



Reflective Practice for Primary English Teachers: A Qualitative Analysis of Expert Interviews

Regina Grund  0000-0001-6393-1185

Lena Gründel  0000-0002-5263-0202

Natalie Swallow  0000-0002-8178-6572

Abstract

Professional advice plays a crucial role in (future) teachers' development. During an international lecture series, a group of researchers and practitioners gave talks on various topics related to the field of teaching English to young learners (TEYL). Their presentations were followed by interviews that aimed at identifying practical implications for teaching. Following a qualitative approach, responses were transcribed and summarized in categories. The suggestions include providing well-chosen input, structuring lessons clearly, reflecting on teaching methods critically, applying TPR, using child-oriented media and employing picturebooks. On that basis, we derive suggestions for future TEYL exchanges.

Keywords: reflective practice, primary education, teacher education, expert interviews

1. Introduction

Features of “good teaching” are frequently discussed, both in educational research and in teaching practice. Throughout the history of teaching English, methodological standards – and thus aspects of what is considered “good teaching” – have been subject to change. Key principles of TEYL today comprise, inter alia, reference to child-oriented topics and situations, authenticity, and using visualizations (Böttger, 2020). Even today, opinions on methodological requirements towards teachers differ greatly, regarding English for young learners (EYL) in particular:

Interpretations of the necessary methodological skills for teaching young learners vary considerably, both as a result of widely differing understandings of the nature of learning in educational institutions worldwide and because of the limited attention paid to the specific needs of children in EYL. (Enever, 2015, p. 23)

This contribution aims at summarizing key suggestions for practice as identified by experts of TEFL⁵. Expert advice plays an important role in the education of pre-service, novice, and experienced teachers alike. In fact, teachers' *continuing professional development* (CPD) is linked to numerous other terms, such as *teacher development* and *lifelong learning* (Bolam & McMahon, 2005, p. 33). Professional development in the understanding of lifelong learning never ceases and thus takes place both during (university) education and professional practice.

While exact definitions vary, teaching expertise can roughly be characterized as disposing of a lot of experience and know-how (Tsui, 2008, pp. 167-168). Thus, the role of an expert can, for instance, be assumed by lecturers, researchers, or colleagues. This contribution contains expert advice that results from interviews with TEFL lecturers and researchers, all of whom are involved in teacher education in different ways. The interviews were led by university students and conducted in the follow-up of the respective talk at the TEFL lecture series *English in Primary Education: Concepts, Research, Practice*. This international lecture series was organized by Theresa Summer and took place virtually, at the University of Bamberg, in May and June 2021. It included presentations by Janice Bland, Laura Loder-Buechel, Julia Reckermann, Martin Bastkowski, Thorsten Piske and Anja Steinlen, as well as Stephen Krashen. The interview questions related to advice on competent, effective, and child-oriented English teaching useful for future primary school teachers, as well as for teachers of English in general. In this contribution, we will discuss the role of expertise and reflective practice

⁵ Throughout this contribution, we use the term *expert* as a neutral, non-evaluating umbrella term for people with extensive experience in a certain area. *Expertise* does not represent a target state here, but instead involves lifelong learning and learning with and from each other.

in English Language Teaching (ELT), followed by an overview of the qualitative analysis of these expert interviews and suggestions for future TEFL exchanges.

2. The role of expertise and reflective practice in ELT

In order to teach effectively, teachers require comprehensive knowledge to draw upon (Reynolds et al., 2022, p. 340). Corresponding knowledge areas are cultures, language systems, language use, processing and acquisition, instruction and assessment, and educational systems (Reynolds et al., 2022, p. 340). The interview questions addressed these topic areas, with the exact selection depending on the (research) interests of the respective interviewee.

Expertise has been studied since the beginnings of the 20th century (Johnson, 2008, p. 11). When it comes to teaching in general, research has emerged from “an intrinsic interest in gaining a better understanding of the special forms of knowledge held by teachers and the cognitive processes in which they were engaged when making pedagogical decisions” (Tsui, 2008, p. 167). With regard to teacher educator expertise, Waters (2008) states that suggested teaching ideas need to be considered implementable in the classroom from teachers’ point of view (p. 218). This demonstrates the importance of the exchange between theory and practice, which at the same time plays a major role during university education.

In the context of this contribution, we will discuss expertise in the field of TEFL, with a focus on experts in both research and practice. Moreover, the term *expertise* is also used in the context of teachers’ professional development as suggestions in turn influence the expertise of (future) teachers. According to Helmke (2017), expertise is not a feature of teaching quality per se, but rather a personal trait that influences the latter (p. 76). Thus, both willingness and capability of reflecting on one’s teaching are indispensable measures for improvement (Helmke, 2017, p. 116).

In 1983, the concept of the *reflective practitioner* was coined by Schön (Helmke, 2017, p. 116). In doing so, Schön (1983) suggests *reflection-in-*

action, that “links the art of practice in uncertainty and uniqueness to the scientist’s art of research” (p. 69), and further observes that when implemented by teachers, reflection-in-action makes “‘good teaching’ and ‘a good classroom’ [...] topics of urgent institutional concern” (p. 335).

Nowadays, the term *reflection* is frequently used when evaluating something retrospectively. In the context of teaching, Farrell (2020) states that reflective practice is rather complex, namely “more than fleeting thoughts before, during, or after a lesson; it means that teachers examine what they do in the classroom and why they do it” (p. 9). Moreover, reflective practice implies that teachers consider “their beliefs and values related to English language teaching and [...] determine whether classroom practices are consistent with them” (Farrell, 2020, p. 9), which means that reflection is strongly linked to both beliefs and teaching practice. This interconnection is illustrated in Wallace’s *reflective practice model of professional development* (1991), as shown in Figure 1:

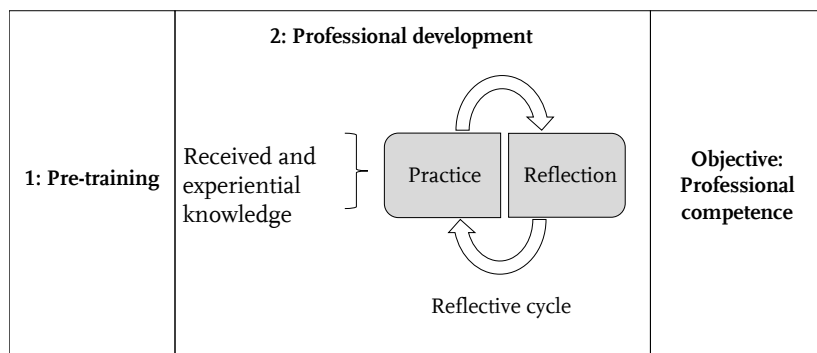


Figure 1: Reflective practice model of professional development (based on Wallace, 1991, p. 49)

Here, Wallace (1991) distinguishes between the two stages of *pre-training* and *professional development*, leading to the objective of *professional competence* (p. 48). The professional development stage is thereby characterized by received and experiential knowledge that influence each other and are accompanied by continuous reflection in the so-called *reflective cycle* (Wallace, 1991, p. 52; 56). The input that (future) teachers

receive, for instance provided as here, through interviews, contributes to their received knowledge and therefore drives forward their professional development.

As a selected example of empirical research in the field, the study *VERA – Gute Unterrichtspraxis* asked primary school teachers to fill in a questionnaire about their teaching practices (Helmke, 2017, p. 116). Results showed that most teachers exchange ideas for improving their teaching with colleagues often (48%) or even very often (18%) (Helmke et al., 2008, as cited in Helmke, 2017, p. 116). In comparison, only few of them (16% often, 5% very often) discuss matters of teaching quality in the context of a quality circle or working group (Helmke et al., 2008, as cited in Helmke, 2017, p. 117). Yet, 20% of participants completely and 72% rather agree that they spend time reflecting upon their teaching (Helmke et al., 2008, as cited in Helmke, 2017, p. 117). On the one hand, these results underline the ubiquity of reflective practice, which, conversely, indicates a need for practical suggestions. On the other hand, they equally show that reflective practice tends to be exerted among colleagues and, so far, less frequently in a wider context. The present study connects thereon, bridging the gap between theory and practice and bringing together various perspectives.

3. Methodology: Qualitative interviews

The six interviews were conducted individually, each after their talk in the context of the TEFL lecture series *English in Primary Education: Concepts, Research, Practice*. The TEFL experts who were interviewed can be associated with different strands of TEYL (“Abstracts”, 2022):

- 1) **Janice Bland**, Professor of English Education at Nord University, Norway, with research interests in, e.g., children’s and young adult literature and multiple literacies
- 2) **Laura Loder-Buechel**, experienced teacher trainer at Zürich University of Teacher Education
- 3) **Julia Reckermann**, former primary school teacher currently holding a junior professorship for TEFL at the University of Münster; research interests in teaching young language learners

- 4) **Martin Bastkowski**, teacher, teacher trainer, and visiting lecturer for ELT at Hildesheim University, with teaching experience both at primary and secondary schools in Germany, Ireland, and the US
- 5) **Thorsten Piske & Anja Steinlen**, Professor and senior lecturer at the University of Erlangen-Nürnberg, with work on first and second language acquisition and bilingual teaching programs
- 6) **Stephen Krashen**, the most frequently cited scholar in foreign language education, well-known for his contributions, for instance to the fields of literacy and language acquisition

The interviews were led by students of the seminar *English in Primary Education: Concepts, Research, Practice* that was linked directly to the lecture series. Each session consisted of the expert's talk, followed by the respective interview. The audience of the talk therefore had the opportunity to listen to the interviews directly, but they were also recorded for asynchronous reception and further analysis.

According to the typology of interviews by Lamnek and Krell (2016), the interviews were explorative and half-standardized, as questions had been prepared and sent to the interviewees before the actual interviews, yet possibly altered due to spontaneous reactions and shifts in wording (p. 315). They were led individually after the respective talk and therefore communicated audio-visually via Zoom, with the audience of the previous talk listening. The style can be described as neutral to rather informal, and questions were predominantly open (Lamnek & Krell, 2016, p. 315).

Some of the interview questions were addressed to several interviewees alike, for example:

- 1) *What motivated you to specialise in the teaching of English as a foreign language to young children?*
- 2) *What tips and tricks can you give us from your field of study?*

Other items individually fit the respective research interests of the interviewee, for instance:

- 1) *To what extent would you argue should we encourage children to write freely?*
- 2) *In your opinion, should bilingual classes also be taught English lessons in the first two grades?*

In a next step, the recorded interviews were transcribed and then analysed according to the following steps as outlined by Cohen et al. (2017, p. 524):

- 1) Generating natural units of meaning
- 2) Classifying, categorizing, and ordering these units of meaning

The classification and categorization resulted in six thematic areas. These units of meaning will be outlined and explained in the following, combined with critical evaluations and practical implications for teaching.

4. Results: An analysis of expert interviews

The ideas and suggestions of the ELT professionals can be described as *core practices* or as first steps in developing more specific core practices, as they represent individual elements with the goal of fostering learning. More specifically, “[c]ore practices consist of strategies, routines, and moves that can be unpacked and learned by teachers” (Grossman et al., 2018, p. 4). The expert advice, which lends itself to the development of core practices, can be grouped into the six main categories shown in Figure 2.

Here, these categories have been arranged from rather general advice to more specific suggestions. They will be described individually in the following.

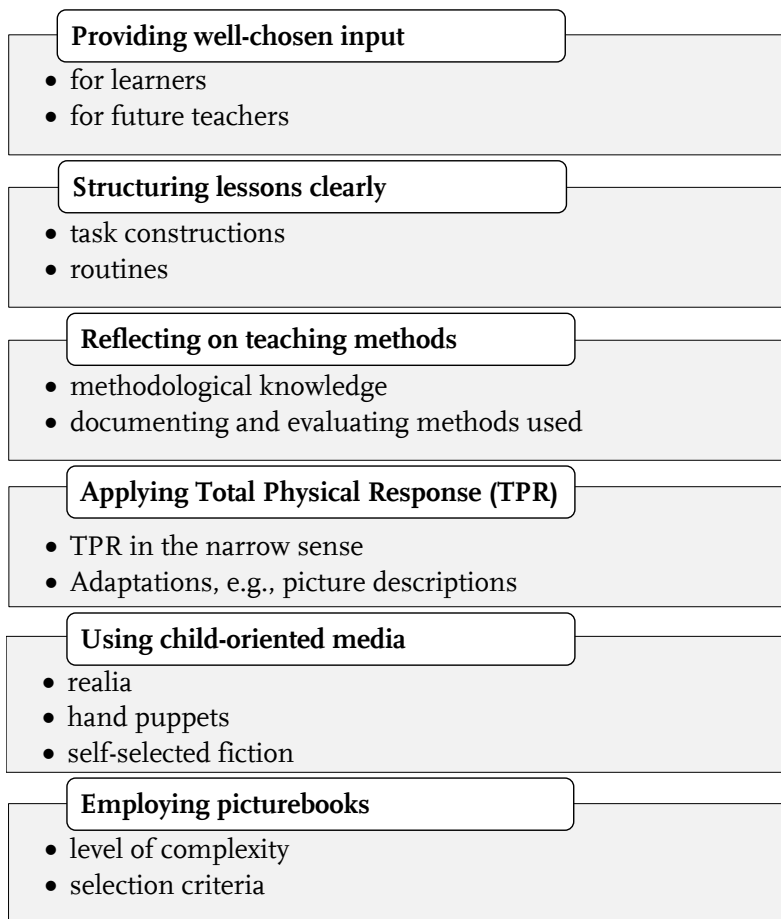


Figure 2: Expert advice on TEYL (based on interviews with Bland, Loder-Buechel, Reckermann, Bastkowski, Piske & Steinlen, Krashen, 2021)

4.1 Providing well-chosen input

To begin with, both Loder-Buechel (2021) and Reckermann (2021) highlight the importance of well-chosen input, although they regard this aspect from slightly different angles. Loder-Büchel (2021) puts emphasis on the already acquired knowledge of young learners:

“I think also to not underestimate the kids, like they really come in with a lot of language [...] And you encourage them to try to use all their linguistic resource, and you’re often surprised at how much the kids actually know and can do, and not to teach single words.” (Loder-Büchel, 2021)

Reckermann (2021), on the other hand, criticizes too much teaching time being spent on less challenging activities such as drawing. At the same time, the potential of more challenging input is highlighted:

“Don’t be happy-clappy all the time, so just don’t color in all the time. And also, don’t only do songs and games all the time because there are so many more challenging, yet still relevant, authentic, and interesting things that we can do with children and that will eventually, at the end of year 4, lead to very promising results.” (Reckermann, 2021)

These views have an underlying theoretical basis. According to Krashen’s Input Hypothesis (1982), learners acquire a language through input that is slightly beyond their current level of competence (p. 21). Thus, language acquisition is impeded if pupils are treated as if they have little or no prior knowledge and only single words are taught. In his interview, Krashen (2021) also refers to input and how it can help against initial anxiety of speaking:

“If you get lots of comprehensible input, listening and reading, you will want to speak.” (Krashen, 2021)

After this reference to input and language acquisition in general, Krashen (2021) points out that teachers themselves should not hesitate to learn another language, ideally through a lot of input:

“Do another language [...] Choose a language where there’s lots of input available. That’s my recommendation.” (Krashen, 2021)

The TEFL experts thus consider comprehensible input relevant for language acquisition: for young learners, their teachers, and adult

learners alike. Next to the importance of input, Reckermann (2021) adds further aspects:

“So, the time that we have, we should spend that on qualified input, qualified output, qualified teaching.” (Reckermann, 2021)

In doing so, Reckermann (2021) suggests an efficient use of time in the classroom. Input is regarded in a larger context, namely in combination with output. The roles of these aspects in the classroom evidently depend on teaching and are consequently part of the teacher’s responsibility.

4.2 Structuring lessons clearly

In ELT, input is frequently provided in form of materials used during lessons. These materials are in turn often embedded in tasks. When it comes to structuring lessons, Bastkowski (2021) highlights task construction as a way of allowing more time on tasks during lessons. The underlying concept is called the *four-step structure*:

- 1) Explain the **content**: What are students supposed to do and why?
- 2) Present the **material and method**.
- 3) Indicate the **time**: Focus on a precise deadline, not on a time span.
- 4) State the **form of interaction**.

(Bastkowski, 2021)

By following these four steps, young learners can focus on the task without being distracted, for example, by worrying about what exactly they are supposed to work on, or by calculating how much time is left. Regarding the form of interaction, Bastkowski (2021) describes three instructions that teachers can add to their lessons: *heads up*, which refers to classroom discussions, *heads down*, i.e., individual work, and *heads together*, which implies working in pairs or groups. Familiarizing the students with these instructions can provide increased transparency for learners.

With regard to task construction, Piske and Steinlen (2021) point out that providing young learners with a clear and recurring lesson structure will help them predict what will happen, which will increase comprehension:

“What helps the students a lot is when the instructional routines are predictable.” (Piske & Steinlen, 2021)

Another suggestion that is strongly linked to instructional routines is made by Bastkowski (2021), who developed the *four Bs* (*brain, book, buddy, and boss*) to imply the order students should follow when looking for assistance during an activity: First, they are encouraged to think about it on their own (*brain*), then look for information in materials (*book*), after that, they can ask a peer (*buddy*), and finally the teacher (*boss*). This technique motivates the students to work as independently as possible, while still providing scaffolding.

4.3 Reflecting on teaching methods critically

When planning a lesson, its input, and its structure, the respective teaching methods play a major role. Reckermann (2021) as well as Bastkowski (2021) focus on the importance of reflecting on different teaching methods. Reckermann (2021) advises to always reflect one’s own experiences critically and to consider what research has put forth:

“Try to critically reflect on the way you were taught. Is that really the teacher that you would like to be? What would you like to be as a teacher? What is a modern way of teaching? What do we know from research? And try to, if necessary – and very often that is necessary because in the primary school, quite a bit has changed over the last one or two decades – so, try to go away from how you were taught and start trying to find your own style of teaching.” (Reckermann, 2021)

In fact, Enever (2015) states that it is part of teachers’ expertise to use methodological skills that correspond to the learners’ age (p. 22). Summer (2013) similarly addresses the need for a thorough evaluation of the teaching and learning context when choosing and implementing a method (p. 1). As not every teaching method will match the individual learning and teaching environment.

However, keeping track of the various activities and methods can be challenging, which may result in lessons that lack variety. As a measure

against this, Bastkowski (2021) proposes to create an activity book. In this book, teachers should list their tried and tested warm-ups, introductions or lead-ins, main methods, as well as feedback activities:

“With the help of the activity book, you can plan your lessons way quicker. And of course, you have again balanced teaching, variation of all those different activities and ideas.” (Bastkowski, 2021)

However, teachers should not only reflect on what method can theoretically be used for certain lesson goals, but also consider the respective group of learners specifically and thus include corresponding measures of differentiation and scaffolding. By constantly revising the activity book and adding one’s experiences and evaluations, teaching quality can continuously be improved, which might not be the case if teachers keep relying on a restricted number of methods that they are familiar with.

4.4 Applying Total Physical Response (TPR)

Focusing on methods in TEYL more specifically, the interviewees frequently referred to Total Physical Response (TPR), even if the explicit term was not necessarily used. In 1969, Asher suggested the method as a way of exclusively focusing on listening comprehension in early foreign language learning, which would, in a next step, facilitate speaking (pp. 16-17). Underlying key principles of TPR are “1) understanding language before speaking, 2) developing understanding through bodily movement, and 3) not forcing speaking from students” (Summer, 2013, p. 7). Bland (2021) specifically recommends the use of TPR and at the same time offers a practical example:

“If possible, teach in the gym. You don’t have to teach only in the classroom. You can maybe create a scenario where they are parked in a boat on the sea, for example [...]” (Bland, 2021)

Moreover, Piske and Steinlen (2021) express the importance of combining language with action. This constitutes one of the principles of TPR:

“It is really important to accompany any kind of language with action and vice versa, whenever you do something, you need to use language a lot.” (Piske & Steinlen, 2021)

Despite the numerous positive aspects of TPR, it should not be implemented in an unreflective manner, keeping in mind that learners also need time and opportunities for “quiet anchors for individual reflection” (Legutke et al., 2014, p. 31).

During the interview, Bland (2021) described an adapted version of TPR that involves less movement: The teacher describes a picture and learners draw the picture, based on what they understand. This adaptation might be more challenging, as learners are required to remember and transfer information.

Yet, speaking, writing, and reading are not essential components of TPR as learners do not engage in interaction. Solely relying on TPR therefore neglects other important communicative skills. Primary school teachers should thus reflect critically when and how often they integrate TPR in their teaching. What is more, TPR is only one way of integrating motion into the classroom. There are several other options for developing motion-based activities across all age groups, such as using activities based on theatre pedagogy in the classroom (Sambanis & Walter, 2019).

4.5 Using child-oriented media

The potential of media use in TEYL is frequently being discussed and has become an essential part of initial teacher education (e.g., Böttger 2020; Legutke et al., 2014). In the following, the term *media* will refer to “the vehicles, or stimuli, that convey a pedagogical message which is linguistic, cultural, literary or other” (Evans, 2013, pp. 217-218).

Among the key principles of TEYL, Böttger (2020) lists *authenticity*, which, next to numerous other aspects, includes a meaningful use of media and the usage of real objects (p. 77). In the classroom, these realia create a context in which communication can take place (Böttger, 2020, p. 207). Piske and Steinlen (2021) also stress the importance of “real-life objects [and] visuals” to support the content of the lesson and help the students

understand the target language better. Moreover, Bland (2021) highlights the relevance of showing pictures and toys to students for language skills to be fostered in context. She mentions the usage of toy animals in lessons as an opportunity to practise asking simple questions:

“Collect little animals and little toys that you can use, so realia [...] I hid something in a box and first of all – I did this, but later the children could do so. And then we guessed ‘What’s in the box?’ and they, the one who has the box, can only answer ‘yes’ or ‘no’, so the children practise asking questions: ‘Is it an animal?’ [...], ‘Does it live on the farm?’ or ‘Does it live in the wild?’” (Bland, 2021)

Beyond the context of these interviews, Krashen (2003) describes the relation between realia and input: “The classroom hour is filled with aural comprehensible input. Teachers help make input comprehensible in several ways. First, they provide context in the form of pictures and realia” (p. 7).

In addition to realia, Bland (2021) mentions glove puppets as a way of engaging students in dialogues and helping them practise basic language skills. Legutke et al. (2014) describe four perspectives that explain the potential of glove puppets (pp. 97-98):

- 1) **Psychological perspective:** glove puppet as “mediator” between students and teacher and as “co-teacher”
- 2) **Linguistic perspective:** glove puppet as motivation to engage in communication
- 3) **Educational perspective:** glove puppet teaching aspects of culture
- 4) **Learning perspective:** students as observers of communication between teacher and glove puppet

In a nutshell, realia and glove puppets can be used for several reasons and in various contexts. Focusing on literature in general, Krashen (2020) emphasizes the importance of *pleasure reading* as it provides “optimal input for acquisition” (p. 167) and, based on recent research, sums up the potential of self-selected fiction (Krashen, 2020). With fiction being the topic of the talk (see Krashen in this volume), self-selected fiction was outlined again during the interview:

“Let’s make sure they [the students] have something to read. Let’s get them so good and get them so excited they’ll want to read on their own. That’s our job.” (Krashen, 2021)

Enabling students to read self-selected fiction, both with regard to learners’ competences and to the corresponding prerequisites, such as the school’s equipment, is considered one of the core objectives of teaching. Yet, Bland (2018) identifies that learning through literature in TEYL is “patchy and poorly resourced in most countries” (p. 280). However, it matches further current concepts well, such as content-based teaching, intercultural learning, and multiple literacies, and simultaneously introduces children to the joy of reading (Bland, 2018, p. 280).

4.6 Employing picturebooks

Following the consideration of the overall benefits of literature in TEYL, this section will focus on picturebooks more specifically. These were frequently referred to during the interviews, such as with Reckermann (2021), who specifically suggests the use of picturebooks:

“Exit the course book as often as possible and do something beyond the course book [...] like picturebooks.” (Reckermann, 2021)

According to Bland (2018), picturebooks are multimodal and represent the “format that is currently perhaps best known and most widely used in ELT with young learners” (p. 271). The term *picturebooks* is frequently spelled as one orthographic word in order to highlight the interplay of pictures and text (Bland, 2018, p. 271). According to Mourão (2016), their potential is not limited to fostering receptive skills, but instead they offer authentic contexts for language use and may prompt discussions and responses (p. 25). Their multimodality allows for increased complexity, as suggested by Mourão (2016), since this will challenge learners to “fill the gaps between the pictures and the words” (p. 39). Reckermann (2021), however, states that picturebook stories run the risk of not being interesting to primary school learners and thus advises to choose rather complex and therefore engaging picturebooks:

“Picturebooks will to a certain extent be too childish, content-wise. So, it’s important that they don’t feel too childish to the learners, that there’s still a story that is still appealing to learners in the primary school because those that we usually would use as picturebooks are those that were written to learners that are a lot younger.” (Reckermann, 2021)

In this context, Reckermann (2021) points out the importance of selection criteria that can be used as a basis when choosing picturebooks for one’s teaching. Such a list of criteria can be found in Bland (2018) and these, for example, include accessible language and content, pictures that add meaning to the story, words and illustrations that foster empathy, and diversity (p. 280).

These six suggestions have emerged from interviews conducted during a TEFL lecture series. Against this background, suggestions for future TEYL exchanges arise, which might eventually improve teacher education in the long run.

5. Suggestions for future TEYL exchanges

The lecture series and interviews allowed for a detailed and direct exchange between future teachers of English and TEFL experts. In comparison to other engagement with expert advice, for instance by attending lectures or reading publications, students here played the active role of interviewers, could bring in their own ideas, and ask follow-up questions. They were thus not only passive consumers, but also prosumers involved in the development of suggestions. At the same time, the teacher educators outlined their ideas in interaction, could immediately react to students’ suggestions, and therefore assumed the roles of tutors or mentors, rather than “merely” being lecturers or authors.

We consider this mutual exchange beneficial for all participants, in order to discuss issues, concerns, and ideas collaboratively and in a larger context. Opportunities for this exchange, such as TEFL lecture series, can be initiated top-down within institutionalized frameworks or bottom-up by (future) teachers themselves (Padwad & Parnham, 2019, p. 553). Next

to lecture series, several other opportunities for TEFL networks are conceivable, such as associations, clubs, and activity groups, or communities of practice, possibly using online platforms such as Facebook groups (Padwad & Parnham, 2019, p. 554).

For that purpose, the potential of digital media is huge, since it easily enables virtual meetings over long distances, which enormously expands the scope of the exchanges and allows for even more fruitful discussions that bring together various (international) perspectives. Interdisciplinary approaches can also play an important role in bringing together the different aspects of teacher education in a profitable way. The aforementioned networks should therefore not be limited to TEFL, but also include other fields such as literary and cultural studies and applied linguistics.

6. Conclusion

In this contribution, we have brought forth suggestions for practice for TEYL, based on interviews with Janice Bland, Laura Loder-Büchel, Julia Reckermann, Martin Bastkowski, Thorsten Piske and Anja Steinlen, as well as Stephen Krashen (2021). Their advice comprises providing well-chosen input, structuring lessons clearly, reflecting on teaching methods critically, applying TPR, using child-oriented media, and employing picturebooks.

The scope of six suggestions might seem sparse, considering the overall field of teaching principles and CPD. As Bolam & McMahon (2005) point out, publications in CPD are written in large numbers and from numerous different perspectives, which has resulted in “too many rather than too few approaches and theories” (p. 52). Therefore, and in terms of bringing together theory and practice, we consider few tangible suggestions for practice particularly useful, which can, in a next step, be applied to specific contexts and curricula.

We have further outlined specific ideas for exchanges between all participants involved. This exchange may, in a next step, foster reflective practice and teachers’ professional development. In that regard, Krashen (2021) urges to write short and comprehensible papers that are openly

accessible as this will help make research (and expert advice) easily available to anyone interested. Further research is needed in order to bring together various perspectives on TEYL, for instance from pre-service and novice teachers, experienced teachers, and researchers. This will cater for an ongoing exchange between theory and practice and between participants in English language education overall.

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