Editorial

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 become a core feature of teacher education. The focus of this special issue are thus the reflective processes and their verbalisations within teacher education and in consequence explores 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 concept of professional language and how it is conceptualized and realised by practitioners and students during their professional development.

In this special issue, we address the concepts of professional vision (Goodwin, 1994; Lefstein & Snell, 2011; Sherin & van Es, 2005) 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 their linguistic aspect.

To fill this research gap, we have collected five articles, which cover different domains and contexts of foreign language teacher education. Three studies focus on the context of teacher education within university-based courses. The article of Julia Hüttner presents findings from a teacher education intervention which aimed at supporting student teachers' professional vision in order to improve their reflective practices. It discusses various interactions between participants describing and noticing specific teaching events on the video material, the challenges of suspending evaluation and the crucial role of dialogue in deepening the reflective process.

Klára Uličná aims to shed light on the nature of future English language teachers' reflective communication in the context of video clubs that are organized as part of their teacher education. Her study investigates the influence of different types of video interventions implemented in four different video clubs on the nature of pre-service teachers' communication and, consequently, its effects on students' reflections and their professional learning.

The interest of the study of Janík, Minaříková, Janík & Juříková is to describe how student teachers use language to describe and evaluate videos from English classrooms. The authors assume that the student teachers' language is not only shaped by

6   the professional discourse of related disciplines but also by everyday language. The authors aim to understand what future English teachers notice in videos of teaching practice and how they verbalize what they see.

The next two studies focus on cooperation between university education and practitioners or student teachers. Petra Knorr examines student teachers' discursive practices as they engage in reflective writing in the context of a teaching practicum. Her study provides detailed descriptions of verbal actions carried out in guided reflective writing.

In her contribution, Manuela Schick focuses on professional discourse and language as they are acquired and practiced in teacher education and applied and further developed in occasions of professional development. After a conceptual discussion of contexts and functions of professional teacher language, data from a practitioner video club illustrate the role of collaborative reflection and professional discourse.

By analyzing linguistic aspects of reflection in all stages of foreign language teacher education and professional development, all studies aim at better educational practice from different thematic perspectives. Furthermore, they contribute to investigating the practices of teacher education and highlight the role of interdisciplinary research between linguistics and education.

Manuela Schlick and Miroslav Janík
Guest Editors

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