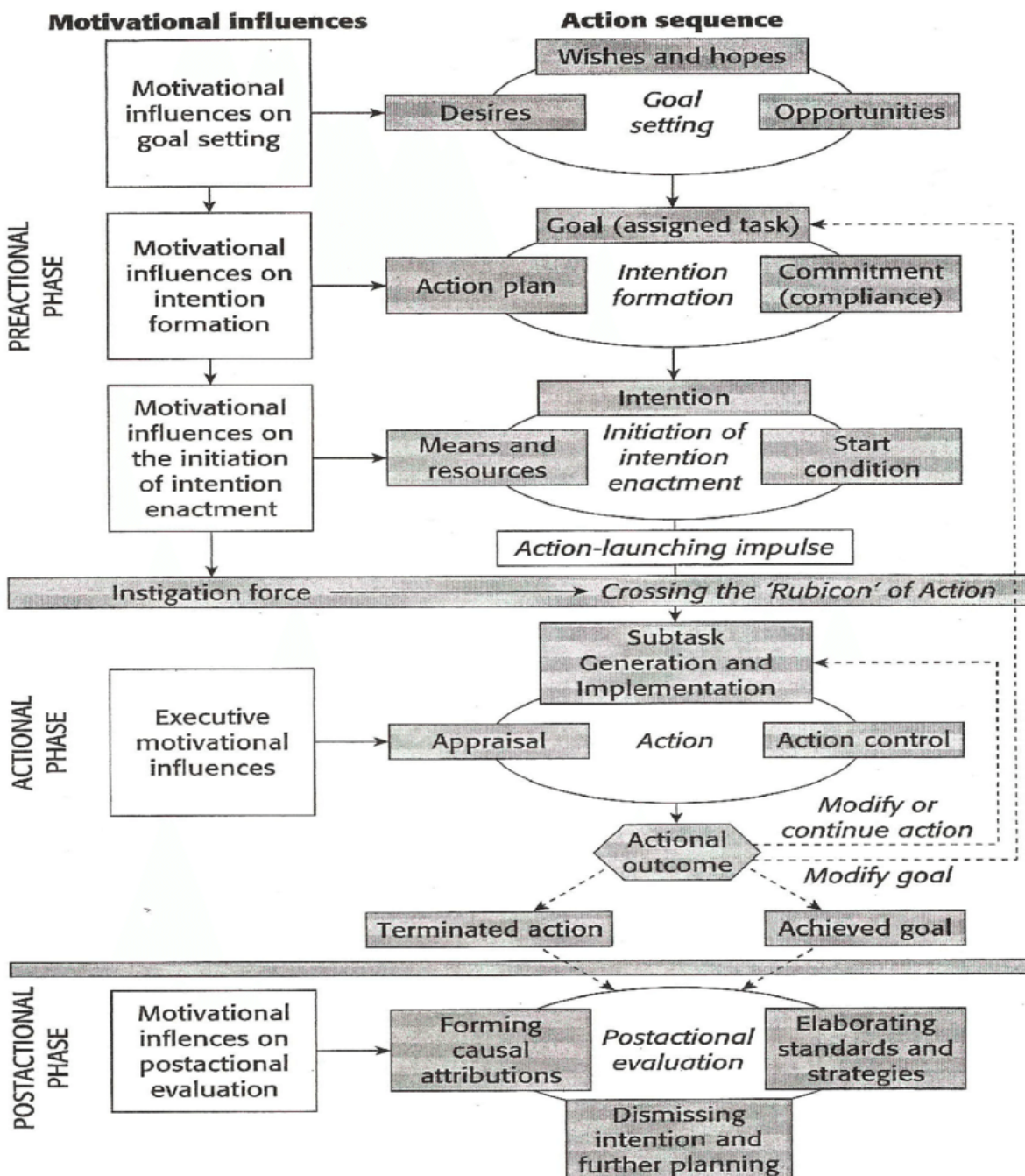
I have found this model to be applicable to the ideal teacher profile of language teachers. Thus, during the post-practice reflective interviews of the main study, I also asked them about their own ideal teacher image, the steps they have taken and still need to take to achieve it. In addition to the ideal self-image, the self-confidence of the teacher candidates also appeared to be an important factor, as language teachers consider language exemplification as an important goal (Csizér, 2022) and doubts about their own skills can also influence the ideal teacher image of teacher candidates. I also considered the dualistic model of passion, which states that if the person is passionate about the project, then that can lead to a more extensive engagement in the activity

and in the reaching of their goals, however, it also posits positive and negative passion which veers on to the obsessive side of motivation.(Bonneville-Roussy & Vallerand, 2018)

The last theory I used was found in a motivational model also developed by Dörnyei (2005; Dörnyei & Ottó, 1998). The first version of the theory was developed by researchers for language learning, but a general version was published in a later article by Dörnyei (2000). According to the theory, “in general, motivation can be defined as a motivational energy, varying over time or accumulating over time, that causes a person to initiate an action, give it direction, coordinate it, extend it, and complete and evaluate the process of action, in which initial decisions are selected, prioritized, and (successfully or unsuccessfully) carried out” (Dörnyei & Ottó, 1998, p. 65). The original version of the theory is presented in Figure 2, which clearly shows that the motivation process is divided into pre-action, during-action and post-action stages and that motivational functions are associated with them.

Figure 2.

A process model of motivation (Dörnyei, 2001, p. 22)



Together, these models can be used to describe the motivational process, as the ideal self and the goals set can interact to motivate teacher candidates. The short-term practice can serve to reinforce this self-image and also as a short-term goal, through which the student can receive short-

term feedback, which can awaken diminishing motivation by imitating the set end goal. (Dörnyei & Henry, 2022) The level of personal involvement was a major factor in the student's relationships with their mentor teachers and what level of autonomy they were able to achieve. Proximal subgoals were a potential factor in whether or not the success of the short-term teaching practice can be considered such a sub-goal in the achievement of their degree and if so, then was this first real tangible sub-goal too late in their studies to affect their long-term motivational process. I also export the participants' views on their passion, given that teaching as a career is widely regarded as something done out of vocational necessity, as opposed to some other career choices. As the teaching conditions in Hungary are sometimes viewed to be suboptimal for both teachers and students to the different issues, there is a clear need for passion for these pre-service teachers to want to finish their studies and continue in their career.

Since I used the models to collect data related to teaching motivation, the interview design also discusses the students' subject attitudes, their pre-planning, their motivations during the practice and the process of these, as well as the reflection phase afterwards. In addition, in the post-practice phase of the main research, there is a specific discussion of the students' identity as teachers and the steps needed to achieve this. This model therefore provides an excellent description of the processes that the students went through. The students were involved in the pre-action phase process with prior objectives, where the compulsory nature of the assignment was included as an important motivating factor, as they needed to complete the practice in order to obtain their degree, which is a very strong external motivating factor. In addition, obviously, during the action phase, the proper performance of the task not only brings a personal pride factor, but also a compliance constraint, as they must meet the expectations of the mentor teacher and their own expectations, and later the evaluation of the mentor teacher, which is a mark that already influences the final grade of the final diploma. This assessment is, therefore, a very strong external influencing factor. All three students had their own intrinsic motivations that led them to want to meet their own expectations, which meant that they could reflect on their own work after the end of the exercise, i.e. after the action phase, and thus evaluate it. The teaching practice is also the first real life instance where the pre-service teachers can try out and evaluate their ideal teacher selves and make any changes necessary to achieving this. They can experience it for the first time, the success of which may affect their motivation greatly.

Based on the brief literature review, I formulated the following research questions. These research questions fill a gap, since, to my knowledge, there is no current qualitative data on the motivation for teaching practice of the student population currently under study. There is an article concerning the overall motivational themes related to teacher trainees, but it does not touch on the details and deeper reasons behind the motivational issues.(Smid, 2018) The first two questions relate to the content of the research and the third question relates to the quality of the data collection instrument.

1. What do student teachers think about their teaching practice in the subject?
2. What issues impact their motivation during the teaching practice?
3. What are their views about the way their practice affects their self-image as teachers?

Research methods

Since I invited my participants to think longitudinally and retrospectively during the first phase of study that also served as a pilot phase, it was clear that I was conducting qualitative interview research (Dörnyei, 2007). The essence of this method is that the interviewees recall their experiences and thoughts based on research questions. This allowed me to get more nuanced results from the students, through which I was able to map their attitudes more accurately. The questions helped to facilitate the process of reflection and to assess influencing issues. The disadvantage of the method is obviously the possible distortion of recollection, but the advantage is that the interviewees can say their own thoughts in their own words, and thus reveal themes that the researchers had not thought about.

The second phase of my study was also based on the students' own memories and reflections, so the results were also qualitative, with the difference that the pre-practice interviews were based on a retrospective analysis of their practice in English teaching. The most useful outcome of this method was that I was able to remind the participants of their prior attitudes and thoughts, thus facilitating their reflection process.

Participants

The participants of the main study participated in the research through convenience sampling. These students attend a prestigious university and were in their fifth year of study at the time of the research.

In order to be able to investigate the research participants' own motivations as teachers, I considered it important to know what educational systems they had studied in before university and whether they had other teaching experience.

Of the five students who took part in main study of the survey, four were aged twenty-three (Emese, Fanni, Gina, Hanna) and one was aged twenty-four (Dóri). All participants had previous tutoring or teaching experience. Three (Emese, Gina, Hanna) had also worked in formal, school or language school settings.

The interviewees show that almost all students in teacher training undertake tutoring before they start their university studies and will almost certainly do so during their university studies as well. This may be because they are doing well in a subject and see tutoring as a good opportunity, or because they just want to help their peers, but it may also be because they are already motivated to become a teacher even before they start tutoring, and thus start teaching to reinforce this. If the former is true, then tutoring may be the factor that awakens the desire to pursue it as a career in these students.

Figure 3.

Overview of participants

Participant	Age	Study	Taught subjects
Dóri	24	Main	Hungarian-English
Emese	23	Main	Hungarian-English
Fanni	23	Main	Hungarian-English
Gina	23	Main	Hungarian-English
Hanna	23	Main	Hungarian-English

Instrument

The interview plan was developed in several stages (Dörnyei, 2007). First, I wrote down the questions that seemed relevant based on my own experience. My first interview plan did not include my own introduction and the exact interview details. After the expert's (my subject supervisor's) review, the theoretical background of the interview schedule was defined, and ethical and practical information was added to the set of questions. I then clarified and concretized my questions again with the help of an expert. After having tested the interview questions on myself using the thinking aloud method (Dörnyei, 2007), I conducted the interviews. Taking into account the experiences and questions that emerged from the first interview design and the completed interviews, I redesigned the questions in the second phase of my research. After each interview, I discussed my experiences with my subject supervisor who provided me with further advice. A version of each interview guide is included in the Appendix.

The first interview plan for the pilot study included general teaching motivations of the students, what went into their planning for and during the practice and the level of autonomy they experienced. Throughout the planning process of my two studies based on the advice of my supervisor and the data I collected I added more topics and questions to my interview plan to better map the participants' motivation and to help answer my research questions more effectively.

Data collection process and analytical steps

The research participants agreed to take part voluntarily, the research was completely anonymous, I assured them that they could withdraw from the research at any time, fortunately, no one took advantage of this possibility. I conducted interviews with the students who participated in the pilot study online, during the school break after their practice, and with the participants in the extended study, also online, during the break before the spring semester and then after the term had ended. This meant that while in my pilot study I only collected reflective data after the participants had time to contemplate their experiences, during my main study I was able to get a fresher perspective from the students. I was able to record their projected thoughts and attitudes based on their previous experiences and having those results, I could help them put the actual events of their practice into perspective.

I recorded the interviews, with their consent, and transcribed them. During the analysis of the first interview, I found that I had not fully explored certain questions, so I made up for this

with the participant during a supplementary interview, and then tried to incorporate these into the original interview with the other two students, and then included questions that became relevant in light of the three completed transcripts in the next interview plan. I used the transcripts and the longitudinal motivation model to analyse the students' experiences. The analysis was carried out in several rounds (Dörnyei, 2007): after a thorough reading of the interviews, I identified and refined the emerging themes in several rounds until I reached the version presented here. At each step, I consulted my supervisor.

As a result of the exploratory research, new topics emerged, which I thought were worth adding to the main research questions. During the pilot study, it became clear that students' success was influenced by their prior attitude towards their subject and that this should be followed up in all subsequent interviews. The compatibility of the practice teaching with their ongoing university studies was also raised as a factor. The positive and negative influence of the mentor teacher was also mentioned in all interviews. In addition, during the first round of the main study, participants mentioned aspects (e.g. teacher self-image) that I found relevant to explore in the second round.

Figure 4.

Summary of emerging themes

Emerging themes during the main study	
Before the teaching practice	After the teaching practice
Attitudes to the subject	Attitudes towards teaching the subject
Projected preparation	Actual preparation
The role of the mentor teacher	Relationship with the mentor teacher
Preliminary objectives	Goals and success
Ideal teacher self	Achieving the teaching
	The influence of the university

Results and discussion

In presenting the results, I focus on the most important emerging themes and, following Dörnyei (2005), I discuss separately the issues before, during and after the teaching practice.

Emerging themes during the practice period

Subject choice

Based on the results of the pilot survey, the prior attitude of the teacher candidates towards their chosen subject pair was also identified as a factor influencing students' motivation and was therefore also considered during the extended interviews.

All five participating students of the main study are studying Hungarian literature and grammar and English language and culture. In the preliminary attitude survey, all students expressed a preference for one major over the other, with three of these students saying explicitly that one of their majors was a safe choice and the other was chosen because of the mandatory second major designation. There was only one student who explicitly preferred both majors, but for her there was also an obvious hierarchy between the two. This set-up generally became stronger during the university years, with students generally feeling that they would not explicitly mind not having to teach their less preferred option B subjects in the future, as they still really wanted to teach the subject of their first choice as the basis for their teaching career. This attitude is also said to influence their motivation to teach this subject and their ability to experience the teaching process itself. They feel more productive in lessons where they can teach the subject they prefer.

Preparation for the subject-specific teaching practice

This practice is the first place where students are introduced to the subject during their university studies, where they can gain some experience in lesson planning apart from micro-teaching exercises during university courses. These are often not, or not fully, usable in the current public education system, as time constraints and the amount of teaching material do not always allow it (Kaplan et al., 2015) In addition, students are assigned almost entirely at random, so their methods and habits cannot be known in advance. This makes it difficult for the pre-service teachers to prepare in advance what they will be able to do during this placement and what methods they will be able to use. Another factor is that until the start of the placement, students do not know the number and age of students they will be going in to teach, nor the grade level and the language level of the group.

During the preliminary interviews, the students were able to talk about their preparation in light of their previous teaching experience during their Hungarian practice. During this time, they all said that, in their opinion at the time, literature and grammar classes required much more and deeper preparation, it was much more difficult to incorporate interactive, non-frontal methods, which limited their creativity and autonomy, and this process had a significant impact on their motivation. Lessons in Hungarian required a lot of background knowledge, prior planning, and preparation. Predicting possible student questions and their answers required a lot of cross-curricular preparation, as historical information often has to be included in these lessons and the amount of compulsory material makes it very difficult to make the lessons interactive. This kind of very long, time-consuming and tiring preparation process also affected the motivation of the students, greatly affected their sense of achievement and, after negative experiences, they found it very difficult to regain the positive attitude with which they started their training. This experience also had a negative impact on their preparation for the English placements, as they started them with these negative experiences. Nevertheless, they were able to take a slightly more positive attitude in their preliminary preparation, as their methodological knowledge and the information they had heard made the impression that the English teaching practice and English lessons in general were more interactive, motivating and methodologically diverse, which in turn gave the students a preliminary motivational boost, so that they could start the next process in a relatively hopeful place.

In addition to the subject preparation, as this was the students' first experience of teaching students in a live classroom environment, they were all very positive and enthusiastic about the first exercises, and as these did not always go as positively as the students themselves would have expected, this slowed down their momentum and made them more cautious about the next one.

The role of the mentor teacher

During teacher training, both long and short-term practice, trainee teachers work closely with mentor teachers. They are the ones who have the most direct contact with the students in the practice school environment and with whom the students spend most of their time. They are supposed to start working together before the start of the practice in the institution and will be the ones who evaluate all the students' lesson plans, ideas and classroom assignments and are involved in the direct development of the students. For this reason, it is the mentor teacher whose expectations and requirements will have the greatest influence on the outcome of the students'

practice. It is entirely up to the mentor teacher to set conditions for the student, including what lesson plan and outline they require the student to provide for the lesson and how they would like the student's practical lessons to be evaluated. For this reason, their role and their interaction with the students is crucial to the success of the student's practice and the student's motivation before and after the practice.

As all the students interviewed in the research had already participated in a short-term practice, they also had previous experience with mentor teachers. Based on this, four students felt that the role of the mentor teacher was very important in determining the success of the practice. Hanna H agreed with this, although she felt that it was perhaps not so important for the short-term practice, as the fifteen hours was a short enough time to get through a bad relationship. Nevertheless, they all spoke about stories they had either heard or experienced themselves where the relationship between the mentor teacher and the student was explicitly negative, setting up a level of expectation or communication pattern with the student that completely spoiled the student's practical experience and due to this several of them even considered not doing the practice entirely. These experiences also had a marked impact on their attitude to subsequent practices and to their careers in general.

But apart from these stories, one recurring theme was that in the fifth and sixth years, teacher candidates still very much need not to be completely independent and not to be left to their own devices, as they still need someone to help them and guide them through the process at the beginning. The schematics and themes provided by the mentors can be particularly helpful in easing the pressure on the teacher candidates and to not have to start the teaching process blindly. Students say that it is definitely an advantage to have a teacher in the classroom for at least the first few lessons who is already familiar with the students and the class atmosphere, so that they can effectively adjust the pre-service teachers to this new environment, and also to have a so-called "lifeline" so that if they have any questions or doubts, there is a more experienced teacher to whom they can turn to. At the moment, however, it can also be a negative experience, because if there is conflict or friction between the mentor teacher and the student, it can affect the student's mood and attitude, so that even if it is not a pronounced active conflict, the presence of the mentor teacher can cause anxiety and this can ruin a well-performed lesson from the student's point of view.

There are usually preliminary discussions between the students and the mentor teachers at the beginning of the practice. Usually, in a training school, three students per mentor teacher do their practice every six months, so the first step is always to allocate the classes taught by the mentor teacher among the students. The mentor teacher then shares with the students the expectations they have set, which may of course be influenced by the needs of the student in terms of how and what amount of feedback they would like to receive. After the first practice period, the five students interviewed were definitely of the opinion that they would much rather have prior feedback and the opportunity to the redesign than to deliver a lesson that the mentor teacher thought would not be fully successful as planned, so that they could have the opportunity to correct this before the lesson was delivered, rather than hearing after the lesson that it was clear at the pre-planning stage that an exercise or explanation would not be successful. In addition, it is very important for students to be given the right amount of autonomy by their mentor teacher, so that the practice is also about giving them the opportunity to try out all the knowledge and ideas they have acquired during their studies that they have not had the chance to test in a real-life situation before entering the teaching profession, thus boosting their confidence in their knowledge. Thus, it is very important for the mentor teacher to find the middle-ground in which they can constructively help the student to develop their independent lesson planning and teaching skills, preferably with decreasing intervention and guidance during the course of the practicum, so that by the end of the process and by the time the long practicum is over, the student is almost fully able to lead the groups they teach.

The mentor teacher is therefore one of the primary influences on the students' practice, as shown by the fact that during the interviews almost all students had a negative experience with their mentor teacher during their previous practice, so the relationship with their current mentor teacher was a very important aspect for them when preparing for their first practice. On several occasions, students sent their next lesson plan to their mentor teacher in advance, as expected by the teacher, detailing what they would like to teach and with what method and materials, but when the lesson took place and they delivered the material as agreed, in the post-lesson feedback, the mentor teachers expressed that they had already foreseen the problems that had arisen in the lesson and that they should not have been taught in this way or with this material. *"I took the examples from the textbook, and she had said, "Wow, this is going to be great", and when I brought these examples into the class, her reaction waduring the class was "They haven't taken this yet, how*

would they know?” And I thought about that too, but we had agreed that I should bring these in prior, so I didn’t really understand it,” Dóri. This experience often left students with the feeling that instead of the safety net they had imagined, they felt that they were alone and did not receive the right amount of support. The way and methods of feedback were very important to the students and if their mentor had seen problems in the planning phase, they would have liked to have been reported to them before the lesson and not afterwards, as they felt let down in these conflict situations.

Apart from the way and form of feedback, the biggest source of problems with the mentor teacher was the possibility of student autonomy. Of course, for those students who were having their first classroom teaching experience, it was important to have some external structure to their lessons at first, but as the practice progressed, it was very important for everyone to be able to try out their own ideas in the lesson.

Goals

During the interviews, each student had the opportunity to talk about their goals for their second teaching practice, based on their experience of the first teaching practice. I could classify their answers into three broad categories.

The first thing several students mentioned was that they would like to work on their own teaching attitude and confidence during the exercises, and that they would like to feel that when they go into a lesson they can do it independently, efficiently and effectively on their own and that they can do it in a way that they feel competent. Secondly, they wanted to improve their subject knowledge. Specifically, they wanted to develop their fluency and professionalism in English to the level that they felt would be appropriate for an effective English teacher. Thirdly, from a methodological point of view, they wanted to try out in real life with the children the tasks and teaching strategies they had not tried out during their first practice sessions and those they had already used during their other experiences, and to receive appropriate feedback from their mentor teachers. Through all of this, the overarching goal that almost all students mentioned was to gain confidence that they had chosen the right career for themselves and that they would be able to represent that career for years to come in their post-university lives.

Themes during the practice period

Preparation required during the practice

Although one student said that she had tried to prepare herself for her practice in order to be able to perform her tasks to a good standard, none of them really talked about concrete preparations. The general expectation was that they had to prepare for the lessons individually, by writing each lesson plan. As a student, the extent to which this was done, and the level of detail varied greatly. Although one student commented that she liked to write detailed and elaborate lesson plans for herself in advance, there was broad agreement that fifteen lessons could not be planned in detail all at once. They were required to write a timetable with the overall theme of their lessons before the practice, to be submitted officially before the lesson and to be roughly followed. None of them found it worthwhile to plan the specific lessons in advance, as there are so many variables in these lessons, so everyone usually prepared up to a week in advance, although in some cases even this may have been too early.

In the post-practice interviews, students reflected on how they had actually prepared for the practice and for their teaching lessons during the process and said that they had actually found the English teaching practice easier. When they started the lessons, they felt that because of their previous negative experiences, this period would be very important for them in order to show that they definitely wanted to continue in this career and that they could do so effectively. The overall experience was that they were able to write varied plans independently and much more easily during the English teaching practice, and the planning process took much less time, which greatly alleviated the mental pressure.

They found the subject preparation much less demanding, the lesson plans quicker to execute, and they did not feel the need to write detailed and over-elaborate plans similar to the Hungarian ones, so they were able to move away from the largely frontal lessons and experience the methodological possibilities they had learned at university in practice. Thus, as these plans were looser and more easily varied, they were much easier to stick to and 80-90% found that they could follow these plans and, through their experience in the pre-practice sessions, were able to change and adapt them in the lesson depending on the pace at which the students were able to progress and the way in which they received the material delivered.

A big factor in alleviating this burden was the students' experience of English as a completely different subject to be taught, and the fact that it has a much larger community background. During their university years, the students had received and acquired much more methodological support, so the background they had access to could act as a kind of safety net, and through the training school and the internet they could access a huge amount of ready-to-use, developed teaching material, which could help them in the teaching process, both in terms of inspiration and usability. There is much less of this extra material for teaching Hungarian, so in those lessons students had to create these extra tasks and tools on their own, without the community crutch behind them that they could use in English.

These issues also had a big impact on their ability to feel more successful in these exercises, as the variety of methods and the visible enthusiasm of the students had an impact on their own experience and enjoyment of these lessons, so that overall, these lessons had a motivating effect on the students.

The elaborate teaching materials, extra tasks, teaching manuals, games, illustrative materials and methods that were given to them could act as a kind of guide for the students, which resulted in them being able to practice teaching and building relationships with students, to focus on learning about their own role and developing their teaching awareness, as individual preparation did not take up their time and energy, allowing them to arrive at their lessons more energetic and motivated, which greatly reinforced their positive attitude towards their teaching career.

The influence of the university

Preparation both before and during the practice was also influenced by the students' university studies. Two students also had problems reconciling their academic and practical timetables, as they had to arrange their academic lessons before they had seen their mentor teachers' timetables. This is often the case when the group assigned by the mentor teacher and the university classes clash, but unfortunately the allowed university absences also include missed classes due to the student's practice. Thus, two students had to do extra work in order to be able to complete these courses, as unfortunately they could miss these classes even due to a possible illness, so that reconciling these causes a lot of difficulty and stress in the students' lives. This can affect their attitude towards both their university classes and their practical classes, because the mental and physical stress of having to coordinate these, if they have to go to their practical or

seminar classes ill in order to complete all their subjects, can put students in a very stressful situation, which can affect their practical classes and can affect and degrade their experience of these classes.

The plans and the role of the mentor teacher

At the beginning of the traineeship, each student trainee is assigned a mentor teacher from the trainee school, who usually mentors two other teacher trainees. This is the teacher who will take over the candidate's group and take them through the process and will also be the evaluator at the end of the process. The interviews revealed that the mentor teacher can be a very strong factor in motivating the teacher candidates. The relationship developed with them is a very important step in the completion of the practice and in the motivation of the teacher candidate to teach. It is usually the mentor teacher who decides the pace at which the trainee teacher should work, how far in advance they should prepare their lesson plans and then it is the mentor teacher who checks them.

Students had different experiences of this, some just giving advice, but leaving the majority of the design to the student. However, there were also some, who took over these lesson plans and then, according to the student, presented a completely different lesson plan, which they felt could be more effective in delivering the lesson.

Relationship with the mentor teacher

Almost all the students had conflicts or problems where they disagreed with their mentor teacher on a methodological or subject matter level, or they did not feel that it was a joint collaboration, but that the mentor teacher made them feel that the students were to either do it their way or not at all. Students would have wanted to try different types of tasks to try with the classes, but they did not have the opportunity to do so, as their mentor thought it was inappropriate, not for this class or they simply wanted to deliver these sections themselves, so students did not have the opportunity to try these. *"I wanted to give the kids a creative writing assignment to write about, say, what a modern Aphrodite would be like, so if there were gods in the world today, what would Aphrodite be, what would her qualities be like, etc. And then my mentor said, well, okay, but she'll have them write it, and she gives these assignments to write, about creation myths and stuff like that, and then she said, in a reassuring way, that I shouldn't worry, I don't have to have them write*

it, and I was like, I'm not worried, I just wanted to try it, and the exercise was very similar to what she said, so I really didn't understand why he wouldn't let me." Student F

In general however, the students found that during their second English practice that they were able to be more autonomous, that the mentor teachers were less likely to try to impose their own teaching methods on the students, and that they felt more in control of the class and the lesson, which could greatly enhance both their professional and personal self-esteem by giving them a sense of actually being a teacher during the practice.

Generally speaking, during the first short-term practice period, if the mentor teachers were more understanding and motivated towards the students, they were more effective in dispelling their doubts about their future profession. Of course, during the second practice, there were also some who were too tightly controlled and not consistent enough in following their own rules. *"There were these instances where I'd prepare the lesson plan on time and send it in and he wouldn't write anything back, and then there was a lot of tension before the lesson, that's one."* Student F According to one student, her mentor teacher gave him the exact time and format for the next lesson plan, but when the students followed these, he did not respond until much later, which meant that the student had to rewrite these lesson plans in a rushed manner. In this way, the mentor teacher completely ignored the student's planning needs, whereas otherwise not following the teacher's expectations would have been a serious disadvantage for the student.

Students' individual goals and their achievement

During the interviews, I asked each of the five students participating what they wanted to achieve specifically during their short practice, and then in the second round of interviews I asked them how they felt they had been able to achieve these. Three participants mentioned goals related to subject-knowledge detailing points such as: confidence in speaking skills, grammar knowledge, and adequate language modelling. Two students were concerned with methodological goals, trying out exercise types they learned in university. All students mentioned goals relating to confidence and self-image. Some speaking validation, from their students, mentor teacher or their grade. Relating to this Fanni said that her teacher image and aspiration had been destroyed due to the expectations and example set by her mentor. *"It (teaching image) has been abolished. It was a difficult experience. I went to school crying several times, I didn't cry there, but I did on the way*

there, and there was one time I almost got up, because I didn't want to go so much. I don't know, I feel that she (mentor teacher) is the kind of person who gives everything she has, regardless of material things, and I was kind of expecting to see an example of how to do this job in a healthy way, that is, how to do the job honestlearnestly and at the same time take care of yourself, and I didn't get many examples of that, in fact I got the opposite, and it was rather discouraging for me. So it was quite destructive to my teaching consciousness." Two had mentioned obstacles due to external perceptions. Emese felt she had to compete during her practice due to teaching alongside another trainee. *"I found that they enjoyed my part more, which was obviously good, but otherwise sometimes I felt that they had fun with my part and they actually learnt something on the other part. So it was a competition between the two for me, but otherwise I think it depends on the child who liked which one better."*

Individual teacher's picture of the participants

During the post-practice interviews, I found it important to explore the teacher candidates' own ideal teacher role and what they were able to do to achieve it and how successful they felt they had been in achieving it. The students mentioned several different roles in this respect, and each had a unique idea of how to fulfil it.

Dóri wanted to achieve a moderating role, to find a line where she could develop mutual respect with the students, to promote the amount of autonomy they could have to learn and work independently, while she was only involved in guiding their progress. So, she rejects the traditional teacher-student hierarchy and wants to develop a joint collaboration that would result in students being able to manage their own progress almost entirely autonomously, she would also do this by listening to students personally and finding out what motivates them and what can be done to help them and their progress. She has been able to develop this successfully during the current practice, her desire to stay on track has been strengthened by this period and she is positive about her long-term practice in the coming year.

Before Emese started her training, she reported that when she went into a classroom she did not feel like a teacher, she could not separate herself from her role as a student and get into the spirit of how she thought a teacher should feel. She also wanted to find the line between a good and personal relationship with her students and a relationship that is too close to friends, where she can joke with her students when the situation allows, but that when she has to discipline them,

they respect her decisions. She also wanted to establish how much help a student needs based on the student's individual goals and to respect those. This was made difficult by the fact that she was teaching her classes with another student, so she felt more like a university presentation in her own twenty-minute segments than a class, and every time she came out of class she felt like she was not actually the teacher.

Fanni gave a concrete picture of her ideal teacher. She said this ideal has all the necessary subject knowledge, is calm, strict, focused, does not give out unnecessary information, can maintain discipline in the classroom, while the students pay attention to what she wants to teach and she can work with the children in a structured, consistent way with consistent accountability and logic. That being said, due to the student's personal situation and her relationship with her mentor teacher, her own teaching self-consciousness almost completely disappeared during this period. Several of her lessons were cancelled during the practice due to teacher protests, she often went to her practical lessons in tears or woke up not wanting to leave her home. Her mentor teacher set what the trainee thought was an unhealthy example of teaching, she wanted to see that it was possible to do this work in a healthy way with a good balance of personal and professional lives, but the mentor teacher did not set that example. She felt that the vision of constantly working almost full time in order to be able to give good quality work for the validation that a teacher gets on average from the school was not worth continuing to do this work at all. For this reason, she felt at the end of this period that it would be completely hopeless to continue in this profession in its current state, and thus she has no goal for the long-term practice, it is not a focal point in her life at all.

Gina bases her own practices on experiential pedagogy, imagining herself as a kind of trampoline from which students' ideas and development can jump off and she helps them to develop this in a safe and productive way. She felt that she was able to do this in practice, she gave out assignments, but for the majority of her lessons the students were the protagonists and she was able to maximise her own creativity and flexibility in giving her students the best experience while also giving them new knowledge.

Hanna would also prefer to take on a facilitative role, especially in language lessons, although she feels that in the current educational state it is very difficult or even impossible to break away from the teacher-student hierarchy and eliminate frontal teaching altogether.

Nevertheless, she has worked in her own practical lessons to make these occur as little as possible. She felt that her self-esteem and self-confidence had certainly improved and that it was good feedback that she could work well with a higher-level group.

Attitudes towards continuous individual (“long”) practices

The last major section of the interviews concerned how the students, after their two completed subject-specific teaching practices, prepare for and prepare themselves mentally and subject-wise for the next two semesters of continuous individual teaching practice, during which they will have to be fully involved in the life of an educational institution, teach several classes a week and participate in extra-curricular educational activities.

As Dóri had had negative experiences with her mentor teacher, she was very worried about how she would interact with the mentor teacher assigned to her long practice and how this relationship would affect her own mental health and how much anxiety she would feel about the level of training and preparation, as she had with the short practice. She feels that the long exercise will be a watershed moment in terms of deciding what she wants to do in the future. Her biggest fear remains that she will not have the right amount of time to prepare for her classes and therefore will not be as confident and knowledgeable as she would like.

Dóri had taught in primary school up to grade 8 in her first two practices, so she felt a lack of opportunity to work with older adolescent children and was eager to do so during the long practice, and she still hoped to have positive experiences during the practice and a supportive, stable mentor teacher behind her who she could really count on during this long process, as well as to develop a deeper relationship with her students, which she did not feel she had the opportunity to do in 15 lessons.

Gina would like to further develop her experience, her pedagogical expertise, to bring the varied methodologies into her Hungarian lessons, and to develop it perfectly in her English teaching, and to pay attention to the different responses she can accept, if they are correct, and how to respond to them in the right way, and to accommodate the many different stimuli, response options and student reactions at the same time and to pay attention to different issues in the right amount.

The last student is in a special situation in that she will be doing her practice in the school where she is also already employed as a teacher, so because of this, she will be a full-time teacher in this institution during her practice, and therefore she does not see this only as a practice, and her biggest challenge is that during her long practice she will also have her own class where she will have to be a head teacher. She feels pretty confident in her subject knowledge, it is the pedagogical aspects that challenge her. In addition, she is looking forward to having more time to get to know a class and to experience what it is like to work with a group of students in the long term, and to develop discipline strategies and to try out as many methods as possible to manage a group effectively and productively in a classroom.

Overall, almost all the students had a positive or at least more positive experience of the English language exercises than the previous Hungarian lessons. Here, the average experience is that it is a freer and more creative subject where students feel less constrained and thus feel they can be more independent and productive in the classroom. While in the pre-practice interviews, it was repeatedly mentioned that teacher candidates doubted that they had made the right choice and were unsure about their own careers, either because of their mentor teacher or because of their subject expectations. Their English language practice reassured almost all of them and reassured them that they were in the right place after all and could develop in this career and that they had a future in this profession. That said, the relationship they could develop with their mentor teacher, the degree to which they were stressed, the way in which they received feedback and the extent to which this feedback felt fair or appropriately critical, still had a very strong influence, experience has shown that it is not a good solution if the mentor teacher is overly positive and thus the student does not feel that they can make adequate progress, but excessive negativity and critical feedback can also be detrimental to the student's self-esteem, motivation and preparedness. This is illustrated by the case of a student who has been under such a level of stress that the practice and the relationship with her mentor teacher has led to consequences that will make her finish her studies later and she is not at all sure that she wants to continue her profession and this doubt has been largely caused by this practice experience. This dichotomy is illustrated by the fact that all students mentioned that during their practical preparation they very much hoped to have mentor and consultant teachers with whom they could work, as a year in an uncomfortable relationship can be a very long time and can be very detrimental to the candidate teacher's experience and therefore their future employability.

Conclusion

As I mentioned in my literature review, I was attempting to see whether long term motivational models developed for the learning processes can be effectively used to determine the motivation of teachers and teaching candidates while they complete their six-year training. I feel I have found relevant information matching all the previously mentioned motivational models.

It is clear, that the curriculum of teacher training makes it so, that short-term proximity goals are hard to set for teacher trainees, given the fact that due to the undivided nature of their course, they have no tangible results before their short-term teaching practices(Höchli et al., 2018), they do not receive any sort of accreditation halfway through their studies as somebody doing a BA degree would. This loss of motivation was evident in the interviews, especially with the one student, who, due to other circumstances, was unable to make it to this practice. On the regular schedule, this short-term goal that could have served to validate his teaching motivations came too late in his studies to do so. However, for the other participants, finishing their studies according to the curriculum the two short-term practices are close enough so that a bad practice teaching experience can negatively impact their motivation. The English language teaching practice being a positive experience could serve to reinvigorate them for their long-term teaching practice and their careers. However, it has to be said, that the length of the full course taking six years makes it so, that previous service teachers are highly exposed to burnout, even before they reach their careers, and it is often the case that teacher trainees will take a year off before going into full time teaching and often this gap year turns into a full abandonment of their careers.

The importance of personal and self-concordant goals, personal projects, and personal strivings(Sheldon & Elliot, 1998) seemed to play a large role in these students' accomplishments, as shown by the reports of the students, who felt that they were not allowed to be as autonomous and self-reliant as they feel they needed to be in order to create a personal connection with their practice and reaching the point at which it feels like a personal achievement and a reflection of their own talents and skills. Thus, I believe that the expectations of pre-service teachers and those of the mentors guiding them in this process need to be taken into account and aligned in a way where they can find a comfortable middle ground, as the interviews have shown, that if the control of the planning and action phases of these practices are taken out of the hands of the student, then

their motivation greatly diminishes and even in the case of a successful teaching, that success does not serve to return their motivation to them.

Multiple selves theory (Oyserman et al., 2015) was also something that has seemed relevant to the students in tandem with the dualistic model of passion in that whether consciously or subconsciously, each pre-service teacher has a pre-set idea of what they think a teacher is and what their ideal version of that role in the classroom is, there is an ideal in each of them and a fear self-based on previous past experiences and the culmination of this is what they strive to achieve in their practices. This means that the four years of university studies and the 12 years of schooling before that have created multiple possibilities in them in what a teacher is and the period within which they decided to become a teacher to the point where they actually get to try their hand at being one has formed a concrete idea for them. This ideal is what they strive to achieve in their lessons from the offset, if this is not achieved immediately, then that can negatively affect them in the long-term and if during the practice they cannot make the amount of progress they feel that they need, then that can hinder their preparations for the long-term teaching practice, and subsequently, their career. This specific aspect of motivation ties multiple areas together as the meeting of their own expectations is obviously a large factor as well, as passions are tied to their identity of being a teacher, which in four to six years is obviously strengthened, as this passion is needed to overlook the potential negatives of their career choice. The added metric of confidence also ties in here, as part of their ideal self and identity is a model of perfect language use, which, if challenged during this period, can set them back in whatever progress they've made.

Based on all this information, I feel that as predicted, the motivational processes are affected by a series of internal and external issues of which the main ones seemed to be their own ideals and expectations of themselves internally and externally, the time it has taken to finish their degree and what benefits or hindrances they receive from the mentor they are randomly assigned.

I believe that I can successfully answer my research questions based on the data I have collected. As for the research question (How can the quality of the developed interview design be assessed in terms of the depth and focus of the data collected?), based on the results, I consider the questions and focus of the interview design to be successful. Obviously, there is no perfect data collection instrument and there is always room for improvement in the instruments of a research study. Based on the answer to the second research question of the first research (What are the

opinions of student teachers about their subject-specific teaching practice?), I consider the peer influence of motivation to be the most important finding. Thus, in my further investigation I also tried to explore the role of parents, mentor teachers and students in shaping the motivation process in each phase of motivation (Dörnyei, 2005). The deeper investigation revealed that the practice process does not take place in a vacuum, teacher candidates are influenced by many external issues, but a mentor teacher who can personally shape the motivation of a student who is on the way to burnout should be appointed to accompany the process. I am also interested in looking into the state of the trainees' motivations at the different stages of their training and plan to explore ways to map the changing stages of their collective experience.

I feel that while my research was able to explore the role of the subject-specific or short-term teaching practice on pre-service teachers' motivation it only looked at that small section of the entirety of the training. It seems that a loss of motivation can occur even before reaching this point and also during the long-term teaching practice. Due to this I would like to explore a potential long-term study following pre-service teachers during different stages of their university training and the first years of their careers to gain better understanding of the effects of the process on teacher's motivation.

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Appendices

Interview plans

Plans for phase two

Pre-practice interview plan

Interview plan

I am Márk Imolya, a student teacher at ELTE. This interview is intended to explore the personal motivations, experiences and experiences of the student teachers who have already participated in the short training, and it would take about 30 minutes. I would like to use the interview for research purposes and the data will be analysed in summary. The research is completely anonymous, I will not disclose any personal data. In light of this, do you agree to me recording the interview? During the interview, I am interested in your personal opinion, there are no right or wrong answers, I just want to know your experiences. Thank you very much for your participation in advance!

Now I'm going to ask you some introductory questions that I'll need for the sample description.

- How old are you?
- Where did you go before ELTE?
- What's your partner in crime? Why did you choose this pair?
- What teaching experience do you have?

Planning:

- Please tell us in great detail how you prepared for the teaching practice?
 - Why are you preparing like this? Why do you think these things will be useful?
Can anyone help you prepare?
- How much did your previous training influence your preparation?

Autonomy and the mentor teacher:

- During your previous training, to what extent were you able to be independent?
 - Have you had any conflicts/friction with your ideas with your lead teacher? How did you resolve them?
- What do you expect/want from your driving instructor during your current practice?
 - How important do you think the mentor teacher's personality is? What potential conflicts do you expect?

Objectives:

- Do you have any goals for your practice?
 - What are they?

- How do you want to achieve them? What do you want to do to achieve and follow them?

Post-training interview plan

Interview plan

I'm Márk Imolya, a student teacher at ELTE. This interview has already been conducted with student teachers who participated in the training, their personal motivations and experiences of the training, to explore their experiences would take about 30 minutes. The interview is research. I would like to use it for, the data will be analysed in summary. The research is fully anonymous, I will not disclose any personal data. In light of the above, do you agree to let me record the interview? During the interview, I want your opinion, no right or wrong answers, just your experiences. I would like to get to know. Thank you very much for your participation in advance!

Planning, preparation:

- How did you prepare for the exercise?
- How demanding was the training and preparation compared to the previous one?
- How well did you stick to your plans?

Mentor teacher:

- How was the relationship with your mentor teacher?
 - Was there any tension/conflict between you?
- Has your mentor teacher influenced your practice?
 - If so, how?

Objectives:

- Did you feel your exercise was successful?
- Have you achieved your goals?
- Have your new goals changed?

Motivation:

- Has the practice influenced your motivation to teach?
 - How do you approach your next exercise based on the one you have now?

Teaching role:

- Has the practice influenced your own teaching practice?
- Are you closer to/achieving your ideal teaching role?