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**LEARNING TO TEACH:  
INVESTIGATING TRAINEES' PRECONCEPTIONS**

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**I. PROFESSIONAL PRECONCEPTIONS: A THEORETICAL CONCEPT  
I.1. SHIFT OF PARADIGMS IN UNDERSTANDING TEACHING**

More than 25 years have passed since the phrase *teachers' mental lives* was used for the first time in connection with their professional competence and its development. It was not until Jackson's study of elementary schools, *Life in Classrooms* (1968), and a much more influential Lortie's book *Schoolteacher: A Sociological Study* (1975), that teachers' way of thinking and its development, their mental operations in educational setting, were considered worth any attention.

Since then, epistemological questions concerning the nature of what teachers know and how they learnt it have been raised. Concepts such as teachers' personal beliefs and assumptions concerning the profession, clinical decision-making, personal practical knowledge in teaching were investigated. Nowadays, the essentially hermeneutic humanistic theoretical concept of the teaching profession is broadly accepted by educationalists. Within that, teachers' professional competence is characterised by, in Freeman's words (1996, p.363), 'narrative nature of thinking and knowing'. The central concept of this view is context; context of place (classroom, school, community, national policies, technical culture of teaching) as well as context in its temporal sense (teachers' life histories and professional life spans) in which teacher thinking is embedded. A substantial area of concern related to this paradigm, obviously, is language as an instrument for conveying teacher mental processes, as a vehicle for teachers' further development as well as an instrument and object of research. Elbaz (in Freeman, 1996, p.367) notes that "we have access to practice only through the language we use to formulate what we have seen."

## 1.2. 'THE APPRENTICESHIP OF OBSERVATION': TRAINEES' PRECONCEPTIONS

What implications does this shift of paradigms have for pre-graduate teacher education? The long established and generally accepted view of teachers as implementers of thinking of others, who enter the profession or professional schooling as *tabula rasa*, was challenged when Lortie in 1975 (p.61) formulated his famous phrase: 'the apprenticeship of observation'. He pointed out that those who enrol in teacher education programmes have normally had years of close contact with teachers and professors; in the Czech conditions it would be at least thirteen years. Therefore, he said:

"The mind of the education student is not a blank awaiting inscription" (ibid., p.66). "In the terminology of symbolic interaction theory, the student learns to 'take the role' of classroom teacher, to engage in at least enough empathy to anticipate the teacher's probable reactions to his behavior /sic/. This requires that the student projects himself into the teacher's position ..." (ibid., p.62).

Lortie, however, also noted that "there are important limits on the extent to which being a student is like serving an apprenticeship for teaching. ... What students learn about teaching is intuitive and imitative rather than explicit and analytical; it is based on individual personalities rather than on pedagogical principles" (ibid.).

Very often the result is either a naive identification with what has subjectively been perceived as good teaching or, vice versa, negative impressions of the type "I would never do that". The impact of the above findings has been significant, even though it must be admitted that predominantly within the areas of educational theory and of research on learning teaching; the practice in teacher education, at least in the Czech setting, still owes a lot in implementing its results and conclusions.

In investigating 'mental lives of teachers', various labels have been attached to this construct: *individual personal philosophy / theory, private / subjective pedagogical position, teachers' attitudes, teacher thinking, teachers' beliefs*, are the most frequently occurring ones. For entrants to the profession, the terms *professional preconceptions* (Weinstein, 1989, in Williams and Burden, 1997) or *early conceptions* (Calderhead, Robson, 1991, in Mareš, 1996, p.14) are often used. A thorough survey of these concepts as well as their classification according to various levels of abstraction is provided by Mareš (1996, pp. 10-11). Whichever of the terms we may opt for, the construct they describe is:

- implicit, as it usually does not render itself in explicitly formulated and detailed principles,
- subjective, linked to individual personality features,
- spontaneous, initiated and changed by experience, by key events in a professional career,
- relatively hidden or unrealised: teachers seldom consciously analyse and control it,
- oriented, i.e. encompassing positive, neutral or negative evaluation,
- stereotypic, with low variability and flexibility,
- relatively stable, slow to change in time and to a degree resistant to external impulses.

(after Mareš, 1996, p.12)

As regards preconceptions established by trainees before they get to college, they may be expected to differ substantially in the level of stability, orientation and even originality both from those of experienced teachers and amongst themselves. Furthermore, the action-oriented functions of these preconceptions were analysed by the same author (*ibid.*). He distinguished at least the following ones:

- projective (what the teacher wants to do and how),
- selective (what he considers important and what marginal),
- motivational,
- regulative (how he makes decisions, which management strategies he prefers),
- evaluative (according to which criteria and how he evaluates educational reality including himself),
- resultative (what results may be achieved), etc.

In all these spheres preconceptions are likely to act as a filter through which all new information or experience obtained during training in a tertiary institution is interpreted. The level of acceptance and integration of new concepts into trainee's mental structures is probably related to the degree of agreement within them (Tillema, 1994, in Švec, 1998, p.110). Švec (*ibid.*) claims that the development of professional competence is a process within which specific phases may be identified; all these phases will, then, be affected by preconceptions. In the motivational phase they will determine trainee's interest and perceived need to indulge in the activity, then during the orientation phase the subject may either benefit from corresponding preconceptions or, on the other hand, orientation may be constrained as a result of conflicting perceptions. Later on, crystallisation of new skills, their incorporation into existing mental structures and, through that, gradual transformation of these structures will be influenced.

For exploring trainees' preconceptions, it is important to be aware of the fact that they involve various dimensions. Richards and Lockhart (1994, p.29) found three distinct dimensions: a cognitive, an affective and a behavioural one. Besides that, language will play key role in any investigation as preconceptions "cannot be directly observed", they "must be inferred from what people say" (Pajares, 1992).

In the light of this discussion it is clear that no matter how "inaccurate, inappropriate or incomplete" (LaBoskey, 1993, p.25) trainees' preconceptions may be, it is vital to pay attention to them in teacher education. Diagnosis of preconceptions on entry as well as of their further transformations on a continuous basis is essential for success in the pre-service stage of teachers' professional development. Nowadays, however, a wide range of diagnostic approaches and instruments is offered by the literature (e.g. Richards and Lockhart, 1994, Mareš et al., 1994, Švec, 1998). Their aim is, at least, twofold: to develop basic metacognitive strategies in trainees (self-perceptive, self-evaluative, self-regulative strategies) as a necessary precondition for professional growth, and to provide information and guidance for teacher trainers in designing course syllabi, resp. teacher training programme curriculum.

## II. DIAGNOSING PRECONCEPTIONS IN ELTE

The above theoretical model of the teacher and its implications for teacher education provided inspiration and guidance for the transformation of the programme at the University of Pardubice. Its core component, the professional development module, was redesigned to a considerable extent, taking into account the fact that a mere change in content cannot lead to the desired goals, unless followed by shift in the processes of professional learning. Emphasis was on the development of self-reflective strategies and techniques starting from the diagnosis of trainees' preconceptions. To explain why, a paraphrase of Kennedy's words (1990, in Richards and Lockhart, 1994, p.31) may serve best: By the time the trainees enter the university they have observed teachers of English and participated in their work for at least 1,200 hours. In contrast, our teacher preparation programme requires 46 hours of classroom experience. What could possibly happen during these 46 hours to significantly alter the practices learned during the preceding 1,200 hours?

### II.1. QUESTIONNAIRE RESPONSES

The investigation of trainees' preconceptions was conducted within the framework of an integrated general didactics and ELT methodology course in the winter term 1999/2000. Two teachers participated in the process of eliciting the responses, in their analysis and formulation of conclusions. Twenty-nine second year students (2 groups) of the bachelor teacher training programme were involved. The investigation was directly linked to the first topic of the syllabus, i.e. the topic *Teacher*, and was carried out in two phases.

The instrument used in the first phase was a questionnaire, which consisted of 10 open-ended questions. Its structure was inspired by Richards and Lockhart (1994, Chapter 2); it aimed to reflect the most basic and broad concepts such as beliefs about English, about learning and teaching, about teacher education, trainees' attitude to language teaching as a profession. The respondents answered the following questions individually:

1. In your experience, how is learning English perceived by pupils / students in our schools?
2. What do you think the most important aspects of learning English are (e.g. grammar, vocabulary, pronunciation, spelling; speaking, writing, reading/listening comprehension)?
3. What do you think the most difficult aspects of learning English are (e.g. grammar, vocabulary, pronunciation, spelling; speaking, writing, reading/listening comprehension)?
4. How would you define effective learning?
5. In your opinion, what is the best way to learn a foreign language (English)?
6. How would you define effective teaching?
7. How would you characterise a good teacher?
8. How do you think teachers decide what to teach?
9. What kind of training / education do foreign (English) teachers need?

10. Do you want to become a teacher of English as a foreign language? (Place yourself on the continuum)

NO

YES

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Why?

Content analysis of the responses obtained rendered the following data:

#### Question 1

Majority of the trainees believe that Czech students' perception of learning English is positive as they realise the importance of learning English and they prefer English to other languages. Only four trainees view Czech students' attitude to learning English negatively, the reasons being low level of motivation and interest.

*"It is perceived well, I think, because nowadays most of students realise that they need it."* (the most frequent answer)

*"... but from my experience I can say that pupils want to learn English because they are interested in it. They definitely prefer English to German. Just because it sounds better."*

*"Children aren't motivated enough to appreciate the possibility to learn the language, even if the teacher is good..."*

It is obvious that the trainees recognise learner motivation, especially extrinsic incentives, as a crucial factor influencing the learning process. The lack of learner motivation is considered to be a primary cause of failure.

#### Question 2

All aspects of English are considered to be important by 80 per cent of respondents. Four of them further specified which skill or subskill should be given prominence, often reflecting their own experience. 20 per cent of the respondents came up with a list ordering the skills and subskills according to perceived importance or prioritising some skills / subskills:

- listening / reading comprehension
- vocabulary as a basis, pronunciation, speaking, grammar for writing
- vocabulary, speaking, writing
- pronunciation and spelling are not important

The above mentioned examples provide evidence that the trainees at the early stage of their professional development are not aware of the basic methodological concepts, e.g. skills and subskills. They approach the issue intuitively because they do not properly understand the relationship between e.g. pronunciation and speaking, claiming that pronunciation is not important, or they tend to overestimate vocabulary.

#### Question 3

Each respondent provided a list of the most difficult aspects of English. In their perception, listening as the most difficult aspect appears eight times, followed by

writing and speaking, and then by pronunciation. Vocabulary, grammar and spelling are considered equally difficult. Only two people perceive reading as the most difficult aspect of all.

Answers to this question are strongly influenced by the nature of personal experience with learning English or other foreign languages. It is essential for the trainees to raise awareness of their beliefs to prevent them from emphasising the aspect which they consider difficult.

#### Question 4

This question proved to be the most difficult one and it provided a variety of answers. Two people did not respond at all, one person could not answer; others mentioned the necessity to study regularly, to work hard/intensively and to co-operate with the teacher. Some consider *"thinking in a foreign language"* important. According to the trainees, effective learning should bring permanent results and motivate for further study.

*"Co-operation between the teacher and pupils - nothing makes better than that."*

*"Learn and remember. It is better to learn often in smaller amounts than the other way round."*

*"Hard work from a teacher and a student ..."*

*"Learning which leads or makes the students to be keen on learning more."*

*"Effective learning has its final effect ..."*

*"I don't know really. But effective learning should bring good results - good marks, good grammar skills, good pronunciation, fluent way of speaking, just to make oneself understood."*

*"Effective learning is one that we don't forget after a few days."*

*"After some period of time you are sure you have made certain progress."*

*"If I learn something I want to obtain knowledge or skill by or through studying, training or practising."*

The quoted statements illustrate that viewing the learning process from this angle is a completely new experience for the trainees. Even though they are able to suggest some aspects of effective learning they cannot cover the complexity of the issue.

#### Question 5

This question is very much connected with the previous one. One person was not able to answer at all, two people agreed that acquisition of grammar should be followed by developing speaking skills. Nearly 95 per cent of the trainees replied that the best way of learning English was a long-term stay in an English speaking country. Answering this question the trainees probably relied heavily on their

personal experience and considered just the ways of individual language development. They did not consider ways of learning the English in the EFL context.

#### Question 6

Similarly to the fourth question, it was extremely difficult for the trainees to reflect the complexity of the teaching / learning process, this time from the teacher's perspective. The respondents emphasised the aspect, which they considered crucial for the teaching process to be effective. Several trainees could not answer at all,

four people connected effective teaching with good results, progress, high level of learner motivation and interest. For five respondents effective teaching means exploiting a variety of methods, techniques and teaching aids. Two people think that the key word is co-operation between the teacher and the learner. Three trainees claim that permanency of knowledge is the criterion for assessing the effectiveness of teaching.

#### Question 7

From answers to this question the trainees' perceptions of the teaching profession and its nature could be inferred. The following authentic extracts provide a necessary illustration of the trainees' beliefs.

*"The one who is able to pass the knowledge clearly."*

*"Teacher, who can teach me, who gives me the knowledge, who can attract my attention for more than 20 minutes."*

*"Should be a personality, building up his respect not by demanding strict obedience but rather by being ready to help his pupils whenever they need to."*

*"A person who is educated and who really likes his/her job. Otherwise they can never do a good job."*

*"A good teacher should be open-minded and willing to treat students according to their individual needs and skills..."*

*"...should be very interested in what he is teaching ... and should constantly improve his/her knowledge ... and should be enthusiastic ..."*

*"... should attract students' attention, should be able to explain problems concerning his/her subject."*

*"He/she should be an expert in the area he/she is teaching. Should have psychological training. Should be friendly and able to improvise."*

*"Sensitive, patient, always in a good mood ..."*

*"The one who can make a lesson interesting and the pupils like him/her. Also the ability to teach in an easy way not pushing anybody into anything."*

*"Strong personality, socially active, with good knowledge of his subject and in general, adequately strict, fair, sympathetic."*

*"Strong personality ... has a desire to teach ..."*

*"... should not only teach his/her pupils but he/she should educate him/herself as well."*

*"A human being, empathic, authoritative, skilled and enthusiastic..."*

*"A good teacher is a well educated person with lots of experience in teaching ... who understands the taught subject ... and knows what methods to use..."*

*"... must be absolutely professional ... a good psychologist and observer ... should know how to express his thoughts ... should be an authoritative personality with a portion of humour and be open ..."*

The emphasis on subject matter knowledge and personal qualities, especially motivation and enthusiasm, is apparent.

#### Question 8

It is possible to summarise that approximately one third of the respondents think that there exist certain limits as concerns the content of teaching, but they are not able to specify them. Three people have general knowledge of the Czech curricular documents. More than one third of the trainees believe that the teacher is provi-

ded a certain level of autonomy. One person thinks that the content of teaching depends on the school's income and available materials.

#### Question 9

Most trainees' believe in university education, the components being a proficiency-level language course complemented by psychological and methodology training.

#### Question 10

The obtained responses are summarised in the following chart. The reasons given by the trainees for positive answers are mostly two: they like studying / teaching English and they have a positive attitude to children. Only one person formulated also negative aspects of the teaching profession.

NO		YES		
0	1	6	8	4

## II.2. GROUP DISCUSSION

In the second phase group work followed. The trainees were invited to compare their answers with their colleagues' opinions and were required to discuss the issues and to provide answers representing their group opinion. The discussion was recorded with the consent of the trainees, then the recording was analysed and compared with written outcomes. Each group received copies of other groups' responses. Furthermore, the trainees were invited to use a psychological questionnaire as a complementary diagnostic tool (a set of questionnaires was designed especially for this purpose). In the following seminar content analysis of all the materials was provided.

In conducting the above investigation, an attempt to focus on a number of aims was made. It served for the trainees as probably the first ever exercise in professional self-reflection by pushing them to make their assumptions, their tacit knowledge or implicit concepts explicit. Moreover, during the group discussion they had to explain and justify their opinions, which required specific attention to clear and disciplined language use. Referring to the above-mentioned concern about the role of language in the processes of professional development, the analysis of the recordings of the group discussions is of tremendous interest. For illustration, a transcript of one of the recordings is attached to this study (Appendix). It very clearly documents lack of precise terminology: e.g. in response to question 1 the word interest (in a variety of forms) appears eight times before the trainees proceeded to more accurate formulations.

Similarly to the questionnaire responses, the trainees were unable to distinguish basic concepts such as skills and subskills, but the conceptual mismatch goes much deeper: they even seem unable to make a distinction between learning and



teaching, moving freely between these concepts. Further evidence is provided when they attempt to assess the difficulty of acquiring various aspects of the target language: the assessment is based on classroom situations rather than on their perception of the subject matter. Hardly any significant differences can be observed in the perceptions of effective learning and effective teaching; both are based predominantly on views consistent with the process-product paradigm. In responses to a number of questions, the accent trainees put on professional motivation and commitment of teachers is obvious. They seem to overemphasise their importance in sacrifice of other aspects. General agreement is achieved in responses to only two questions (8 and 9); partial agreement concerning the perceived status of the profession is shown in the last response.

In addition to these aims, group discussions simultaneously served as an exercise for the trainees to develop their social and communication skills: raising tolerance to the opinions of others, empathy and effective listening, interactive skills such as turn taking, asking for clarification, summarising, etc. Last but not least, the data obtained in both phases of the investigation provided guidance for the teacher trainers, indicated which specific group and individual trainees' needs should be catered for.

### III. CONCLUSION

The above brief analysis and summary of the data provided by the investigation of teacher trainees' preconceptions has helped to identify the areas of concern. Some of them may spread from the fact that the transformation of our educational system and its institutions is an incremental process, that the experience from the schools our trainees attended may differ substantially from the principles underlying our teacher education programme. Research evidence proves that these preconceptions may be relatively stable and resistant to change. It is too soon to evaluate the effectiveness of the innovations in our ELTE programme in terms of preparing teachers for future qualitatively different schools. It is, at this point, only possible to find some encouragement in the generally positive feedback, both formal and informal, received from the trainees after the completion of the term.

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## Appendix:

### TRANSCRIPT OF THE RECORDING OF GROUP DISCUSSION

October 13th 1999

- *All right, let's start with question number 1. In your experience, how is learning English perceived by pupils / students in our schools? What do you think?*
- *So, I think that the situation has changed a lot during the last ten years, so I think that the children, really some children want to learn English or other subjects and are interested.*
- *I think most of them aren't interested.*
- *No, I think they realise the importance of knowledge of language.*
- *... everyone can use it.*
- *Yes*
- *And I would also add that teachers, that their attitudes changed a lot as well. They are interested in teaching and in children. They are making lessons funny and interesting and it's not just like stupid grammar.*
- *Oh, it very much depends on the teacher.*
- *I mean young teachers, they are mostly young teachers, they are open to new methods and the lessons are interesting and funny and not just boring.*
- *OK, so we have agreed on this.*
- *Hmm, I don't agree.*
- *And why XXX\* ?*
- *Because from my experience children really aren't so interested in most of the, I mean, there might be some number of students who realise the importance of learning a foreign language, I think still majority of pupils doesn't show much interest.*
- *Or, maybe, it's not the children, but also parents ..... and it depends on social ..... this is influenced, the social conditions are also important. So when the children are not supported by their parents, they are not interested.*
- *But how can you say that they are not supported because ..... you must know at least one foreign language and they must realise that.*
- *Yes, but at the age of 11 or 12 do you think about getting a job?*

- I mean they must see like that their parents don't have a job or they have a job but they must know a foreign language. I mean the influence is so big, and positive in a way.

— Oh, I think there's something in what you've said because some pupils may perceive the growing importance of learning a foreign language, but ..... in the age of, let's say 15, they don't care. ....

- I just want to say that the children are more ambitious than we were. Because we ..... I just didn't see any future or any career in front of me, when I was younger, because there was nothing you could do, I mean just you could get married, get a job because you had to get a job. OK ..... Let's write something down.

- Number two. What do you think the most important aspects of learning English are ( grammar .....)?

- I would say that all aspects mentioned here are important more or less, but you should start with let's say the basic skills, it means let's say the basic vocabulary and the basic grammar, then you move to let's say pronunciation and spelling, then practising speaking and so on.

- I agree that all of them are important, you can't say that one is more important than the other one. They should be involved; all of them should be involved in teaching process..... and it's up to the teacher to do it, to manage it.

- Yea, do you agree?

- Yes, I agree that language is a whole.(??)

- OK Number 3. What do you think the most difficult aspects of learning English are?

- I have spelling and writing.

- I have writing.

- Pronunciation and listening.

- And you?

- I have speaking because there is always some ..... children are not so brave to stand up in front of the class and speak aloud.

- Or some teachers don't give enough time for speaking.

- That's true.

- So, do we all .....

- ..... mention pronunciation and speaking?

- No, it really depends if someone, he or she is not afraid of this.

- So, what did you write XXX ?

- Spelling and writing. Because I thought of it as a process in a class, what makes problems to children, but I didn't think of speaking, that some child could have problems with expressing.....

- I mean .....

- I know, it's true, I agree .....

- Yes.

- Because you just don't feel comfortable when you speak a foreign language, when you are not sure if your pronunciation .....

- We can say it's speaking because of this and spelling and writing because of this.

- Yes, it depends, because someone could be dyslexic and someone can have other problems.

- So, let's move to question number 4. How would you define effective learning?

- I couldn't find answer.

- It was a difficult one, I've got trying to use new vocabulary as much as possible and maybe even be thinking in foreign language later, try to switch into foreign language and try to use the vocabulary and the grammar, because I know I usually use the simplest structure or vocabulary and it's bad. For effective learning for me means to use the new vocabulary, not to have just passive knowledge.

- I put down theoretical study of let's say vocabulary and also practical exercises involving speaking and listening.

- I don't know.

- I like what XXX said because it's more general.

- I didn't write anything, but I think the motivation is the most important. Because if you have motivation, then you ..... learn ..... if you ..... you don't.

- I sort of didn't understand what's the question about. I'm confused.

- I mean, if you are talking like learning yourself, what's most effective, I'd say that motivation ..... if you have some motivation, then you would learn.

- This is just a basis and then you expand let's say further knowledge .....

- If you have motivation, then you find your own methods, what works for you.

- Yes, I agree.

- Yes, I agree. Let's say motivation plus what XXX wrote.

- (laughter) OK.

- Number 5. What is the best way of learning a foreign language?

- It's very individual.

- Yea.

- You should start studying here in our country and after let's say grasping ..... you can leave our country for an English speaking country.

- Yes, that's right. I've got the same. First, learn the rules and then, to be able to practise it.

- If it's not possible, at least a native speaker who cannot speak your language ....., so you have to find some way to understand.

- Yea, hmm .....

- Number 6. How would you define effective teaching?

- I've written when students remember more than they forget.

- Yea (laughter). That's logical.

- Your opinion .....

- Maybe I would add using various aids and combining various methods according to your students because there's no universal truth how to learn a language.

- I agree.

- I would say combine all these.

- Number 7. Definition of a good teacher.

- I don't have any definition, just some points.

- Say them.

- I have strong personality,...

- .... me too.

- ... good knowledge of his subject, good knowledge in general, adequate ..... and symphatic.

- and plus that I have somebody who has a desire to teach.

- and I've got really general, a person who is educated and who really likes his or her job otherwise they can never do a good job.

- You've already mentioned all the points.

- So, OK.  
- Number 8. How do you think teachers decide what to teach?  
- I think that generally speaking there's a layout valid for the country and they have to stick up to it and, moreover, I would say teachers have some space for their own activities in the classroom.

.....

- Number 9. What kind of training do foreign language teachers need?

- I wrote that they need full university education.

- Yea.

- And the very last question, the most exciting.

- .....

- But I have noticed that you are in the middle.

- I'm in the middle because in the end of 1999 I cannot say 100 per cent what I

.....

- So, its 50 per cent perhaps. So I'm 80 per cent that I want to be a teacher, but it's the same. I don't know, now I think I would maybe like to be a teacher, but in 1 year maybe .....

- Personally, I have placed myself more to the NO point, not absolutely, but, in my opinion, I think that nowadays as the situation stands, teachers are not evaluated properly, not only in terms of their salaries and money, but also by general public the profession is seen as just the educator, not someone who could at least help (?). It's still simply seen in the old fashion.

- In the past the teachers were treated differently, the teacher was someone .....

- ...as XXX said.

- I think it's going to change because of the situation ...

- Even people, who cannot teach, teach.

- Yea.

- The trouble is that, if teachers want to go to strike, it's very much different from e.g. miners or doctors because no one pays attention, because it does not directly influence people.

- So, what to be put down?

- If I become a teacher one day, the reason may be that I want to make some changes or maybe ..... if I become a teacher, I want to be a good teacher, if I know one day that I wouldn't make a good teacher, I would never become a teacher.

- It also very much depends on the type of school where you are going to teach....

- It also depends on your colleagues, students....

- .... the situation is different let's say at secondary school and also primary school.

- I would say, if someone wants to become a teacher, he should. But if he doesn't want, he shouldn't. He wouldn't be happy and the children wouldn't be happy as well. That's it.

- Our opinions are different, reasons are different.

\*/ XXX stands for students' names

## **Resumé:**

V posledních desetiletích je v rámci hledání efektivních modelů přípravy učitelů stále větší pozornost věnována tzv. preconcepším, studentovu specifickému a individuálnímu pojetí výuky, které se utváří v průběhu jeho školní docházky. Toto pojetí pak funguje jako filtr, prostřednictvím kterého jsou interpretovány nové poznatky a zkušenosti získávané v průběhu učitelské přípravy. Stať uvádí výsledky šetření zaměřeného na identifikaci těchto prekonceptů, které bylo provedeno jako součást bakalářského studijního oboru učitelství anglického jazyka.