

***Special issue 3/2021***

## **Call for papers**

**“Language of Reflection – Reflection of Language”**

**in Foreign Language Teacher Education**

***Guest editors: Miroslav Janík, Manuela Wipperfürth***

Dear colleagues,

it is our pleasure to invite you to participate in the preparation of a special issue of *Orbis scholae* on the linguistic aspect of reflection in foreign language teacher education and professional development of foreign language teachers.

Many teacher training programmes aim at practice-orientation and most of them take a reflective stance towards practice. Thus, the negotiation and discussion of reflections of practice becomes a core feature of teacher education. The focus of this special issue is thus the reflective processes in teacher education and, as a consequence, it considers ways of how student teachers can be prepared for and aided towards developing their professional language of teaching. In addition, we aim at understanding the concepts of this professional language and how is it conceptualized and realised by practitioners and students during their professional development.

We will address the concepts of *professional vision* (Goodwin, 1994; Sherin & van Es, 2005; Lefstein & Snell, 2011) and *professional language* (Wipperfürth, 2015) and their implications for reflection, as well as formats of teacher education that promote reflection of practice. Whereas much research focuses on reflective tasks and reflective competences, so far, little attention has been given to the linguistic aspect of it.

Theoretical and empirical papers are welcome, and we encourage papers based on different methodological approaches, such as the analysis of video-based reflections, conversation analysis, ethnomethodology etc. Specifically, we are inviting contributions that focus on (one of) the following questions:

- *What do we consider as successful teaching reflections and how could we operationalize corresponding criteria?*
- *How does the verbalisation of reflective processes change their focus and shape?*
- *What influence does the context of such reflection and verbalisation have?*
- *How is student teachers' or practitioners' discourse on their teaching organized, structured and how does it develop?*

- *What is the learning potential of such discourse?*
- *What aspects of teaching are being focused on in discourse or reflection?*
- *What aspects are neglected?*
- *In what stages does reflective competence develop and how can teacher educators support such development?*
- *How can teacher educators scaffold such processes and their development?*

Should you be interested in contributing, we kindly ask you to express your interest in participation and send us the title of your presentation and an abstract (400-450 words) by the 28<sup>th</sup> of October (2020).

Please send your abstract to [Manuela.wipperfuerth@univie.ac.at](mailto:Manuela.wipperfuerth@univie.ac.at).

Contributors encouraged to submit a full-length paper will be asked to do so by April the 26<sup>th</sup> 2021. The expected length of full submissions is 36.000 characters. Peer-reviewed papers will be returned to the authors with the final decision on acceptance by early July 2021. Revised papers are to be sent to the editors in August 2020. The issue will be printed in October 2021.

Contributors to the volume will also be invited to a symposium at the Department of English and American Studies, University of Vienna on the 5<sup>th</sup> and 6<sup>th</sup> of March 2021. The symposium will provide an opportunity for collegial exchange on the under-researched topic of the language-aspects of teacher reflection. There will be the opportunity to discuss data and/or open questions of one's findings in order to enter in-depth discussions of the questions at hand.

On behalf of the guest editors,  
Manuela Wipperfürth und Miroslav Janík

## Literature

- Goodwin, C. (1994). Professional vision. *American Anthropologist*, 96(3), 606–633.
- Lefstein, A., & Snell, J. (2011). Professional vision and the politics of teacher learning. *Teaching and Teacher Education*, 27(3), 505–514.
- Sherin, M. G., & van Es, E. A. (2005). Using video to support teachers' ability to notice classroom interactions. *Journal of Technology and Teacher Education*, 13(3), 475–491.
- Wipperfürth, M. (2015). *Professional vision in Lehrernetzwerken: Berufssprache als ein Weg und ein Ziel von Lehrerprofessionalisierung*. Münster: Waxmann.