Losses and gains in the content structure of contemporary foreign language teacher training

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Key notions*: foreign language teacher training (FLTT), the content structure in FLTT, models of FLTT, the content structure of language pedagogy, features in FL teachers*

Introduction

On examining content structures in historical models of teacher training (TT) in general, and foreign language teacher training (FLTT) specifically, we have to realise how closely our TT tradition is intertwined with German, or rather Prussian and Austrian traditions. Historically, it is not a surprise, as mass education started in Hungary as a result of measures taken in Austria in the end of the 18th century. On the other hand, few researchers are aware that – despite of this influence – Hungarian TT was not formed intuitively. In the end of the 19th century the dilemma of adaptation to or breaking up with TT models of West-European countries emerged. As a result of a pioneering research conducted in several countries of Europe, some Hungarian educationalists (especially Kármán, 1895, 1909) argued for the necessity of setting up practice shools for teacher candidates and elite colleges (i.e. learning bodies) for talented future teachers. Both types of institutions were founded as integrated parts of a given university and still present at the more traditional ones.

Modern foreign languages to be taught at school appeared in Hungary as a result of the Ratio Educationis I. (1777); namely, German, in addition to traditional Latin and Greek. International commerce enforced French by the end of the 19th century. English and Italian were taught sporadically in some commercial secondary schools from the beginning of the 20th century. English became an optional subject in secondary grammar schools in 1926, but later faded and disappeared for several decades. The Institute for Eastern Studies offered Turkish, Russian, Arabic and some Slavic languages treating them as equally exotic, although Hungary was – and still is – surrounded (and eventually occupied) by some of them. Systematic and research based FLTT did not exist between the two wars: modern philologists eventually became language teachers of the preferred language. Significant changes came by the foundation of teacher training colleges (1947); and the introduction of Russian as a compulsory foreign language in elementary junior as well as in grammar schools (1949-89). Both of these 'memorable' years were followed by huge waves of teacher retraning: first, teachers of Latin, Ger-

man, English and French had to learn Russian; second, teachers of Russian underwent a retraining in modern, 'Western' foreign languages (1990-95) (Bárdos, 2009). (The untold story: phenomena of this unique inner mental (and cultural) migration remained an unexplored area for applied linguistic research, despite the good piece of advice and warning at the time by leading authority Robert Kaplan.)

In the second half of the past century, both teacher training colleges (four-year studies) and universities (five-year studies) established two major, parallel (and not follow-up) teacher training models, in which the proportions of literature and linguistics occupied 80-90% of the available time, leaving a mere 10 % for education, psychology, and the relevant methodology and practice. No wonder beginner teachers felt helpless in the classroom, especially outside practice schools (Bárdos, 2016).

The Veszprém Model of FLTT (1990–2010)

The English Department and the Faculty of Teacher Training that developed this model came into being under very favourable circumstances:

- the University of Veszprém wanted to establish a faculty in the humanities (to counterbalance the dominance of chemistry and engineering at a technical university);
- following the political and cultural changes (1989-90), the lack of approximately 12-15 000 FL teachers (English, German, French) in public education became more pressing than ever;
- the new faculty was successful in winning participation in major international projects (like ELTSUP, and a series of FEFA projects) to develop BA and MA (3+2) programs in FLTT;
- determination and the institutional context made it possible to create unusual five-year, double-major TT programs like English and Chemistry, English and Information Technology, English and Environmental Studies.

In nearly 20 years, this project went through the usual phases of development: foundation; establishment of a school-network for teacher candidates (in the lack of a practice-school); consolidation and development of new programs and the responsible departments. Following a longer period of advancement (and radiance), more and more problems appeared within and outside the university, and, as a result of unfavourable changes, innovations lost their avantgarde character: the program faded into the average. Luckily, our English and American Studies Department (later Institute) integrated both three-year and five-year programs and was able to survive, when (round 2005) major traditional (Humboldtian) universities closed down their 'secluded ghettos' of three-year TT, including the widely recognised CETT at ELTE (Medgyes, 2011, 2015). Despite the rise (and fame), the recognition and acceptance of our FLTT program at Veszprém (especially among school directors), early international publication of the model (Bárdos, 1995) went nearly unnoticed and later recollections (Kontra, 2016) – as a

result of main-university snobbery (ELTE, DE, SZTE) – proved to be utterly ab-sent-minded.

Our model was a revolt against the traditional model of TT characterised by an unbearable amount of literature and linguistics (containing useful details for philologists, but futile items for would-be teachers). It was a revolt against the low prestige of language pedagogy (named methodology at the time). It was also a revolt against universities as places to teach only what to teach but not how. The lack of professionalisation and the relatively low level of practical knowledge in FLTT presupposed, and eventually triggered the establishment of renewed re-lationships between foundation studies and skill training. This new model of TT – while keeping the good tradition of communicating cultural content (literature, comparative cultural studies and linguistics as well) – would devote more time and energy (9+6 semesters in educational psychology and language pedagogy) to courses of crucial importance in developing and constructing a different content structure from previous Hungarian models. This model would unite the merits of the profession: the 'craft' (praxis), integrated applied sciences and reflection in both the 3-year single major and 5-year double major courses of FLTT.

Traditional Hungarian Art Faculty		The Veszprém Model of FLTT	
Literature and Culture	50%	Literature and Culture	20%
Linguistics	35%	Linguistics	20%
Methodology	5%	**Language Pedagogy**	**25%**
Teaching Practice	5%	**Teaching Practice**	**20%**
Pedagogy and Psychology	3%	Pedagogy and Psychology	5%
Social Sciences	2%	Social Sciences	5%
		Research and Degree Work	5%

Table 1. Proportions of 'more academic' and 'less academic' subjects in FLTT.

The Veszprém model of FLTT meant an escape from the centuries-old tradi-tion of training scientists/philologists instead of practice-oriented teachers. As the University of Veszprém did not have a practice school, we created a network of schools, for which mentors were trained by the relevant departments of the university. (Mentor-candidates were carefully selected from the most experi-enced teachers of the member-schools concerned.) The focus on language peda-gogy was equally emphasized in the 3-year single major and the 5-year double major programmes. As a result, both of our qualified diploma and degree holders were welcome at any type of school in the country (while several started teaching abroad). The attractive courses of language pedagogy in six semesters (a two-hour lecture and a two-hour seminar per week) are enumerated in Table 2.

(There is no time and space here to illustrate the structure, depth and fineness of solutions in these subjects, see details in Bárdos, 1995)

Speech- Singing- and Motion-Techniques (taught by actors and actresses of the local theatre).

The Cultural History of Teaching Foreign Languages (especially in Europe and Hungary).

Contemporary Foreign Language Teaching Methods.

Curriculum Theory; Knowledge of Teaching Resources; Audio-Visual Devices (there were no computers yet).

FL Assessment: Testing and Evaluation.

Applied Linguistics (Psycho- Socio- Neuro-Linguistics and Pragmatics).

Table 2. The original six courses of language pedagogy in six semesters in the Veszprém Model of FLTT.

This 'inductive' way of approach from the facts of a several-hundred year-old practice towards more academic fields – like branches of applied linguistics – made abstract categories, notions and theories valid and meaningful, not only for students, but for our own philologist-instructors and mentors, too. The integrative character of this sub-sub-branch of applied sciences also became more clear-cut, see Figure 1.
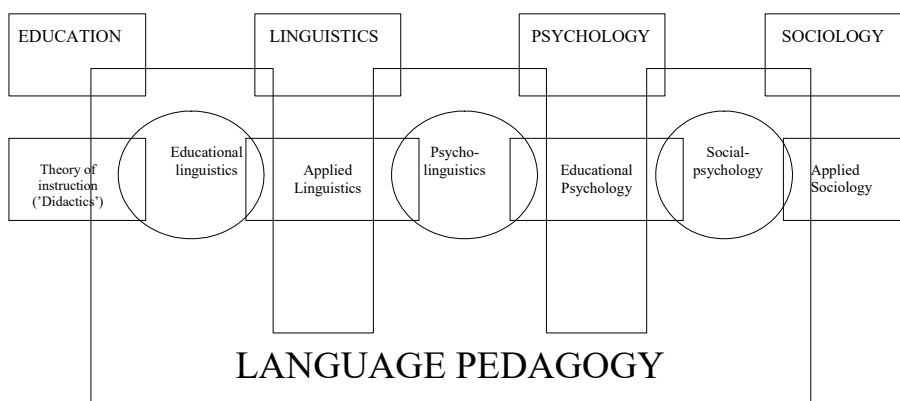

Figure 1. The position of language pedagogy in the network of related sub-branches of sciences. (Bárdos, 2008:45)

Members of the English and American Studies Department produced several textbooks and monographs in FLTT to make it transparent what we mean by a modern view on language pedagogy (Bárdos, 2000, 2002, 2005; Hock, 2003; Kurtán, 2001; Poór, 2001). A significant amount of research (done by the department) were reported at conferences, in articles of nationwide journals; and our

ideas on FLTT were represented in national and international scientific commit-tees by members of the Faculty of Teacher Training. Our model of FLTT was ac-credited by the Hungarian Accreditation Board, and a doctoral program was launched in language pedagogy, applied linguistics and education. The focus on language pedagogy was based upon a model containing diachronic and syn-chronic aspects of the profession that is built upon the interaction of the 'human factor' of students and teachers, all along the input to output processes of the di-dactic circle, continuously enforced at schools. This concept is illustrated in Fig-ure 2.
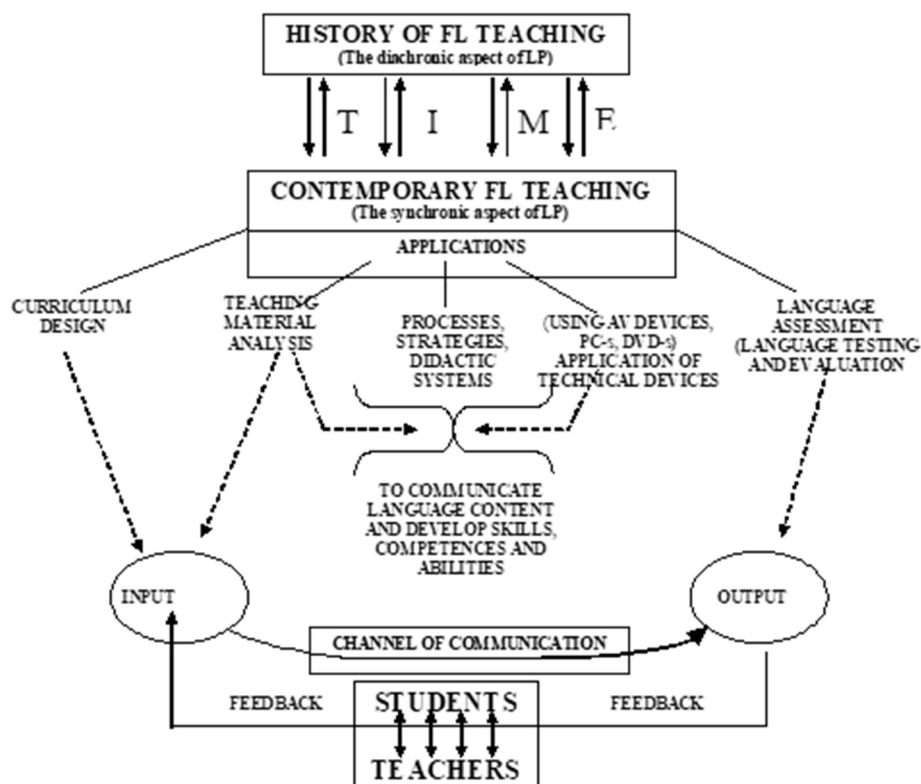

Figure 2. The content structure of language pedagogy. (Bárdos, 2008:50)

In the decade of learner-centredness our model offered new pathways for students to get closer to FLTT as a profession. Core and kernel of this renewal was to introduce creativity, reflection, variety, innovation, resilience, etc. into di-dactic solutions. A new phase of globalisation have brought us nearer to this aim (or rather, destination).

Problems and changes

There came the time (the turn of the century) when we eventually produced a higher number of teacher-candidates than the number of trained mentors, and, gradually, our network of practice shools collapsed because of the resistance of schools, i. e. mentors who refused to devote the extra time to educate a new generation FLTs (in other words, they rejected to return the attention and care they had been given at the beginning of their own careers). As a result, most teacher-candidates went back to their previous public schools for practice, where they got stuck and swallowed by the old routine forgetting the requirements of modern language pedagogy. It became more difficult for university departments to check and facilitate their progress, and the split between theory and practice at schools became obvious again. In the meantime ('times are a-changing'), new and enormous demands were imposed on teachers and schools as a result of either the (reputedly fourth) industrial revolution (e.g. digitalisation), or by means of good, old bureaucracy (or red tape, as another interface in monotony). Teachers kept losing control of teachable material (because of parallel, real-time, internationally accessible sources of learning material). Similarly, states kept losing control of the teaching/learning environment and the fight between warring policies often created havoc and chaos in public education worldwide.

In an educational climate (like this one), unfounded and irrational fears may appear: teachers fear of being surpassed or replaced by machines; of being misunderstood by parents and children (who usually do not care, but often resist). Teachers also fear of being unable to find the proper balance between preservation and innovation (which is rather a philosophical 'evergreen' that should not become a part of their common burden). Students can be discouraged by the fact that not everybody can acquire a foreign language (there is nothing new under the sun...). They are often dismayed at losing their well-built stereotypes, or even their personalities in FL contexts. On the other hand, contemporary students often ignore, or fail to recognise the foreignness of foreigners (the 'Other', cf. Szende, 2016:237) that will make their identity (re)adjustments easier, or less complicated. They are often not worried about mobility: either breaking away from their families or being displaced in a faraway country. They are not disturbed by the possibility of losing their language standards, both in the mother tongue, and in English as a lingua franca in a non-native country. Electronic devices facilitate autonomous learning, open up new vistas for multilingual experiences and facilitate intercultural interaction. At the same time, global mobility (jobs, marriages) can also create weird and seclusive situations: hotbeds for pidgin-like language use. Deterioration of standards can be observed in (what used to be called) English for International Communication, too. Facing all these challenges, we may wonder whether there are any constant characteristic features in FL teachers we should plan to keep and develop?

Desirable features in FL teachers

Desirable features in teachers are phenomena that are holistic, interwoven and resist didactic segmentation, or any other operationalisation techniques (e.g. forming a 'teacher's stage' of one's own). Most TT institutions focus on relevant knowledge content in all subjects of the curriculum (while they suppose their students have a higher than average IQ and memory, and completely ignore emotional intelligence). To develop a treasure trove of classroom solutions to choose from seems to be a true aim for a teacher-candidate, but it can become a cookery book without a mystic and highly desirable feature in FL teachers named didactic constructivity (see below).

The teacher's stage

The above mentioned 'teacher's stage', which is the quality of voice, the expressiveness of gestures and movements, as well as communication techniques of teachers ('the way you project yourself in the classroom') are again intertwined with an abundance of artistic capabilities like singing, playing musical instruments, dancing or performing pieces of literature (performing arts in general). Contrary to some forgotten tradition, these capabilities are not checked, explored, or investigated at entrance examinations. Well-known, commercially available psychological tests are not used either to pry into some capabilities of the candidate that happen to be the conditions teacher trainers will have to build upon, especially in developing proper attitudes. Despite the complexity of these phenomena, it is easy to anticipate that an unpleasant voice-range, or pitch; inadequate intonation; disharmony in the 'triad' of eyes, mouth and hands movements (mimicry and gestures); awkward, clumsy movements in general (lack of sensory-motor coordination and intelligence) will trigger razor-sharp (although often subconscious) criticism in students.

Didactic constructivity

Teachers are employed when they have the necessary qualifications: this is a bureaucratic process. If new teachers' classes are not observed: visited by the director, or not checked by senior staff, or they just inadvertently get isolated, because of the lack of an interactive teaching community, their relevant specific knowledge remains obscure, or hidden behind fashionable and trendy classroom solutions. Expectations are to communicate scientifically correct knowledge, develop skills and attitudes through the filter of teaching experience that is able to 'translate' any content or skill into teachable and learnable processes. Relevant specific knowledge means to communicate the latest results in science adjusted to the level of common sense ('average person'), in our case: the estimated minimum of the given school community. Didactic constructivity (see above) means the selection and arrangement of teaching material, relying upon variation and diversity that is only possible in case you have a very detailed, experience-based knowledge of the teaching material and a (rather empathic) knowledge about the

cognitive, affective features and psychic states of the target group. Compulsory measures, or coursebooks may curb, or offend the liberty of teachers and teaching, and may hamper creativity to be demonstrated in attaining didactic constructivity. Most teachers lived through crises in which regulations seemed to be sacred, but selecting the right behaviour in the classroom stayed free.

Poliphony and synchronicity

The complexity of the teaching/learning process is usually well-explained by illustrating teaching items, steps, series of steps or methods and approaches in the relevant teacher's books (or detailed textbooks on methodologies), but the requirements of poliphony and synchronicity are rarely emphasised. Teachers have plans for a class, but students also have expectations, each of which will become a script in the classroom. A teacher, with the help of shared attention, keeps ahead of these scripts in real time: this 'advantage' makes it possible to influence the order of events in this simultaneous mind-game of interactions to attain the goals of the original lesson plan. To achieve this aim, a good teacher must have a rich mental and technical repertoire to be able to select from with speed and skillfulness in real time.

'The gardener' (The quality of constant and reliable feedback)

Few TT institutions provide comprehensive, scientifically developed evaluation systems. A lot of oral and written examinations are carried out by untrained, often capricious, or painstakingly precise people: these are exams never approved or validated, they are usually based upon subconscious, fading memories of previous teacher-generations. No surprise most teacher candidates have modest interest in educational measurement: the theory and practice of testing and evaluation in general. It is difficult to accept this attitude that can create a grave ethical problem in a profession where teachers are to evaluate every day. Most FL teachers gain experience in professional testing and evaluation as exam providers on the flourishing public-exam market, where all foreign and national language examinations are accredited to CEFR. Requirements at schools in marking, testing and other forms of evaluation are identical: they are expected to be valid, reliable, practical, consistent – and varied in form and content. These goals can often be attained by proper mentoring in the practice year, or by postgraduate training. (The metaphor 'gardener' refers to a basic function of teachers' activities: the ancient aspects of the expected attention, care and responsibility.)

'The shaman' (The high level of cultural literacy and thinking)

Proficiency in languages, familiarity with high (and low) culture, knowledge of arts and sciences, encyclopaedic thoroughness of a 'polyhistor'-like teacher can be very convincing for some, and humiliating for others. Nowadays there is plenty of information available through the internet, but computers are not aware of notions like dosage of information, train of thoughts, progress and hierarchy in a text. For that, you still need a human brain, and this is how a well-educated person

can throw light on phenomena otherwise hazy or chaotic. A modern, integrative cultural literacy (including the world of films, pop-music, fashion, folk arts, hobbies, etc.) is essential in developing students' critical thinking as well as in recognising 'student-friendly' areas of contemporary global civilisation. To understand and treat mentality, character and spirituality of a classroom community, you will have to be able to interpret the meta-language of the new media, as well as the changing world of the hidden argot of students' linguistic repertoire. Flow in the classroom is a kind of fascination or obsession: enchanted joy, immersion into what I love doing and a pleasure to do so. These phenomena can only be created in students by teachers who really matter.

'The healer' (Mental and physical health, balanced psyche)

Behind this recreation-ad type of wording, there are gruesome facts, more and more often investigated by researchers of pedagogical pathology. The number of psychic illnesses is on the increase, but most are not spotted by teachers who have not been given specific education on learning disabilities, disorders or handicap. Parents may know about the problems of their children, but they try to conceal them. They often put the blame on teachers, claiming that most teachers are psychologically unbalanced, burnt-out, indifferent, exhausted, melancholic, neurotic, etc. Without analysing parents (or reviving Balzac and Dickens lessons on human imperfection and frailty), a kind of aggressiveness, bullying and violence are lurking behind in the dark... Following these gloomy and distressing thoughts, it is time for us to remember that a teacher's occupation (or rather vocation) assumes the presence of unconditional love for children. By getting to know each other, mutual affection unfolds, and a feeling of closeness emerges, where both humour and rigourousness may start operating. This gradual and long process of striving for perfection can only be maintained by patience, tolerance and good mood: a 'healer' will educate by his/her whole character.

'The survivor' (Ability to develop)

If you think that the previous paragraph relates some mystic features of the vocation, then let us get back to brutal reality: the questions of stamina, endurance and fitness. Teachers will have to be able to correct matriculation papers of students for at least six-eight hours; to collect and carry school equipment; prepare for classes, etc. – as far as the physical aspects are concerned. For how long are you able (a question of tolerance and tact) to make parents believe that their children are not like the way they see them… Teachers need physical and mental recreation to win this struggle: to cope with the pressure of constant linguistic and cultural appropriation and, at the same time, represent an avantgarde of the intelligentsia… Probably, a devastating flood: the 'barbaric invasion' of new generations will make teachers survive. Renewal will come out of accepting changes of ages in human life.

Desirable changes in the content structure of FLTT

In the meantime, independently of our narrower field of interest (FLTT), desperate efforts were made in education (especially in curriculum development and the theory of instruction) to cope with changes caused by clashes of new theories and their interpretations in practice: by trying to provide evidence by trial with the help of statistical methods (Biesta, 2010; Kvernbekk, 2016; Moran and Malott, 2004). Evidence-based research and practice are well-accepted notions in natural sciences and medicine. Education is traditionally experience-based, as achievement is still dependent on specific teacher capacities and their abilities in learning management. Most evidence-based research in education sacrifices utility that could be built into practice; results are microscopic, or too abstract for the practitioner, who is looking for holistic solutions; or applicable, hierarchic series of methodological answers to ease the burden of didactic constructivity: the constant revival of their innovations every day. For them, research evidence and contextual evidence must be brought together. Unfortunately, for practising teachers, there are frequent clashes between 'what works'-agendas, and what I 'can do'-agendas (e.g. problems created by controversies of traditional and digitalised school environments), partly because conventions are very often over-simplifications. It will explain why teachers are quite unwilling to recognise the possibility of direct causality (given cause results in a given effect) in their activities, as they regard their vocation to be a rather moral, or social practice. A teacher is very similar to a conservative internalist, who is trying out the effect of a particular medicament in a patient and expects a specific result. Experiential knowledge in pedagogy suggests that – more often than not – causes will not produce the expected effects (due to the complex nature of human phenomena in educational contexts). Some conditions created by teachers to facilitate (unpredictable) learning are often insufficient, or even unnecessary, thus the expected results will never come about. In a given classroom, the individual proportions of input and intake may vary tremendously, and teachers' claims for success are determined by their methods. These claims (e.g. take 'best practice') are very rarely investigated, whether they are supported by empirical evidence to confirm them. Despite the fact that foreign language testing and evaluation can be considered to be the most developed branch of educational measurement, assessment in teacher training is a far cry from the expected standards in contemporary education. Lack of time and space will prevent us from further contemplations on the state of education, but we cannot ignore latest developments, tendencies that may influence the reception of our teacher trainees as practitioners and researchers in a renewed profession. What kind of suggestions can be made to renew the content, the 'product', the process and the praxis of contemporary FLTT?

Returning to the roots (proportions)

One possible way of creating changes is to follow the logic presented in the Veszprém Model of FLTT of the 90s: rearrangement of the proportions of the essential areas to be studied according to the demanding practical requirements of the new millenium. A decision like this implies an agreement and harmony amongst teacher training bodies that would explain its mandatory character. (No such example can be found in the history of FLTT: quality assurance bodies traditionally provided framework-type curricula in which slight differences in the proportions did not endanger acceptability and maintenance.) In a world, where young generations passionately surf on the internet and fish for vast amounts of facts, the importance of a 'know that'-type of knowledge gradually decreased. In a world, where people may lose their jobs, start and restart careers, or invent new ones, the value of 'know how'-type of knowledge gradually increases. 'Products' of the education system should not be just law-abiding citizens, but they are expected to be innovative, creative, interactive, adaptable and flexible members of (a global) society. The key words for us here: global and multicultural – we have to move from teaching (English) as a foreign language to teaching it as a global lingua franca (including various 'Englishes') as a demand for internationalisation, transnationalism, multilingual and multicultural survival. A change in the proportions of the main areas of study (see Table 3) will probably facilitate progress in this direction. As you can see below, in addition to traditional content areas, the proportion of applied psychology and special education has been increased, while the last three categories anticipate higher levels of communicative abilities (in several languages and cultures; in the use of various digital devices; in interpreting musical, iconic and choreographic codes, etc.)

Literature, culture and the desription of the target language (but only the pedagogically useful content! (Criteria: teachable and learnable at schools)   **30%**

Applied psychology and special education of children with a learning disabilities or other disorders   **20%**

Language pedagogy (applied linguistics, applied didactics = 'methodology', learning theories, best practice, etc.)   **20%**

Higher levels of L1 and L2 communication (both evaluated periodically)   **20%**

Understanding, skillfulness in soaking up and application of new waves in Information Technology   **15%**

Non-linguistic (artistic) communication: singing, playing music, acting, etc.: performative arts   **5%**

Table 3. Six unavoidable areas in the content structure of FLTT

Once you have read each category of Table 3 above, and imagined how they can be operated in reality, it will become obvious, that they are just empty labels

of commonplace without a detailed description of the content structures and the fineness of solutions. Depth can only be reached through details. On the other hand, to continue here with a detailed curriculum, or a project plan would be extremely boring (besides, the idea of trusting in proportions is quite conservative in itself…). Instead, we shall enumerate some new developments, innovative aspects of the topic that demand to be explained: we need a new set of principles to serve new foci of interest to improve the quality of FLTT.

Contrasts between past and present

In Britain, most teacher training courses (like DipTEFLs) used to have three foci: the improvement of English language use, especially, to demonstrate appropriateness (improving language skills); the use of best methods (cf. best practice) to form attitudes; and an extensive (and exhaustive) teaching practice to form the right behaviour in class. Skills, attitudes and behaviour are still prominent in classrooms, but key competences have significantly been extended recently by insights drawn from contemporary research, or new expectations dictated by our age of immense (though chaotic) possibilities. Although we would not like to lose the most precious features – in either students or teachers – like motivation, openness, participation, attempts to exceed, self-criticism, sense of humour, striving for perfection, etc., we have to admit (and understand) that there has been a shift of focus in the learning processes themselves. Some of these changes are contrasted in Table 4 below.

TRADITIONAL FEATURES	CONTEMPORARY FEATURES
Notions, ideas; trains of thought, hierarchies, structures, enumerations, moral lessons	Pictures, symbols, icons, free associations; the fine art of surfacing on 'big data'
Efforts for learning by hard work	Effortless floating and not sinking
'Ora et labora'	'Fluctuat nec mergitur'
Human interactions, face-to-face relations	Technology-based networs, alienation
Left hemisphere-dominated memorisation; recognition of functional asymmetry	Preferably right, or both hemispheres; thickening of the corpus callosum

Table 4. Controversial changes of foci in the learning process

Any practising teacher could continue the dichotomies of Table 4 for quite a long while. We have to reckon that teachers have lost their roles as good providers, or 'sole agents' of teaching materials, mainly as a result of the 'imperialism' of the new media. Because of the great number of high stake exams and commercially (or electronically) available testing materials, they are also about to lose

their primacy as evaluators. Animosity amongst parents, the lack of confidence and respect in students can easily transform this vocation into a low prestige job: this is how a life-long teaching, learning and sharing for a teacher may become a life-long 'jobbing' (and jabbing – excuse (for) my English, it's under reconstruction...), a real chore to be done. We have to convince our teacher-candidates to destroy the ideal student-parent-teacher triangle of the past first, in order to be able to build up a new concept of human networking together.

All significant changes in education need insights to bridge false controversies. In our profession (of teaching languages), learning versus acquisition is such a false controversy (cf Krashen, 1982). Alternatives to settle this dispute will range from motivated learning with considerable effort to elevate to the plateau of 'megtanulás' (in Hungarian 'has learnt it', equals: has acquired it), to immersion in the language and culture of the target language country to soak up and absorb appropriate forms of linguistic and cultural behaviour. Learning and acquisition is not a dichotomy, but rather two endpoints of a scale, where careful selection will find the right proportion of adequate methodological solutions in a given classroom context. In actual teaching, the intimacy of the input (cf. Navracsics, 2014, in another context), emotions and closeness can create situations in which the experience named 'flow', joyfulness and acceptance of reality will shorten the route between the process (of 'learning') and the result (i.e. acqusition). A similarly important recognition for the majority of language teachers (the followers of direct methods – including the communicative approach) can be the acknowledgement of the constant, (often subconscious) presence of the established and more or less developed mother tongue, or dialects, or other (foreign or minority) languages, admitted or denied in the classroom. To rely upon existing idiosyncratic linguistic repertoires, and turn these 'obstacles' into catalysts of absorbing a new language is the true art of a language teacher. Preparation for this activity requires the knowledge of previous experiences (history of foreign language teaching and learning) as well as contemporary experiential information that can be justified by action research carried out in the same or similar school environment.

Attempts at creating complex frameworks for the principles of contemporary FLTT may have favourable reception (cf Kumaravadivelu, 2008, 2012) as long as they stay printed on white pages without the trials and tribulations to be met at real teacher training institutions. The application of principles to practice can only be attained through personal action. It is evident, that the quality of teachers' teachers will determine the quality of professional education as it originates from (often intimate) situations of interpersonal relations, in which the mentor-teacher is a major influencing force. The result of an educative teaching like this can be a long process of growth that is specific, complex, uneven, individual and often incalculable. In the 'good old days' of past century FLTT, it was enough to find the right proportions amongst efficient subject teaching, classroom management and child psychology, and make teacher candidates try to overcome their

own stereotypes to have an access to values through experiencing them. Person-ally, I would be quite happy to rely upon past experiences in FLTT, but prefer-ences – and their order of importance – have changed significantly in the past two decades. There is only one phenomenon that remained the same: failure in the classroom caused by the candidate's specialised, purely academic knowledge. Our teacher-candidates will have to realise soon, that they have to think, feel and act differently, and the challenge is not only intellectual. The adjustment to become a learner of a job requires a set of new competences – while looking back (not in anger) to the meticulous process of perfection of some of the old ones might seem to be a waste of time... They will have to learn how to become more efficient by facilitating learner autonomy; more effective by applying socio-cultural aware-ness in and out of school; and there will come the rest like empathy, tolerance, taking risks; keeping distance or getting close; sharing and caring; achieving co-operation, but not losing competition. Affective factors like motivation (or the lack of it), or the treatment of arrogance, narcissism, anxiety, seclusion, etc. will become more important targets than a particular grammatical structure. They will realise, that children of the new millenium (presently, all the children in pub-lic education worldwide) are more aware of the importance of learning anything, anywhere for survival than themselves. New generations of 21st century students are more tolerant to accept sub-standard, or non-native language varieties and cultural blunders. They are more aware of global challenges, beause their fanta-sies, imaginations and expectations move in a global space. Teachers will have to adopt to their students' needs; reject bureaucracy, abandon old routine and cre-ate new solutions. In short, renew and survive together with their students. 'Tem-pora mutantur et nos mutamur in illis'.

Summary

In contrast to past centuries, our LT profession has lost its consciousness of LT methods, i.e. hierarchy and progress along principles. Technical development changed the proportions of authentic linguistic sources for FLT: the primacy of centuries-old, book-based language learning and teaching has become disputa-ble. Teachers are no longer in control of the input, the teaching-learning sequence of processes is about to fade into oblivion. Instead, we experiment with parallel, real-time activities to achieve cultural adaptation, and language appropriation. For quite a long while, we interpreted LT as a means to trigger more or less per-manent chemical changes (routes) in the brain: a necessary but not satisfactory condition in creating L2 personalities. In forming the ideal L2-self, one is expected to perform appropriate patterns of behaviour as well – as a result of cultural ad-aptation and proof of adequate L2 acquisition. The appearance of native speakers (the Others) in various, mainly monolingual countries; schools and villages; holi-day resorts, or even in families via marriages (as a result of globalization); will increase the importance of SLA as well as applied linguistic research in general.

Unfortunately, contemporary content structure of FLTT has not changed accordingly: the focus is still on literature, descriptive linguistics, etc., contrary to the interest of language pedagogy. In the lack of complex programs in integrated applied sciences, the gap between theory and everyday practice is still on the increase.

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