

Leveraging Collaboration: A Digitally-Mediated Pedagogies-of-Enactment Approach to Pre-Service Language Teacher Education

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Dieser Artikel beschreibt ein Theorie-Praxis-Projekt in der ersten Phase der Englischlehrer*innenbildung. Digitale Medien werden genutzt, um angehenden Lehrkräften synchrone und asynchrone Lehrerfahrten in komplexitätsreduzierten Settings zu ermöglichen. Die Studierenden fungieren als Mentor*innen für Schüler*innen, wobei vor allem die Sprechfertigkeit geschult wird. Ein Semester lang trafen sich *mentors* und *mentees* in Online-Konferenzen und kommunizierten zudem mittels selbst aufgenommener Videos auf "Flip". Digital gestützt und in Kollaboration mit Peers und Expert*innen konnten die Studierenden Praktiken erproben, die vor allem auf mündliche Kommunikation abzielten und den kontextsensiblen Einsatz von korrekтивem Feedback beinhalteten.⁴

1. Introduction

Although current pre-service teachers are so-called digital natives who have substantial digitally-mediated experiences in extracurricular settings, using digital media for language teaching and learning purposes remains largely unfamiliar and frequently at odds with principles of constructivist pedagogy (Blume, Schmidt & Schmidt 2017; Blume 2020). Just as pre-service teachers have undergone a long "apprenticeship of observation" (Lortie 1975: 61) regarding education that does not make them expert practitioners, the fact that they live in an age of digitality (Hallet 2020) does not make them experts in using digital media for language learning or teaching (Schmid, Goertz, Radomski, Thom & Behrens 2017; Eickel-

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mann, Bos, Gerick, Goldhammer, Schaumburg, Schwippert, Senkbeil & Vahrenhold 2019; Kerres 2020). Recent policy, educational, and research initiatives have sought to bridge the distance between personal and professional digital competence. These mirror in many ways much longer-standing efforts to reduce the perceived gaps between theory and practice (Villiger 2015). In both cases, the underlying assumption is often that more frequent practical opportunities will lead to earlier competence development and more efficacious teachers. Given the complex relationship between theoretical and practical knowledge that is challenging to define, much less cultivate, this premise is not universally accepted (Neuweg 2016). Likewise, while some empirical evidence suggests initiatives to foster digital competence may be beneficial in addressing attitudes and some forms of teacher knowledge (Arnold 2017; Tondeur, Howard & Yang 2021), the evidence is inconclusive. Ultimately, a complex interplay of myriad factors informs the ways in which pre-service teachers integrate initial digitally-mediated teaching forays into their subsequent conceptual understandings and classroom practice (Dooly 2009).

The initiative discussed here, "TEFLkollab", seeks to foster practical opportunities for emergent teachers to implement digital media in the English as a Foreign Language (EFL) classroom, under the assumption that such school-based experiences will engender reflective opportunities, mediated by theoretical input that is the hallmark of university-based teacher training. It thus tries to address the need for digitally-mediated teaching-like experiences to both foster digital competence for teaching EFL and to address the relationship between theoretical and practical knowledge. In this initiative, pre-service teachers who serve as mentors are afforded the opportunity to engage in "pedagogies of enactment" (Grossman, Hammerness & McDonald 2009: 274) – teaching experiences in circumstances of reduced complexity – with theoretical scaffolding regarding a core subject-specific practice, namely corrective feedback. By utilizing a digital tool for one-to-one and small group interaction, the pre-service teachers have to contend with fewer learners. Moreover, the asynchronous nature of the exchanges via a digital platform offers them the time and co-constructive space to engage in reflection regarding the pedagogical issues that emerge. Embedded simultaneously both in a university seminar that offers theoretical input and peer collaboration, and incorporating an extended teaching opportunity, the project offers a connection between theory and practice regarding subject-specific digitalization in situations of reduced complexity to foster collaborative and co-constructive competence development. It thus contributes to pre-service English teacher professionalization in myriad ways.

In this paper, we will begin by briefly describing the tool through which this initiative was realized. Subsequently, we will summarize the theoretical principles informing the design of TEFLkollab, which we will then describe in more depth. Following this contextualization, we will use excerpts from the data, using the pre-service teachers' periodic reflections, to illustrate how they make use of the setting of reduced complexity to enact digitally-mediated practices of teaching. Deriving from an exploratory analysis of the pre-service teachers' reflections, we focus on two themes that related specifically to the digitally-mediated aspects of the initiative: delayed immediate corrective feedback and peer-professional-collaboration.

2. Flip

Until June of 2022, the tool that was utilized in this project was known as "Flipgrid". It was then rebranded as "Flip" by Microsoft. "Flip" is a simple browser-based platform that is also available as a smartphone application, allowing users to record videos of themselves through the camera of their electronic device. The interface resembles an online forum, in that other users can respond to the initial video by adding their own video underneath it. The platform thus allows for an asynchronous exchange through videos. Text comments may also be added, and closed-captioning and user-generated transcripts offer text-supported viewing.

While Flip is similar to other tools that allow for the exchange of brief, personal videos, it is unique in terms of how it safeguards its users. Designed for use in school settings, the so-called lead determines who can upload, share, or comment on particular content. In the case of a classroom setting, a teacher would most typically take on the role of lead. The ability to determine who has access to students' content, and to decide how individuals can respond to that content, creates a protected environment, obviating many privacy-related concerns associated with other social media or video-sharing tools. It also addresses issues of social media more broadly, eliminating, for example, the algorithmic processes that promote certain kinds of content. In those federal states that have sanctioned the use of the Microsoft suite of applications for educational purposes (HBDI 2021), Flip thus represents an attractive option to share video-based content in conformity with existing regulations. It was used in this initiative to facilitate the secure exchange of asynchronous videos between mentors and mentees, offering a multi-modal approach to monologic speaking practice.

3. Creating co-constructive space for corrective feedback competence within pedagogies of enactment

3.1 Pedagogies of enactment

Despite decades of exhortations advocating for more coherence between the first two phases of teacher education in Germany, significant challenges remain. On the one hand, the realization of practical opportunities for future teachers in early stages of their studies, while substantially increased through (obligatory) internships, continues to be limited to relatively brief episodes at pre-ordained phases of students' courses of study (van Buer & Petzold-Rudolph 2015: 26).⁵ On the other hand, the efficacy of these internships as sites for meaningful learning for future EFL teachers remains – for a variety of reasons – disputed (Steininger 2021: 150). Thus, while many argue that more frequent practical experiences may address the tension that arises due to the abrupt shift in cultures from the college seminar to the school classroom colloquially known as the *Praxisshock* (van Buer & Petzold-Rudolph 2015: 11), others challenge the notion that pre-service teachers necessarily benefit from such early forays into practice, citing the complexity of the actual classroom environment, the unpredictability of the practicum experience, and inadequate opportunities for reflection of their experiences (Gabel 1997; van Buer & Petzold-Rudolph 2015: 23). Neuweg (2016) contends that these activities in early pre-service teacher education are counterproductive, given pre-service teachers' naive understandings of both theoretical and practical knowledge.

As Johnson (2016: 126) points out, it is a challenge to create meaningful and sustained sheltered teaching experiences for emerging practitioners:

While most pre-service LTE [Language Teacher Education] programmes do require supervised practicum and/or internship experiences, these often come near the end of the programme, remain disconnected from academic coursework and are apprenticeship-like, in that they invoke a 'discovery learning' conceptualisation of teacher learning. If, as the research on teacher cognition suggests, participation in particular socio-cultural practices and contexts shapes what and how teachers learn to teach, then LTE programmes must create multiple and varied opportunities for teachers to engage in theoretically and pedagogically sound instructional practices within the socio-cultural contexts in which they teach. More importantly, these opportunities, by design, must create spaces for teacher educators to offer expert mediation that supports language teachers as they are engaged in the processes of

5 According to HLbG §15 Abs. 3, all students will provide proof of successfully participating in practicums in accordance with their university's practicum regulations. At Justus-Liebig-University Giessen, practicums are organized largely independent of the subject-specific course of studies. Supervision is usually provided by the teachers in the school.

being and becoming a teacher.

One of the ways in which this dilemma has been addressed is through so-called pedagogies of enactment (Grossman et al. 2009: 274). Situations that reflect actual teaching environments are "enacted" in reduced forms, through for example, microteaching, simulations, or deliberate co-teaching. These "approximations of practice" (Schutz, Grossman & Shaughnessy 2018: 58) mitigate the complexity of actual teaching practice by reducing the number of pupils or by focusing on one component of authentic teaching. Schutz et al. (2018: 76–77), for example, addressed the challenges pre-service teachers faced in offering feedback during writing conferences with pupils by introducing a scaffolded system that created logical pauses in the conferences to allow the pre-service teachers to consult with (more experienced) peers. These structures introduced "processing pauses" (ibid.) to scaffold the pre-service teachers' responses to a typically rapid scenario.

These processing pauses are unique in a genre that more typically reproduces the temporal contingencies of regular classroom practice. Usually, the pre-service teachers primarily have opportunities to reflect on and, ideally, co-construct their understanding of the preceding events with peers or teacher educators after the fact, rather than during the act of teaching (Trojan, Davin & Donato 2013: 156). This structure leads them to rely on patterns with which they are already more or less familiar, frequently informed by inculcated habit (Appel 2000: 278-279; Wahl 2001: 160). However, processing pauses can offer opportunities to allow for "reflection-in-action" (Schön 2016 (1983)). Asynchronous digital media, such as short video or audio recordings, text chats, or social media communications, can be a tool for designing authentic situations with such processing pauses that allow pre-service teachers to take advantage of a natural communicative delay for reflection. The teaching experience offers time that allows for the co-construction of knowledge in the given socio-cultural context with peers and (other) professionals. Rather than conceptualizing the asynchronicity as deficient in comparison to traditional lessons, the lack of immediacy inherent in asynchronous communication may be able to foster more reflective action, especially as regards complex practices, such as corrective feedback.

3.2 Corrective Feedback

Like the majority of approximations of practice, most theoretical conceptualizations of oral corrective feedback in EFL are predicated on synchronous, face-to-face feedback in classroom situations. The received taxonomy in this area is quite consolidated (Lyster & Ranta 1997; Lyster & Saito 2010; Lyster, Saito & Sato

2013). Lyster & Ranta (1997), in their seminal study, identify six different corrective feedback moves that teachers use: recasts, metalinguistic feedback, explicit correction, elicitation, clarification request, repetition of error. Whereas the first three of these are relatively common in settings that focus on monologic speaking, the latter categories are less frequently demonstrated in this context.

Studies examining alternative methods of offering corrective feedback in asynchronous or hybrid settings, primarily as regards learners' written work, have focused on the practice of screencasting. Zourou (2011) describes a setting similar to ours, where pre-service teachers of French interact with L2 learners of French via online discussion boards. Justifiably, Zourou builds on the feedback categories by Lyster & Ranta (1997) and adopts in her analysis a qualitative approach that can account for the contextual implications of the unique form of communication that takes place in discussion boards as well as other situational factors. In her analysis, she highlights how

the target audience's or learners' profile, the discourse context and learners' abilities are some crucial parameters influencing the choice of error correction strategies. In other words, using one or another type of feedback is not a stand-alone pedagogical process independent of the sociocultural context in which it takes place. Error correction gains undoubtedly a more interactional aspect when contextual parameters [...] are considered (Zourou 2011: 218).

The participants, despite the asynchronous written nature of the exchange, employ all the categories from Lyster & Ranta (1997), while creatively adding a few more, such as collective feedback, font modification (e.g., bold print, all caps), markup tools, etc. The results demonstrate some ways in which the digital mediation alters feedback practices.

Our situation, due to its exclusive focus on spoken interaction, is different from Zourou's, and more in line with studies that have been carried out using screencasting to offer video-mediated feedback (Cranny 2016; Lee 2017; Ice, Curtis, Phillips & Wells 2019; Schluer 2021a, 2021b). In those cases, the focus is typically on multimodal correction of learners' written texts. An exception is Canals, Granena, Yilmaz & Malicka (2020), who coin the term "delayed immediate corrective feedback" (or DICF; *ibid.*: 189) describing a situation almost identical to ours:

Learners are asked to complete and video record a task in pairs in real time using a video-conferencing tool. Then, the language teacher edits the video recording using a screencast tool and inserts video-based CF [corrective feedback] instances immediately after nontarget-like productions. The learners watch the resulting video clip where they see the original interaction and the teacher's CF video-comments inserted throughout the interaction (Canals et al. 2020: 189).

This technique for giving corrective feedback is asynchronous, offering (pre-service) teachers time to consider whether, and how, to respond to learners' errors. At the same time, it provides immediacy when the learner watching the feedback video relives their own performance, which multiple studies have suggested is key for facilitating uptake (Doughty 2001; Li, Zhu & Ellis 2016; Arroyo & Yilmaz 2018; Henderson 2021, but see: Quinn & Nakata 2017). Moreover, the opportunity to replay the feedback video as needed can address comprehension issues, which the multimodality of the so-called screencast may also enhance. In this way, digitally-mediated DICF reflects empirical findings regarding the timing of corrective feedback. In TEFLkollab, this is paired with classroom-based opportunities for emergent EFL teachers, following principles of sheltered teaching practice, to foster reflection and competence development.

4. Project description

The university course serving as the basis of the TEFLkollab project is a seminar that is part of the teacher education program (*Lehramtsstudium*) for English Language Teaching (ELT) at Justus-Liebig-University Giessen. The seminar emerged from the TEFL*hybrid*@JLU initiative⁶ and is offered, with modification, each term by the third co-author of this article in his capacity as university lecturer. The course centers around a digitally-mediated collaboration between the university and a comprehensive school in the region.

During the initial weeks of the seminar, the pre-service teachers engage with theoretical and empirical texts related to the core concepts and facets of the initiative. They begin by reading an introductory text regarding the roles digital media can play in the EFL classroom (Schmidt & Strasser 2018). This reading is followed by a text by Mendez (2010), in which the author offers an illustrative example of how digital media can facilitate oral homework. The focus on oral communication is further examined in a reading by van Lier (1996), which introduces the pre-service teachers to concepts of communication in relation to issues of autonomy and agency. Finally, a text by Canals et al. (2020) is used as a theoretical framework for exploring the construct of DICF. All readings and discussions are anchored in the prospect of eventually meeting and interacting with the EFL learners online.

The pre-service teachers submit weekly learning logs that offer them opportunities to respond to the readings and the course discussions more fully. The course

6 <https://www.uni-giessen.de/en/faculties/f05/engl/tefl/teflhybrid>

instructor uses particularly compelling excerpts from these learning logs to engage the students in further subsequent discussion. In addition to serving as reflective instances (Abendroth-Timmer 2017), the learning logs serve as the basis for the qualitative data that seeks to explore how the students connect the aforementioned theoretical texts with their emerging teaching ventures, as will be examined in detail in Section 5.

Guidance regarding the interaction with the secondary pupils addresses both theoretical and practical aspects, highlighting in the latter case the sustained nature of the semester-long, weekly interaction between two or three pre-service teachers and two secondary school pupils. Many of the so-called organizational elements of the initiative are closely intertwined with theoretical issues. For example, it is made clear that the pupils' performance would not be graded during the project and that their willingness to communicate might be moderated by motivational and group dynamics. Intended to frame the pre-service teachers' expectations regarding their own role and the potential motivation of the pupils they would encounter, these programmatic features also inform the assignments the university students design for the pupils. For example, one central aspect to consider is the distinction between conversation and instruction. While the former was likely to become a fixture between the pre-service teachers and the pupils, the extent to which explicit language instruction would take place was subject to the pre-service teachers' pedagogic judgement. As will be illustrated in Section 6, this construction shaped the complexity of the pre-service teachers' experiences regarding feedback practices.

Within this framework, the pre-service teachers have considerable leeway in constructing their own role based on these considerations. The titles of mentor and mentee appear broad enough to allow for a certain flexibility in how the pre-service teachers interpret and enact their roles. What is an online university seminar for the first three weeks of the semester turns thereafter into a weekly online session with pre-service teachers (mentors), learners (mentees), and the lecturer. The English teacher of the class often, but not always, participates in the sessions. Figure 1 illustrates who communicates with whom, via which means, in this constellation. These meetings take place in the afternoon, with participants using their own digital devices from home to attend the joint session via video conference software (Teams).

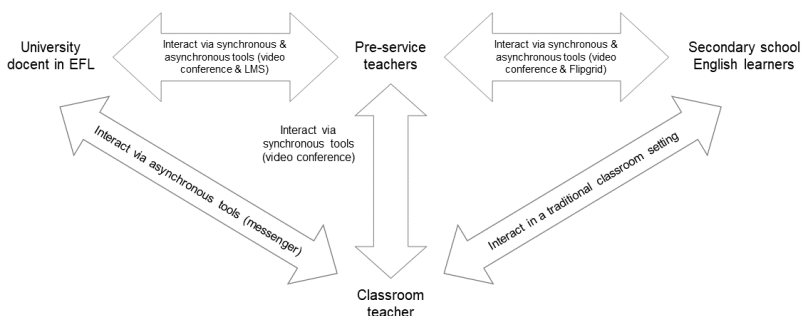


Fig. 1: Interactions within the TEFLkollab theory-practice-project

At the beginning of each online session, the mentoring groups (each consisting of approximately two mentees and three mentors) have a 20-minute breakout session. After that, the mentees are dismissed, and the session turns back into a more conventional type of university seminar (albeit via video conference), with the exception being that the discussion revolves around a debriefing of the interactions, informed by both the immediately preceding dialogues and relevant theoretical understandings. These sessions, with the insights of both the university lecturer and the intermittent presence of the pupils' English teacher, foster a multidimensional analysis.

Three weeks into the project, the students record the first video assignment for their respective mentees. Most of the assignments prompt the learners to share information about themselves, catering to the interests and personality of the individual mentees. Every mentee then records their own individual video response, which they share with the mentors via Flip. The mentors view these recorded monologues with their partners or in their small groups, and then prepare a video-based response to them that incorporates a validation of the content, corrective feedback, and directions for the subsequent video. The asynchronous digital medium that allows students to practice their speaking skills in an individualized manner facilitates the ability of teachers to respond in an individualized manner based on socially-constructed knowledge, with mediation via teacher educators. It is these asynchronous interactions, and the reflections of them, that are the focus of this analysis.

5. Methodology

The course upon which this analysis is based took place at Justus-Liebig-University Giessen during the winter semester of 2021. Twenty-two students taking the

seminar "Engaging learners in online conversations – a TEFL*hybrid* course" agreed to participate in the study, which involved permission to use their regularly-assigned, but ungraded, learning logs as sources of qualitative data. Their decision whether to participate in the research study, which included having their learning logs anonymized and analyzed, had no bearing on their assignments or grades. Two of the three co-authors, while collaborating in discussions regarding the design of the course, had no direct contact with the participants, in an effort to bring multiple perspectives to bear on the data.

As explained in Section 3, students uploaded weekly learning logs, the purpose of which was manifold. Initially designed as opportunities for individual reflection, some of these learning logs were used during class activities to enhance discussion and reflection among students. These responses were subsequently analyzed as research artefacts, in order to determine the ways in which students' experiences were shaped by the theoretically-informed practice-related activities of mentoring and collaborating within and through a digitally-mediated setting.

Students responded to 14 different prompts over the course of the semester. The discussion in this chapter is based on the analysis of two sets of learning logs, which yielded a total of 31 entries. One prompt asked students to reflect on whether they considered DICF appropriate for this setting. Another prompt required students to comment on their perceptions regarding collaboration in the context of this project. For the analysis of the data, an inductive thematic approach was used. Inductive thematic analysis is exploratory by nature, suitable for a novel context, and allows researchers to identify and interrogate implicit as well as explicit ideas in the data (Guest, MacQueen & Namey 2012). For the coding process, MAXQDA 20 (MAXQDA 2022) was used. Three rounds of open coding were conducted, with one author coding all the data, and the other two authors coding a portion of the data to enhance reliability. Once saturation was reached, the focus shifted to a closer examination of the themes that dealt more comprehensively with students' reflections on collaboration and DICF, as informed both by students' understanding of theory and their mentoring experience. The analysis of this data required a number of iterations, as the three researchers discussed their analyses from different perspectives. This process allowed for the third author to provide additional context in light of his role as course instructor, while at the same time offering opportunities for a more disinterested analysis. The following section presents excerpts from two overarching, deductive categories: corrective feedback and collaboration. Within these categories, subordinate categories were derived inductively. For the purposes of this article, the focus will be on these two aforementioned themes.

6. Data Analysis: Using digital media in a "pedagogies of enactment" approach

While a variety of topics related to teaching EFL were addressed by the mentors in their written submissions, issues surrounding corrective feedback and peer-professional collaboration were central to their reflections. These reflections unveiled differences in the ways these pre-service teachers constructed an understanding of the links between theory and practice within their own mentoring experiences. In terms of peer and professional collaboration, the mentors' entries celebrated the mutual cooperation that took place among the mentors while highlighting the differing institutional norms between the university and the school.

6.1 Connecting theory and practice in sheltered teaching environments

In many cases, the teaching-like experience offered the mentors fertile opportunities to draw connections between their own practice and the theory of DICF. In other instances, the mentors struggled to reconcile their theoretical knowledge with their practical experience. In these latter incidents, the reflections reveal how these mentors drew distinctions between the model proposed by Canals et al. (2020) and the contextual factors that informed their own experiences.

For many of the mentors, the sheltered teaching experience offered them opportunities to connect the theories of corrective feedback with their practice. This occurred when their perceived experience confirmed for them the affordances of DICF. For example, one mentor shared their realization that the possibility for mentees to repeatedly watch the mentor's video-based feedback was beneficial for the mentees:

I agree with the fact that delayed immediate corrective feedback (DICF) is useful and regarded as some kind of "real interaction between learners and their instructor" (Canals, Granena et al. 2020: 199) since the learners can see somebody speaking while receiving feedback instead of receiving written feedback for example. Furthermore, I think it is of great importance, also for our project, that giving DICF via a video offers the opportunity to re-watch the recording multiple times in case one did not understand everything that is said (cf. Canals, Granena et al. 2020: 198). Considering the fact that one of our mentees uploaded a video that was shorter than the three minutes he was expected to record and also considering the fact that he was reading from a sheet, we might think about if he really understood the assignment or if the language was too complicated for him or if I spoke too fast. Having the chance to go back to the video and re-watch it might help him (P.1Pt.19L.334).

The mentor identifies specifically the potential of increased comprehension through optional repetition as a possible reason why DICF is an efficacious feedback practice. Other students similarly comment that the theoretical argument made by Canals et al. (2020) and documented in other EFL research with similar practices (Cranny 2016; Ice et al. 2019; Lee 2017) was borne out in practice. One mentor additionally drew a connection between their own biographical experience of receiving corrective feedback in analyzing the potential of DICF

[T]he fact that the feedback can be watched multiple times is a major benefit. After talking in front of a class, feedback was always a part of the following process, but the relief of having finished the presentation took some of the attention away from the actual feedback. Therefore, watching the video afterwards with enough time to process the different elements is a great chance (P.1Pt.3L.71).

In these excerpts, a picture emerges of how the mentors analyzed the suitability of a particular practice in relation to their own prior and ongoing classroom experiences. These reflections attest to the ability of the setting to foster contextualized evaluations of the given approach.

This was likewise the case when the mentors identified discrepancies between their theoretical approval of asynchronous feedback, their knowledge about corrective feedback more generally, and the specific nature of the given setting. Several mentors commented on the nature of their role in this regard, in which they acted like teachers but were not teachers, and where there was a clear mandate to emphasize communicative opportunities over evaluation. Thus, a tension emerged between acting teacher-like in some ways, and yet being asked to relativize associated teaching practices in other ways. In particular, some mentors struggled to reconcile the mandate to prioritize building rapport whilst simultaneously providing corrective feedback to the mentees. In addition to the inherently awkward nature of this dual role, the mentors questioned whether adequate time was offered to establish a relationship before being expected to offer corrective feedback. One mentor asserted that

[W]e think it is too early for DICF now. We hardly had the chance to talk much with our mentees. We talked to them twice for about half an hour, and then they got their first video assignment from us. If we were to give feedback through the response videos, they might take it the wrong way and our good "bond" could be damaged (P.1Pt1.L.230).

While another mentor likewise suggests that the timing of feedback is a fundamental issue, they connect this to the underlying issue of familiarity with the individual pupils and with the context of their EFL classroom:

In my opinion, it is too early right now to give corrective feedback because we don't know the students that much and especially their learning process is unfamiliar to us. It could happen, that the students stay shy or become afraid when they get confronted with corrective feedback already in the beginning when they haven't got a better connection to us. I

think in the beginning, it is more about creating positive reinforcement in order to strengthen the relationship to the students [...] It could be that the students benefit from corrective feedback, and maybe it's better for them if they have the possibility to talk to another person as to the English teacher [...] in our current situation, I think it is important to make notes and talk to the students later on after the second video (P.IPT13L.269/274).

Both of the aforementioned mentors foreground the development of a relationship while foregoing corrective feedback. In the latter case, the mentor explicitly addresses a temporal aspect of the context, suggesting that their evaluation of the situation is dependent, on the one hand, how they define their role and, on the other hand, the length of time that might be appropriate for developing a relationship in which corrective feedback is appropriate. These examples illustrate how the pre-service teachers differentially negotiated the theory of DICF within the context of a specific sheltered teaching experience with multiple mediating factors to consider.

6.2 Collaboration – via digital media

In addition to engaging in productive reflections in this pedagogy of enactment (Grossman et al. 2009: 274) regarding corrective feedback, many of the mentors conveyed an understanding of the positive role the digitally-mediated collaboration played in supporting their sheltered teaching initiatives. As explained above, mentors worked in pairs or groups of three. This structure gave them the opportunity to engage in collaborative processes that included synchronous and asynchronous session planning, co-teaching and reflection. The mentors generally found this collaboration productive, and the data reveal perceived cognitive and social benefits that align with findings regarding so-called communities of practice (cf. Vangrieken, Meredith, Packer & Kyndt 2017) without explicitly thematizing the digital nature of this collaboration.

While substantial theoretical work and empirical data support the notion of professional collaboration, evidence shows that the practice is infrequent (Gräsel, Fußangel & Pröbstel 2006; Bauer 2008). In TEFLkollab, the students enacted collaboration as a component of their professional practice, and found it to be fruitful. The tandem / small group scheme offered them an opportunity to discuss their ideas and contribute equally in a relatively low-stakes setting. Numerous participants highlighted how interacting with peers and exchanging ideas was beneficial for them:

In my opinion, working in groups on this project was indeed advantageous especially when it came to brainstorming ideas for the mentees' tasks. I feel that both of us has equally positively contributed to the project in one way or another. I even thought that we will be

writing the term paper as a group until I was told otherwise! Because I thought that our combined reflections on the project would give such a wholesome overview of the whole thing (P2.Pt.16L.292).

The collaboration with fellow students in this seminar was very helpful, especially when interacting with our mentees. Having a partner during that conversations [sic] really helped to keep the discussion going because if I had no more ideas of what to talk about, my partner always had a new topic to discuss. Therefore, it was a really positive experience. Moreover, it was really fun to come up with own ideas for the assignments for the students, and to be able to share ideas with a partner and getting feedback to my ideas was very supportive. The interaction with other students during the breakout rooms was always interesting because there were many opinions on the given topics, but also many aspects we had in common. (P.2Pt.2L.20).

Here, the students recur to a core component of effective collaborative practice; the ability to both learn from their partner and offer their own knowledge facilitated a generally positive assessment of the activity (cf. Vangrieken et al. 2017). Moreover, the perceived cognitive benefit alludes to the socio-constructivist basis underlying the notion of professional collaboration (cf. Brouwer, Brekelmans, Nieuwenhuis & Simons 2012). This is reflected more explicitly and fully in the comments of one mentor, who posits that

[b]eing engaged with my fellow students about the ongoing project and the theoretical part of this course did not have any disadvantages whatsoever, rather being able to collaborate with my fellow students has helped me pin down a great deal of related concepts and conceptions, which I have not been adequately informed about beforehand, and put them in practical contexts as the case with our project. Given that we have different educational backgrounds and teaching ideas, we certainly learn a great deal from one another...having to partner with a fellow student to mentor a project is an excellent way to have my teaching and mentoring methods and strategies corrected and modified (P.2Pt.6L.91).

Not only does this mentor elaborate on the cognitive benefits related to joint knowledge construction; they explicitly welcomed the hands-on feedback that took place in the course of their teaching practice. For this mentor, the combination of sheltered and collaborative experiences of teaching fostered an understanding of how peer-collaborative experiences could enhance teaching practices and contribute thusly to professionalization. Other participants likewise addressed the role the shared sheltered experience brought to their learning process. The mentors also addressed how the collaboration was an essential component of the enacted pedagogy approach. Although the project was designed to reduce the complexity of a typical classroom, the data indicates that at least some mentors nevertheless found the context challenging – a burden that was mitigated by co-teaching with their partner(s):

As I started this project as a single mentor of two mentees I can say that having a fellow student working with me, especially in this project, was kind of supportive for several reasons. One, we were able to share our workload, two we exchanged our ideas and figured

out which path to take throughout the project, three, and that might be the most important reason, we were able to support each other within the online live sessions. As the live sessions were about reacting spontaneously to our mentees and getting them to talk, the fact of having a second moderator in the dialogue made it more dynamic (P.2Pt.9.L.177).

Finally, mentors recognized the social affordances of their collaboration, underscored by the ongoing COVID-19 pandemic. This was explicitly addressed by some students:

Firstly, I would like to emphasise that the collaboration with my fellow students was great. Especially with the pandemic situation going on, working together with fellow students has become rare and is always appreciated. That is true both for the teamwork with the mentees and for the breakout sessions with only the university students (P.2Pt5.L55).

One thing I personally experienced as an advantage was the fact that I was given the opportunity to work together with someone I did not know before, so even in this online setting I was able to have a new social contact from university, which is always refreshing when in the main time of the semester you usually work alone (P.2Pt.8L.149).

What is notable in these statements is the way in which they stand in contrast to many students' experiences with peer collaboration (Vangrieken et al. 2017: 55; Will & Blume 2022), with anecdotal evidence that they were initially reluctant to join (yet another) messenger group with peers. However, subsequent reflections indicate that these reservations were unwarranted and that, in fact, the contact via a chat tool was welcome. In fact, as discussed in Section 6.3, they explicitly requested further collaboration – with the classroom teacher, with the implicit assumption that this would take place digitally.

6.3 A thirst for collaboration

Sheltered practice experiences pose particular challenges, since they require collaboration among universities and schools that function according to differing forms of knowledge and discrepant institutional practices, structures, and norms (Villiger 2015). Likewise, the practices of discussion and co-construction are enacted differently in these two settings. This was particularly prevalent in the data, which revealed the mentors' desire for substantial interaction with the mentees' teacher. The mentors provided a number of reasons for this interest. On the one hand, they were interested in understanding the class and the teacher's own feedback practices more fully:

I think more interaction with her would have been very helpful – I would have loved to know more about the structure and scope of her English class. Perhaps it would have even been helpful to have her explicitly present this in a class, or even do a formal presentation on the modes and types of feedback that she gives her students (P.2Pt.17L.327).

On the other hand, the mentors repeatedly expressed an interest in receiving her feedback regarding their own performance:

Regarding the collaboration with Ms. J., it would have been helpful to have (even) more interaction with her, especially concerning general information like the deadlines by which the students were asked to upload their videos. It would have also been helpful if she had told us a little more about how the students were receiving the project, or where she saw room for improvement concerning the project, etc. (P.2Pt.8L.165).

I imagine that, for example, it would have been good in some cases to have her interview her students about how they liked the video assignments, the online sessions and the discussions with us, in order to convey this [sic] insights to us and have us react to these. Of course that is something that we could have done ourselves but I feel like the students would answer more honest if they could talk about their experiences to a partially involved person (P.2Pt.9L.187).

While procedural reasons, such as "deadlines" (P2Pt.8L165), were mentioned, the mentors' reflections most consistently reflected an interest in the teacher's point of view regarding the mentees' assessment of the interactions with the mentors. As the literature about corrective feedback in EFL contexts suggests, learners welcome an analysis of their competence. The same appears to hold true for learning-to-teach contexts.

7. Discussion

Although the pre-service teachers largely enacted selected teaching practices within a setting of reduced complexity, persistent tensions highlight the myriad challenges they needed to address in this particular context and as practitioners in authentic teaching situations. Firstly, their dual roles, as both conversational partners and teachers in training empowered to give feedback, led to feelings of uncertainty. Secondly, the mentors were afforded considerable freedom in constructing their own role toward their mentees, which entailed decision-making and negotiation of their roles while the teaching practice was ongoing. It was clear that in order to give corrective feedback, the pre-service teachers first had to engage their mentees in authentic and agentic communication. Being acquainted with theories on the latter (e.g., van Lier 1996) as well as with theories on (digitally-mediated) corrective feedback (Canals et al. 2020) offered the mentors a theoretical basis to potentially determine how they would enact corrective feedback. At no point, however, were the pre-service teachers required to implement a certain technique or to address a specific topic in their conversations with the mentees, modeling the kind of decision-making that is inherent to the teaching process. In coming to understand that, for example, "using one or another type of feedback is

not a stand-alone pedagogical process independent of the sociocultural context in which it takes place" (Zourou 2011: 218), this teaching-like experience engendered an understanding of situational complexity. This sense of contingency is reflected in the misgivings expressed by some of the pre-service teachers in their learning logs regarding their use of feedback strategies (see Section 6.1). Thus, while focusing explicitly on issues related to feedback, implicitly the pre-service teachers gained an understanding of what has been termed "context sensitivity" (Gerlach & Leupold 2019).

Such open-endedness calls for a high degree of reflection and negotiation. Weekly debriefings with the lecturer and intermittent discussions with the pupils' teacher constituted one mode of interaction to help the pre-service teachers in this process. The learning logs added an additional layer of reflection. Undergirding these formats were ongoing peer-to-peer negotiations, which took place within the individual groups. Through these various collaborative modes, the pre-service teachers' experiences and reflections were scaffolded, and their first instructional steps took place in a sheltered context. Important questions could be discussed as they emerged during the project. These reflections explain the variety of approaches the pre-service teachers ultimately took in their feedback videos. Although the content of the videos is not a focus of this analysis, the mentors' reflections describe how some of them structured their videos around corrective feedback along the lines of DICE. Others continued the conversation with their mentees by reacting predominantly to content, while more informally interspersing occasional linguistic comments.

8. Conclusion

In the initiative described here, digital media served myriad, complementary purposes. Intended initially to facilitate the practice of giving corrective feedback on oral tasks, the primary motivation in using Flip was to foster the development of pre-service teacher competence in this area. It provided a space for future teachers to enact innovative teaching practices in a low-stakes setting, mediating the relationship between theory and practice with regard to an authentic component of EFL teacher professional practice, namely corrective feedback. Given research indicating the challenges pre-service teachers face in introducing and sustaining revised teaching practices in traditional school settings, pedagogies of enactment such as the one described here can enhance both personal pre-service teacher competence and pedagogically purposeful digitally-mediated practices.

In addition to fostering digitally-mediated teaching skills, the use of these digital media also enhanced the sheltered practice experience by constructing opportunities for reflection within the teaching process, without introducing additional artificiality to the setting. While similar projects describe ways they have slowed down the teaching process in similar contexts by, for example, institutionalizing a series of steps for both pre-service teachers and participating pupils (Schutz et al. 2018), this is the first intervention, to our knowledge, to facilitate this kind of process for oral corrective feedback, a key component of the communicative EFL classroom. Although the qualitative data suggests that this procedure was not without contradictions, the pre-service teachers' logs indicate that these dilemmas fostered their reflection regarding these practices. In this way, they served the goal of professionalization despite – or due to – their complexity.

Finally, a key component of such approximations of practice is the multidimensional collaboration with peers, university experts, and practitioners. Digital media fostered the role of peer and expert co-construction of knowledge in addressing these challenges, aiding informal and ongoing communication despite physical separation of the pre-service teachers among themselves, with the university, and in relation to the pupils in the school setting. Rather than being perceived as burdensome or detrimental, the pre-service teachers indicated a preference for more dialogue, especially as regards the practice partner, revealing a discrepancy in the expectations of both parties that reflects the norms and practices of the two institutions. In future implementation cycles, it would be important to address these assumptions explicitly to foster mutual understanding regarding each participant group's priorities.

Although Neuweg (2016) warns against the simultaneous and premature integration of theoretical knowledge development and reflection, and the forms of knowledge that emerge from applied action in the classroom and its reflection, the data from TEFLkollab offers a nuanced rejoinder to these arguments. On the one hand, it becomes clear through the learning logs that many of the pre-service teachers were challenged by inconsistencies between their assigned roles and their theoretical knowledge regarding corrective feedback. Some pre-service teachers' reflections convey implicit or explicit criticism of the initiative, suggesting frustration at the inherent tensions in this model. Other learning log entries offer comparatively superficial reflections of the pre-service teachers' experiences, an indication that these participants might benefit from more scaffolding to achieve more meaningful insights from their forays into practice. On the other hand, it is precisely the lack of simplistic solutions associated with corrective feedback practices that led to, among all participants, an understanding of the complexity of actual teaching contexts, the need for collaborative initiative to address this complexity, and the facilitating role digital tools can play. In this way, it seems that

TEFLkollab is able to sensitize the pre-service teachers to the relationship between theory and practice without reducing the relevance of either.

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