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Language Teacher Education for TEYL:
What do Trentino-South Tyrol LETs' perceptions of their professional
learning reveal about best practice professional development?

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I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.

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Abstract

In the Trentino-South Tyrol multilingual region (Northern Italy), teaching English to young learners (TEYL) in primary school is viewed as important. Anecdotal evidence suggests, however, that in the region not all local English teachers (LETs) may have the appropriate training, qualifications and experience to enable them to teach young learners successfully. Despite growing research interest in the continuing professional development (CPD) experiences and needs of English language teachers, there remains a lack of research in the specific multilingual region. Furthermore, in-depth knowledge of LETs' CPD experiences and needs is almost non-existent. The aim of this study, therefore, is to address this gap by exploring such teachers' perceptions and experiences of CPD in order to develop new practical and theoretical insights into our understanding of this area.

The study is qualitative and located within the constructionist paradigm, moreover drawing on complexity theory as a *metaphorical lens*. Semi-structured interviews were undertaken with 16 LETs with at least 2 years of teaching experience. These data were analysed using thematic analysis, drawing on an analytical framework based on three inter-related concepts of sociocultural theory, scaffolding and CPD.

The study found that the interviewed LETs in Trentino-South Tyrol had highly heterogeneous experiences of CPD and specific developmental needs. These findings suggest that the current approaches to professional development for LETs in the region may need adjusting. The thesis proposes an integration of the current CPD models with a more linguistically focused, mediated and interactive style of teacher development which facilitates mediated professional discourse between teachers and language teacher educators in local teacher education institutions as well as in school contexts, in order to build shared understandings by analysing, comparing and experiencing approaches, and actively encouraging teachers' personal investment in their multifaceted learning processes. It is argued that such a shift would prove beneficial for TEYL stakeholders in the region.

TEYL; language teacher education / TEYLTED; pre- / in-service language teacher education; expertise; scaffolding; interaction; child-directed speech; modified speech / interactive oral storytelling.

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I am deeply grateful to my University of Reading research supervisors Dr Alan Floyd and Mrs Barbara King, who expertly and kindly guided, informed, and encouraged me during the latter part of doctoral journey – thank you!

My motivations in undertaking the study entail a need to give something back to the beautiful region, Trentino-South Tyrol, and the wonderful people - students, teachers and colleagues - I have worked with and learnt from over the years. The region's stunning natural environments and impressively rich cultures have informed my thinking and feeling, and enabled me to work and grow in a range of contexts and roles throughout most of my professional life, in parallel with my English language teaching in the UK. I am therefore deeply grateful to all the inspirational and highly committed primary school teachers who took part in the research project reported in this thesis. Their engaged and thoughtful participation, together with their willingness to share their passions, insights, doubts, ongoing struggles as well as their successes, is a tribute to their motivation to continue acting as responsible and caring professionals, and will moreover hopefully enable other teachers, as well as those responsible for pre- and in-service language teacher education, to reflect on our joint educational endeavours.

I am also most grateful to all the students I have had the privilege and happiness of learning with over the years, in different contexts and institutions in the UK and in Italy - younger and older language learners as well as trainee teachers: you have taught me not only all I know, but also all I *enact* and *how* I do so.

To my family: you all have my deepest love and gratitude – for your existence and dear company, for our many insightful and inspiring conversations as well as for your loving care and support during the years when combined study and work forced me to neglect you - *thank you!*

Abbreviations

CPD	Continuing professional development
EFL	English as a foreign language
EIL	English as an international language
EL	English language
ELF	English as lingua franca
ELL	Early Language Learning
ELT	English Language Teaching
ELTED	English Language Teacher Education
EPS	English for Primary School specialisation course (FUB)
ESL	English as a second language
FL	Foreign language
FonF	Focus-on-Form
FUB	Free University of Bozen / Bolzano (South Tyrol)
L1	First language
L2	Second language
L3	Third language
LETs	Local English Teachers
LTED	Language Teacher Education
LX	Languages learnt later in life
MEd	Master in Primary Education (FUB)
MIOS	Multimodal Interactive Oral Storytelling
NNSETs	Non-native speaking English teachers
PE	Physical education
SLA	Second language acquisition
TEYL	Teaching English to Young Learners
TEYLTED	Teaching English to Young Learners Teacher Education
TL	Target Language
YL	Young Learners

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Chapter 1 – Introduction: TEYL and Language Teacher Education

1.1 The study: TEYL and language teacher education

The study here presented sets out to explore the reported perceptions and insights relating to the continuing professional development (henceforth CPD), professional activities and needs of in-service primary school teachers of English as a foreign / additional language in the multilingual Trentino-South Tyrol autonomous region in Northern Italy. The study is thus rooted in the broad area of *language teacher education for teaching English to young learners*, or TEYLTED (Rich, 2019, pp. 44-5).

The area appears in need of exploring, as teaching English to young learners (TEYL) is being introduced worldwide to younger and younger learners in the societal and political belief that this will yield crucial economic, political and academic benefits (Graddol, 2006). In his Editorial in the first issue of the newly launched *Language Teaching for Young Learners,* Rod Ellis (2019) points out that the early introduction of foreign / additional languages in instructional contexts worldwide presents two main challenges, namely the quality of teaching provision, and ongoing doubts as to educational outcomes and optimal starting age. The study here reported is premised on the assumption that the above-mentioned issues are highly interconnected in complex ways, given the importance attributed to teachers' spoken interactive competences in the target language within a "discursive pedagogy" in TEYL (Zein, 2019a, p. 75). It is thus argued that the study of teachers' own perceptions of the relevance of any CPD "affordances" (van Lier, 2004, p. 90-6) available to them may provide useful insights. In the European context, the importance of CPD for improving the quality of educational outcomes is recognised (European Commission/EACEA/Eurydice, 2015). Whilst much is known about CPD in general education, fewer studies appear to have investigated the CPD experiences of "local English teachers", or LETs (Copland, Davis, Garton & Mann, 2016, p. 5; Copland & Ni, 2019, p. 142) involved in teaching additional languages / English to young learners, and specifically in the above-mentioned region.

1.2 TEYL issues

1.2.1 A global phenomenon

TEYL - with young learners (YL) in primary schools, as well as with very young learners (in early years education) - constitutes a global educational phenomenon: in Johnstone's often quoted words (2009, p. 33), "possibly the world's biggest policy development in

education". In European Union countries, multilingualism is an important educational priority (The Commission of the European Communities, 2007); however, worldwide the language most frequently chosen for instruction to ever younger learners (Copland, Garton & Burns, 2014) is English, viewed in seemingly complementary conceptualisations as a lingua franca (Seidlhofer, 2011), as an international language (McKay, 2002) and as a global language (Graddol, 2006). Such a widespread early introduction of English has led, according to Rich, to the creation of a "rapidly growing and complex TEYL workforce" (2019, p. 56). Such a workforce may be assumed to have complex CPD needs, as successful instructed language development with YL is arguably dependent on teachers who are not only cognizant of YL characteristics and appropriate teaching methodologies, but also highly competent at deploying suitably scaffolded language for communicative, motivational and cognitive support purposes (Cameron, 2001; Pinter, 2006; Zein, 2019a). However, as Rixon remarks in a discussion of TEYL in European contexts, "short term hurried changes are unlikely to be implemented as intended or have the desired impact" (2019, p. 503). Arguably, the complex challenges of language teaching with young learners should not be underestimated: as emphasised by Rich, "TEYL is a demanding and skilled process, particularly with children in the early grades of primary school" (2019, p. 49).

1.2.2 The younger the better?

An additional issue as regards the worldwide implementation of TEYL, including in the setting for the study, relates to the fact that foreign / additional languages, and especially English, appear to be taught to younger and younger learners in the belief that starting instruction as early as possible will lead to uniformly positive outcomes. In fact, such a belief contradicts frequently-voiced doubts (Dörnyei, 2009; Munoz, 2006) as to the advantages of an early start in instructed language development. This is because an early start cannot arguably be seen as the only variable in determining successful outcomes. Early language learning (ELL) is seemingly affected by a whole host of factors which can impact linguistic attainment, and which arguably include contextual factors, the weekly frequency and quality of exposure to the target language, teaching methodologies, and teaching provision, with the latter affected by CPD.

1.2.3 Primary English teachers

Primary school teachers who are responsible for teaching English are referred throughout this thesis, as suggested by Copland and Ni, as "local English teachers", or LETs (2019, p. 142). The choice stems from the term's 'non-deficit' connotations. In contrast, the alternative term, non-native English-speaking teachers (NNESTs), appears to have negative,

"deficit" (Cook, 1999, p. 194) resonance, thus implying that such teachers' lack of 'nativeness' in their English speaking competences may constitute a disadvantage, rather than a strength. As regards language speakers in general, as pointed out by Dewaele, "the traditional dichotomy, 'native' versus 'non-native speaker' has to be rejected because of the inherent ideological assumptions about the superiority of the former and the inferiority of the latter" (2018, p. 239). Dewaele suggests using the terms "L1 user" and "LX user" in alternative, emphasising what is implied: "They are equal and can be complementary. It also suggests that variation can exist within both L1(s) and LX(s) and that all individuals can be multi-competent users of multiple languages." (2018, p. 239). Such a premise informs how LETs are perceived in the context of the study here reported. Specifically, in the context under examination the research participant LETs' linguistic competences comprise two community languages, German and Italian, as well as English. This appears to warrant viewing such LETs as competent multiple language users, rather than as 'deficit' or non-native users of English.

When YL are taught by LETs this can be argued to lead to positive outcomes for their learners. Such benefits can include their knowledge of one or more of their pupils' native languages, their familiarity with their own educational / professional contexts, as well as their familiarity with target language development processes (Medgyes, 1994).

1.2.4 Challenges / Affordances for LETs: language competences

As will be illustrated in the following chapter, LETs are embedded in complex professional and existential realities, in which affordances, constraints, and paradoxes abound. In such complex realities, the teachers' own personal and professional values, ideals, identities, beliefs and motivations evolve in shifting configurations over time, thus affecting and mediating the teachers' professional competences in myriad ways. It could be argued that teachers' professional competences in their turn mediate the young learners' educational outcomes as regards the target linguistic competences they are expected to attain. In consequence, LETs face a number of professional challenges in relation to their target language competences. For example, they may experience unease or anxiety about their command of the spoken language (Butler, 2004; Medgyes, 1992; Widdowson, 2003, p. 156). Such unease and anxiety appear based on important professional concerns, as language proficiency is widely seen as a crucial element in language teachers' professional competences (Copland & Garton, 2014), and even more so in approaches to language teaching which emphasise the crucial task of YL's teachers' as being able to structure the flow of their speech in helpful ways, so as to implement a "discursive pedagogy" (Zein, 2019a, p. 75).

Moreover, in local contexts where the target language (TL) is not spoken in the wider community, language teacher competences may be negatively impacted by their lack of opportunities to engage in English language interactions at levels beyond those normally used in primary language lessons (seemingly no higher than A1-A2 of the Common European Framework of Reference for Languages - Council of Europe, 2001). Such a negative impact on language proficiency can lead to "attrition" (Richards & Schmidt, 2002, p. 286), with teachers' speaking competences gradually eroded. LETs' anxiety about their target language competences does not therefore appear unjustified.

1.2.5 Challenges / Affordances for LETs: TEYL methodologies

Currently adopted and/or recommended TEYL methodologies include a great variety of interactively scaffolded, teacher-facilitated activities and tasks which aim to include firstly insights from principled primary practice, themselves informed by current understanding of language development processes with young learners, and secondly language teaching methodologies which focus on meaningful communication, such as Communicative Language Teaching, or CLT and Task-based learning, or TBL (Richards & Rogers, 2001). However, the latter approaches would seem to need adapting for young learners, because, as noted by Howatt, "the communicative movement was directed at adults in the first instance" (2004, p. 251). Young learner-appropriate methodologies include the adoption of YL suitable themes to be activated through *congruent* communicative activities (see Cameron's concept of "dynamic congruence" – 2001, p. 30), language games, songs, and chants; they also draw on children's literature, whether through utilising picturebooks or through oral storytelling (Bland, 2015; Brewster, Ellis & Girard, 2002; Cameron, 2001; Ellis and Brewster, 2002). Additional approaches are those which teach mainstream school subjects through the target language, such as Content and Language Integrated Learning, or CLIL (Coyle, Hood and Marsh 2010; Ball, Kelly and Klegg 2015), and multilingual approaches (Murphy, 2019).

Arguably, such young learner-appropriate methodologies are premised on TEYL – and by extension the teaching of any language to YL - as a highly skilled professional activity; as emphasised by Enever, "it is now generally recognised that the teacher expertise needed for EYL includes two main strands: an advanced level of language fluency, and the ability to implement age-appropriate methodological skills" (2015, p. 22). Such strands appear professionally rewarding and indeed challenging, firstly in the light of the above-mentioned teachers' concerns as regards their target language proficiency, and secondly because the teachers who are tasked with TEYL in the global context might arguably not all

possess the appropriate YL methodological competences / qualifications, due to hurried TEYL implementation processes. In addition to the two competences arguably comprising appropriate TEYL expertise strands recommended by Enever (2015), a third professionalising strand is advocated by Walsh (2013) and Zein (2019a), namely the explicit and fine-grained teachers' ability to appropriately sustain interactions with young language learners in the myriad classroom contexts encountered in their daily work.

1.2.6 Challenges / Affordances for LETs: storytelling and classroom discourse

TEYL methodologies include the widely recommended practice of storytelling (Bland, 2015; Ellis & Brewster, 2002; Heathfield, 2014; Wright, 1995). Despite the language development benefits of oral storytelling with YL being well-known, as mentioned above, Garton, Copland and Burns, in their 2011 project *Investigating Global Practices in Teaching English to Young Learners,* found that "One very noticeable absentee from the list of frequently used activities is storytelling. […] This is surprising given their importance in the young learner literature." (2011, p. 12). In relation to classroom discourse, and specifically teachers' ability to produce "speech modification" (Zein, 2019a, p. 75), this is arguably an essential professional competence in language teaching / learning. Speech modification can be seen as central in providing finely-tuned language exposure and scaffolded interaction with the purpose of facilitating specific learners' comprehension and participation in the 'here-and-now' of the classroom. According to Zein (2019a, pp. 59-77) such an ability has so far been neglected in language teacher education.

1.2.7 Teachers' contributions to overall educational attainment

The contribution made by teachers to their students' learning is widely recognised as central (Brumfit, 2001; Day, 2009; Hattie, 2009; Hattie, 2012; Rich, 2019): teachers are at the heart of educational attainment, indeed seen as "among the most powerful influences in learning" (Hattie, 2012, p. 22). Teacher quality can therefore be argued to be of great educational and formative relevance in instructed language development with young learners, as primary school teachers can potentially affect their learners' educational, personal and professional future outcomes regardless of the specific subjects they teach. Such a consideration arguably makes sustaining language teachers' overall and subject-specific pedagogical preparedness a matter of importance.

1.2.8 TEYLTED

TEYLTED addresses the arguably complex professional development needs of LETs; its complexity seems to derive from multiple subject / learner / teacher / learning context

interrelating factors. Enever noted (writing in 2013 in her paper *Primary English teacher education in Europe*) that "the design and provision of adequate and appropriate primary English education is evidently at an interim stage of development" (2014, p. 241), and went on to recommend reinforcing both pre-service and practising teachers' professional development "provision and availability". Multiple factors relating to teachers' professional competences, including LETs' target language proficiency (often reportedly perceived by such teachers themselves as insufficient – Butler, 2004; Medgyes, 1992; Medgyes, 1994; Widdowson, 2003) appear of importance in positively influencing learning outcomes (Graham, Courtney, Marinis & Tonkin, 2017; Pinter, 2006; Pinter, 2011; Rixon, 2015), given their role in arguably giving life to currently recommended teaching methodologies in TEYL.

1.3 Study aims

1.3.1 TEYLTED: knowledge gap

As noted by Copland and Garton in their 2014 overview of the field, what appears needed is "more research into teacher education in teaching English to YLs" (2014, p. 228). Furthermore, despite TEYL now being more researched than formerly – as testified by the number of TEYL edited collections published recently - Garton notes "research […] especially on teacher education for primary language teachers is still noticeably a poor relation compared to other areas of the field" (2019, p. 265). Rich also points out that TEYLTED is an area is in need of scientific scrutiny, as "the number of published research studies is still limited" (2019, p. 49). As argued above, the nature of TEYL is not unproblematic; additionally, a crucial factor for its success has been identified in the quality of teachers. Such a factor thus arguably deserves sustained attention, specifically as regards the support LETs receive to inform / sustain their practice, so as to render English learning in instructed context a worthwhile endeavour for YL as well as for themselves. Lastly, as regards the context under examination, a search of the relevant academic literature did not uncover reported studies of TEYLTED and related CPD affordances undertaken in the Trentino-South Tyrol region.

1.3.2 Significance and aims of the study

Little is known to date about how LETs make sense of and conceptualise their pedagogical enactments; moreover, little is known about their approaches to providing appropriately modified classroom discourse across different teaching / learning domains. Broadly, the study aims at obtaining insights from those who are directly involved in the daily

pedagogical, linguistic and well as "emotional labour" (Gkonou & Mercer, 2017, pp. 38-9) of providing YL with appropriate language "scaffolding" (Wood, Bruner & Ross, 1976), as language itself is the subject *and* medium of instruction. Furthermore, it is hoped that insights from the study may inform local pre- and in-service training programmes. Lastly, any resulting findings from research carried out in a linguistically complex area such as Trentino-South Tyrol (Edelenbos, Johnstone & Kubanek, 2006) may hopefully be of relevance in other multilingual and multicultural language teaching / TEYL contexts worldwide.

As emphasised by Richardson and Díaz Maggioli (2018, p. 7), "Involving teachers in choosing the areas and activities for their own professional development has been identified as a key feature of effective CPD". It thus appears important to ask the professionals themselves for situated insights, as they can be seen as highly relevant in supporting PD in focused and hopefully sustainable ways. It would seem likely that such a global educational trend as TEYL will continue in the future. As already mentioned, the global implementation of TEYL implies remarkable efforts and fund allocation on the part of all stakeholders. However, as noted by Copland and Garton (2014, p. 228), "Empirical evidence of sociocultural and educational advantages/disadvantages of early language learning are scant, yet policy dictates that English should be taught to millions of children globally as if advantage is assured. In some contexts, children might gain more benefit from, for example, extra literacy work rather than language learning". If benefits from even well-implemented TEYL are not assured, it appears important to study TEYLTED because, as already mentioned, TEYL does not always seem to be supported by adequate pre- or in-service training, being sometimes implemented hastily. This may then lead to the absence of crucial elements such as adequate provision as regards teachers' methodological preparation, target language competences, the availability of suitable teaching / learning materials, and adequate timetabling (Johnstone, 2019).

Further reasons which arguably make researching the area valuable include the above-mentioned impact of teachers in general in shaping ultimate educational attainment (Hattie, 2009), with the provision and quality of CPD for teachers crucially contributing to learning outcomes (Day and Sachs, 2004).

In the following section, the geographical / administrative area context of the study is briefly introduced.

1.4 Study context

The context of the proposed research project a Northern Italian autonomous region officially denominated Autonome Region Trentino- Südtirol / Italian Regione Autonoma Trentino-Alto Adige/Südtirol; in English, Trentino-South Tyrol. The region includes the two autonomous provinces of Trento, officially Provincia autonoma di Trento, and Bozen/Bolzano, officially Autonome Provinz Bozen- Südtirol (in German), Provincia autonoma di Bolzano – Alto Adige (in Italian), and Provinzia Autonoma de Bulsan - Südtirol (in Ladin). Such denominations reflect the historic coexistence of speakers of a number of languages in the region: in the Trento province Italian is the official language; in the South Tyrol province, the three officially recognised community languages are German, Italian and Ladin, a Rhaeto-Romance language. The linguistic diversity in South Tyrol arises from the region's complex history. Briefly, the entire region was part of the Austro-Hungarian Empire for over five hundred years, becoming part of Italy after the end of the First World War. From 1922, the fascist Italian government presided over a process of traumatic "forced Italianization" (Larin & Röggla, 2019, p. 1021) of South Tyrol, which moreover deprived its German-speaking population of the right to an education in their language. After being under German rule from 1943-45, South Tyrol again became part of Italy at the end of the Second World War (Alber, 2017; Steininger, 2003). After the conflict, the Gruber-De Gasperi Agreement (Alber, 2017) recognised the autonomy of the region in its entirety, and accorded official status to the three languages spoken in South Tyrol. The agreement was perceived as not satisfactory for the German-speaking population of South Tyrol, leading to unrest punctuated by terror attacks (Steininger, 2003). The subsequent protracted and ultimately successful negotiations at local, national, European and international levels culminated in "legislation that sanctioned autonomy and guaranteed protection […] in particular for German and Ladin minorities" (De Angelis, 2012, p. 409). Such legislation devolved most powers to the two autonomous provinces, rather than to the region, thus assuring the rights of the German- and Ladin-speaking populations in South Tyrol – including the right to be educated in the chosen language. As stated by Wisthaler (2013), "The peaceful coexistence of the three linguistic groups is regulated by a 'complex power sharing'" (p. 359), with the province itself "widely recognised as one of the most successful cases of consociational power-sharing in the world" (Larin & Röggla, 2019, p. 1018).

In relation to the region's current linguistic landscape, a number of additional languages are increasingly present in both provinces as a result of recent and less recent

migratory processes, as is English, taught to YL of primary age as an additional language / as the international language of choice (Wand, 2016). In both provinces, TEYL with young learners aged 6-11 began in the 1990s. This is in line with developments throughout Italy, where the introduction of a foreign language – usually, but not always, English - as a school subject was launched in 1992 (Eurydice, 2001), following prior trials with "primary English in the 1980s" (Enever, 2014, p. 237).

As regards those who are tasked with teaching primary English as a foreign / additional / international language (EFL / EAL / EIL) in the Trentino-South Tyrol state primary state school context, such LETs are usually employed either on a temporary or permanent basis. In the context under examination, anecdotal evidence suggests TEYLTED might be differentiated, with individual teachers afforded differing professional development experiences according to a number of factors, including their prior qualifications / employment status.

Further details as regards the study participants and educational context for the present study will be provided in Chapter 3, Section 3.3.

1.5 Origins of the study: statement of personal position

The research project here reported is informed by my experiences as a higher education language teacher educator with pre- and in-service English language teachers in the South Tyrol autonomous province (Northern Italy). As it appears fitting that a professional doctorate should entail research which may benefit the professional area the researcher is involved in, the study here reported is rooted in an interest in the repercussions of my work during the last fifteen years at the Faculty of Education of the Free University of Bozen / Bolzano (FUB). Furthermore, for over thirty years I have taught EFL / EIL to young learners in the UK private sector, as teacher / director of studies. My being British, together with my Italian / European connections, may further explain an interest in languages and in helping others communicate across cultures.

Past pre- and in-service student teachers' feedback on what they perceive as the theory-praxis connection has been crucial in shaping a professional interest in a view of the teacher as coherently *embodying* pedagogical principles with full awareness and with what may be termed *pedagogical intentionality*. Such a view can be apprehended through an awareness of the effect on the educational endeavour in general "of the voices and the bodies of teachers on their presence in class and on their relationship with students" (Lemarchand-

Chauvin & Tardieu, 2018, p. 437), with such aspects also relevant in language teaching, and arguably even more so with YL. Such a view informs an ongoing concern with fostering multiple facets of primary English teachers' knowledge and competences, themselves coalescing in YL-appropriate speech modification and scaffolded interactions, as arguably central in language teachers' practices.

A further, connected influence on my work derives from a love of and engagement in music, together with an appreciation of its overall formative influence. This has led to my being responsible for a number of pre- and in-service courses on the connections between language and music; such courses focus in particular on the principled inclusion of music in TEYL as assisting aspects of language development (see Hugo & Horn, 2013). Further interests both in language teacher education and language teaching relate to the implementation of language development cycles which integrate (children's) literature, what I term *multimodal interactive oral storytelling* (MIOS), music, drama and creative writing.

1.6 Introduction to the conceptual framework

The current study is premised on an awareness of the complex interplay of a multiplicity of political, economic, cultural, professional, methodological, linguistic, identity and contextual teacher factors in human learning, professional learning, as well as in instructed language development processes. Such processes themselves seem characterised by fluctuating degrees of stability and pedagogical ideality as the direct result of the implementation of educational innovations, and employment practices, as well as – more indirectly – of societal and familial changes such as those, as argued by Fargion (2019), currently affecting Italy. Such a degree of complexity reflects the challenging nature of processes of language development with young learners in instructed contexts - it should be noted here that the term language *development* is used throughout the thesis, in preference to others, following Larsen-Freeman (2015a). Such complexity further highlights the great impact of related educational practices on teachers' personal / professional lives as they attempt to construct coherent professional / personal meanings from the demands placed on them.

As the participant teachers' pedagogical actions are situated at the interface between primary practice, language teaching and lifelong language development, and are characterised by great personal as well as professional complexity, the overarching worldview which informs the study draws on complexity theory (Larsen-Freeman & Cameron, 2008). Complexity theory is thus seen for the purposes of the study as a

"metatheory" (Larsen-Freeman, 2017, p. 28-30), which may illuminate a number of educational domains such as language development as well as language teachers' professional development. In relation to human learning, sociocultural perspectives which view it as socially co-constructed (Cameron, 2001; Pinter, 2006) inform the present study. Such views posit that learners are assisted to more advanced learning and development through the help given by more advanced individuals (Vygotsky, 1978) than they would through unsupported discovery. Furthermore, the theoretical framework adopted draws on views of professional learning in general education (Day, 1999-2003), of professional learning in TEYL (Rich, 2019; Zein & Garton, 2019), as well as of professional learning as emerging from teachers being active in communities of practice (Lave & Wenger, 1991). Further theoretical constructs drawn upon in the present study include scaffolding (Wood, Bruner & Ross, 1976) processes in education as well as in language education with young learners. Additionally, multifaceted aspects of teachers' *selves* (Mercer, 2014) will be considered. Lastly, because of the importance of teachers' awareness of the centrality of linguistic mediation in fostering language development in instructed contexts, the theoretical framework draws on conceptualisations of classroom discourse (Walsh 2013) and child-directed speech as part of a "discursive pedagogy" (Zein, 2019a, p. 75).

1.7 Research questions

The three research questions which inform the study here reported focus both on the participants' perceptions of their previous CPD affordances and future needs, and on their reported TEYL awareness and enactments. The first question thus sets out to probe, through talking with practitioners themselves, the ways in which they report their previous CPD experiences. The second question focuses on uncovering the participant teachers' awareness and conceptualisations of modified / multimodal child directed speech in classroom practices, TEYL activities and tasks, to include oral interactive storytelling, as well as any reported understandings and / or enactments of the scaffolding metaphor. The third question interrogates the participants' wishes for future CPD affordances. The three questions together thus explore the participants' reported past, current and future professional affordances, understandings and needs. It is hoped that such an exploration may help inform future TEYL-relevant CPD provision in the context under examination, and potentially in similar contexts.

Research Question 1:

What are the study participants' reported perspectives, concerns and experiences as regards the CPD affordances (both formal and informal) which have so far informed their TEYL practice?

Research Question 2:

How do the study participants describe and explain their implementation of TEYL-suitable linguistic, cognitive and affective multimodal scaffolding through YL-appropriate methodologies?

Research Question 3:

What future professional development needs and concerns do the study participants report?

1.8 Introduction to research methodology

The above-mentioned research interests were explored through carrying out a qualitative multiple case study based on constructionist ontological underpinnings, as well as including complexity theory as a *metaphorical lens* (Burns & at, 2015; Dörnyei, 2014; Larsen-Freeman & Cameron, 2007; Larsen-Freeman & Cameron, 2008; Van Canh, 2019). Data were collected through audio-recorded and transcribed interviews with participants. The study is rooted in qualitative approaches to research, deemed firstly appropriate for the purposes of uncovering professional learning pathways in the educational context under examination, and secondly as respectful of the participant primary teachers' experiences and engagement. The reported perceptions of the study participants as regards their CPD affordances and their impact are examined through a multiple case study approach, through one-to-one audio-recorded interviews, subsequently transcribed and analysed. The data analysis process led to the emergence of themes, themselves further analysed so as to unpack the reported impact of various CPD affordances on the participants' professional lived landscapes of practice. The research methodology adopted will be further explained and discussed in Chapter 3.

1.9 Overview of the thesis

The thesis is structured in seven chapters. Chapter 1 introduces the study, provides information on its aims, origins, context and participants. Chapter 2 reviews the relevant literature. Chapter 3 illustrates the research methodology which informs and shapes the study, and provides further information on the study participants and context. Chapters 4 and 5 are devoted to analysing the study findings which emerge through the research questions. Chapter 6 contributes a discussion of the findings; the study conclusions are found in Chapter 7.

1.10 Summary

It has been argued that the globally widespread implementation of TEYL educational programmes despite less than perfect conditions may not always yield the desired outcomes with young learners under the age of eleven (Dornyei, 2009), thus potentially leading to unjustified spending and fund allocation on the part of governments / educational authorities, as well as perhaps affecting YL educational outcomes. The proposed study sets out to provide locally situated insights with the purpose of hopefully informing and improving professional development provision and therefore professional practice in the region being explored. To this end, sixteen primary teachers of English as a foreign / global language from Trentino-South Tyrol were interviewed, for the purposes of exploring the personal and professional significance of their CPD affordances as reportedly impacting their work as LETs with young learners aged 6-11. The participant primary EFL teachers' reported CPD needs, capabilities, perceived constraints and opportunities were therefore explored in order to uncover fruitful pathways, strategies and resources for professional development for LETs in the local context. Any emerging insights may also potentially inform pre-service education programmes. Lastly, it is hoped that such insights may be of relevance in wider educational contexts.

In the following chapter, the theoretical framework adopted in order to throw light on the above-mentioned issues will be illustrated, together with relevant research findings.

Chapter 2: Facets of professional development

2.1 Introduction to conceptual framework

As illustrated in Chapter 1, the present study focuses on three interlinked CPD areas, namely the participant LETs' perceptions of their past CPD affordances vis-à-vis their current TEYL practices and future professional needs. As regards their current TEYL practices, the study focuses on the participants' reported awareness of the implications of the scaffolding metaphor for their work, and of highly recommended TEYL approaches such as multimodal interactive oral storytelling. Accordingly, a number of conceptual frameworks that may afford interpretations and explanations of teachers' work as individuals at the nexus of complex social, cultural and situated influences will be outlined in this chapter. Furthermore, the study is informed by reflections on second language teacher education in the context studied.

In recent years, what appears to be a growing appreciation of the complex, intricately socially linked, situated as well as affective / embodied nature of human learning has led to the formulation of theoretical frameworks that attempt to explain as well as arguably optimise learning in instructed settings. The conceptual frameworks which will be illustrated in the following sections have been selected because of their seeming potential to illuminate the complex nature of teacher learning in general, and of YL language teacher learning more specifically. LETs themselves are viewed throughout as the primary enablers of YL language development in instructed contexts, specifically when the target language is a foreign language which is not spoken in the community.

Firstly, the theoretical framework includes sociocultural theories of human learning (Cameron, 2001; Johnson, 2006; 2009; Lantolf & Thorne, 2006; Pinter, 2011; Vygotsky, 1978; Williams & Burden, 1997). Such theories are complemented by a focus on further factors which can be seen to impact or indeed be constitutive of teaching-learning relationships, such as affective, ethical and mindset factors.

Secondly, the literature review will focus more narrowly on concepts deriving from sociocultural theory which appear especially relevant in TEYLTED. This will be done through exploring the implications of the ubiquitous scaffolding metaphor, as it seemingly allows an in-depth view of language development occurring through spoken interactions. Additionally, the above-mentioned insights will be integrated by a focus on the ethical, affective and personal factors which impinge on teachers' professional development and practices.

Thirdly, views of professional development as taking place through communities of practice (Lave & Wenger 1991) will be presented, as seemingly relevant to the PD of teachers, seen to occur also through situated practical learning in their own institutions.

Fourthly, principles and practices in CPD will be explored, and further illuminated through highlighting issues in second language teacher education and teaching expertise. The focus on CPD will subsequently turn to specific factors pertaining to TEYLTED itself, such as the nature of primary English teacher knowledge and the affordances / challenges for LETs of related professional enactments of such knowledge.

Lastly, the chapter elucidates micro-scaffolding strategies as exemplified through the storytelling pedagogical approach with young learners, and specifically through *multimodal interactive oral storytelling* (henceforth, MIOS); this is done as it may be seen to constitute an appropriate PD context for both exploring *and* enabling a sustainable "discursive pedagogy" (Zein, 2019a, p. 75). In this view, MIOS appears suited to delivering multiple instructed language development / TEYLTED professional development objectives for both young learners *and* their teachers.

2.2 Sociocultural views of human development and learning

2.2.1 Sociocultural theory

As the study here reported focuses on *language teachers'* reported perceptions of the impact of CPD affordances on their pedagogical activities, this entails an overarching concern with general human learning and development. Such a concern should arguably include an awareness of YL's overall developmental as well as language development needs. The theoretical framework here adopted is thus sociocultural theory, chiefly seen as deriving from Vygotsky's work (1978), thus adhering to the following definition of "human learning as a dynamic social activity that is situated and physical and social contexts, and is distributed across persons, tools and activities" (Johnson, 2009, p. 1). According to Lantolf and Thorne, "the term 'sociocultural theory' […] is heavily focused on the impact of culturally organized and socially enacted meanings on the formation and functioning of mental activity" (2006, p. 2). To expand on such definitions, human learning has been defined by Johnson as "not the straightforward appropriation of skills and knowledge from the outside in, but the progressive movement from external, socially mediated activity to internal mediational control by individual learners, which results in the transformation of both the self and the activity" (2006, p. 238). In this view, learning appears to arise from culturally situated, *linguistically* mediated interactions between persons at different stages of overall development. In other words, rather than viewing human development as

stemming from self-contained, individual processes, views informed by Vygotskian thinking posit the existence of "mental processes as occurring between people on the intermental plane" (Wertsch & Tulviste, 1992, p. 549). Thus, for Vygotsky, language appears firstly to provide a bridge for communication between people, and "only subsequently, upon conversion to internal speech, does it come to organise the child's thought, that is, become an internal mental function" (Vygotsky, 1978, p. 89).

Contexts in which such formative episodes occur can include learning encounters between children and their caretakers, and learners and their teachers, with the more advanced learning partners arguably displaying a willingness to instruct which can be seen as evolutionary adaptive, that is "intrinsic to human evolution and species survival" (Hattie & Yates, 2014, p. 80). In this framework, the more advanced and knowledgeable individuals are able to mediate learning "affordances", defined as "learning opportunities for the learner" (van Lier, 1996, p. 52; 2004, pp. 4-5). By extension, such formative encounters can arguably be enacted between pre- and in-service teachers and others, such as language teacher educators, experts, and colleagues. Crucially, learning collaborations have been explained as best enacted when assisted by the more advanced partner's perception of which specific area displays readiness to further learning in each individual learner. Vygotsky termed such areas of learner readiness the "zone of proximal development" (1978, p. 86), illustrated in the following section.

2.2.2 Vygotsky's zone of proximal development

From a sociocultural perspective, human learning seems rooted in dialogic constructions of meaning in which children and their parents / relations / carers, and by implication later learners and their teachers play active roles, with both learners' and teachers' contributions crucially shaped and delivered through language, leading to greater development than would be possible in the absence of such jointly undertaken learning (Vygotsky, 1978; 1986). Such a conceptualisation of learning as mediated through the assistance of more expert others was metaphorically described by Vygotsky as occurring within individuals' "zone of proximal development" (or ZPD – 1978, p. 86), defined as what can be achieved by inexpert members of the human community "under adult guidance or in collaboration with more capable peers". The learning which emerges through dyadic collaborations in the ZPD is thus, in Vygotsky's words, a "unique form of cooperation between the child and the adult that is the central element of the educational process" (1978, p. 169). It is through such seemingly cyclical conversions of a child's - or an adult's - achievements, firstly occurring through linguistically-structured social encounters, to "intramental functioning" (Wertsch &

Tulviste, 1992, pp. 548-57), that development in individual thinking is arguably seen to occur from a Vygotskian perspective.

In the following section, the metaphorical construct of "scaffolding" will be considered, as originally advanced by Wood et al. (1976), to explain the processes and strategies enacted within pedagogical relationships which may boost development and learning through collaboratively working in what can be argued to be each learner's individual ZPD.

2.2.3 Scaffolding metaphor

The metaphorical construct 'scaffolding' seems ubiquitous in educational discourse – despite, as noted by van Lier (2004), possessing slightly unappealing connotations - as it points to pivotal transformations in approaches to human learning which view it as originating from a learner's supported interactions with her or his human, natural, cultural and historical worlds. Wood et al. (1976) defined "scaffolding" as "a process that enables a child or novice to solve a problem, carry out a task or achieve a goal which be beyond his unassisted efforts." (1976, p. 90). The metaphor was seemingly adopted because of its flexible and adaptive nature: whilst a building is being erected, scaffolding is in place to support both the workers and the building itself; once the construction phase is over, the now unnecessary support can be removed, thus, in van Lier's words, "both building up and dismantling it as required" (2004, p. 149).

Such a term might be seen as a 'bridging' metaphor, as it connects theoretical underpinnings, themselves derived from observed interactions between children and their carers in North America (Wood & al., 1976), to pedagogical practices. Therefore, through the metaphor, what may be perceived is both the intrinsically socially and culturally situated nature of human learning and development, and the specific complex strategies to be deployed when intending to enable such learning. For the purposes of highlighting the arguably intentional and laborious nature of such pedagogical work it appears useful here to reflect on the insights provided by Bruner: in discussing what the metaphor entails as regards teaching, and specifically the activity of scaffolding "problem solving", he reminds us of the "vast amount of skilled activity required" (1960-1977, p. xiv). Furthermore, vis-à-vis "language acquisition", Bruner stresses that "as in all forms of assisted learning, it depends massively upon participation in a dialogue carefully stabilized by the adult partner." (1960-1977, p. xiv). The 'adult' or more advanced partner thus arguably needs to infer and/or respond to learner needs intentionally, expertly, and with intense dedication.

2.2.4 Interactional/prosodic factors in scaffolded L1 acquisition

An example of what can be perceived as scaffolding strategies in first language acquisition contexts appears to be the widespread use of modified speech features such as high pitch and exaggerated intonation contours in infant-directed talk in parent or carer interactions with infants. As indicated by Lebedeva and Kuhl in their report of a study on the language – music relationship with infants, adopting such strategies can shape language acquisition: "exaggerated pitch information within a signal can enhance language-learning skills, such as word segmentation" (2010, p. 427). Arguably, therefore, speech modification in FLA can be seen as 'scaffolding', as it is deployed as needed and later discarded, implying that parent / carer communication strategies are context-sensitive and evolving. One further implication of Lebedeva and Kuhl's study for the widespread practice of drawing on song / chant activities in TEYL is arguably that "for preschool children, adding melody to text increases the verbatim recall of the text"; such an effect "may be due to the pitch contour's role in attracting, maintaining, or enhancing overall attention, which then facilitates recognition of phonetic patterns" (2010, p. 427).

As regards expressed learner needs in the context of a study of the interactional precursors in first language development, Donnellan, Bannard, McGillion, Slocombe & Matthews (2019) arguably provide some support for insights from sociocultural views of learning. Donnellan et al. investigated "aspects of infants' prelinguistic communication" (2019, p. 1) through observing baby-carer interactions. They found that:

> it was the dyadic combination of infant gaze-coordinated vocalization and caregiver response that was by far the best predictor of later vocabulary size. We conclude that practice with prelinguistic intentional communication facilitates the leap to symbol use. Learning is optimized when caregivers respond to intentionally communicative vocalizations with appropriate language. (Donnellan et al., 2019, p. 15).

Such findings seemingly highlight the highly interactive nature of language acquisition, the roles of appropriate caretaker responses in L1 contexts, and of eye contact – an aspect of interaction which is emphasised in a related area, namely in descriptions of the characteristics of expert teachers (Hattie & Yates, 2014), outlined in Section 2.4.6 below.

Moving from L1 to LX development, scaffolding enactments, at different levels and in different contexts, appear to permeate the educational endeavour to enable language development through principled language-mediated interactions involving either dyads (teacher-learner), sub-groups/teacher or whole class/teacher. The focus in the following section will be on the micro-level scaffolding strategies that are intentionally enacted by

teachers in dialogic interactions in the learners' ZPDs in a variety of YL-appropriate classroom groupings.

2.2.5 Micro-scaffolding strategies in dialogic LX pedagogy

As regards second / additional language instructed development, the term scaffolding, in its interpretation by van Lier, comprises three "related levels or layers": the "macro" level, entailing "planning task sequences, projects, recurring classroom rituals"; the "meso" level, entailing "planning each activity in terms of sequences of actions, moves"; and the "micro" level", or "the actual process of interaction from moment to moment" (2004, p. 149). In the following section aspects of the third, or micro-level will be explored, as such aspects are arguably extremely challenging, even for "experienced teachers" (van Lier, 2004, p. 149). Micro-scaffolding strategies seem central in a dialogic pedagogy which places classroom discourse at the heart of learning / language development (Skidmore & Murakami, 2016; Walsh, 2013; Zein, 2019a), and thus arguably language teacher education. Insights from such views are seen as relevant in a study which focuses on the CPD of primary language teachers. This is because, as argued by Cameron (2001), Pinter (2006; 2011), and Zein (2019a), the deployment of appropriately scaffolded classroom language and interactive language competences on the part of language teachers appears crucial in principled TEYL practices. As Rich states, "the importance of the teacher in providing instructional practices that focus on supporting or scaffolding children's learning is widely appreciated" (2014, p. 6).

To present such an intentional enactment of scaffolding more analytically, the discussion will attempt to show how in their work in learners' ZPDs teachers implement a variety of scaffolding strategies. These, according to Cameron, writing from a TEYL perspective (2001, pp. 8-9), include affective / motivational strategies, to boost the child's interest in the task and reduce any attendant vexation; cognitive / attentional strategies, aiming to structure and thus highlight the different sub-steps in the task itself - *not*, as warned by Díaz Maggioli (2012, p. 39), through creating a "simplified" task, but arguably through expansion, repetition, reaffirmation, rephrasing, as well as using the YL's other languages as appropriate; strategies for directing learners' resources towards clear objectives; further cognitive strategies, to help learners prioritise, and to provide alternative approaches to tackling the task; and lastly, modelling strategies, through showing an "idealised version of the task" (Cameron, 2001, p. 8). Arguably, all the above strategies contain repetition of lexis and language "patterns" (Willis, 2003) – termed "regularities" by Wells (1986, p. 43) – which help YL notice and make sense of language.

Furthermore, in relation to what can be termed *affective scaffolding strategies,* Rosiek describes the concept of "emotional scaffolding" (2003, pp. 399-412), emphasising its relationship to *language* teacher knowledge: "Subject-matter-specific methods courses generally focus on the cognitive dimension of the subject matter and leave affective issues to be dealt with in more general courses about motivation" (p. 411). It is thus argued here that the affective dimensions of teachers' work are best seen and deployed as subject- and context-dependent.

In instructed language development contexts with YL, scaffolding as a metaphor can be argued to function in a multi-layered way, as, in addition to the above mentioned verbal strategies, it arguably includes non-verbal aspects of the spoken language, such as intonation, emphasis, dynamics, that is elements of "prosody", or "the music of speech" (Skidmore & Murakami, 2016, p. 6). These can be perceived as scaffolding, as they act to focus attention and boost motivation, draw attention to new meanings (Crystal, 2019, pp. 260-1), and align the speakers' cognitive / affective engagement in the collaboratively constructed interaction, making prosody "a vital, if neglected, resource for accomplishing intersubjective understanding in teacher-student dialogue" (Skidmore & Murakami, 2016, p. 7). What arguably adds complexity to the language teaching task is the fact that language itself is not only the medium, but also the content of the instruction. Such an entanglement can be seen to have important implications for TEYLTED, as instructed language development seems enabled in children's ZPDs through appropriate linguistically / prosodically / affectively / cognitively / perceptually scaffolded classroom interactions in child-directed speech. It is here proposed that TEYL-relevant micro-scaffolding strategies may be usefully made salient in language teacher education through utilising 'scaffolding' as an acronym-aide-memoire linking to central (language) education principles: they can be *s*ensitive, *c*ognitive, *a*ffective/*a*ttentional, can "*f*ocus-on-*f*orm" (Doughty & Williams, 1998) in YL-appropriate ways, can be *o*rganic, *l*inguistic, *d*ynamic (Larsen-Freeman & Cameron, 2008, p. 88), *i*nteractive/*i*ntonational, can include meaning *n*egotiation; lastly, they can be *g*estural.

Having considered sociocultural views of learning as impacting education together with the significance of the scaffolding metaphor in language teaching / TEYL, the following section turns its attention to teacher factors, starting with teachers' seemingly taken-for-granted willingness / ability, dependent on their perception of educational moral imperatives, to identify and work in the learners' ZPDs through implementing meso-/macro-scaffolding strategies in competent ways.

2.3 Teachers

2.3.1 Ethical factors affecting teaching

An awareness, rooted in the above outlined conceptualisations of human development, of the sheer "emotional labour" (Gkounou & Mercer, 2017, p. 39) or "emotional labor" (Prior, 2019, pp. 65-6) that teaching entails, leads to pondering the enabling motivations of the mediator-teacher vis-à-vis the fine-grained detail of attending to learners' ZPDs. It is argued (Goldstein, 1999) that in sociocultural conceptualisations of human development what is usually emphasised is the *cognitive* product of the more advanced partner's mediational activity (the learning and development of the learner), in contrast, seemingly, with the low salience attributed to those who give of themselves, of their time and energies, in order to further others' social, cognitive and cultural development. Such an omission may reveal a taking-for-granted of the origins of, and/or motivations for, the actions of the more advanced learning partners: the mediators and enablers are usually parents / other family members or carers, more advanced peers, members of the community, as well as teachers themselves. Moreover, a lack of focus on carers / teachers may point to "instrumental" positions that view teachers' work as only valuable as its direct impact is felt – through "controlling or manipulating the environment, in improving performance" (Mezirow, 2018, p. 115); in other words, in this reductive view teachers appear as tools, whose significance is circumscribed to the school, and stops once specified objectives have been attained. Mezirow goes on to explain the alternative, "communicative" position, which views learning as entailing the ability to "access and understand, intellectually and empathetically, the frame of reference of the other" (2018, p. 115).

The latter view appears to value the teaching / learning continuum as a relationship which evolves in time through shared activities, shared artefacts, and shared spaces, in what appears – for children and teachers alike – an ongoing process of existential meaning-making, which ripples outwards in communities and societies over time. Such a perspective resonates with that of a "care ethics" (Noddings, 2012), in which "reciprocity" (p. 53) is central, although as regards relationships in educational contexts Noddings is careful to point out that "in unequal relationships […] only one person can really serve as carer. Reciprocity is then almost entirely defined by the cared-for's response of recognition" (2012, p. 54). In such a view, any recognition on the part of YL of the pedagogical / linguistic attention received from teachers through scaffolding strategies can thus be argued to feed back into teachers' commitment to their work.

The above discussion of how ethical stances appear to underpin teachers' work in their learners' ZPDs is complemented in the following section by a focus on teachers' personal attributes.

2.3.2 Language teachers' selves

Teachers bring to bear on their work and on their classroom interactions with learners myriad aspects of their being which could be collectively and loosely termed as their *selves.* As explained by Mercer in her discussion of the *self* in second language acquisition (2014), systematically researching such an interconnected, multi-layered, evolving entity has led to the definition of a number of constructs, with each focusing on specific facets. Discourse on the *self* has however apparently evolved towards more multidimensional views which attempt to connect micro- to macro perspectives. For example, in the context of SLA Mercer and Williams (2014, p. 178) highlight "a more holistic view of the self" which appears of relevance to language teachers not only as teachers, but also as *lifelong learners of the language.*

For the purposes of exploring teachers' reported perceptions of CPD and their pedagogical enactments in this thesis, a view of *self* has been adopted (Mercer, 2014) which allows for a recognition of its "inherent complexity, situatedness and dynamism" (p. 160). The latter trait, "dynamism", reconciles apparent dichotomies, in that the self, from complexity perspectives, can be argued to be populated by paradoxes: "both stable and dynamic, as well as consistent and inconsistent" (Mercer, 2014, p. 164). Such fluctuations are explained through viewing the self as "an open system" (Mercer, 2014, p. 169) which is susceptible to external factors stemming from the social / geographical / cultural / political environment a person's self is embedded in; it may be added that the reverberations of such external factors for the self imply its ability to affect the surrounding environment in its turn.

The following definition by Mercer (2014, p. 173) of "a learner's sense of self" – arguably appropriate to teachers as learning professionals - is adopted in the present study: "the situated, embodied self-beliefs, motives and emotions across a person's life". This is as such a definition, from a complexity perspective, appears to allow for interpretations which take into account the intricate, multiple-way interrelationships, affordances and constraints which arguably both enable and bound teachers' professional development and enactments. Indeed, according to Mercer (2018), a consideration of "language teachers' psychology" (p. 504) and their centrality is long overdue: "at present […] indeed SLA in its entirety has a notable gap" (p. 515).

In the following section, affective factors pertaining to the self will be explored.

2.3.3 Affective factors impacting cognition / teaching

In the contexts of human learning / professional development, emotional and cognitive factors are arguably inextricably intertwined, despite the fact, as noted by Golombek and Doran (2014, p. 102), that "emotion has been characterized historically as primitive, irrational and feminine", and therefore devalued. However, as noted by Merriam (2018), current theorisations of learning as joining affective / embodied elements to cognitive ones, as well as insights from neuroscience, challenge such derogatory views of affect. Damasio, for example, views basic binary emotional responses as crucial to survival, and therefore far pre-dating cognition (2018). Furthermore, the merging of cognitive and affective factors in learning is highlighted by recent developments in neuroscience, as indicated by Immordino-Yang (2016):

> Through *regulating* and *inciting* attention, motivation and evaluation of simulated or actual outcomes, emotion serves to modulate the recruitment of neural networks for domain specific skills […] In this way, cognition and emotion in the brain are "two sides of the same coin," and most of the thought processes that educators care about, including memory, learning and creativity, among others, critically involve both cognitive and emotional aspects. (2016, pp. 86-7 – thesis writer's italics).

The italicised verbs in the above quotation arguably constitute aspects of dialogic pedagogies – as seen in discussions of scaffolding above - which aim to foster the development of the learner, linking to a relational, situated and distributed view of instructed learning. For example, teachers' ability to focus the learners' attention and motivation towards specified goals would appear to stem from the teachers' own ability to regulate their own attention and motivation (for relational views of motivation, see Dörnyei and Ushioda, 2011, pp. 77-79). Immordino-Yang's words (2016, pp. 86-7) thus depict teachers as engaged in *relationally enabling* learners' motivation, attention, memory, creativity, as well as helping learners assess the impact of one's engagement as regards learning attainment.

In addition to viewing affective factors as integral to learning and development, hence to enabling teaching, a further pre-requisite that can enable mediating others' development in their individual ZPDs is arguably the disposition and/or readiness to enact "caring" relations with others, which, according to Goldstein, is ethically and morally based: "Adults enter into relationships of this nature, including teaching-learning encounters, because it is a moral imperative" (1999, p. 665), and indeed, according to Hattie and Yates, an evolutionary adaptive trait (2014, pp. 80-1).

Such a consideration highlights, in views of the collaborative co-construction of human development occurring through the ZPD, the integral and constitutive role of affective and relational aspects in an ethics of caring (Noddings, 1986).

The views described above further illustrate the interrelated social / cultural / cognitive / affective dimensions of teachers' work in learners' ZPDs. Further research-based insights on developmental enabling / constraining factors will be outlined in the next section.

2.3.4 Growth mindset

Helpful insights on factors that promote or discourage learning are provided by Dweck's work on mindsets. Dweck's research (2006; 2017) resulted in findings about the origins of development and learning, including interpersonal / affective competences, with such learning being optimised through the learner adopting / being helped to adopt a view of development as springing from work and effort – a "growth mindset"- and not from innate talents and propensities viewed as not amenable to change, hence "fixed" (Dweck, 2006; 2017). Such growth mindsets appear of value for LETs (Mercer, 2019) in coping "with the duality of their role" (Barcelos, 2019, p. 72) as teachers and as lifelong language learners.

The previous sections highlighted a number of factors which may be seen to converge in (language) education through illustrating relevant self, affective, cognitive and ethical attributes of teachers. In the following section, views of human development and learning in practice-oriented contexts – themselves linked to and complementing sociocultural views - will be outlined.

2.4 Communities of practice

In 1991, Lave and Wenger advanced their influential view of human learning and professional development, setting out to unpack the "traditional connection of learning to instruction" (1991, p. 54); they argued that earlier conceptualisations of human learning failed to capture its complexity, its social, collaborative and contextualized nature when directed towards socially shared objectives / themes. Thus, rather than occurring in individual learners in – supposedly - artificial settings (however, see van Lier, 1996, for a discussion of *authenticity* in education), human learning, according to Lave and Wenger, originates through collaborations between experts and novices in "communities" based on specific "domains" of "practice" (Lave & Wenger, 1991, pp. 98-100). Their conceptualization emphasized that a true community of practice had to be engaged in the joint and *active* pursuit of common, group-wide work-related goals and/or interests on the part of a group of people, with "newcomers" at first allowed active roles *on the fringes* of

the community, later to become themselves "old-timers" (Lave & Wenger, 1991, p. 56). Such limited and liminal activity on the part of novices was termed by Lave and Wenger "legitimate peripheral participation" (1991, pp. 35-7), to denote a gradual process of moving inwards towards a more "full participation", juxtaposed with, at the opposite end of the spectrum, "marginality (participation restricted by non-participation)" (Wenger, 1998, p. 167), arguably of relevance to LETs. Lave and Wenger's conceptualization does not merely entail that learning is engendered within social contexts, in keeping with sociocultural views – what they term "situated learning" (1991, p. 34); and it arguably does not presuppose dyadic scaffolded interactions between an expert and a novice. Rather, Lave and Wenger appear to turn the very concept of *learning* on its head, arguing that "social practice is the primary, generative phenomenon, and learning is one of its characteristics" (1991, p. 34), or – as it were – one of its by-products.

In Lave and Wenger's view, language plays a crucial enabling role, albeit in a similarly unwonted way: "the purpose is not to learn *from* talk as a substitute for legitimate peripheral participation; it is to learn *to* talk as a key to legitimate peripheral participation" (1991, p. 109). Lave and Wenger's conceptualization would thus seem to invalidate formal instruction and intentionally mediated interventions in what are arguably complex educational domains. Indeed, professional teachers are seen as "experts in the field of teaching" (Hattie & Yates 2014, pp. 103 – see also Section 2.4.6 below), thus possessing complex skills in keeping with the complex and challenging nature of teaching / learning in current instructed contexts which cannot arguably be gradually acquired as if by osmosis. Nevertheless, a seemingly relevant aspect of Lave and Wenger's conceptualization for such instructed contexts is that "apprenticeship learning is supported by conversations and stories about problematic and especially difficult cases." (Lave & Wenger, 1991, p. 108). Stories here seemingly play a similar role to what is termed, in educational contexts, "critical incidents" (Richards & Farrell, 2005, pp.113-125). Such *shared* stories arising from teaching / learning events within CoPs can themselves give rise to opportunities for professional reflection (Schön, 1983), thus potentially enabling LETs to envisage, in relation to "[their] identities other meanings, other possibilities" (Wenger, 1998, p. 178). Shared stories may be integrated in school-based CPD entailing a CoP with implications for LETs: "the target language community is not only a reconstruction of past communities and historically constituted relationships, but also a community of the imagination, a desired community that offers possibilities for an enhanced range of identity options in the future" (Norton, 2014, p. 62). Language itself appears crucial to such imaginative strivings, as highlighted by Lave and Wenger (1991); its multifaceted significance for LETs will be further illustrated in Sections 2.4.9 and 2.4.10 below.

Teachers' continuing professional development itself will be the focus of the following sections.

2.5 Teachers' professional development

2.5.1 Teaching as a profession

The expression 'teachers' professional development' signals that teaching is currently regarded – or aspiring to be regarded - as a *profession*. The term appears to denote work which is generally valued in societies, as its contributions stem from expert knowledge which has been acquired through lengthy periods of suitable (theoretical / practical) preparation, themselves formally assessed, and leading to official recognition. Moreover, such expert knowledge appears to need constant updating for work to be seen as professionally delivered. Examples of work which has been traditionally seen as professional are medicine and the law. In his related discussion of teaching and its aspiration to professional status, Hattie (2012) further describes "how a profession works: it aims to help to identify the goal posts of excellence […]; it aims to encourage collaboration with all in the profession to drive the profession upwards; and it aims to esteem those who show the competence" (p. 37). In Hattie's (2012) definition of profession, clarity as regards objectives, and working in extended communities of practice, seemingly stand out as foundational. Further, Dörnyei and Ushioda expand the notion of teaching as a profession through highlighting the values that make such an occupation meaningful for those who engage in it: "a body of highly qualified professionals with an intrinsically motivated and ideologically coloured commitment to pursue what they see as a largely fulfilling job." (2011, p. 174).

2.5.2 Aspects of teachers' professional development

The term CPD is articulated and explained in many ways in the literature; for example, the "professional development" of teachers is defined by the Organisation for Economic Co-operation and Development (OECD) in its Teaching and Learning International Survey (TALIS) as "activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (OECD, 2009, p. 49).

Achieving 'professional status' would not appear in itself to satisfy the requirement for teaching to be regarded as a profession. For example, according to Day, in addition to "being a professional", working as a teacher entails "behaving as a professional" (1999-2003, p. 6). This for Day stands for lifelong, frequent scrutiny of one's educational goals, approaches, as well as "core 'moral' purposes", as teachers are liable to become estranged

from their own original vocations "without continuing professional development" (1999, p. 7). In order to clarify PD for the purposes of the present study, the following comprehensive definition is adopted as it arguably captures crucial domains which impact educational attainment and overall life outcomes in students, as well as collegial learning, and moreover describes both purposes and modalities of PD:

> Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives. (Day, 1999-2003, p. 4).

In the context of the study here reported, CPD is interpreted to span all those activities which take place during teachers' lives, including pre-service teacher education. This is as any insights from CPD practices, when viewed in the light of practising teachers' stated needs, are here perceived as also highly relevant in informing pre-service language teacher professional development (PD). Therefore, for the purposes of the present study the terms (language) teacher education and CPD will be used interchangeably to describe teachers' overall learning over their lifetimes, both pre- and in-service.

2.5.3 CPD for TEYL
A central purpose of CPD arguably concerns teachers working in the state sector who - whilst not being consulted as to their countries' new educational policies - are tasked with implementing top-down innovations such as TEYL with varying degrees of preparation and support. Sustaining such changes in a professionally sound manner can prove challenging, for example for LETs. In discussing such challenges for language teacher education, Rixon (2017, p. 90) argues that the following CPD strategies are necessary if we are "to embed a new policy in school and classroom practice": firstly, teachers need to receive appropriate information; secondly, to be persuaded of the hypothesised benefits; thirdly, they need "concrete examples and plans"; fourthly, in the initial stages of implementation, those responsible for CPD need to "support and enable teachers".

Rixon adds that the second point, which relates to influencing "teacher beliefs" towards the desired outcomes, is the most difficult for language teacher educators to achieve,

as well as being the crucial one, without which "the roots of any innovation are likely to be shallow and vulnerable" (2017, p. 90). It could be argued, however, that Rixon's fourth point, relating to the provision of adequate professional scaffolding for teachers, is even more crucial, as it highlights the need to embed in CPD appropriate discursive interactional strategies that teachers themselves can continue to develop in their own professional contexts as lifelong learning. Moreover, it would appear that through the lens of Rixon's (2017) CPD strategies teachers are implicitly seen in their default roles as *receivers* of information, practical suggestions, and help, as well as needing to be persuaded of the benefits of top-down innovations. The complementary strategy of consulting with teachers themselves as experts in their own pedagogical practices and local contexts appears to be missing. In this light, the findings from a study which focused on TEYL professionals in the context of Cyprus will be illustrated below.

The study by Kourieos (2014) was carried out in Cyprus by the researcher / language teacher educator. It focused on inferring YL teachers' professional learning needs through ascertaining, via the administration of questionnaires as well as through semi-structured interviews with pre-service teachers and practising LETs, their understanding and awareness of TEYL knowledge domains. As regards the participants' awareness of TEYL principles, ten of the participant teachers appeared not to perceive the importance of linking an understanding of how children learn languages to their own practices, instead seeing pupil factors, that is their "willingness", as more important; participants seemed to discount such knowledge domains as "some kind of theory" (Kourieos, 2014, p. 294). The study findings further indicated that some teachers regarded "storytelling" as "least needed" as well as "boring" for the specific age ranges they taught (2014, p. 295). A further finding related to teachers' preoccupation with "how to teach the language communicatively" (p. 295), as well as a seeming lack of understanding as to how the teaching of grammatical structures can be integrated in a principled way through congruent communicative activities and tasks with YL – arguably a complex area, thus deserving of attention in TEYLTED. Further findings relate to the participants' perceptions as regards their own language competences and how these impacted their ability to appropriately implement a discursive pedagogy. Kourieos concluded that the participant teachers' partial awareness of TEYL principles, together with – arguably - their perceived difficulties with the classroom deployment of their language competences, precluded their full autonomous enactment of child language development scaffolding strategies. The study appears to make a useful contribution to the field in highlighting some PD / TEYLTED implications of the concerns reported by the participant LETs in their contexts, with such concerns appearing to resonate in wider contexts.

Issues linking lifelong learning to teachers' CPD are illustrated in the following section.

2.5.4 Lifelong learning

Engaging in lifelong learning appears to be seen in contemporary societies as an imperative - however, Biesta (2018) provides dissenting views - as such ongoing learning is felt to engender benefits for our evolving social, political and economic worlds. Viewed with increasing urgency from an alternative viewpoint, lifelong learning seen as *re-thinking* may lead to reconnect humanity to the natural world in creatively beneficial ways (Craft, Gardner & Claxton, 2008; Durham Commission on Creativity and Education, 2019).

Lifelong learning appears especially relevant in the context of teachers' work, as it is itself concerned with supporting and facilitating learning in developing others, arguably also through modelling such engagement. It thus seems necessary for teachers to engage in CPD activities throughout their working lives. Such a view appears supported by a moral awareness (Day, 1997) of the impact of teachers not only on their learners' educational attainment, but also on their future lives and wellbeing. To exemplify, van Lier regards "the basic moral purpose of education" as "promoting the self-actualization of every learner, to the fullest extent that an imperfect institution can do this" (1996, p. 120).

2.5.5 Professional development activities and domains

Day's extended definition of PD (quoted in section 2.4.2 above) would appear to entail enacting the following strategies: firstly, taking part in informal (a few examples: personal / shared reflections on practice, conversations with colleagues, autonomous / shared reading, participation in webinars) as well as formal (for example, compulsory / optional courses, expert-led workshops, seminars, carrying out action research) quality-driven experiences and activities, which are undertaken *both* individually *and* in concert with other teachers; secondly, an awareness of the *moral* implications of the educational endeavour for students' lives and outcomes, and passion-fuelled pedagogical intentionality; and thirdly, the lifelong honing of all domains which are deployed in classrooms, that is not only the mastery of content and pedagogical competences, but also of what Day termed as consciously attempting to develop one's "emotional intelligence" (1999-2003, p. 4).

The latter construct – also see Section 2.2.8 above - conceived as an expansion of more circumscribed notions of intelligence, was defined by Goleman as "the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (1998, p. 317). Such aspects appear important in general education, and even more so in contemporary language teaching

approaches premised on authentic communication. However, in their study of teachers'
emotional and social intelligences, Gkounou and Mercer found that "some teachers may hold
fixed mindsets about socio-emotional competences" (2017, p. 37); that is, such teachers may
feel that their social dispositions are unchangeable. If this is indeed the case, such an aspect
is arguably worth considering in CPD activities, as emotional intelligence appears closely
linked to what has been termed "interpersonal sensitivity", an attribute of "expert teaching"
(Hattie & Yates 2014, pp. 108-109), itself arguably crucial to educational attainment as
bridging the gap between teachers' knowledge and how such knowledge can be best
mediated for learners. Expert teaching and its attributes will be illustrated in the following
section.

2.5.6 Characteristics of teaching expertise; expertise as process

As outlined in the introductory chapter, teachers appear crucial to their learners' educational
success, thus also potentially affecting their learners' overall life outcomes. It is "experts in
the field of teaching" who are deemed to lead to optimum attainment (Hattie & Yates 2014,
pp. 103). As regards such expertise, Tsui states that its study "has been motivated by the
need to raise the status of the teaching profession by demonstrating to the public that like
experts in other professions, experts in teaching possess knowledge and skills which are no
less sophisticated" (2008, p. 184-5). Expert knowledge and skills are, according to Hattie
and Yates (2014), closely connected to both the subjects and specific students taught. This
is because teaching expertise is firstly "domain-specific" (Hattie & Yates, 2014, p. 85-6),
entailing that teachers are able to teach expertly only specific well-mastered content;
secondly, to be fully enacted teaching expertise stems from teachers being very well
acquainted with all the specificity of their learners – teachers need to *know their students
very well* to be able to act as experts (Hattie & Yates, 2014, p. 106), a finding which has
implications for non-generalist LETs who teach many YL groups every week. Thirdly,
expertise seemingly "rests on keen levels of intelligence and interpersonal sensitivity"
(Hattie & Yates, 2014, p. 109), with teachers highly attuned to ongoing learning processes
in their classrooms, so that they "(even stare at) students to obtain feedback on their
learning" (2014, p. 104).

In the context of language teaching / learning more specifically, Arnold (1999) also
argues that both positive / negative emotions are inextricably bound with language
development. For example, as regards YL's needs, teachers are tasked with establishing a
safe learning environment (Cameron, 2001; Pinter, 2006), with diffusing anxiety (Oxford,
1990; Oxford, 1999; Williams & Burden, 1997), and with cherishing learners' ongoing

motivations, partly through demonstrating "a passion for teaching and commitment to a class" (Williams, Mercer & Ryan, 2015, p. 119). Similarly, a "passion for teaching" is considered a crucial element in deciding which applicants should be admitted to studying primary education in Finland (Enever, 2017, p. 103-4).

Moving from reviewing the characteristics of expert teachers to inquiring about strategies for promoting such characteristics through CPD affordances, Tsui (2008, p 183-4) views expertise as a "process", rather than an unchanging attainment. Tsui moreover argues that teaching expertise should be perceived more in terms of "expert performance", thus as "continued improvement with increased experience and deliberative practice" (2008, p. 184). From such a perspective, consciously aiming at expert performance may be viewed as the goal of the manifold CPD activities directed at / engaged in by LETs.

In the following section, approaches to language teachers' PD will be outlined.

2.5.7 Language teachers' professional development

Approaches to enabling (language) teacher learning have arguably somewhat lagged behind similar developments in general learning theory, resulting in teachers being tasked to view their learners as creative beings who actively construct their own learning, autonomously and/or in collaboration, whilst at the same time not being respected for their own teaching practice-based insights. In recent decades, however, perspectives on teacher learning appear to have increasingly reflected general perspectives on learning. Such views of teachers' PD have thus broadened from a narrow focus on receiving established knowledge through "transmission" (Freeman & Johnson, 1998), to an emphasis on teachers' ability to reflect both on their own practices whilst/post working to interrogate their effectiveness (Schön, 1983), to views of socially-positioned learning (Lave & Wenger, 1991), to a consideration of how teachers think. The latter entails taking into consideration teachers' *cognition* (Borg, 2006), as teachers' thoughts and beliefs are found to affect their practices in powerful and yet unseen ways. Further conceptualisations of teachers' PD seemingly include participatory views of PD as arising from sociocultural learning theories. A useful synthesis is provided by Díaz Maggioli (2012, pp. 7-16) in his illustration of four main "traditions", or vehicles for second language teachers' professional learning: firstly, "Look and Learn", seen as observation- and language teaching method-based; secondly, "Read and Learn", which requires teachers to become acquainted with insights stemming from research in second language acquisition (SLA); thirdly, "Think and Learn", which innovatively advocates teachers themselves reflecting on aspects of their practices, and stemming from Schön's (1983) work (see also Richards & Lockhart, 1996); and fourthly, "Participate and Learn",

stemming from sociocultural views of learning, including professional learning (Díaz Maggioli, 2012, pp. 7-16). The latter perspective arguably entails viewing teachers as actively constructing their own learning, thus contributing to their professional knowledge over time. Additionally, and importantly, Walsh and Mann (2015) call for a reframing of teachers' professional development from solitary reflection to approaches stemming from *shared analysis of authentic classroom language*, thus "data-led, collaborative, dialogic" (p. 360). Arguably, the above-mentioned views may be seen to provide usefully complementary facets which may inform teachers' professional learning at different stages of their development / in different circumstances.

Johnson (2009, p. 16) arguably emphasises this longitudinal perspective when stating: "taking up a sociocultural perspective on L2 teacher education refocuses our orientation toward the professional development of L2 teachers". The time factor is also emphasised by Freeman and Johnson in their influential vision of "the teacher as a learner of teaching" (1998, p. 397): "Learning to teach is a long-term, complex, developmental process that develops through participation in the social practices and contexts associated with learning and teaching" (Freeman & Johnson, 1998, p. 402). This highlights firstly the longitudinal nature of teacher learning, stemming from firmly established prior experiences as students (Graves, 2009); secondly, its complexity; thirdly, its active nature; and fourthly its inescapable connection to people / communities, professional traditions, and places. Such a theorisation of the time-oriented, practical, socially interconnected and situated nature of second language teacher professional development emphasises the connections between the content to be taught (language knowledge), the "approaches and methods" (Richards & Rodgers, 2001) for teaching languages, and enactments of such approaches within authentic instructional contexts. Freeman and Johnson's view (1998) thus arguably marks a shift from "the traditional teacher-centered transmission view of teaching", whilst avoiding "the unstructured student-centered discovery learning view of teaching" (Johnson, 2009, p. 62), to yet more recent conceptualisations of language teachers' learning from a complexity worldview (Burns, Freeman & Edwards, 2015; Van Canh, 2019). Such complexity-oriented views appear to perceive teachers' lives as processes of gradual integration of their "educational selves" as students into their adult "teacher professional identities" (De Bonis & Tateo, 2018, pp. 161-179).

In the following section, issues relating to PD will be approached from a teacher professional knowledge viewpoint.

2.5.8 Language teaching knowledge domains

To arrive at a principled perspective on how best to enable language teachers, the discussion will first touch on hypothesised domains of teacher knowledge in general education. Originally, such knowledge was theorised by Shulman as including "content knowledge", which relates to the subject being taught, and "general pedagogical knowledge", that is overall skills in conducting instructional activities, with the first two elements argued by Shulman to need complementing by "pedagogical content knowledge" (1986, p. 9). Shulman identified the latter as the "missing paradigm" (1986, p. 6-8) – a hitherto missing bridge. Pedagogical content knowledge can be described as a teacher's understanding of how, and through what *specific* teacher-scaffolded / materials / pedagogical design / feedback / interactive means students can apprehend *specific* content, or "the aspects of content most germane to its teachability" (Shulman, 1986, p. 9). Shulman further illustrates the breadth of his conceptualisation, with arguably clear implications for language teachers' linguistic competences: he declares that "the teacher must have at hand a veritable armamentarium of alternative forms of representation" (1986, p. 9).

In language teacher education, an alternative conceptualisation of teacher knowledge domains (Malderez & Wedell, 2007) posits three complementary modes which entail firstly knowledge *about*, that is what is relevant to the subject / content in all its implications and ramifications; secondly, *knowing how*, which appears akin to the above-mentioned pedagogical content knowledge (Shulman, 1986); and lastly "knowing to", which appears to entail an ability to respond sensitively and almost automatically to unique, fleeting classroom events as they occur in real time (Malderez & Wedell, 2007, p. 19). The latter domain would appear related to the "interpersonal sensitivity" construct put forward by Hattie and Yates (2014), and which, in the context of the present study / TEYLTED is posited as a powerful *learning-enabling factor*. Despite the apparent salience of such constructs in current educational / pedagogical thinking, however, Dörnyei and Ushioda warn that in real life most teachers are simply not professionally prepared to deal with the interpersonal challenges of teaching, which they feel are at the heart of enabling learning:

> Teacher training programmes as a rule do not include any awareness raising about how to manage groups (e.g. they do not cover the main principles of group dynamics and effective leadership strategies, and do not offer any training in interpersonal skills and conflict resolution). (Dörnyei & Ushioda, 2011, p. 171).

Further as regards knowledge domains for language teacher education, what Shulman referred to as a "blind spot" (1986, p. 7) in general teacher education – namely, the then prevailing neglect of the specific pedagogical repertoires that best teach specific subjects –

appears to correspond to an arguably comparatively overlooked area in SLTED and TEYLTED, to be discussed in the following section.

2.5.9 TEYL knowledge domains

As regards TEYL, the picture appears complicated by the fact that the subject to be taught and the linguistic medium through which it is taught – according to currently recommended communicative approaches – are the same. This seemingly poses a unique set of challenges for all typologies of language teachers, whether LETs or NESTs: how to transform their existing knowledge of language into a bridge to enable the language development of specific learners in specific instructed contexts.

In relation to such challenges, the language that learners hear in the classroom – in TL-impoverished foreign language contexts, usually the primary source of exposure - seems akin to what Shulman referred to as the "blind spot" (1986, p. 7) in language teaching. In fact, according to Walsh (2013), classroom *discourse* itself needs to be integrated into language teachers' professional learning, and studied through a variety of research approaches. This seems highly relevant to TEYL, as YL, especially in foreign language contexts, rely heavily on teachers for their language development needs. As regards TEYL knowledge, Edelenbos et al. (2006) list the following elements of language teacher knowledge: content knowledge, pedagogical content knowledge, methodological competences, interactive speaking competences / scaffolded child-directed speech.

Firstly, in TEYL teachers are deemed to need subject knowledge, in this case appropriate target language (TL) competences (Cameron 2001). Ellis and Rokita-Jaśkow (2019) recommend that teachers reach level C1 of the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001), as they feel "the YL educator needs the kind of proficiency that allows them to speak freely, paraphrase what the child has just said" (p. 244). Such a description seems to resonate with the "speech modification competences" advocated by Zein in enabling language development in YL (2019a, pp. 59-77) and further illustrated below in the context of the third YL teacher knowledge strand. As regards TL competences required in the YL Italian context, according to Enever (2017) official teacher second / foreign language competences changed from B1 to B2 of the CEFR (Council of Europe, 2001), although from anecdotal evidence such levels are not always reached by practising LETs in the Italian context.

Secondly, early language teacher knowledge, as indicated by Pinter (2006; 2011), should include appropriate pedagogical knowledge, thus requiring a clear understanding of

both how children learn/develop in general, *and* of instructed language development processes in childhood, together with knowledge of relevant teaching methodologies.

Lastly, a third strand in early language teacher knowledge is advocated by Zein (2019a, pp. 59-77): "speech-modification" competences, because despite their acknowledged centrality in YL language development in instructed contexts, such competences have not hitherto been sufficiently highlighted and developed in language teacher professional learning. "Speech modification" is defined as "a more restricted code of [teachers'] spoken discourse whereby their pace of speech is slower, their volume louder, and the intonation more deliberate"; to such elements are added further strategies such as "greater use of repetition, pausing, emphasis, gestures and facial expressions to help deliver meaning" (Zein, 2019a, p. 59).

A number of micro-scaffolding strategies are argued to help teachers direct learners' attention (Schmidt, 1990; Tomlinson, 2015) to age-appropriate aspects of the TL through modified speech (Zein, 2019a) and through providing language "exposure" (Doughty, 2003, pp. 260-69; Spratt, Pulverness & Williams, 2005, p. 41) to TL lexis and patterns (Willis, 2003). They include modelling / contextualising classroom language and phrases; embedding appropriate lexis and simple repeated patterns (Willis, 2003) / "chunks" (Richards & Schmidt, 2002, p. 71, definition 2), in all classroom domains of language use / contexts, such as greetings, routines, "explaining new language", "giving instructions" "checking understanding", "giving feedback", "informal talk" (Cameron, 2001, p. 211-2). To such domains of TL use on the part of teachers, MIOS (multimodal interactive oral storytelling) can be added, as arguably dependent on carefully linguistically patterned multi-layered scaffolding for its successful deployment with YL.

Features which pertain to the sound qualities of language, that is pitch, intonation, rhythm, dynamics (loudness / softness), together with gestures, facial expressions, eye contact and body language are collectively known as "prosodic features of language" and occur in spontaneous language interactions (Crystal, 2019, p. 260), as well as when playfully engaging with language (Cook, 2000). In such interactions, intonation, according to Crystal, is used to boost clarity in communication, and more specifically to highlight feelings, isolated words or word patterns, to draw attention to newly-introduced ideas, and "to organize speech into units that are easier to perceive and memorize" (2019, p. 261). Such communicative strategies based on prosody appear akin to what Zein terms "multimodality", which also includes "facial expressions" and "gestures" (Zein, 2019a, p. 69). All the above features appear to have clear pedagogical and thus TEYLTED / CPD implications.

In a description which appears to resonate with what stressed above, generalist primary FL teachers' roles are highlighted by Edelenbos et al. as follows, in a description which can arguably be also partly applied to other language teacher typologies:

> The classroom teacher is the main provider of target language input and the main facilitator of target language interaction; the teacher is also the person who helps pupils acquire metalinguistic or intercultural knowledge and who helps pupils make connections between their target language and the mainstream primary school curriculum. Given that classroom teachers in many cases are not visiting language specialists but are also responsible for teaching much or all of the overall curriculum and may indeed not be highly skilled in the target language, theirs is a demanding role. (Edelenbos & al., 2006, p. 158).

The following section will illustrate a study carried out to ascertain the outcomes of an intervention in facilitating teachers' modified-speech competences.

2.5.10 Modified speech competences in TEYL

Zein (2019a) investigated teachers' developing abilities to provide YL with appropriately scaffolded classroom language through a specific intervention. He argued, "as the expert, the teacher is expected to gauge the child's ZPD, for only after successfully gauging the zone can the teacher modify their speech as a means of scaffolding instruction, assisting children to perform a skill that they are unable to perform independently" (Zein, 2019a, pp. 62-3). Having identified this need, Zein planned an innovative approach to CPD: "the research design took a multimodal, discursive and collaborative approach in terms of data collection and analysis" (Zein, 2019a, p. 64) which included the six participants (four LETs and two teacher educators) in implementing speech modification strategies with seven-year old YL. The research investigated whether it may be feasible to boost YL English teachers' ability to produce YL appropriate speech modification through an a CPD intervention in which participant teaches were involved in strategies for "imagining one's self as a child" (Zein, 2019a, p. 59). Such a strategy was argued to lead to beneficial outcomes in four ways: firstly, through maximising opportunities for providing "comprehensible input" (Richards & Schmidt, 2002, p. 99) to YL; secondly, through maximising YL opportunities for interaction through "language modelling"; thirdly, through providing YL with clear indications, or "discourse markers", which enables YL to understand classroom activities and contexts as guided by modified teacher talk; and fourthly, through "mediating learning" so that YL are enabled to progress through their individual ZPDs (Zein, 2019a, pp 59-77). The findings indicated that the educational innovation was effective, while acknowledging that both a

more longitudinal approach and a focus on pupils of different ages would be appropriate in future studies. Although Zein's study appears highly relevant, it could be argued that directly targeting teachers' ability to view themselves as children may subtly wound their "teacher professional identities" (De Bono & Tateo, 2018). As argued earlier, complementary approaches may be also appropriate, such as MIOS, itself reportedly neglected (see below).

As indicated above, manifold challenges can be seen to arise from the demands placed on language teachers, both native and non-native speakers, by currently recommended TEYL approaches which build on young learners' characteristics and needs from sociocultural / complex systems perspectives on professional learning and related YL language development pathways. In the following section, a widely recommended TEYL approach with implications for LETs' CPD will be outlined, as the study participants' awareness of its TEYL relevance is one of the aspects being explored in the present study.

2.5.11 Interactive storytelling in TEYL

The following discussion will focus on oral interactive storytelling for three interlinked reasons: firstly, because of its TEYL merits; secondly, as will be argued later, because of its seeming TEYLTED potential, as a potential arena for LETs to experience modified speech in their 'teacher ZPDs' through scaffolded interactions with peers and language teacher educators, whilst keeping their YL's needs in mind through developing empathy; and thirdly, because its arguably linguistically challenging / improvisatory nature may boost LETs' speaking competences.

The educational significance of *stories* is emphasised by Bruner (1990) and Wells, who claims: "Stories provide a major route to understanding" (1986, p. 206). Stories, literature, children's literature, world tales, myths, legends, personal / community narratives arguably emerge naturally from "human beings, with their astonishing narrative gift" (Bruner, 1990, p. 95). Narratives all appear to entail a socially-situated, concrete, contextualised approach to (co)constructing, remembering and communicating existential meanings. Stories arguably resonate powerfully with children, for example through helping them establish mental maps of value-infused choices, which seemingly align with developmental milestones; classic examples include spontaneously acting in a caring way (Noddings, 2012), as well as arguably identifying one's ideal community, judging who can be trusted, and who should not. Additionally, narratives appear to resonate powerfully in societies, at times leading to simplistic ones appearing increasingly dominant in shaping human values and attendant action. "One of the principal forms of peacekeeping", according

to Bruner, lies precisely in stories' power to "explicate" human actions (1990, p. 95). He moreover goes on to warn against "the rhetorical overspecialization of narrative, when stories become so ideologically or self-servingly motivated that distrust displaces interpretation, and 'what happened' is discounted as fabrication" (Bruner, 1990, p. 96). Children can thus be argued to need mindfully scaffolded experiences and "procedural tool kits" to navigate and "endure the conflicts and contradictions that social life generates" (Bruner, 1990, p. 97). Such wider considerations seemingly underpin the principled implementation of story-based approaches in TEYL, with stories therefore not seen as mere 'resources', but as educationally and (cross)culturally formative in their own right.

As regards TEYL, oral interactive storytelling is widely recommended by experts such as Bland (2015), Cameron (2001), Brewster, Ellis & Girard (2002), and originally by Garvie (1989). In TEYL itself, the 'storytelling' term has been utilised to describe both activities in which the teacher is engaged in telling stories interactively, and in classroom readings of children's literature such as "picturebooks" (Bland, 2019, p. 271). The latter approach draws on books intended for young native language speakers (Ellis & Brewster, 2002), and entails the teacher reading aloud whilst drawing the YL's attention to elements of the story / plot / lexis / pictures. The complementary approach, "oral storytelling" (Bland, 2015, pp. 183-198), arguably depends on teachers' interactive spoken as well as acting competences. Importantly, Bland stresses that "oral storytelling, without a script, could provide teachers with the routine they need to spontaneously produce chant-like, highly repetitive discourse to support the children's emerging L2", adding that "a marvellous expediency, also borrowed from professional storytellers, is to learn certain rituals by heart" (2015, p. 191). It should be noted, however, that teachers may in fact need a great deal of scaffolded help themselves if they are to attain such 'spontaneity' in storytelling. In relation to the expression 'to learn by heart', this, and the Latin verb *recordare* (to remember), which embeds the Latin *cor* (heart), arguably highlight the previously outlined (Section 2.2.8) merging of affect and cognition in learning/teaching processes.

In sum, TEYL methodologies such as oral storytelling arguably require specialised and sometimes challenging teacher competences for their implementation, including TL competences for LETs. To exemplify such challenges, Hughes (2001, p. 24) recommends that a teacher of YL should be no less than "actor, story-teller, singer, caretaker, mentor, friend and praise-giver". Such demands may explain why oral storytelling with young learners is less widely adopted than would be expected (Garton & al*.,* 2011), given its supposed benefits.

2.6 Overview of conceptual framework and research questions

2.6.1 Facets of learning and professional development

The review of literature in the thesis illustrates interlinking conceptual frameworks which can arguably illuminate aspects of language teachers' CPD. The focus of the present study – the reported perceptions of CPD affordances and awareness of pedagogical enactments of primary teachers of English as an international language in Trentino-South Tyrol - is informed through perceiving such PD as embedded in human learning, itself seen as emerging from complex webs of interconnected embodied, cognitive, linguistic, affective, social, cultural, economic and political factors. Learning and development, in this view, arise in situated contexts over time through the flexible support and mediation of experts, as well as through collaboration / interaction with others, and with educational / cultural artefacts. The review of literature thus discussed sociocultural views of human learning in general, whilst indicating that the impact of such theories on approaches to second language teacher PD appears to have somewhat lagged behind. Currently, however, there appears to be a unifying logic in approaches to TEYL as well as to TEYLTED: human learning in general is arguably seen as arising from meaningful, active engagement in authentic and/or contextually *congruent* (see also Cameron, 2001, p. 30) contexts, such as classrooms and schools, including any resulting communities of practice. Such learning is moreover arguably apprehended as highly complex and evolving through myriad non-linear influences over time.

Moving from large-scale to small-scale factors, the scaffolding metaphor was examined, and its pedagogical implications as regards micro-interactions in the language classroom were illustrated. Such micro-interactions were further viewed and exemplified in the light of currently recommended dialogic pedagogies, which are seemingly highly relevant in language teacher CPD contexts; the demands on teachers of such approaches were outlined. Lastly, a highly recommended but reportedly underused TEYL approach, multimodal interactive oral storytelling, was illustrated as it appears to possess potential benefits not only for YL, but also for TEYLTED, as an arena for LETs to experience modified speech in their teachers' ZPDs through scaffolded interactions with peers and language teacher educators.

2.6.2 Research questions rationale

The three research questions for the present study arose from a continuing engagement with the literature on TEYL and CPD, as well as from a continuing engagement in language

teacher education and language teaching. Therefore, the research questions stem from a perceived need to explore how teachers such as the participant LETs describe and construct meaning from their professional practices and connected CPD affordances, for the purposes of arriving at hopefully beneficial shared understandings for TEYLTED in the region context of the study. Such questions are underpinned by sociocultural views of human learning, including language development, as mediated by scaffolded interactions, and by views of CPD. The three research questions ask to what extent and how the study participants' report being able to / enabled to approach their TEYL work in the local context. To this end, the first research question aims to uncover the participants' PD trajectories through exploring their reported experiences / perceptions of past / current formal and informal CPD affordances. Such perceptions are hypothesised to have been shaped and/or constrained by myriad formal / contextual / relational / affective / cognitive / ethical factors, as explained in the literature review. The second question aims to uncover how participants describe and explain their current teaching practices, in order to infer their awareness of appropriate linguistic, affective, cognitive and multimodal scaffolding for TEYL. The third question explores the participants' reported future professional development wishes and requirements, in order to unearth – hopefully – potential implications for CPD in the area under examination.

Research Question 1:

What are the study participants' reported perspectives, concerns and experiences as regards the CPD affordances (both formal and informal) which have so far informed their TEYL practice?

Research Question 2:

How do the study participants describe and explain their implementation of TEYL-suitable linguistic, cognitive and affective multimodal scaffolding through YL-appropriate methodologies?

Research Question 3:

What future professional development needs and concerns do the study participants report?

2.7 Chapter 2 Summary

The review of literature illustrates how, for language teachers working with young learners, the theoretical principles which underpin good pedagogical practice can be perceived as *embodied* and enacted by teachers themselves in their approaches to the task of scaffolding their pupils' overall development through a discursive pedagogy. Elements which appear enabling of TEYL practitioners' professional development arguably include the mediation of formal learning experiences, appropriate language competences, the support of mentors, culture, artefacts and communities of practice, within an ethic of care. Further theoretical constructs of relevance are drawn upon as relevant in Chapters 4, 5 and 6 below. The three research questions are rooted in insights stemming from the above illustrated conceptual frameworks, as well as being informed by the researcher's involvement in language teacher education / language teaching. Overall, the theoretical framework here proposed strives to highlight the complex intermingling of affordances pertaining to (language) teachers' roles, knowledge domains, required professional competences, and links to teachers' *selves,* in the light of their centrality to education (Hattie & Yates, 2014), language teaching (Mercer, 2018), and therefore TEYL.

The following chapter illustrates the research methodology underpinning the study.

Chapter 3: Approach to Research Methodology

3.1 Introduction

Chapter 3 describes and justifies the research methodology which informed and shaped the study. The chapter thus includes information about the study aims, paradigm rationale, approach, context, participants, data collection, data analysis, ethical aspects

Insights from academic literature perceived as relevant to TEYLTED, presented above, underpin the overarching research focus for the study here reported. Insights from further relevant literature and studies will be drawn on when relevant; this is as the study is exploratory in nature; its aims thus include probing, through listening to and talking with practitioners themselves, the ways in which they report their CPD affordances, how they perceive these as affecting their pedagogical practices, and furthermore any issues that they themselves want to discuss during the interviews. The second research question aims to *infer* the participant teachers' awareness of the importance of scaffolding classroom interactions in the TL through modified / multimodal child directed speech through their descriptions of classroom activities / interactions, including of MIOS. The third research question allows participant insights, deemed highly relevant as emerging from lived practice, to be considered in the data analysis. The three research questions are potentially interconnected, as it is assumed that are presented below.

3.2 Paradigm rationale

3.2.1 Worldview underpinning the study

To conduct a piece of research, scholars must necessarily narrow their scope, focus their view, and formulate a question far less complex than the form in which the world presents itself in practice (Shulman, 1986, p. 6).

Engaging in research - or re-search, with the word itself seemingly alluding to repeated / protracted cycles of searching, reflection, and analysis - arguably entails attempting to understand phenomena, whether natural and/or social in nature, in systematic and structured ways. Underlying any such attempt arguably there are orientations towards obtaining a view of the processes / contexts under examination which may be as accurate as possible. This seems to imply firstly becoming conscious of, and thus making explicit, a view of *what* is to be studied, that is views of what is meant by 'reality', or *ontology*; and secondly, arriving at an accompanying coherent conceptualisation of what it is to *know*, and *how* to arrive at such

a knowledge of what is to be studied, or *epistemology* (both terms derive from ancient Greek).

As regards ontology, what appears inescapable is the need to grapple with the underlying presence of a specific perspective of the realities under investigation. Such a perspective has been termed a "worldview", defined as "a general philosophical orientation about the world and the nature of research that the researcher brings to a study" (Cresswell, 2014, p. 6). The term thus appears to be used to convey the researcher's basic foundational thinking as regards the existential nature of what is researched, namely natural and / or social worlds; from such assumptions, importantly, types of research questions, and thus types of research approaches, can be seen to derive. Such worldviews, or in Kuhn's highly influential formulation "paradigms", are described as "universally recognised scientific achievements that for a time provide model problems and solutions to a community of practitioners" (Kuhn, 1962, p. x). The definition appears to link ontologies (that is, what is problematic) to epistemologies (that is, how to arrive at solutions), thus arguably hinting at a need for coherence of vision and purpose in the pursuit of knowledge (incidentally, Kuhn's phrasing in the above-quoted definition of *paradigm* seems akin to Wenger's (1998) conceptualisation of human learning as a property of engagement in communities of practice).

Western research traditions which have investigated the natural world in highly effective if arguably fragmented ways, thus perhaps with unintended consequences, appear to be underpinned by a worldview which is usually termed "realism" (Crotty, 1998, p. 10). From such a worldview, human consciousness appears to be excluded: reality is 'out there', regardless of whether human witnesses are at hand to record it. Whereas the natural world does not appear to 'speak' with us – although there are dissenting voices, such as those emerging from non-Western traditions (for example, see Viveiros de Castro, 2004) - human beings do; moreover we speak, and act, with intentionality, and for myriad purposes, including social purposes, and demonstrate differing as well as often internally contradictory viewpoints and interpretations. From such a human perspective, "absolute truth" (van Lier, 1988, p. 46) thus appears empty of meaning.

3.2.2 Constructionism

As the concerns which informed the study here reported are rooted in human "experienced reality" (Crotty, 1998, p. 44), and as this would arguably be best illuminated through the *reported* subjectively lived experiences of participant practitioners, the study is epistemologically underpinned by "constructionism" (Crotty, 1998; Silverman, 2013, pp. 107-11) as its worldview. Crotty defines constructionism as "the view that *all knowledge,*

and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context" (Crotty, 1998, p. 42 – italics in original text). Such a worldview appears to chime with the views of socio-cultural learning outlined in the previous chapter, thus regarding human beings' perceptions of their realities as co-constructed through socially-situated, purposefully scaffolded meaningful interactions in congruent contexts.

As regards what may constitute what can become known, and what knowledge may consist of in the context of the study, that is its epistemological underpinnings, such knowing appears to emerge from the research process through a prolonged focus on and engagement with what is researched, or through "sustained attention to the objects of research" (Crotty, 1998, p. 51). Such an engagement appears to entail "that the relationship between the researcher and social phenomena is interactive" (Snape & Spencer, 2003, p. 13), and therefore arguably negotiated.

3.2.3 Complexity theory as metaphorical lens

For the purposes of the study here reported, a view of socially situated human learning, itself characterised by great complexity and taking place in highly complex interrelated systems, has led to the adoption of the *metaphorical lens* of complexity theory (Burns & at, 2015; Dörnyei, 2014; Larsen-Freeman & Cameron, 2007; Larsen-Freeman & Cameron, 2008; Van Canh, 2019) as a worldview that appears to resonate deeply with increasing feelings of dissatisfaction with less than wise human interventions both in natural and human contexts. It should be noted, however, that the position taken to inform the present study is in keeping with Cameron and Larsen-Freeman's cautionary words as regards *literally* embracing such views for applied linguistics related areas:

> It remains for us as authors a live issue as to whether, in adopting complexity as a supra-theory, we claim that real-world systems are actually complex systems with the mathematical constraints and requirements that entails, or whether we are invoking something more akin to metaphor or analogy: we do not claim that the systems under consideration can be categorised definitively as complex but rather that they can be "seen as" complex systems. (2007, p. 228).

The above proviso – "can be seen as" appears key here. Metaphors, as with 'scaffolding' - a term whose 'metallic' connotations do not do justice to its implied flexibility, sensitivity and care attributes - are described by Cameron as possessing "linguistic", "embodied", "cognitive", "affective", "sociocultural" and "dynamic" significance and resonance (2010,

pp. 3-7), and "can tell us something about how people are thinking, can indicate socio-cultural conventions that people are tied into or that they may be rejecting" (Cameron, 2010, p. 7).

Therefore, what is rejected here is approaching human perceptions in artificially neat and separate categories, instead accepting more complex and indeed 'messy' connections whenever seemingly appropriate.

Thus the study participants, their contexts, the wider issues surrounding TEYLTED and CPD, and the researcher's own actions are here interpreted through an overarching 'complexity theory lens', and all regarded as interconnected complex systems, themselves subsuming numberless others such as the biological / affective / cognitive / social / historical / cultural / contextual factors which shape individual learning, as well as macro ecological contexts.

3.2.4 Research methodologies from complexity perspectives

Research, from complexity perspectives, appears to entail a shift in perception, thus seeing (Larsen-Freeman & Cameron, 2008, pp. 230-242) *paradoxes*, not dichotomies; *affordances* - an "affordance" is defined by van Lier as "a relationship between an organism (a learner, in our case) and the environment, that signals an opportunity for or inhibition of action." (2004, p. 4) - not input for the teacher / learner to receive (this appears especially relevant when human / language development is grasped from a sociocultural mindset); language development as outcome of participation in communities, and *not* vice-versa (in keeping with views of language development as by-product of participation in communities of practice); flexible adaptations, rather than standardization; co-adaptation instead of causality; non-linearity: small-scale interventions which may (or not) lead to big outcomes, and conversely large-scale interventions which may / may not achieve hoped for outcomes (for example: *one* good teacher's effect on the life outcomes of children from deprived backgrounds). Additional properties that may illuminate events / change in complex systems include "control parameters" (Larsen-Freeman & Cameron), that is factors which can be identified as potentially affecting the system - or rather, "the collective behavior of the system is sensitive to the control parameters" (2008, p. 53) - Larsen-Freeman and Cameron identify "the action and intentions of the teacher", with the class / school "sensitive to" such pedagogical intentions, as a potential example of this (2008, p. 54). A further property of complex systems is termed "superposition" (Larsen-Freeman & Cameron, 2008, p. 234), entailing an arguably paradoxical conjoining of "two (apparently) incompatible properties at the same time".

Larsen-Freeman and Cameron advocate adapting suitable, already existing research methodologies, such as case studies, in investigating human / linguistic realities through a complexity 'lens' (2008). In practice, carrying out research through a complexity theory lens would appear to entail shifts in how events / concepts / developments are perceived, through a number of principled stances. These may include (Larsen-Freeman & Cameron, 2008): firstly paying close attention to contexts, thus arguably perceiving human agency and context as intertwined; secondly, "avoiding reductionism", which entails welcoming alternative explanations; thirdly, "thinking in terms of dynamic processes and changing relationships among variables"; fourthly, avoiding dichotomies, whilst embracing "co-adaptation" (p. 233), entailing a relationship of reciprocal influence between two factors; "soft assembly", such as impromptu spontaneously scaffolded dialogic interactions in which participants construct their conversational turns in real time in response to one another's contributions; lastly, attending to "both variability and stability" as a key strategy for making sense of change (Larsen-Freeman & Cameron, 2008, pp. 241-2). Moreover, researching from a complexity perspective, individual variables become "collective variables" (Larsen-Freeman & Cameron, 2008, p. 233).

In sum, a complexity theory worldview is here co-adopted as it appears to contribute – metaphorically - a sustained pedal note as background to interpreting, perceiving and thinking. Such a background sound, though constant, seems to change meaning according to the shifting counterpointing melodies – participant perceptions - with which it is intertwined, with the melodies themselves also changing meaning in relation to one another and the pedal note itself (thus perceived, music can be seen as a powerful metaphor for complexity itself).

3.2.5 Educational research

Educational research is situated within the social sciences, which purportedly aim to research a range of complex phenomena arising from the interactions of human beings with one another and their natural / social / historical / cultural / economic / political contexts. The purposes of such educational research can thus be seen as linked with optimising students' life outcomes throughout the life cycle. It may be additionally argued that not only students, but also teachers, as well as all other human beings affected by education such as YL's parents and wider societies, benefit from insights arising from the exploration of professional practices, reflections and change. This, in its turn, would seem to entail that, from ethical as well as complexity theory perspectives, regarding teachers as mere instruments in the educational endeavour is devoid of any real meaning, and would moreover not only be

detrimental to teachers, but also their pupils / students. Conversely, viewing teachers as fully reflective, cognisant and passionate human beings who actively attempt to construct meanings from their lifework can arguably have beneficial implications for everyone who is in any way affected by education processes. Such a framework, it is hoped, can inform a 'sustained listening' researcher stance which can enable the exploration of CPD affordances and related individual professional learning pathways.

The above arguments appear to have a number of implications. The study thus intends firstly to position the research participants as partners who are engaged in reporting on their perceptions of relevant aspects of their professional lives for the ultimate purposes of educational improvement. As stated above, such a research intent entails an ontological position stemming from complexity perspectives on reality as well as from constructionist views of knowledge, as what may be seen to constitute *truth* for each participant appears open to ongoing co-construction through language.

Participants and researcher alike, in this view, are not engaged in measuring, ascribing effects to causes, or attempting to provide explanations of highly complex phenomena; rather, they are engaged in constructing and at times co-constructing / negotiating aspects of their reported realities.

3.2.6 Qualitative research methodology

The study was conducted in order to glean an understanding of the participants' "landscape of consciousness" (Bruner, 1986, p. 14); it was therefore felt that this could be best approached through a qualitative research methodology which focuses on analysing spontaneously co-constructed linguistic data arising from the participant interviews. It should be thus stated here that as the qualitative study involves talking with participants about their interconnected perceptions and reported practices / awareness, identifying causality or correlation does not appear possible or indeed relevant.

Drawing on such qualitative data has been done for a number of purposes. Firstly, this relates to gaining an understanding of emergent data which may do justice to the participants' reported lived and contextualised experiences glimpsed through the interviews. The second purpose is linked with a concern with obtaining insights from specific individuals, or with "the meaning in the particular" (Dörnyei, 2007, p. 27). Moreover, asking LETs themselves about their perceptions and needs entails that the study is concerned with informing future CPD affordances, thus rendering the study a potential "needs analysis" (Richards & Farrell, 2005, p. 17-18).

3.2.7 Research approach: multiple case study

The selected approach to addressing the research questions in the area under examination is the "multiple" case study (Duff, 2012, p.101). Insights from each participant's interview were dialogically co-constructed with input from the researcher-cum-second language teacher educator; such personal narratives range over time/place/context, and resonate through each participant's voice as evidenced both in the interviews and in the transcripts, where van Lier's (1988) transcription conventions enable a little of the distinct timbre of each participant's voice to be retained. During the interviews, the participants were asked to describe their CPD affordances and engagement, the impact they feel this might have on their professional practices, their understanding of the implications of the scaffolding metaphor in language education, and of a specific approach (MIOS). Additionally, the participants contributed information about the personal/professional factors that contributed to shape their professional thinking. It should be added that although some of the participants' lessons were observed by the researcher because of headteacher/teacher requests, since this was not originally included in the research design for the small-scale study, the resulting data were omitted from the study here reported.

3.3 Study context and participants

3.3.1 Contextual, educational and linguistic factors

The research project focuses specifically on the reported CPD experiences and related professional activities of primary school teachers of English to young learners in the Trentino-South Tyrol region in northern Italy, where English is an additional language. It should be noted that all teachers employed in Italian state schools are officially compelled to attend CPD courses / events (European Commission/EACEA National Policies Platform /Eurydice, 2018). As outlined in Section 1.4 above, administratively the two autonomous provinces which comprise the region are Trentino and South Tyrol, with Trentino in the Southern part of the region, and South Tyrol located on the border with Austria to the North. In Trentino, Italian – the state language – is the official language; in South Tyrol, the three officially recognised languages are German, Italian and Ladin, which are spoken in the local community by the three main linguistic groups: German, Italian and Ladin (Peterlini, 1997), the latter being a Rhaeto-Romance language spoken mainly in the Dolomites region. Such a linguistic co-existence is reflected in the South Tyrol educational system, which enshrines in law the right for each pupil/student to instruction in the chosen language (Alber, 2012). This entails that its citizens are granted freedom to

choose the language through which they wish to be educated: "South Tyrol has an entirely separated German and Italian school system from kindergarten to the end of secondary school and a separated Ladin school system to the end of grade eight" (Gross & Dewaele, 2018, p. 42). In the Italian-speaking Trentino province, the English language is taught as L3 from the first year of primary school, the L2 being German; in the South Tyrol province, the English language is also taught as L3 / EIL from the fourth year of primary school in both German- and Ladin-language schools.

3.3.2 Participant selection and LET typologies

The criteria for selecting participants consisted of firstly inviting as wide a range of different typologies of teachers to contribute to the study as possible. The criteria for invitation / selection thus provisionally entailed: participants' age and (usually) corresponding TEYL experience, from novice to highly experienced to nearing retirement; including German / Italian native speakers; including a range of different teachers, such as generalist and specialist teachers. In European countries, the three types of primary school teachers normally deemed most suitable for teaching languages are indicated in the text 'Foreign Language Teaching in Schools in Europe' (Eurydice, 2001), which describes each teacher typology as follows (p. 114):

- generalist teacher: a teacher qualified to teach all subjects in the curriculum, including foreign language(s);
- semi-specialist teacher: a teacher qualified to teach a group of subjects including foreign language(s); s/he may be in charge of languages exclusively or several other subjects as well;
- specialist subject teacher: a teacher qualified to teach one or several foreign languages.

In relation to TEYL in the context being studied, participant LETs generally work as either semi-specialist teachers, or as specialist teachers (see Section 3.3.3 below); additionally, their work is in some cases subject to yearly changes, with participants responsible for teaching different subjects according to their current schools' staff needs, and some supply teachers on short-term temporary contracts thus changing their working contexts frequently.

3.3.3 Participant sampling

As regards the study participants, the aim was to include participants with as wide a range of different professional profiles and experiences as possible ("purposive sampling" – Cohen, Manion & Morrison, 2011, pp.156-8), such as novice, experienced, generalist, specialist, novice, German / Italian / Ladin native speakers; however, this was done within the constraints of "access" to potential participants (Cohen & al., 2011, p. 152). The purpose

of such sampling was to obtain potentially differing professionally relevant insights to construct as broad a picture of LETs' perceptions and inferred needs as possible.

Approaches to selecting / inviting participants included: writing to known TEYL practitioners to invite them to join the study; asking such teachers / local TEYL coordinators to help in inviting others whenever possible; inviting TEYL practitioners met at regional TEYL conferences/symposia, thus through "convenience sampling" (Cohen & al., 2011, pp. 155-6) . The three strategies were effective, in that participants who had already accepted told others, who also accepted, through "snowball sampling" (Cohen & al., 2011, p. 158). The TEYL professionals who accepted were 17 in total; of these, 16 were interviewed, with the seventeenth participant withdrawing due to illness. Unfortunately, no Ladin native speaking LETs volunteered to participate.

Additionally, although efforts were made to reach out to as diverse a range of teachers as possible, it would appear that the study participants joined the study on the basis of their own confidence in relation to their English language spoken competences. This could be inferred from anecdotal evidence, such as comments by Frida: she indicated that teachers who were willing to be interviewed through the English language were those who felt sufficiently confident in their language competences to face the interview, or those who saw the interview as an opportunity to have a conversation at a more advanced level than utilised in their teaching. This would seem to imply that more teachers would have participated, had the interviews been carried out in community languages.

This problem was anticipated; it was however decided that there would be advantages in speaking with the interviewees in English. Specifically, it was anticipated that that some teachers would join the study simply to have an opportunity to converse in English at a higher level than they are able to use in the YL classroom; this is borne out by the data from a number of participants (Isabel, Kirstie, Lily, Helena, Anna, Kathy, Frida, Nerissa and Karen). Furthermore, it was felt that for the purposes of the present study/future studies it would be important to gain an understanding of the range of expressive discourse strategies available to teachers, such as elements of prosody, viewed as enabling of YL's language development (Zein, 2019a), as well as other linguistic features.

3.3.4 Participant profiles
The study participants are sixteen primary school teachers of English working in the above described Trentino-South Tyrol region at the time the interviews were carried out. The study participants thus comprise fifteen women, and one man. Of these, eight participants are L1 German speakers - thus Italian is their L2, and English their L3; and eight L1 German

speakers, with Italian L2 and English L3. Further background information is withheld to safeguard the participants' anonymity and confidentiality.

Data arising from the interviews were grouped according to the study participants' work experiences. Accordingly, participants were divided into two groups: the first comprises eight participants with less than ten years' TEYL experience; the second comprises eight participants who have been involved in TEYL for more than ten years.

Background information about the less experienced participants can be found in Table 1 below; such information has been kept to a minimum to protect the participants' identity and confidentiality.

Table 1: Group 1 study participants with 2-10 years' TEYL experience			
Participant pseudonyms, language background	Subjects taught at time of the interview	Teaching experience (approximate)	Main relevant qualifications
Fay Italian L1	English	2 years, lower secondary school 8 years, primary school	BA in languages, included English
Cora Italian L1	English	5 years, primary school	MEd, with TEYLTED EPS
Laura Italian L1	A range of subjects, including English	Generalist: 4 years) English: 1 year)	MEd – included TEYLTED
Helena German L1	A range of subjects, including English	2 years	MEd – included TEYLTED
Michael Italian L1	English	9 years	BA, excluding English; B2 English certification
Julia Italian L1	English	10 years	BA in languages, including English
Lily Italian L1	English	4 years	BA, including English; EPS
Emily German L1	A range of subjects, including English	2 years: secondary school 7 years: primary school	MEd EPS

Background details about the more experienced participants can be found in Table 2 below, with such information kept to a minimum to protect the participants' identity and confidentiality.

Table 2: Group 2 study participants with 10+ years' TEYL experience			
Participant pseudonyms, language background	Subjects taught at time of the interview	Teaching experience (approximate)	Main relevant qualifications
Nerissa German L1	English	5 years: German L2 Primary: 10+ years:	Primary school teaching qualifications; EPS
Isabel German L1	A range of subjects, including English	20 years – primary school	Pedagogical high school; EPS
Karen German L1	English	7 years German L2; 10+ years English	Primary school teaching qualifications; EPS
Kirstie German L1	A range of subjects, including English	20 + years	MEd EPS
Anna Italian L1	English	Secondary school: 10 years Primary school: 10 years	BA in languages, including English; EPS
Kathy German L1	English	years lower secondary school primary school	Pedagogical high school English qualifications
Elinor German L1	English	20+ years	Primary school teaching qualifications; EPS
Frida German L1	English	25+ years Secondary, then primary school	BA, excluding English

3.4 Data collection

3.4.1 Timetable

The data collection phase for the study began in early May 2018 (until the end of the 2018-19 s/y in early June), was resumed at the beginning of the following school year in October 2018, and continued until mid-February 2019. Of the teachers who were invited, directly or indirectly, to take part in the study, seventeen responded. Only sixteen were interviewed as one teacher postponed the interview twice due to health reasons, leading to a decision not to continue the data collection phase beyond the anticipated timeframe for the study.

3.4.2 Data collection approach

The data collection process entailed carrying out audio-recorded "semi-structured interviews" (Newby, 2010, p. 340), with sixteen individual participants LETs. The interviews were conducted face-to-face in the case of fifteen participants, and in one case via Skype. The interviews were conducted entirely in English, with very occasional instances of the study participants using other languages spoken in the wider community when referring to specific educational terms and for expressive purposes, and to repair

communication breakdowns. The interviews were audio-recorded and subsequently transcribed verbatim by the researcher according to transcription conventions adapted from van Lier (1988), found in Appendix D (p. 192). Whenever excerpts are cited in this thesis, changes/corrections are made only in extremely rare instances of blatant errors, to protect the participants' professional dignity.

3.4.3 Rationale

The study is cross-sectional, thus aiming to provide a snapshot of the reported professional activities and CPD affordances of the participants at a specific point in time. Researching the professional learning of teachers as well as, more broadly, second language teacher education entails an attempt to throw light on a set of most complex interrelated phenomena. As such, teachers' PD can arguably be examined in through a number of lenses, themselves potentially complementary. For example, CPD can be examined firstly through *observing* teachers' pedagogical enactments, whether at various points in time or longitudinally, for example during lessons and / or formal CPD sessions. Secondly, it can be examined through attempting to *infer* the professional learning processes as taking place in *individuals' minds*, through a variety of means (the study of "teacher cognition" – Barnard & Burns, 2012); thirdly, it can be illuminated through dialogues / interviews, such as those between teachers and other professional figures who may be researchers and/or stakeholders in education. The third approach was adopted for the study here reported in order to provide a forum for teachers to talk and be heard. Such a choice might be usefully illustrated by the following response, by Emily (a pseudonym), when asked whether during any CPD encounter with experts / language teacher educators she had ever been asked to express her views or experiences: "[intake of breath] *never*! [laughing]."

3.4.4 Data collection instrument

The data collection instrument (semi-structured interview schedule) was not piloted, but rather developed theoretically on the basis of the literature review, and planned so as to explore the areas focus of the three research questions. Questions to the study participants were refined on the basis of the participants' listening comprehension skills and rephrased / expanded / repeated as needed so as to explore appropriately the areas being studied.

The data collection instrument can be found in Appendix C. The questions focus firstly on the participants' general/academic backgrounds and teaching experiences. Secondly, questions probe the participants' experiences and perceptions of CPD. Thirdly, questions explore the participants' conceptualisations of scaffolding as well as perceptions

of their ability to enact such child-appropriate strategies. Fourthly, questions focus on access to/participation in CPD, and any impact on the participants' teaching practices. Fifthly, participants are asked about challenging aspects of TEYL; lastly, about suggestions for improving CPD provision in the area.

3.5 Data analysis

3.5.1 Data analysis: transcription process

After obtaining participant validation, the transcription process on the basis of van Lier's (1988) adapted conventions was undertaken by the researcher in two phases: in the first phase, all the interviews were transcribed with a focus on accuracy of verbal data, to include each participant's use of emphases and episodes of laughter; in the second phase, this was further checked, and pauses, lengthened sounds and other prosody aspects of spoken discourse were added to the transcripts. The lengthy twice-repeated transcription process thus constituted the initial phase of the data analysis process (Newby, 2014), as it allowed a deep familiarity with the participants' voices, expressions, concerns, themes, communicative styles, language use, metaphor use, and (sometimes collaboratively co-constructed) thinking modes, through embarking on an "iterative" process of data analysis (Dörnyei, 2007, p. 243). Such familiarity with data arguably constitutes the goal of research within qualitative paradigms. Moreover, the focus on the participants' language use appears coherent with the aims of RQ2, namely inferring how LETs use and/or conceptualise scaffolding strategies, also involving modified speech, in the YL classroom.

The detailed transcription approach was chosen so as to strengthen quality criteria and in relation to ethical aspects of research, namely providing as accurate a transcription as possible of the participants' original utterances.

3.5.2 Thematic analysis

The transcribed interview data were subsequently re-read, and salient passages / emergent topics in the light of the three research questions were highlighted. The interview transcripts were then subjected to a "coding" process (Newby, 2014, pp. 463-75). This was done manually through a "content analysis", or CA process (Friedman, 2012, p. 191-92) in order to identify emergent topics in the light of the three research questions. This entails that the coding process was undertaken on the basis of partially "pre-determined themes" (Newby, 2014, p. 468). Such topics were subsequently refined to arrive at overarching related and / or contrasting themes. It was however felt to be important to retain a focus on individual

study participants, as from a complexity perspective it would appear appropriate to avoid an overemphasis on a-specific group patterns. The transcribed data were analysed qualitatively, including a "thematic (narrative) analysis" (Duff, 2012, p. 102). The analysis focused on emergent themes and domains according to the constructs identified in Chapter 2, namely views of professional learning as arising from personally, socially, culturally and context mediated exchanges occurring through dialogue as well as through participation in professional activities in (non) supportive environments; additionally the analysis focused on the participants' awareness and reported pedagogical enactments of sociocultural theory-related educational construct such as scaffolding, and of YL methodologies, including MIOS.

3.5.3 Codes, themes and sub-themes

In relation to RQ1, the following initial codes emerged from the first phase of the data analysis process: broadly CPD enabling and broadly constraining CPD themes (codes: CPD – enabling; CPD – constraining). Subsequently, enabling/constraining themes were refined according to those pertaining to formal / informal / relational / *self* CPD affordances (relevant codes: formal / informal / relational / self). The table which shows the themes and sub-themes emerging from the data analysis process relating to RQ1 for both participant groups can be found in Table 3 below.

Table 3: RQ1 Themes and Sub-themes

RQ1: What are the study participants' reported perspectives, concerns and experiences as regards the CPD affordances (both formal and informal) which have so far informed their TEYL practice?					
	Themes: CPD - reported constraining factors		*Themes: CPD - reported enabling affordances / factors*		
	CPD constraining factors: self / relational	*CPD constraining factors: contextual / formal / systemic*	*CPD enabling factors: self*	*CPD enabling factors: contextual / relational / informal*	*CPD enabling factors: contextual / formal / systemic*
Less experienced participant group	1. Anxiety (justified / unjustified) about own EL competences 2. Low motivation 3. Low commitment / lack of enthusiasm / Inability / unwillingness to access freely available resources 4. Anxiety about classroom use of YL's L1 5. Energy depletion / tiredness / lack of time 6. Professional isolation: no other LETs in school	1. Lack of / Non relevant qualifications 2. Short-term temporary contracts / supply teaching 3. Lack of / non-relevant professional experience 4. Lack of time for CPD 5. Irrelevant CPD 6. Limited / denied access to CPD 7. Timetabling issues 8. Participation in inadequately supported educational innovation / inadequate materials 9. Inadequate facilities 10. Disruptive YL behaviour / inadequate classroom management training	1. Autonomous language development strategies / extensive reading 2. Growth mindset / commitment to / love of lifelong learning 3. Love of EL / sound of EL / learning / working with YL 4. Love of TEYL's pedagogical /methodological freedom 5. Choosing / Utilising / Adapting freely available online materials / other; creating own materials 6. Systematic observation of YL 7. Values and beliefs: education as empowerment / social justice	1. Relationship with YL / affection received from YL 2. Professional learning affected by YL's motivation to learn English / YL's progress 3. Conversations / sharing / planning with EL / other colleagues 4. Participation in communities of practice in own school 5. Parental involvement / educational values aligned with teacher / school	1. Qualifications 2. Experience 3. Access to CPD 4. Relevance of TEYL methodologies in CPD; 5. Relevant language courses 6. Courses / workshops led by language teacher educators / trainers who are experienced TEYL professionals 7. Appropriate textbooks 8. Access to libraries 9. Participation in supported educational innovation
More experienced participant group	1. Anxiety (justified / unjustified) about own EL competences 2. Low motivation / low commitment / lack of enthusiasm / Inability / unwillingness to access freely available resources 3. Energy depletion Professional isolation: no other LETs in school	1. Lack of / Non relevant qualifications 2. Short-term temporary contracts / supply teaching 3. CPD issues: irrelevant / limited / denied access / lack of time 4. Participation in inadequately supported educational innovation / inadequate materials / inadequate facilities Disruptive YL behaviour / inadequate classroom management training	1. Autonomous language / professional development strategies / extensive reading / growth mindset / commitment to / love of lifelong learning 2. Love of EL / sound of EL / learning / working with YL 3. Appreciation of TEYL's pedagogical /methodological freedom / creativity Choosing / Utilising / Adapting freely available online materials / other; creating own materials	1. Relationship with YL / affection / feedback received from YL; PD affected by YL's motivation to learn English / YL's progress Conversations / sharing / planning with EL / other colleagues / participation / helping others in communities of practice in own school	1. Qualifications 2. Experience 3. Access to and relevance of CPD 4. Relevant language courses 5. Courses / workshops led by trainers who are experienced TEYL professionals 6. Appropriate textbooks 7. Access to libraries 8. Participation in supported educational innovation

In relation to RQ2, the emerging themes were coded as reports/description of TEYL activities / classroom language (meso-scaffolding level), and further analysed as micro-scaffolding strategies in the following categories: affective, cognitive, and creative/multimodal. The table which shows the themes and sub-themes emerging from the

data analysis process relating to RQ2 for both participant groups can be found in Table 4 below.

Table 4: RQ2 Themes and Sub-themes

RQ2: How do the study participants describe and explain their implementation of TEYL-suitable linguistic, cognitive and affective multimodal scaffolding through YL-appropriate methodologies?				
Meso- / micro-scaffolding in TEYL: reported contexts, enactments and awareness				
Themes	*Meso- scaffolding: classroom language, activities & tasks*	*Affective / prosodic relational micro-scaffolding strategies*	*Cognitive micro-scaffolding strategies*	*Creative / multimodal micro-scaffolding strategies*
Sub-themes *Less experienced participant group*	1. Providing exposure: listening activities and TPR activities 2. Language games 3. Movement / outdoor games 4. Writing activities 5. Class surveys 6. Storybook reading 7. MIOS 8. Songs, music, chants, singing games 9. Drama, role plays 10. Classroom language: simple lexis / chunks / repetitions	1. Prioritising sensitivity to YL 2. Creating a safe / calm / friendly / enthusiastic classroom environment 3. Reported awareness of prosodic features which boost engagement / motivation / interaction	1. Awareness of: YL-appropriate learning strategies 2. L1 use to boost comprehension / engagement	1. Adapting textbook 2. Creating own teaching materials 3. Visual aids / realia / pictures / flash cards 4. Willingness to act / perform to motivate YL 5. Drama activities 6. Especially adapted music / songs / chants / singing games
Sub-themes *More experienced participant group*	1. Providing exposure: classroom language / lexis / chunks / repetitions / listening activities / TPR 2. Language games 3. Movement / outdoor games 4. Literacy activities 5. Class surveys 6. Storybook reading 7. MIOS 8. Songs, music, chants, singing games 9. Drama, role plays	1. Prioritising sensitivity to YL 2. Creating a safe / calm / friendly / enthusiastic classroom environment 3. Reported awareness of prosodic features which boost engagement / motivation / interaction	1. Awareness of YL-appropriate learning strategies 2. Purposes of literacy in TEYL	1. Awareness of pedagogical purposes of creativity / multimodality 2. Multimodality: multi-layered use in pedagogical activities

In relation to RQ3, the emerging themes were coded as wishes for: firstly, expanding own EL knowledge and competences; secondly, expanding own TEYL methodological / professional competences; thirdly, in-school CPD opportunities and improved support; fourthly, improved work-life balance. Such emergent themes were not further sub-divided. The table which shows the themes emerging from the data analysis process relating to RQ3 for both participant groups can be found in Table 5 below.

Table 5: RQ3 Codes and Themes

RQ3: What future professional development needs and concerns do the study participants report?				
PD needs and concerns				
Less experienced study participants	Participants' EL competences	Expanding own TEYL methodological competences	In-school CPD opportunities and improved support	Improved work-life balance
More experienced study participants	Participants' EL competences	Expanding own TEYL methodological competences; Specific TEYL / CLIL / multilingual project materials	In-school CPD opportunities and improved support	Improved work-life balance

Examples from the transcribed and coded interviews can be found in Appendix E.

3.5.4 Heuristic for identifying emotional content

Following Golombek and Doran's (2014) focus on emotional as well as cognitive and activity aspects in novice language teacher PD, the content / thematic analysis additionally drew on their "heuristic for identifying emotional content" (p. 106) in order to increase the "trustworthiness" (Dörnyei, 2007, p. 49) of the data analysis. This was adapted by the researcher, as encouraged by the authors themselves, to be utilised for the purposes of analysing *spoken* data arising from interviews, rather than from teachers' written journals. The adapted heuristic includes a focus on affective elements, and a focus on indicators of active cognitive engagement such as pauses and hesitations, themselves included in the analysis through the adoption of adapted conversation analysis transcription conventions.

The adapted heuristic for identifying emotional content and cognitive engagement in the analysis interview data (from Golombek & Doran, 2014) can be found in Appendix F.

A number of quotations from the interviews are included verbatim in Chapters 4 and 5 (Findings and Analysis), as it is thus hoped to allow the participants' reports of their lived experiences to be transferred to the page, with, as far as this is possible and seems relevant, an echo of their voices/language use (Seidman, 2013), through the transcription conventions adopted (adapted from van Lier, 1988). The resulting presentation of the study findings thus attempts to maintain a dual focus on both each participant's co-constructed narrative of their reported professional experiences and developing awareness, and on the research questions that inform the study.

3.6 Quality criteria in qualitative research

3.6.1 Quality

In qualitative research, which entails dealing with linguistic data arising from interactions in a range of human contexts, there appears to be a need to ensure that the findings obtained from the data analysis comply with criteria which define the whole research endeavour as of *good quality*. Such criteria are collectively defined as "quality" by Corbin and Strauss (2008, p. 301), and appear crucial in qualitative research, where accurate mathematical measurements of data obtained through 'objective' tools (such as sophisticated software) are not applicable; rather, findings are reached by the researcher through her / his construction and interpretation of data. The researcher is thus "the key instrument of research" (Cohen, Manion & Morrison, 2011, p.180); a researcher, however, is a person who thinks and feels

on the basis of highly subjective formative experiences, and whose judgement appears vulnerable to "bias", leading to possible researcher "misperceptions" and study participant "misunderstandings" (Cohen & al., 2001, pp. 204-5).

The following section will outline the strategies implemented in the present study to ensure its quality. It should be noted that transcription itself can arguably be seen as one of the research processes that can protect 'quality', through ensuring accuracy vis-à-vis the audio-recordings.

3.6.2 Validity

In qualitative research which relies on the researcher's striving to keep their judgement unbiased, multiple approaches arguably need to be implemented through all its phases in order to ensure that resulting findings achieve "validity", otherwise termed "the credibility of our interpretations" (Silverman, 2013, p. 285). Such a need results from the fact that findings from such studies appear to be only believable, in so far as the researcher's own interpretive stance and approach are made entirely traceable; this would appear to ensure "trustworthiness" (Dörnyei, 2007, p. 49). An alternative term for such trustworthiness is provided by Cohen et al. and termed "internal validity" (2011, p. 184), entailing that issues of validity in qualitative research refer to the integrity of the study itself, without reference to external viewpoints.

An additional construct which can be invoked in the context of qualitative interviewing – with participants co-creating quasi-narrative accounts of their practice and attendant reflective / affective cognitions – is that put forward by Bruner, namely "verisimilitude" (1991, p. 4). It is important to note here that such quasi-narrative accounts should arguably be taken as instances of "how it [narrative] operates as an instrument of mind in the construction of reality" (Bruner, 1991, p. 6). This appears to hint at potential benefits for teachers' professional development in participation in qualitative research studies which draw on interviews as moments of co-constructed meaning-making.

Strategies that appear to ensure trustworthiness or internal validity in qualitative research implemented in the study here reported have been complemented by others. It appears important to openly acknowledge my own "emic" (thus *insider* – further explored in Section 3.6.3 below) perspective as a researcher who is also professionally involved in various capacities in the area focus of the investigation (Bailey & Nunan, 1996, p. 3), and who thus has prior opinions and values. Furthermore, attempts to safeguard validity comprise including in the report an "audit trail" (Corbin & Strauss, 2008, p. xi) which describes clearly the various stages undergone through the data collection and analysis phases of the research. Additionally, it appears necessary to provide in the report

contextually clear and detailed descriptions of the findings; in the case of the study here reported, participant data are described and analysed in detail, with citations from the transcripts, in Chapters 4 and 5. Further strategies implemented included ensuring that participants themselves were part of the 'validation' process, and therefore that they received, read and approved the transcripts of their own interviews, or "respondent validation" (Cohen & al., 2011, p. 180-3). Specifically, many participants made comments, clarified issues and / or deleted sections of the interviews they did not want included in the data analysis. Many contextual details were thus omitted.

In an attempt to make the transcribed data more faithful to the participants' semantic/expressive intentions, and therefore more trustworthy, van Lier's conventions (1988) have been used for each transcript in its entirety. The conventions have been slightly adapted (see Appendix D below); they allow for basic prosodic features of spoken language to be noted. For the purposes of the present study, such features include emphases (as these may point to important meanings for participants), prolonged sounds, and pauses, which arguably evoke the participants' voices and engagement a little more faithfully.

A further approach relates to the interpretation of findings: although the findings are pre-viewed through the lens of the conceptual framework, it would appear crucial not to exclude alternative interpretations *a priori*, and to consider fairly any unfamiliar / surprising viewpoints, also through interrogating further authors / conceptual frameworks. The above concern would appear to also hold true as regards the researcher's subjective stance. Due consideration – in the sense of avoiding pre-judgement - was given to "deviant cases" (Silverman, 2013, pp. 292-296), entailing for example those participant views or reported practices of which I may – as an experienced professional – disapprove. In such cases, what appeared important was to welcome the frank offering of such views as demonstrations of trust in the research process, and later to duly consider them from as many angles as realistically possible. With other participants, however, it seemed apparent during the interviews that only a researcher stance entailing the conveying of "intersubjectivity" (May, 2011, p. 14) would gain their trust; this was apparent when participants such as Julia asked for my validation of their practices. In one participant's case (Nerissa – Chapter 5), she only seemed able to reveal her longing and feelings vis-à-vis work / life balance at the end of a most lively interview.

Further strategies for increasing the study's validity entail including verbatim and occasionally lengthy transcribed data excerpts from the participant interviews in the relevant chapters, to include pauses, hesitations and emphases. This appears particularly important in a study which focuses on language teachers' insights as 'personal voices'. Such voices are arguably characterised by "verisimilitude" (Bruner, 1991, p. 4), a further construct

hypothesised to boost trust in the research process. A further dimension of ensuring solid foundations for such trust may be gleaned from insights into the role of emotions in teacher-student communication. Hattie and Yates report that human beings are able to detect implicit negative messages in others' "tone of voice" through "emotional leakage" (2014, p. 18). Arguably, therefore, close listening to study participants' voices, and repeatedly re-reading their echoes in the transcripts, may enable the detection of authentic / inauthentic emotional stances, thus providing a modicum of ability to detect, for example, whether reported enthusiasm may be trustworthy. Occasional L1 use in the interviews may be indirectly interpreted to indicate heightened emotional involvement, as glimpsed through Dewaele's study on emotional inner speech in L1 versus LXs, or "languages learnt later in life" (2015, p. 1). Dewaele found that "LXs were used significantly less frequently than the L1 for emotional inner speech" (2015, p. 8). Such a finding would appear, albeit indirectly, to signal emotional authenticity in the participants' utterances where the L1 briefly emerged.

3.6.3 Researcher stance

It would appear important here, to uphold quality criteria, to discuss my own involvement and thus potential "bias" (Cohen & al., 2011, p.204-5) as regards the study here reported (Dörnyei, 2007, pp. 59-60). In my own previous research I have long been concerned about what Wagner terms the "[p]roblematics of power" (1997, p. 20) unavoidably existing in any scrutiny of study participants on the part of researchers with necessarily different roles and expertise. Such a concern has involved refraining from carrying out research with my current students as "[c]aptive audiences" (Cohen & al., 2011, p. 156). In this light, should be noted that when study here reported was carried out, and since then, the participants and I were *not* studying / working at the same institution; moreover, I carried out the study as an independent researcher. Nevertheless, I am personally involved in the participants' profession, as I have worked for many years both a language teacher and a language teacher educator. In relation to the latter role and to the study context, for many years I have been active in South Tyrol in various capacities, and since 2005 as language teacher educator in its higher education institution. In the latter capacity, in the not recent past I came into contact with some of the study participants (further details are omitted in agreement with such participants so as to protect their anonymity and confidentiality). It should thus be stressed that although the study here reported was not carried out in any of my work contexts, my professional responsibilities entail strongly held views, and thus potential bias. Moreover, the viewpoint from which I observe the participants' reported reflections is not detached: I am aware of the *pathos* inherent in the manifold challenges arising from the study participants' daily work. However, by

definition *all* my professional roles entail an overriding concern with both YL's overall development outcomes, and with language teachers' professional development and wellbeing. In this view, working as a language teacher educator appears to entail adopting a dual emic and relational perspective which encompasses children and their teachers. To mitigate against any potential bias, specific procedures followed throughout the research process included, prior to the interviews, explaining my professional roles and interests to all participants; during the interviews, avoiding "leading questions" (Seidman, 2013, p. 87); after the interview transcription process, requesting "respondent validation" (Cohen & al., 2011, p. 180-3), thus ensuring that all study participants received "a copy of the interview transcript electronically" so as to obtain "their comments and clarifications" (Floyd & Arthur, 2012, p. 176).

Complex researcher professional identities may be seen as thorny challenges, *and* opportunities for growth and change: "some projects can be as liberating for practitioners – or for researchers – as others are oppressive" (Wagner, 1997, p. 20). Additionally, as Floyd and Arthur caution, "insider researchers need to accept the challenge of anticipating the moral and professional dilemmas they may face not just in the research design and implementation, but in the years following the research when personal and professional relationships will need to be sustained" (2012, p. 178).

A complementary purpose of the study here reported on LETs' CPD relates to my own PD, still for the sake of my current and future students and their future pupils: as noted by Sharkey (2018), "Despite the *critical* role of teacher educators, we lack robust scholarship on how second language teacher educators develop – as scholar practitioners, as researchers and the implications for teacher learning" (p. 16). In relation to such a professional focus for the study, Floyd and Arthur emphasise that researchers "may be simultaneously insiders and outsiders" (2012, p. 173). This seemingly entails a complex, liminal space for the researcher/teacher educator, between committed participation in the co-construction of knowledge and (occasionally requested) validation of participants' contributions, while attempting a neutral stance towards what is reported, and being constrained by the boundaries of the research process. What appears favourable in such a juncture, though, is that "[t]he more familiar that researchers are with the language of a social setting, the more accurate will be their interpretation of that setting." (May, 2011, p. 178). Moreover, from a complexity perspective the above-indicated researcher space and role cannot arguably but impinge on the participants / context under examination: "the observer/researcher does not occupy a position outside of the system that he or she is studying" (Larsen-Freeman, 2015b, p. 17). Since from such a viewpoint the observer seems unavoidably inside the observed landscape, Wagner's warning should be heeded: "*organizational features of educational*

research projects represent social interventions in their own right. […] they absorb the limited time, attention and affective engagement of project participants." (1997, p. 20 – italics in original text).

It appears impossible to collaborate with in-service teachers without grasping how little time, attention and energy they can spare for extraneous activities. In consequence, a concern in planning the study related to creating opportunities for participant CPD through envisaging the interviews as "spaces and opportunities for reflection" (van Lier 1996, p. 218), to be collaboratively co-constructed. Lastly, such research arguably needs to be steeped in an ethical stance of vigilance permeating all its domains, and timeframes (Floyd & Arthur, 2012).

3.6.4 Generalisation

In quantitative research approaches, "generalisation" would appear to refer to explicitly linking a specific outcome to a specific cause, in a linear relationship. In qualitative research approaches, in contrast, generalisation appears problematic, in that such studies focus on specific and localised cases. As regards qualitative research, Lewis and Ritchie point out the greater relevance of what they term "referential generalisation – generalising from the context of the research study itself to other settings or contexts" (2003, p. 267), although arguably only if / when such tentative "extrapolations" (2003, p. 268) on the part of the researcher seem applicable to other comparable contexts.

Day emphasises that it is important to listen to and magnify "teachers' voices" (1999-2003, p. 44). However, in a discussion on teachers and researchers undertaking collaborative research in general education, Day sounds a note of caution as regards this, warning against the possibility that academic researchers might highlight only those teachers' opinions which resemble their own (2003, pp. 44-5). It thus appears important to exercise care in listening and in judging what research participants might say in an attempt to please the researcher-cum-language teacher educator.

3.7 Ethical considerations

Ethical considerations in research which focuses on human beings arguably need to permeate every phase of a study, from the initial formulation of research questions through to final dissemination, and beyond (Floyd & Arthur, 2012); thus the principles which governed all phases of the present study included "informed consent, confidentiality, benefit, and avoiding harm" (Bergmark, 2019, p. 2).

All phases of the research study here reported were undertaken following the University of Reading guidelines as regards ethical aspects of research, and were approved by the University of Reading Ethics Committee; the relevant Ethical Approval Form can be found in Appendix A below. Prospective participants were invited to participate on the basis of the detailed information they received from the researcher about all the aspects of the research purposes and processes through the invitation messages, information sheets, and informed consent forms which all had prior approval from the University of Reading Ethics Committee; such documents can be found in Appendix B below. The interview schedule approved by the research supervisors can be found in Appendix C below.

It should be noted here that all the information previously sent to prospective participants was moreover repeated to those participants who accepted the invitation during the first few minutes of all interviews, and agreed on. Thus the written and spoken information as to the study received, read, heard and agreed on by participants, both verbally and through their signing of the informed consent forms, contained all the strategies put in place to protect their anonymity and confidentiality. Such strategies included word processing and audio-recorded data protection through implementing University of Reading safety measures; the use of pseudonyms at all times throughout any text connected with the thesis; the omission of any details from the original transcripts which might lead to the participants' identities being recognised, either directly or indirectly, such as village / town / school names, geographical provenance in cases when a participant did not come from the region context of the study, unusual learning pathways, names of colleagues and headteachers / other. Additionally, in all cases such participant-specific anonymity / confidentiality protection measures were suggested by the researcher and agreed on by participants during the interviews themselves. It should be added that the resulting loss of contextual detail – itself seemingly an important element in qualitative approaches premised on complexity views - was felt to be a necessary trade-off in maintaining an ethical stance, and thus germane to the researcher's duty of care to participants throughout the research process. Despite such loss of detail, it is hoped that the participants' insights will be of personal significance and hopefully professional value in informing relevant educational approaches.

As noted above, after the data collection and transcription phases the resulting transcripts were sent to each participant for their approval and validation. Some of the participants chose to delete some sections from the transcripts, and these sections were

therefore likewise deleted from digitally held records and not included in the data analysis process.

3.8 Summary

This chapter illustrated the research methodology selected for its apparent explanatory power as regards the study here reported. Given the complexity of the professional / lived landscapes the participants are engaged in, complexity theory has been chosen as an overarching conceptual framework which illuminates both the theoretical and the research frameworks.

Such a framework has been chosen so as to enable the interpretation of processes of learning, professional development, and second language teacher education, as socially co-constructed through formal and informal affordances, as well as formed, affected, and continuously reshaped by myriad personal, interpersonal, biographical, linguistic, societal, cultural, historical and economic factors.

A qualitative methodology, drawing on qualitative data arising from audio-recorded interviews, themselves analysed in a series of connected phases, has been adopted as in keeping with the above-described worldview.

In the following chapter, insights emerging from the analysis of participant data will be presented and discussed according to the theoretical constructs presented in Chapter 2, to the research questions, participant groupings and related emergent themes.

Chapter 4: Findings and Analysis

4.1 Overview: Less experienced study participants' findings and analysis

4.1.1 Overall chapter structure

The previous chapter illustrated the research methodology and underpinning qualitative paradigm adopted in the present study to illuminate the human realities being explored in the light of the specific research questions. In this chapter, the findings from analysing the participants' data as regards the three research questions are discussed in the light of relevant conceptual and theoretical frameworks illustrated in the review of literature in Chapter 2 above.

The study findings are presented in two chapters on the basis of themes relating to each research question and emergent from the data analysis process. Analysing the data resulted firstly in the identification of two broad participant groups. The first group comprises those who, at the time of their interviews, had been teaching in various capacities and contexts for less than ten years; findings from this group are presented and analysed in Chapter 4. The second group comprises those participants who, at the time of their interviews, had been teaching for longer than ten years; findings from this participant group are presented and analysed in Chapter 5.

The three research questions provide the overarching structure in presenting and analysing the study participants' contributions, with each research question yielding a number of related themes. It should be noted here that the research questions attempt to explore complex and arguably interrelated factors pertaining to the participant LETs' prior engagement in professional development (RQ1), to their current enactments of such learning through scaffolding strategies (RQ2), and to their stated future professional development needs (RQ3); therefore, such complexity and interrelatedness lead to a number of themes showing links and overlaps.

The primary English teachers from the Trentino-South Tyrol region who participated in the study have been grouped according to their English language teaching experiences. The first group includes eight research participants who, at the time of the interviews, had been working as LETs for less than ten years. The pseudonyms adopted to refer to each are: Fay, Cora, Laura, Helena, Michael, Julia, Lily, and Emily.

In the following sections, findings from the three research questions are illustrated and analysed.

4.2 Research Question 1 – Continuing professional development affordances

RQ1: What are the study participants' reported perspectives, concerns and experiences as regards the CPD affordances (both formal and informal) which have so far informed their TEYL practice?

4.2.1 Overview of RQ1 Findings

The first research question focuses on participant reported experiences and perceptions of CPD. A thematic analysis of the interview data yielded a number of codes, which later coalesced into a number of themes. The themes are structured into two broad themes as follows: firstly as comprising factors which are reported to enable professional learning, and secondly as comprising factors which are reported to constrain or inhibit such learning. Enabling PD factors are further sub-categorised as follows: factors pertaining to the self; contextual / relational / informal factors; and contextual / formal / systemic factors. Constraining factors are categorised as follows: self / relational factors; contextual / formal / systemic factors. Factors pertaining to the self which are seen to negatively impact PD were subsumed with relational factors, usually as denoting *absence:* for example, the absence of English teaching colleagues in a participant's immediate work context.

In exploring the findings resulting from RQ1, the analysis will be moving from firstly broadly contextual / formal / systemic factors which reportedly impact the participants' professional development trajectories, to – secondly – broadly relational factors; lastly, factors pertaining to the self will be foregrounded.

4.2.2 CPD enabling factors: contextual / formal / systemic

A number of enabling themes relating to contextual formal CPD affordances can be seen to emerge from an analysis of participant data. Such themes are grouped as follows: study participants' qualifications and experience; access to CPD; relevance of TEYL methodologies in CPD; relevance of language courses; courses / workshops led by language teacher educators / trainers who are experienced TEYL professionals; appropriate textbooks; access to libraries; participation in supported educational innovation.

As regards such themes, the eight less experienced study participants report a wide range of professional qualifications which enable them to teach English in primary schools in the context under examination; these could be described as on a continuum from most to least professionalising. The most professionalising combination of qualifications held by participants, which moreover seem to entail better professional status / permanent teaching contracts, include firstly the 5-year Master in Primary Education from the local higher

education institution (FUB), which focuses specifically on TEYL through a number of laboratories; secondly, the English for Primary School (EPS) specialisation course (FUB), a two-year programme held in the past, and attended at weekends and moreover providing support through supervised online journals and one-to-one / small group tutorials.

In this first participant group, two LETs hold both those highly professionalising qualifications: Cora and Emily. Two participants, Laura and Helena hold the Master in Primary Education, which enables holders to teach subjects including English in primary schools. Fay and Julia hold BA degrees in languages, including English; such degrees do not include any specific teaching methodology courses, but enable holders to teach English in secondary school, as well as in primary school whenever no teachers with specific primary school qualifications are available. Thus Julia particularly values short courses that focus on practice, such as on Total Physical Response (TPR – Asher, 2009). Lily holds a BA in a non-languages related subject, which however included English; she moreover completed the EPS course (FUB) after her first year of teaching, for the following purposes:

> I had some language knowledge but not the:: pedagogical knowledge- I had difficulties at the beginning with- discipline with pupils, so I asked […] and a colleague told me that they had attended this two-year university course- […] we had a lot of theory, but we also had a lot of practical activities- (Lily)

Lily's decision to gain a formal English teaching qualification thus stemmed from a seeming awareness that TEYL entails specialised knowledge and competences which in their turn can enable teachers to deal with disruptions. One of the EPS courses was also attended by Cora, who comments, arguably revealing her understanding of the role of scaffolded interaction in TEYL:

> that was the *only* course that- that was directed at *how* you can- you can *be* (.) in class a:nd have a- *relationship* (.) with your children- (Cora)

Other study participants, such as Michael, have no specific TEYL qualification; he holds a B2 English certification, enabling him to teach English as a supply teacher in secondary and primary schools, which he has done since he began teaching.

In addition to formal qualifications, participants report on their perceptions of a range of CPD experiences that aim to complement and extend their professional competences. All three South Tyrol province local education authorities for the three linguistic groups, as well as the Trentino province LEA, provide a wide range of professional development courses

specifically for TEYL. Participants in this group report they appreciate receiving concrete suggestions accompanied by instructions / materials / resources; for example Fay, Cora and Emily value drama-based approaches (Bland, 2014) / music / jazz chants (Hugo & Horn, 2013) courses which provide worksheets and internet links. Moreover, Emily appreciates above all courses taught by native English-speakers who have themselves first-hand TEYL experience, and appears generally very happy with all the CPD opportunities available to her.

For Lily, one of the most useful courses she attended was an intensive residential one-week EL course which took place just after the s/y end, testifying to her perception of the importance of EL competences for TEYL.

When time constraints make formal CPD attendance impossible, textbooks and related teacher handbooks can function as trusted guides especially – reportedly - for novice LETs such as Helena and Emily.

4.2.3 CPD enabling factors: contextual / relational / informal

A number of reported PD-enabling factors which are arguably relational and informal in nature are dealt with in this section. Emergent enabling *relational* themes arising from the thematic analysis of the first participant group interview data include: relationship with YL / affection received from YL; professional learning affected by YL's motivation to learn English / YL's progress; conversations / sharing / planning with EL colleagues / other colleagues.

Relational factors such as YL's motivation to learn English / their enjoyment of TEYL active methodologies are reported by Fay, Julia and Emily; Fay and Julia also report being motivated and sustained in their PD by their YL's affection (Noddings, 2012). As regards TEYL methodologies (Cameron, 2001) and pedagogical content knowledge (Shulman, 1986), Michael comments that during the eight years of his teaching experience prior to the interview he had worked in a number of schools where no professional learning occurred through exchanges with colleagues. However, at the time of the interview he reported being supported with methodological suggestions and practical help (worksheets / other) by kind and knowledgeable colleagues in his current school in what appears to resemble a community of practice (Lave & Wenger, 1991). Fay, Cora, Laura, and Julia also reported being enabled to work more effectively in their schools through informal albeit often hurried conversations with more experienced colleagues. Indeed, Fay (a supply teacher with no formal TEYL training, who works in a different school every s/y, and whose professional life is thus characterised by precariousness) prizes such spontaneous collaborative professional learning above all else, including formal CPD courses and

workshops. This is as she greatly benefited from colleagues' support in her first year of TEYL, and this stood her in good stead in later, less supportive school contexts. A further highly appreciated opportunity for collegial learning arises from the fact that in one of the above-mentioned participants' schools, teachers are officially allocated one hour per week to plan lessons collaboratively, with more experienced colleagues offering motivational / linguistic as well as practical support. Even in the absence of EL colleagues in her school, Lily reports deriving comfort from the two official weekly planning hours taking place in the same room with other subject teachers, perhaps as this mitigates a feeling of isolation.

4.2.4 CPD enabling factors: self

Those reportedly enabling CPD factors which pertain to the study participants' personal characteristics and behaviours, or the *self,* will be illustrated and analysed in this section. As noted above, such factors can be seen as on a continuum from more strictly personal to more relational, as well as unavoidably / happily informed by formal / informal educational and professional experiences in complex and unpredictable ways. For the sake of clarity in illustrating the relevant findings, however, CPD-enabling personal factors will be analysed in isolation in the present section. A constellation of themes can be seen to emerge from an analysis of participant data.

Such themes are grouped according to a number of different professional knowledge and development domains. Emergent enabling *self* themes for the less experienced participants include firstly, autonomous language development strategies (not including extensive reading); secondly, *love* of EL / sound of EL / learning / working with YL / of YL; thirdly, a preference for / love of 'normal' TEYL's pedagogical /methodological freedom; fourthly, adapting freely available materials / creating own materials; fifthly, PD through attentive observation of / interaction with YL; and lastly, values: lifelong learning / education as empowerment / social justice.

In relation to the first theme, Emily reports being very committed to her own EL development, whilst having little time to devote to it in practice. Lily's language competences derive, she feels, from having lived in an English-speaking country for many months in the past.

As regards the overlapping nature of self and relational factors, the second theme, and one of the most strongly emergent themes from both participant groups, *love,* is itself held to be a teacher trait (Day, 1999-2003; Dörnyei & Kubanyiova, 2014; Dörnyei & Ushioda, 2011) that can affect positively YL's motivation and outcomes. The following excerpt from the interview with Emily illustrates three linked variations on this theme, namely love for the language, teaching it, and its sound:

> I enjoy the *language* so I enjoy *teaching* the language […] the sound of *British* English! [laughing] (Emily)

Such love for both the language and a perhaps abstract idealisation of its sound is shared by Lily. As regards love for YL, Julia invokes this explicitly and unprompted:

> I love my job because I love children. (Julia)

In contrast, the nature of the *love* Cora describes appears more complex in linking its biographical roots to her pedagogical priorities. She explains the origins of her attitude to the EL and relates this explicitly to her educational sensibilities as regards what she terms "our mission":

> I:: I fell in love with the English language at school, in middle school- […] because I had a wonderful teacher eh:: that is still in my heart- […] he was very important because he:: he taught us the language, (.) but also how to *love* the language, and (..) I think this is our (..) mission with our children (1') of course we have to give them inputs, language, but also eh:: curiosity, eh:::m and everything that they could- eh:: know about the language- (.) culture, traditions, songs- (Cora)

The second theme is exemplified by Lily and Laura, who report a marked preference for and/or love of 'normal' TEYL' (in Lily's case, as juxtaposed with CLIL approaches) because of its pedagogical / methodological freedom, which allows them to respond to their YL's linguistic / affective / cognitive needs through deploying what they feel is the most appropriate pedagogical content knowledge (Shulman, 1986):

> I enjoy it [TEYL] because I can do different things- English is not like one subject, it's (..) broader- through English I can teach what- what I want- I can do a game, a song, a game (..) so- (..) (Laura)

Arguably, such teachers' enjoyment of TEYL also results from the fact that it enables them to explore initial teaching through activities that they feel *comfortable* with and / or that will not result in disruption. Feedback from YL is described as another source of professional learning: Fay reports that she loves learning from the YL themselves and from their engagement, and that this inspires cycles of teaching, reflection, planning and subsequent teaching. Positive feedback from her YL also maintains her own strong motivation, which has the apparent potential to mitigate her reported exhaustion due to the high number of classes she teaches as a specialist English teacher who is always employed as a supply teacher:

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I::: the most beautiful thing of this- eh:: job is that I can learn something *every* day from the children (..) [laughing] I::: invent, but (.) I use my experience because I see what *they* most like, (..) what is most useful to motivate them- (Fay)

As regards the fourth theme, learning through attentively observing her YL and systematically reflecting on their engagement and understanding is something that Helena reportedly does constantly:

I am always checking what they have done a:nd (.) then I make a lot of notes (..) of what they have understood and *not* understood- (Helena)

Helena seems unique in the less experienced participant group in reporting such a focused attention to her YL's engagement *in relation to their EL development*, as well as in her keeping written records of this. This reported habit, in the interview / transcript, is evidenced through her recurring use of verbs relating to attentional / cognitive processes in relation to her YL: "I am always checking…" / "I noticed that…"; in a further example, she comments:

I've noticed (.) that they are very different- some- (.) last year I had the class, they already knew a lot of English words- I don't know, they watched youtube- (Helena)

As regards learning from freely available affordances, all participants in this group except for Michael avail themselves of available online materials / YouTube tutorials / songs; Julia (who holds no specific TEYL qualifications) mentions watching TEYL YouTube videos "continually". It can be argued, however, that although drawing on such resources seems to indicate resourcefulness and a will to expand their own professional repertoires on the part of such participants, it is doubtful whether PD through choosing among such assorted worksheets / videos / other can be effected in a principled / educational manner in the absence of a more expert-mediated formal TEYL knowledge base.

In contrast with the more experienced participants (see Chapter 5), in this group none reported engaging in extensive reading to maintain / improve their EL competences. An identification with lifelong learning was reported by Cora, without however providing specific examples:

I think of me as a- an (..) eternal student, continuing to grow with the children (..) and as a person, and as a citizen of the world. (Cora)

Factors which arguably enable the study participants' professional growth were illustrated in the previous sections. In the following section, systemic / contextual factors which are arguably constraining of participants' PD are in focus.

4.2.5 CPD constraining factors: contextual / formal / systemic

A number of PD-constraining themes relating to contextual informal CPD affordances can be seen to emerge from an analysis of participant data. Such themes are grouped as follows: lack of / non relevant qualifications; short-term temporary contracts / supply teaching; lack of / non-relevant professional experience; lack of time for CPD; irrelevant CPD; limited / denied access to CPD; timetabling issues; participation in inadequately supported educational innovation / lack of adequate materials; inadequate facilities (small classroom; denied access to school gymnasium).

Not all TEYL methodology courses are perceived by the study participants as affording novel insights or being specifically relevant, as remarked by Fay: "Every time I attended a course, I could see eh:: that something was – I *already* knew". Such a reflection appears to point to an instrumental, top-down focus of such courses, as opposed to a focus on expanding teachers' understanding as linked to the development of interactional competences, as also hinted at in Cora's comment in the previous section. In relation to a CLIL specialisation course attended by Lily, she reports that its interesting, but overly theoretical nature, made it less useful than it might have otherwise been: "I could have read a book and it would have been the same".

Michael, who has exclusively worked as a supply teacher while unsupported by either formal or informal TEYL training, concerningly reports being denied access to formal CPD because of his precarious professional status and the itinerant nature of his work:

> It's wrong because in Italy these (..) non-permanent teachers- (…) these short-term contracts are- every year more common, (.) they're becoming more common, (..) and so- there are all these courses that- you're *not* allowed to take part in- it's a shame- (..) it's a pity. (Michael)

In the long-term, Michael admits he should obtain the relevant university qualifications, but working full-time, albeit as a supply teacher on short-term contracts, cannot in his view be reconciled with further studies.

Time to access CPD courses, and often the timing of the courses themselves are problematic: most participants in this group report that heavy workloads preclude their attending CPD courses / workshops; a further difficulty relates to the need to find replacement teachers to cover missing lessons. Even more worryingly, reportedly workloads can sometimes leave participants with little time for lesson planning, as reported by Fay and Lily. Such workloads particularly affect those teachers who teach only English (specialist teachers) as they are responsible for a high number of classes, which results in a high number of afternoon administrative meetings.

Cora reports that she finds official CPD courses only partially helpful precisely as their seemingly top-down nature does not allow opportunities for spontaneous discussions with colleagues, or indeed envisage the language teacher educators / experts asking the participant teachers for their needs and views. When I enquired how often she had been asked for her insights as a practitioner during such courses, Emily exclaimed: "[intake of breath] *Never!* [laughing]" – her gasp and laughter perhaps alluding to how novel and yet somehow just she felt such a notion to be.

Participation in less than ideally supported educational projects may be counterproductive as regards a teacher's CPD, as what Lily reports liking (teaching 'normal' English to YL) appears to be what corresponds to her former training and qualifications. In contrast,

> I used to teach PE English [CLIL] and- that was my *nightmare*! […] a specialist PE teacher […] gave me help- […] I learnt a lot from him- (..) but- but he spoke *Italian*, so for English that was *not* useful- (Lily)

Lily's strongly worded comment emphasises her CPD needs in regard to specific CLIL classroom language, activities and materials which she reports as scarce or inappropriate. As Ellison indicates, "many teachers cannot rely on a ready-made supply of CLIL materials which will fit their context" (2019, p. 261).

Lastly, classroom management in the face of YL disruption emerged as an important theme. For example, Fay points out that some of the suggested activities in the CPD courses she has attended simply cannot be implemented within normal 50' lessons, where "academic learning time" (Hattie & Yates, 2014, pp. 37-8) is often eroded by classroom management issues – Lily and Emily in particular report disruptive behaviour from boys whilst not having received specific group dynamics (Dörnyei & Murphy, 2003) training or support. As Fay admits:

> sometimes I have to:: (.) *shout* [laughing] because the respect they have (..) towards a teacher is proportioned [in proportion] to the time they spend with him or her: (Fay)

Thus specialist English teachers who work in large town schools, such as Fay, are seemingly not accorded the same respect as class teachers, thus facing the compounded challenges of high workload, lower familiarity with specific YL, and ensuing disruptive behaviour. However, such challenges can also be found in very different contexts. Emily works in a small village school, and reports only one difficulty:

some of the boys are very strong characters- they need a lot of attention- they have arguments (..) yes, they are a bit exhausting sometimes- also some girls! […] but on the other hand they like English and they are very motivated and like English, so- I can't be so unhappy with them. (Emily)

Whenever such classroom management (Zein, 2019b) issues arise, Emily reports that they are dealt with through German; she aims to speak English in the classroom at all other times.

In the following section, self / relational factors seen as impacting negatively on the participants' professional trajectories are illustrated

4.2.6 CPD constraining factors: self / relational

Emergent themes as regards PD constraining personal / relational factors reported by participants include: anxiety and/or dissatisfaction, whether justified or unjustified, about one's own EL competences; seeming low motivation to engage in informal PD activities (itself arguably impacted by denied access to formal CPD) / low commitment / lack of enthusiasm / inability / unwillingness to access freely available resources, and a lack of awareness of their availability; anxiety about classroom use of YL's L1; energy depletion / tiredness / lack of time; professional isolation due to being the only LET in one's school context. Arguably such 'self' themes can be impacted by systemic factors such as the practice of filling vacant teaching positions through employing high numbers of teachers on short-term contracts (Ostinelli, 2009), or 'docenti precari'. However, Fay, a supply teacher herself (see following section) reports adopting coping mechanisms, thus seemingly contributing not only to her wellbeing, but also to her YL and current work contexts.

In relation to the first theme, all participants in this group, regardless of their EL levels, expressed concern at the lack of opportunities and/or time for maintaining / improving their language competences given the constraints of their work with YL / local context. As regards the second theme, a reported lack of commitment as regards autonomous PD, this was reported by Michael, who moreover appeared unaware of the availability of myriad online TEYL resources, admittedly of varying quality. As regards the YL's L1 in the classroom, all participants regretted sometimes being forced to use it. For example, Lily asked: "So it's *not* forbidden to use Italian?". Lily's question seemingly derives from former approaches which recommended avoiding the learners' L1 in the EL classroom (see Deller & Rinvolucri with Prodromou, 2002). Additionally, Lily admitted that lack of time sometimes impacted her lesson planning:

sometimes it happens to me that I come to the class- I have an idea- but it is not well enough prepared so it may happen that with some classes tha::t it doesn't work well, and I realise that I should have done more things- l should have had more material- (Lily)

Further contextual constraints reported by participants are due to the absence of either English teaching colleagues, especially in relatively isolated schools such as Emily's; or in the absence of a habit of colleague collaboration, as reported by Helena, Lily, and Michael (in relation to school contexts experienced prior to the interview). Helena expressed surprise at the suggestion that it may be useful to share professional reflections with colleagues; this appears to point at an omission in her otherwise beneficial initial training.

4.2.7 Summary

The findings from RQ1 provide a variegated and complex picture of the participants' former CPD experiences, both as regards reported enabling and constraining factors.

The last theme explored, that of the participants' more intrinsically personal attributes as informing their CPD, can be argued to constitute a bridge from RQ1 (teachers' formal / informal / personal PD affordances or lack thereof) to RQ2 (teachers' reported scaffolding enactments and understandings), in that teachers' affective and lifelong learning dispositions would appear to impact their readiness / ability / willingness to provide a range of appropriate YL scaffolding strategies. The findings from RQ2 for the less experienced study participants are reported in the following section.

4.3 Research Question 2 – Reported meso- and micro-scaffolding strategies

RQ2: How do the study participants describe and explain their implementation of TEYL-suitable linguistic, cognitive and affective multimodal scaffolding through YL-appropriate methodologies?

4.3.1 Overview of RQ2 Findings

RQ2 focuses on all participants' reported enactments and / or understandings of scaffolding interventions through firstly classroom language contexts and TEYL-appropriate activities and tasks (scaffolding: meso-level); secondly, through modified child-directed speech (scaffolding: micro-level). The data analysis process attempted to infer the participants' awareness of a number of highly interrelated scaffolding strategies which are arguably highly relevant in TEYL through coding the relevant interview transcript data. Therefore, the thematic data content analysis in the case of RQ2 was pre-shaped by the relevant

theoretical conceptualisations vis-à-vis scaffolding. The data analysis for RQ2 explored firstly whether or not any relevant information was mentioned by each interviewee; and secondly, if any TEYL scaffolding strategies were mentioned either spontaneously or when prompted, how they were described or explained by each participant.

The analysis process yielded four broad sub-themes, which arguably overlap because of children's preferred holistic learning modes (Pinter, 2006). The sub-themes are, at the meso-level, reported enactments or lack thereof of scaffolding strategies vis-à-vis a range of TEYL classroom language contexts, activities, and tasks; secondly, reports (or lack thereof) of affective / prosodic / relational micro-scaffolding strategies; thirdly, reports of cognitive micro-scaffolding strategies; fourthly, reports of creative / multimodal micro-scaffolding strategies.

4.3.2 Scaffolding: classroom contexts, methodologies and classroom language

Types of TEYL activities reportedly deployed by the less experienced participants to provide adequately scaffolded learning affordances as regards classroom language, and as regards methodologies / activities / tasks – or meso-scaffolding – for YL will be detailed in this section. Such activities are included as they arguably provide meaningful contexts / background information for a subsequent analysis of micro-scaffolding strategies / examples reported / illustrated by participants. TEYL activity types described in the interviews include: activities and tasks targeting YL's listening competences; language games (Shin & Crandall, 2014), Total Physical Response (TPR - Asher, 2009) activities, writing activities, class surveys. Additional activities included an emphasis on creativity (Maley & Kiss, 2018), such as storybook reading, songs / music / chants / jazz chants, and drama / role plays. Additionally, classroom language in TEYL typically includes a focus on simple lexis, patterns, chunks, and repetitions. The latter feature is included, given the importance attributed to "repetitive practice" (Puchta, 2019), with the teacher both providing EL "exposure" (Doughty, 2003, pp. 260-69; Spratt, Pulverness & Williams, 2005, p. 41), and motivating YL in interactions to include repetitive language patterns. Accordingly, the data analysis checked the presence of instances of such instructed language development factors.

As regards YL's listening, such activities are prioritised by all participants. With the youngest YL, participants reportedly recur to different types of structured language games which have YL do actions in response to commands. Additionally, participants all report resorting to songs / jazz chants, as these seemingly boost exposure as well as scaffolding spoken reproduction through (teacher-led) collective singing / chanting.

It should be noted here that participants report using songs / music and attendant worksheets through the support of CDs supplied with the English language textbooks, and

through what they are able to locate in YouTube; they do not mention singing themselves, or leading the class in music activities unsupported. As argued above, the overall educational as well as language development affordances of freely available online TEYL resources are potentially concerning, and would thus arguably need discussing / mediating. Picture books are routinely used in the participants' classrooms.

All participants were asked about their implementation of story-based approaches; no one reported engaging in MIOS, with some participants unaware of the approach. Such findings are in line with those reported by Bland (2015). The omission is perhaps due to the professionally linguistically challenging and multimodal nature of their implementation: those participants who already knew about the approach reported that they were unable to implement it for a range of reasons including its linguistic challenges, the lack of time needed for preparing to tell as opposed to read stories, and / or because of their inadequate storytelling / acting skills. As noted by Lily, "I can't improvise".

In contrast, Michael commented "I don't like stories", later clarifying "because (..) I am not able to teach them-". Indeed, it appears doubtful whether MIOS can be implemented without adequate and extended professional support / training.

TEYL activities including short semi-memorised dialogues and role plays are mentioned by all participants. Similarly to what Fay reports doing with jazz chants, Emily embeds classroom phrases in playlets created by YL with her input and feedback. Moreover, Emily focuses on spoken interactive activities such as:

> role plays, games and these kinds of things, […] I don't do many written things (…) it's
> more (.) motivating for the children" (Emily)

As regards classroom language, examples of teacher scaffolded language interactions / modified speech in the YL classroom would normally include (Cameron, 2001; Pinter, 2006; Slattery & Willis, 2001): modelling a variety of instances of classroom language; displaying classroom language (posters / other); lexical / pattern / chunk repetition strategies; strategies for furthering the development of the YL's "phonological awareness" (Murphy, 2019, pp. 114-5), or the YL's developing "ability to hear the individual sounds and syllables that make up words" (Cameron, 2001, p. 137); being able to distinguish such features of the language is itself seen as a precursor of later reading / writing abilities in children (Cameron, 2001). Additional examples would include, when appropriate, the use of pupils' other languages, and involving YL who speak EL well as language models for other YL.

Emergent themes relating to classroom language - with further support provided through visual means, reportedly used by the less experienced participants in their child-directed speech – included the following: employing simple lexis (all participants); focusing

on clear pronunciation both in their own teacher talk and in the YL's spoken production (all participants).

None of the less experienced participants report using language in repeated patterns (Willis, 2003), or 'chunks' so as to direct the learners' attention to specific collocations (Richards & Schmidt, 2002, p. 87) and/or forms. Laura mentioned a focus on linguistic repetition, an issue arguably at the heart of language teaching / learning, explaining:

> I can say that sometimes the methodology- with the help of the book, I use colours and many examples, and repetition, too- (…) because (.) maybe we do like- a snake and we repeat o::r I use the blackboard and I show that the structure of a sentence works- (..) and- and the book helps with repetition- (Laura)

In the following excerpt, Michael provides some examples of the classroom language (in this case, "display questions" – Richards & Schmidt, 2002, pp. 164-5) he reportedly employs with first year (6-7-year old):

> I:: enjoy cutting pictures, and then giving them pictures, and then I ask them, (..) what is this picture, for example- a pencil, what is this- (..) colours, numbers- (..) and simple things- […] they [YL] like them- they have *fun*! (..) because there is no grammar; maybe there's no- (..) they take it as eh:::m a game- (Michael)

Such classroom activities are thus reportedly enjoyed by young learners, with the scaffolding strategies employed – pointing at the simple cut out pictures – supporting YL's language development holistically in conjunction with the dyad teacher-pupil or whole-class interactions in very simple language. In the above excerpt Michael moreover appears to view a focus on *fun*, together with an avoidance of explicit grammar teaching, as motivating for YL.

Having explored the participants' mentions of classroom language and TEYL activities, the next section will focus on reports of more fine-grained details of scaffolding strategies as described by the participants LETs.

4.3.3 Affective / prosodic / relational micro-scaffolding strategies

The current section analyses the participants' reported enactments and awareness of affective / prosodic / relational elements of their own scaffolding strategies. As suggested in section 4.2.7 above, some of the personal participant attributes and characteristics which are hypothesised (RQ1) to influence their CPD can arguably be seen as precursors of and as linking in multiple and complex ways to their enactments and perceptions of what may be termed as affective scaffolding for their YL. Themes that emerge from the thematic analysis

of the participant data from the less experienced group include the following: firstly, prioritising sensitivity in working with YL; secondly, aiming to create a safe / calm / friendly / enthusiastic classroom environment; thirdly, reported awareness of prosodic features which boost engagement / motivation / interaction / language development.

As regards the first theme, prioritising sensitivity in working with YL, Helena reports that she seeks to offer more opportunities for scaffolded spoken interactions with her to specific YL. When asked how many YL she teaches in any one group, she replies:

> Ah, lots! [laughing] so there is not that much time to speak, but- maybe always four or five [YL], and the next hour others; I always try to choose the- the more shy ones because I think the others try and do it also at home- (Helena)

Such a reply arguably reveals a thoughtful and committed approach to her work, in which affective / care elements are systematically woven into her pedagogical thinking and planning. More in relation to the first theme, when asked an exploratory question about the qualities needed in TEYL Michael replies "I don't know". After being encouraged to "think about it in your own time-", he reflects, and responds:

> Mmm- (5") sensitive- (..) you have to be sensitive, that's for sure (…) eh:::m (.) try to get the topics eh:: through the students, but- (..) you have to do it slowly and with the- (…) yes, *don't* shout because- (..) at the beginning I was very- I was very nervous, because I didn't understand- I was still on the other side of the table- how do you say (..) of the desk- like at university [frontal teaching] [unint.] maybe they follow you- (..) there are twenty-three, twenty-four students [unint.] and everyone is different, I really don't know, it depends on the teacher, it depends on the person, if it's a lady or- a *man*- (…) but actually to be sensitive- (Michael)

Through his thoughtful response, which does not however focus on language development itself, Michael appears to be retracing his own 'learning-to-teach-unassisted' history in the above excerpt, in what arguably shows a growing albeit unsupported awareness of pedagogical principles, learner differences and their implications for professional practice. It appears notable, in this context, that he explicitly warns: "don't shout"; this links to the second theme, aiming to create a safe / calm / friendly / enthusiastic classroom environment. Enacting classroom interactions with YL which cater for their affective needs appears central to TEYL because of YL's needs for warm, supportive as well as appropriately challenging learning environments enabled by committed and friendly teachers. All participants in this group, Helena excepted (for whom it can be hypothesised that this is a given, as implied

above), report that they aim to foster a positive learning climate. For example, Fay explicitly mentions *love* in conjunction with a question about furthering YL's development:

> Eh::m I give them *love*! (..) I'm (..) they say I'm sweet (Fay)

Similarly, Cora comments on knowing her pupils well:

> Yes, it is very important, because you have to (.) *work* with them- it's not (.) take your pencils and write- (..) it's- it's real life- so you have to talk with them (..) *play* with them, *live* with them. (..) It's very important to know each other. (Cora)

Julia adds further elements which relate to what may be termed her sense of her own personal authenticity, which arguably activates her emotional resilience in facing the requirement of teaching a 'foreign' language. She connects such elements to what she perceives as YL's affective needs and their current social / familial contexts:

> when I speak, when I (.) talk- I am able to pass m:y feelings because- (..) I am natural- (..) I am *myself* in class- I don't lie. (.) in every situation. […] they [YL] have to find in the family un posto sicuro [a safe place], […] but (..) in a harmonious situation, harmony in family, because today it's very difficult to find a family that is loved [loving], involved- (…) because the family or- they are separated- (Julia)

In relation to the third theme, reported awareness of prosodic features which boost engagement / motivation / interaction / language development, Julia further explains her stance:

> I take in my class my cheerfulness, my- my smiling, my eyes and my passion- because I have- I have got difficult classes, but with my *mood,* with a smile (..) I catch- I catch the attention of my pupils- that is a good way- of teaching in my opinion- (Julia)

Such traits reportedly help Julia prevent classroom disruption, as well as arguably enhance her YL's motivation; importantly, Julia appears moreover aware of the need to direct YL's attention to features of the language / lesson through her body language (Hattie & Yates, 2014).

In relation to such prosodic features of classroom language, Lily reports attempting to speak with great clarity to enhance her YL's understanding and engagement:

> when you take up- (..) another language you must think of the right intonation- it's specific of [each] language (..) when you improve a language you- you need to start to think of the *right* intonation- (Lily)

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The 'right' intonation is indeed held to support language development in complex ways (Crystal, 2019).

4.3.4 Cognitive micro-scaffolding strategies

The current section analyses the participants' reported enactments and awareness of cognitive scaffolding strategies in the YL classroom, which in pedagogical practice may be seen to overlap with affective scaffolding strategies. Themes that emerged from the data analysis include firstly an awareness of YL-appropriate learning strategies; and secondly L1 use to boost comprehension / engagement.

As regards the first theme, Laura, at the time of the interview in her first TEYL year, describes her approach to motivating YL to persist through focusing on what are arguably "learning to learn" (Ellis & Ibrahim, 2015) strategies and cultivating a growth mindset (Dweck, 2006), although Laura does not indicate whether she provides any specific interactive support beyond this:

> I think also like [as a] teacher, it's important, (..) because in class, if- if people make mistakes, I say (..) it doesn't matter, *listen*, listen- try *again*, but they speak, but they don't have fear to- to (.) speak, to learn, because I don't- don't (..) correct immediately all the mistakes and I like them [YL] to speak. I gave them a text [and they said], oh it's too difficult, too long, (..) *no,* I say, rea::d, *try* to make sense, there are *images* and so:: (.) I think they have to try and (..) make sense. (Laura)

As detailed in the findings from RQ1 above, Helena reports noticing and reflecting on her YL's engagement and understanding of lexis and grammatical patterns, which leads her to perceive a 'cognitive / linguistic mismatch' in the class coursebook and in the recommended assessment activities, which she describes as often "too childish" / "too easy". In Helena's school, English is only taught from the 4th and 5th year; it is thus likely that such a cognitive gap may exist in coursebooks that were perhaps designed for 6-year old beginner level YL. Helena thus reportedly adapts coursebook tasks to achieve a better 'fit' with her YL's cognitive as well as linguistic levels, as she perceives that some of her YL may be exposed to English outside the classroom. Lastly, Helena feels that activities which focus on developing EL literacy, despite perhaps being 'boring', have an intrinsic value within cycles of integrated activities:

> even if it's boring we should write it once so that they *have* it and they can look at it- (.) yes- and then we do- (..), yes, *then* we learn it (.) doing theatre, and so on- (Helena)

Fay, who teaches 6-11 year-old YL, is seemingly aware of a similar YL need:

I can see that they prefer, especially in the fifth and fourth classes to be treated eh:: as little adults instead of children- they love it a lot and they are more motivated to learn English. (Fay)

Fay thus appears to want to challenge her YL cognitively, as this will in its turn affect their motivation positively.

As regards the second theme, adopting L1 to boost comprehension / engagement, most study participants in the less experienced group report they avoid doing so. Lily, however, reports actively drawing on the L1 when possible. For example, she describes using the verb *distribute* in preference to *hand out,* as the former's kinship with the Italian *distribuire* may, she feels, alert YL to similarities across languages. Lily notes that as approximately half of her migratory background pupils speak languages other than Italian, such a strategy is sometimes impossible. Additionally, Fay adopts a related strategy (Deters-Philipp, 2017) which intersperses uttering words / phrases in the TL, providing the L1 equivalent, then repeating the TL. Arguably, however, an overuse of the sandwich technique may lead to YL not taking the trouble to work out meanings through contextual / gestural / visual clues. Such strategies as reported in the findings will be analysed in the following section.

4.3.5 Creative / multimodal micro-scaffolding strategies

The current section analyses the participants' reported enactments and awareness of creative / multimodal scaffolding strategies in the YL classroom. Themes that emerged from the data analysis include firstly a willingness to adapt the class coursebook; secondly, teachers' creating their own teaching materials; thirdly, utilising / creating visual aids / realia / pictures / flash cards; fourthly, a willingness to act / perform to further YL's language development; fifthly, implementing drama activities; and lastly, implementing especially adapted music-based activities such as songs, chants, and singing games.

In relation to the first sub-theme, as mentioned above Helena deploys her creativity in adapting the coursebook with seemingly clear cognitive / linguistic objectives: providing appropriate linguistic / cognitive challenges for her YL.

In relation to the second sub-theme, it appears noteworthy that Fay reports acting resourcefully in buying / making / transporting her own materials from school to school every successive s/y, precisely to mitigate any negative influence of her sadly not unusual precarious employment status in the context under examination. Her understanding of YL's needs as holistic learners (Cameron, 2001; Pinter, 2006) arguably underpins her creation of

seemingly motivating multimodal felt puppets which adorn her classrooms according to the current season / festivity, affording opportunities for both spoken interactions and planned speaking tasks supported by multimodality. Fay explains:

> I: (…) take objects that can- they [YL] have to name the objects, and- link them to the action, for example, so eh:: it's important to make the lesson (…) touchable- […] linkable to the reality- that's (.) important. (Fay)

Making lessons 'touchable' seems a clear definition of embracing multimodal, embodied scaffolding on the part of this teacher, with 'reality' itself – the classroom objects / furniture as well as her handiwork – providing aspects of the scaffolding. Fay's description thus arguably shows an awareness of YL pedagogical principles.

As regards creating visual aids, the third sub-theme, Helena's many scaffolding strategies for supporting TL speaking include displaying in the classroom posters with classroom language / phrases in daily use ("posters are everywhere!"), as well as supporting YL in creating appropriate classroom resources such as 'story booklets' and related props for role plays / dramatized stories.

In relation to the fourth sub-theme, a willingness to provide multimodal scaffolding to YL through acting / performing, this was not reported in the less experienced participant group; rather, all participants in this group report enabling their YL to act out a variety of role plays, some of which are co-written by YL with their teacher.

In contrast, Emily provides the following description as regards scaffolding her pupils' spoken language competences through role plays which include multimodality, thus enabling her YL to progress from scaffolded to autonomous TL use:

> I:: ehm taught them, for example, (.) can I have your rubber please, and then, here you are, thank you, (..) and now when they are doing a worksheet, and one of the pupils doesn't have a yellow pencil or- whatever, (..) they talk in English to each other, and they say, can I have your yellow pencil- here you are- (..) so they *use* (..) the language, (.) they- try to use it, (...) they always *want to!* (Emily)

It thus appears that Emily is able to incorporate useful classroom language in role plays, and this is later reused by YL in classroom contexts. Emily's comments highlight indirectly her ability to embody and model such classroom language in pedagogical activities, her subsequent awareness of YL enjoyment and motivation, and of their subsequent spontaneously apt re-utilisation of such memorised chunks / classroom phrases. It should be noted that she received specific CPD input to support her understanding of interactive

pedagogies stemming from a perceived importance of scaffolding linguistic interactions with YL in the past (EPS course).

As regards the last sub-theme, scaffolding language examples and interactions through music means, Fay mentions embedding classroom language / daily classroom phrases in rhythmically simple, thus YL-friendly, jazz chants of her own creation. She reports their lasting impact on YL's EL speaking competences:

> Eh:m one of the- first things that I:: want the children to learn is- to ask to go to the toilet in English, so I try to teach them by:: rhythm, so [chanting rhythmically] can I go to the toilet? (.) and they learn it (..) by rhythm! (..) there is someone that still- that is still asking me to go to the toilet with- with- with the rhythm- (Fay)

Michael (who holds no formal TEYL qualifications or training, as already mentioned), describes playing a famous children's singing game with first year YL and implementing a linked, embodied 'listen and do' activity (Slattery & Willis, 2001):

> Running games eh::: with a song- while we're playing a song that they can eh:: touch his ears and nose- (..) this- this is not Total Physical Response- eh:: I don't use it much because I am not trained to do this, so I don't know- (Michael)

Thus Michael is seemingly able to 'absorb' aspects of TEYL, perhaps from previous / current educational contexts, and implementing them in the classroom, whilst showing an evolving understanding of their underlying theoretical justification.

4.3.6 Summary of RQ2 findings: less experienced participants

In general, the less experienced participants' contributions in regard to RQ2 appear to create a picture of understanding and awareness in progress. The main TEYL methodologies, with the exception of MIOS, are in evidence in the data. As regards the micro-scaffolding level in relation to classroom language, reported strategies which specifically target linguistic scaffolding, such as use of specific lexis, repetitions, chunks, or language patterns appear rare in the data, perhaps as arguably such fine-grained verbal scaffolding depends on advanced language competences. Conversely, participants in this group appear to show awareness of the role of affective scaffolding in instructed language development with YL, as well as reporting in some cases considerable creativity in setting up scaffolding affordances through multimodal means.

The participants' reported wishes as regards their CPD affordances will be analysed in the following section.

4.4 Research Question 3 - CPD reported needs and wishes

The third question focuses on the study participants' reported future wishes / needs as regards their CPD. Themes emerging from the data analysis process include wishing for: firstly, expanding own EL knowledge and competences; secondly, expanding own TEYL methodological / professional competences; thirdly, in-school CPD opportunities and improved support; fourthly, improved work-life balance.

4.4.1 English language competences

All participants in the less experienced group express, with varying degrees of intensity, a wish for different types of opportunities to improve their EL competences – usually this entails a focus on their speaking competences. In the following excerpt, Emily seems to show an awareness of mechanisms whereby language competences deteriorate when the TL is consistently spoken at low levels of competence, as well as of the need for ongoing language engagement at more advanced levels to maintain competences:

> I think it's very important to be I'd say, up to date with the language; […] because you forget many things and need to keep in touch with the language- (..) at school you are only using the school- the pupils' language; the English you speak is with the pupils, and at a *low* level- I think to teach English it's very important to be (.) *constant* with the language. (Emily)

Helena also reports a wish to improve her EL, and to speak in a more "spontaneous" way, which appears to reflect an understanding of the linguistic flexibility needed by primary English teachers. Such a wish is mirrored by Laura, who however indicates that as a novice teacher she will have to postpone such language improvement activities to the future, "maybe" – thus perhaps indicating a lack of awareness of the complex role of a teacher's language competences in TEYL.

4.4.2 TEYL methodological competences

Firstly, in stating her PD methodological knowledge wishes Emily expressed strong views as to *who* should deliver TEYLTED:

> For me a perfect course has to be with a *native* speaker and (..) and it also has to be with a teacher [teacher educator] who (..) who is- confident with the topic, for example- so, if it's a course for primary school, it's important that the teacher has *experience* in primary school. […] I always like most of the courses I have done, because I got the impression that they really knew what they were saying- (.) it's useful to get ideas, practical ideas and ideas for new books and materials- (.) and in the courses you could also exchange with other teachers and get ideas from them. (Emily)

Emily's stated wishes interlink linguistic, methodological, professional roles and peer collaboration aspects of TEYLTED, whilst expressing satisfaction with the opportunities she has been granted so far.

In regard to oral interactive storytelling, Helena expresses a wish to expand such competences, as she reports that she never implements MIOS activities. In connection to the latter, therefore, she would like to improve her acting skills. She is moreover aware that an oral storytelling approach demands more time that is currently available to her to prepare fully: "time to learn the story".

Lily, too, reports that she would like to improve her own acting / MIOS skills as she perceives "YL are happy when I do it"; she however reports that implementing such activities, as opposed to less active ones, frequently leads to disruption. Thus one of her most important concerns and wishes relates to CPD affordances which incorporate targeted classroom management / effective strategies for dealing with, and ideally preventing, YL disruptions. Lily remarks that English lesson disruptions are minimised through implementing arts and crafts / English activities with YL, as they are sedentary. This is therefore an additional area of PD she would like to explore further.

As regards Michael, because of his unsettled teacher status and no right to CPD, what he reportedly needs is to be granted access to any opportunities for extending his general TEYL competences.

4.4.3 In-school CPD opportunities and support

As regards in-school support, all less experienced study participants who have English teaching colleagues in their own school express a wish for more officially scheduled team planning time every week, which they reportedly view as a crucial opportunity for collaborative professional growth. In contrast, those participants who are the only English teacher in their school wish for greater understanding on the part of colleagues of the specific challenges of language teaching / learning in instructed contexts.

4.4.4 Work-Life balance

As regards the study participants' wishes for a better work-life balance, two aspects emerge from the data analysis of the first, less experienced group of primary English teachers. The first relates to time for professional reflection; the second relates to time for health / energy recreation: 'time to breathe'.

In relation to reflection time, it appears from the data that for some participants survival in the whirlwind of daily school life is an overriding concern, which therefore leaves

no space for whatever is not an immediate priority. Thus for such participants spaces for reflection do not appear to be of great importance, as evinced by a seeming difficulty in expressing their own needs as EYL teachers. In relation to their own well-being, there appears to be cause for concern in the data, especially from those participants who are responsible for delivering educational innovations through the TL, which can cause anxiety and overwork. In sum, participants strongly express a wish for more time: time to think, to reflect, as well as time to regain their well-being, without which little professional development and deployment of sensitively scaffolded teaching are arguably possible.

4.5 Summary of Findings and Analysis – Less experienced study participants

Chapter 4 described the overall structure of Chapters 4 and 5, both devoted to presenting and analysing the findings from the study here reported. The chapter also indicated a rationale for such groupings. Subsequently, findings arising from the transcribed interviews with the less experienced participant group were presented and discussed in the light of the themes and sub-themes arising from the three research questions.

In the following chapter, findings from the analysis of data arising from the interview transcripts of the more experienced study participants will be illustrated and analysed.

Chapter 5: Findings and Analysis

5.1 Overview: More experienced study participants

In this chapter, findings from the thematic analysis of the interview data with the more experienced study participants will be presented and analysed. As for Chapter 4 above, the three research questions, with emergent themes and sub-themes, structure the illustration of findings.

The primary English teachers from the Trentino-South Tyrol region who participated in the study have been grouped according to the length of their English language teaching experiences. The second, more experienced group of study participants includes eight teachers who, at the time of the interviews, had been working as LETs in various capacities for more than ten years. The pseudonyms adopted to refer to each are: Nerissa, Isabel, Karen, Kirstie, Anna, Kathy, Elinor, and Frida.

In the following sections, findings from the three research questions for this participant group are illustrated and analysed.

5.2 Research Question 1 – Continuing professional development affordances

The first research question which informs the present study focuses on participant reported experiences and perceptions of CPD. Similarly to what reported in Chapter 4 above, a thematic analysis of the interview data with the more experienced participant group yielded two broad themes. The first comprises factors which arguably enable professional learning, and the second factors which may constrain or inhibit such learning. Enabling PD factors are further sub-categorised as follows: firstly, factors pertaining to the self; secondly, contextual / relational / informal factors; and thirdly contextual / formal / systemic factors. Constraining factors are categorised as follows: firstly, self / relational factors; secondly, contextual / formal / systemic factors; thus, factors pertaining to the self which are seen to negatively impact PD are subsumed with relational factors.

5.2.1 CPD enabling factors: contextual / formal / systemic

A number of enabling sub-themes relating to contextual / formal / systemic CPD affordances appear from the analysis of participant data. Such themes are grouped as follows: study participants' qualifications; their overall teaching experiences; access to and relevance of CPD; relevance of language courses; courses / workshops led by language teacher educators / trainers who are experienced TEYL professionals; appropriate textbooks; access to libraries; and lastly, participation in supported educational innovation.

As regards the first theme, the eight more experienced study participants report having participated in a range of CPD opportunities in the past, leading to formal qualifications. Six participants attended the two-year EPS course at different times since its inception in 2005: Nerissa, Isabel, Karen, Kirstie, Anna, Elinor. Although the course was highly demanding, it reportedly provided them with essential knowledge and competences:

> I enjoyed the course because there was (..) a *lot* of practice in it and not only theory, and so we really enjoyed it a::nd (.) after the course I was able to teach English at primary school- only with two years (..) and we went on Saturdays and the rest we did at home- (Elinor)

The above mentioned participants also hold specific primary school teaching qualifications, or, in Anna's case, a BA in English language and literature. Kathy holds primary school qualifications as well as EL qualifications, whereas Frida holds a BA (education-related), and no English language / teaching qualifications.

At the time the interviews were carried out, all the more experienced participants had been teaching for twenty years or longer, in different roles, leading to their English teaching positions in primary schools. Karen, Anna, Kathy and Frida taught in the secondary school sector before becoming primary school teachers; for them, the transition to teaching younger learners included difficulties as well as perceived advantages. For example, they report that their knowledge of future challenges for YL in lower secondary school is important. As regards Frida, her professional trajectory is unique: she taught German L2 first in upper secondary, then lower secondary, then primary school in Trentino for many years, prior to being invited to teach English in primary school three years before the interview. Her decision to switch to TEYL was reportedly motivated by a lifelong love of the EL.

As regards CPD provision, Nerissa, Isabel, Karen, Kirstie, Kathy and Elinor all report that it is generally varied and highly relevant – "excellent", as reported by Isabel - as well as available "gratis", as stressed by Kathy. In Kirstie's view, those CPD events which provide teachers with practical support / materials are most useful. In contrast, Anna reports that she regularly engages in autonomous CPD activities, also in English-speaking countries; however, she regards the locally available CPD provision as not always appropriately focused on teachers' needs and contexts (see Section 5.2.2 below). Isabel comments realistically:

> I don't think you can show things […] that everybody will like, so I'm pleased to go home with *five* great things, and the [course] teacher has done a great job for me (Isabel)

As regards courses that target primary school teachers' EL competences, Kathy provides a clear example of what she values:

it's done every year for *one week*, (..) you stay at a school, (..) the whole time you sleep there as well- [...] and the teacher trainers *live* with you, so you have the opportunity to talk every day, from morning to late in the evening and I think that is a *really really* good opportunity for us- (Kathy)

Kathy's reportedly valuing the spontaneity in the mediated language interactions appears noteworthy in respect to CPD for language teachers. Frida explains that even before changing from German to English teaching she had already attended various TEYL workshops in both provinces, first and foremost as a valued opportunity to converse with native-speaking instructors.

Coursebooks are mentioned by two participants in the more experienced group, Isabel and Elinor. For the latter, what she regards as an excellent TEYL coursebook determines her teaching to a large extent. In this regard, Nunan indicates that "the best materials" can potentially empower teachers, thus constituting "a useful professional development tool", providing they are suitably adapted to local contexts (1991, p. 207-11). Potential drawbacks of an over-reliance on pre-existing materials are highlighted in the following section.

School libraries are reported to be excellent resources by Isabel, who borrows extensively (picturebooks and CDs), and by Kirstie. The latter mentions also making use of 'story sacks' that she can order from a public library.

As regards supported participation in educational innovations, two participants, Nerissa and Karen, report that they have been teaching English to YL as part of an innovative multilingual project for some years. They perceive such involvement as professionally highly rewarding, and are able to make use of dedicated classrooms / resources. As regards lesson planning and materials design, they were happy with the support they received in the early stages of the project.

Kirstie mentions that her PD as regards TEYL stems in part from the other subjects she teaches, in that there appears to be creative cross-influences between subjects, arguably leading to enhanced pedagogical coherence.

As seen above, a variety of systemic factors appear to bolster the participants' professional development. Additional enabling factors which reportedly arise from the study participants' contexts and relationships are illustrated below.

5.2.2 CPD enabling factors: contextual / relational / informal

Emergent enabling sub-themes, contextual / relational / informal in nature include two broad themes. The first concerns the (affective) relationship with YL, the impact of YL's perceived engagement and their feedback on teachers' PD; the second relates to relationships with colleagues through informal conversations, sharing / planning with colleagues, participation / helping others in school-based communities of practice.

As regards relationships with YL, participants in this group state generally being happy with YL's classroom engagement and EL learning motivation. Reportedly, local children are extremely motivated to learn English. Nerissa describes an interaction she had with one of her pupils:

> he, he said [to me], 'you have to know, I have to study English!' (.) oh really, tell me, (.) 'I want to go [English speaking country]-he said, 'I want to become a very, very famous man!' (.) so you should study a lot- [and he said] 'can we speak English to each other, every time we meet?' (.) I said, 'of course we can'-

It could be argued here that the nature of the boy's motivation is not unproblematic, as aspiring to become famous is said by Wilkinson and Pickett (2010) to be widespread in more unequal countries. Isabel complements the above-quoted report:

> They [her YL] like the sound of English! it's a cool language- yes, for them it's cool, and when they start learning it, they learn quite quickly, and some- very easily- with some children, it's *amazing!* (Isabel)

Regardless of the source of YL motivation, participant LETs arguably benefit from working in harmony with YL's interests. As regards affection from YL, the more experienced participants do not report benefiting from this as some of the less experienced participants, but rather from their YL's understanding, motivation and progress. A further dimension arguably relates to the overall positive classroom dynamics resulting in calm and focused working conditions for all.

In relation to the second sub-theme, being professionally enabled through informal links with colleagues, many participants state they work in schools where they are the only English teacher. The sub-theme seems however salient for Anna, Karen, Frida, Kathy and Nerissa; they all report enjoying informal learning with colleagues. Kathy, Anna and Frida also reportedly assist less experienced colleagues. In an example of the nature of the CPD affordances which first helped her teach children after her change from secondary school (in the absence of formal YL training), Anna explains:

Eh:: (.) *being* at school, (.) talking with teachers who are already teaching, getting an insight into them [pupils], because (..) there are so many things you don't think of before you start working in a primary school, a:nd (.) then you enter and you go- oh *my*, this *is it*! (1') you *forget* about everything you have learnt, and you- you have to- organise the mensa [canteen], you- (..) [unint.] and you:: you have to organise all the things that you know (.) allow you: to teach. (Anna)

As to which formal CPD affordances contributed to transforming previous knowledge into principled pedagogical practice, Anna replies: "no- we do pizzas- I do pizzas", again highlighting the 'reality' value she attributes to informal in-school CPD through setting up opportunities for spontaneous interactions with colleagues so as to counteract "isolation", as well as arguably leading to improved resilience (Beltman, Mansfield & Price, 2011):

[laughing] these informal things are:: I think (.) the *most* effective, because they- because you- because they are *filter-free*. You are free to talk about everything, you know- whereas in a formal situation (.) you: somehow have to comply with what- you know- (…) sometimes you have silly questions, you know, and you wouldn't- […] you wouldn't really dare to ask in a- formal situation- (Anna)

Secondly, Anna reportedly helpfully supports less experienced LETs in her own school, as confirmed by a study participant (unnamed to protect their identity) who entered the school meeting room during Anna's interview, listened and put in unbidden: "also thanks to [Anna] (..)]- she works *so* hard- she dedicates a lot of time to- to her job (..) really a lot! [laughing]".

Liaising with younger colleagues is also reported by Kathy, who is involved in organising CPD opportunities for LETs in her area, and by Frida. The latter describes helping other teachers:

Yes, we are a good team, yes! […] the younger teachers- (..) maybe (..) they are (..) linguistically not so eh: skilled, but- […] I love their connection to the children, because you know I am more already getting- a mum, or a grandmother, […] and they have a lot of energy. […] eh::m I can give them materials, because I have so many books, and so many (.) things, a::nd so many already prepared [materials], so eh:: I help like this- (Frida)

Frida's reflective abilities appear in evidence in admitting to her occasional impatience with YL behaviour, as well as willingness to provide less experienced / resourceful colleagues with teaching materials.

Emergent sub-themes related to the self which appear to enable the more experienced participant teachers' PD are illustrated in the following section.

5.2.3 CPD enabling factors: self

Emergent enabling *self* sub-themes for the more experience participants include the following: firstly, autonomous language / professional development strategies / extensive reading / growth mindset / commitment to / love of lifelong learning; secondly, love of EL / *sound* of EL / learning / working with YL; thirdly, appreciation of TEYL's pedagogical / methodological freedom / creativity; fourthly, adapting freely available materials / creating own materials.

In relation to the first enabling *self* sub-theme, all the more experienced participants report attending intensive EL courses at different times from adolescence to the present, whether in English speaking countries or in their region. As remarked by Anna:

> I've been travelling and also attending courses abroad, which is- you know, my cup of tea, because I love travelling, I love the languages- (Anna)

Isabel, who reports she "had always wanted to learn English", and "didn't want to go to university because it felt like really dry!", when younger spent many months in an English-speaking country. There her English reportedly blossomed through mingled strong motivation, constant meaningful communication, and extensive reading.

The latter strategy, extensive reading (Boakye, 2017; Krashen & Bland, 2014) is seen as an effective approach to extending / maintaining TL competences through maximising motivating language exposure. Kathy, Isabel, Nerissa and Karen all report having consciously adopted such a strategy for many years, with Isabel stating: "except for some books written by German authors, I read everything in English". It should be noted here that the strategy itself was experienced by some participants as part of the EPS specialisation programme. However, *sustaining* extensive reading habits in subsequent years can be argued to constitute a self-enabled strategy.

In regard to the second sub-theme, Karen describes a seeming constellation of affective factors which she moreover links to her pupils' learning:

> I love reading, and- yes- and I need to say most of all I love language. I think I would even be (.) a good German teacher- […] because I love language in general, so (..) I think if you love languages, so- it doesn't matter which language- I think you can- and I'm sure that- that my pupils *fee::l* the passion you have- and (...) for me that's the key- (Karen)

Despite her inauspicious early TEYL experiences, Anna appears committed to her PD through ongoing self-directed commitment:

> [it] depends on the year- but every year is different. (..) but I- but the fact is (.) that since university I've been going through training at university and courses and online courses, […] I couldn't keep on teaching- if I wasn't (..) learning something new every year, […] because I want to (.) start different things and make things better and better, and also it's a sort of- (..) personal satisfaction, because you have- you know, you feel that you do something for yourself, not only for the kids- (Anna)

Anna's lifelong learning thus appear intrinsically motivated (Dörnyei & Kubanyiova, 2014; Williams & Burden, 1997; Williams & al., 2015). For Isabel, *love* appears to run as a connecting thread through her reported perceptions of her work: love for the English language and literature; love of working with children and education itself; love of teaching other subjects, especially the L1; love of learning:

> I love to work with children […] and it's something that keeps you- how could I say it? It keeps you young in a way that you *never* stop learning. That's the thing: you *never stop learning* and to see there is always something new, something fascinating – and when there are problems, we try to find a way to solve them together; and children are just so inspiring. (Isabel)

In relation to the third sub-theme, Kathy, Nerissa, Karen, Frida, Anna and Kirstie all mention enjoying the content / methodology freedom implied in TEYL. For example, Nerissa explains that the multilingual project she takes part in entails that teachers are absolutely free to implement whatever activities they feel may best foster YL's multilingual awareness. Such freedom is greatly appreciated by Nerissa. Arguably, it may first allow such teachers to work within their 'teacher comfort zones', rather than cope with innovations whose content is determined *a priori*. Secondly, being free to choose may enable teachers to connect TEYL to best primary practice principles, and thus, as indicated by Copland and Ni, to a pedagogy which may be "fit for purpose depending on age and level" (2019, p. 149). Arguably, participants deploy their free professional creativity at the service of specific learners.

In relation to the fourth enabling sub-theme as linked to the *self*, Kathy describes her approach to planning / implementing new pedagogical activities inspired by a range of sources in what is arguably a professional renewal strategy:

> And the most important thing is (..) *no* school year (.) is the same- whatever I have done this year, I do *completely different* things the following year. (Kathy)

Frida, in examples of her self-directed CPD, describes her systematic exploration, selection, adaptation and use of freely available internet resources. Kathy, Isabel, Kirstie, Nerissa,

Anna and Karen all report adapting and creating materials to fit specific topics / learners, as well as, when not tired, being inspired to create novel pedagogical activities.

Having analysed findings as regards enabling CPD factors reported by the more experienced study participants, constraining factors will be the focus of the following two sections. Contextual / formal / systemic factors which are hypothesised to have a negative impact are illustrated below.

5.2.4 CPD constraining factors: contextual / formal / systemic
A number of sub-themes in this category emerged from the data analysis. Sub-themes for the more experienced participant group include: firstly, lack of / non-relevant qualifications; secondly, short-term temporary contracts / supply teaching; thirdly, CPD issues, such as lack of time, irrelevance, limited / denied access; fourthly, participation in inadequately supported educational innovation / inadequate materials / inadequate school facilities; lastly, disruptive YL behaviour / inadequate classroom management training.

As regards the first and second sub-themes, Frida is the only experienced participant to have been always employed on the basis of short-term contracts; this is due to her lack of officially recognised qualifications. Her German and English language competences, together with methodological competences, have resulted in her being in demand as a language teacher in state schools for many years; however, because of her precarious employment status she is denied access to some of the CPD opportunities being offered in her province.

In contrast, Anna describes some compulsory CPD courses which, despite being "sold as workshops", are "not interactive". Anna comments:

> if you do a course that has- is attended by fifty teachers, they all have different backgrounds, interests and different phases of their life, some maybe- are burnt out, and some not even motivated, so it's very difficult for the organization which is offering the course to (.) you know- cope with interests- with what *you* do (Anna)

The above comments seem to originate in a perceived mismatch between specific teacher needs, the currently recommended highly interactive TEYL approaches, and the top-down CPD provision available. A further problem reported by Anna relates to her heavy workload: the difficulty in finding substitute teachers to cover her lessons were she to attend CPD events means, Anna says, that "it's impossible to::: to organize".

Such CPD relevance or access issues are not mentioned by any other more experienced study participants, apart from Kathy, in specific relation to EL courses for teachers. She states that regrettably she is denied access to those very courses, reportedly

reserved for secondary school teachers, which foster spontaneous and communicative language use at a more advanced level. A related example about an EL course is provided by Elinor:

> [the instructor] also did the tenses- again and again! (.) but at primary I don't teach this, (..) so: (.) it's *not* really the focus that (.) I think- (Elinor)

As regards the fourth sub-theme, Frida reports a not infrequent discrepancy between her wish to teach in a principled manner, and official constraints / school facilities. She reports classroom size and furniture as problematic in implementing suitably embodied / experiential ELL approaches:

> I insisted always, […] for language teaching I wouldn't need an exercise book; I wouldn't need a textbook. (.) the only thing I would need is the gym- […] I really think that playing games is so important for language learning, but- […] [in the classroom] it's difficult for them to move around, and they fall over their school bags- (Frida)

In a reported episode that appears to highlight both inadequate facilities, and fault lines in innovation implementations, Frida was denied permission to conduct 'normal' EL lessons with TPR activities in the gym, only to be told in a subsequent s/y that she was needed to teach PE CLIL:

> they *forced me* to do CLIL in PE, (..) so I:: I said, what was it, (.) what was this about all the security [safety] stuff? (..) then I *had* to use the gym. (..) even *not* being a PE teacher! (Frida)

In relation to educational innovations, Nerissa reports that the multilingual project she has been involved in for years was initially well structured, but would now benefit from focused support so as to maintain teacher motivation. She exemplifies this through explaining that her school is reportedly losing teachers – colleagues she valued - to neighbouring schools, arguably through factors such as those illustrated below:

> I think it's very important to- to (…) motivate people to *stay* here- it's a lot of work that you have to do- it's *more* work! […] if you work in the 'regular' system- it's a *normal* job, ok, it's what you are used to doing. (…) if you start doing new things, going new ways, (..) it becomes complicated, it becomes really (.) *hard* sometimes (..) you spend (.) *nights* producing materials, you *can't find* materials, ok- (Nerissa)

Spending 'nights' designing materials highlights the cost in terms of teacher well-being of participation in otherwise enlightened innovations. Similarly, Anna describes her collaboration with her (L1) co-teacher as part of a CLIL project, and how this can lead to forced teaching improvisation:

> it's very difficult to plan what I'm doing and what she's doing […] because- most of the
> time we have to improvise this, because you cannot plan an hour for an hour in class, we
> would need- I don't know, hundreds of hours of planning […] there's a sort of mutual
> understanding, and also by intuition sometimes- (Anna)

The last sub-theme as regards systemic constraining factors relates to classroom disruption
and pupil behaviour. The latter is not as widely reported in this participant group. However,
active TEYL methodologies, if not appropriately set up, can reportedly result in disruption:

> if they're not used to it [communicative activities] you also have to work with them on rules
> and behaviour and- and these things, because they think that, 'ah now it's English and it's
> fun'! (Kirstie)

Anna briefly mentions "micro-bullying" on the part of pupils. In contrast, Frida does not
mention pupil behaviour directly, but rather implies – with her laughter seemingly validating
her honesty - that disruptions occur, through comparing herself to more patient younger
colleagues:

> I am *slow*, and maybe also patience- I had more before! [laughing]

Kirstie provides further information as regards possible reasons for teacher impatience, in
remarking on the recent growing numbers of:

> pupils with eh: learning difficulties but in the last years also- also with behavioural
> difficulties (Kirstie)

Factors which reportedly constrain the more experienced participants' PD are not limited to
those dictated by instructional contexts, infrastructure and policy factors. Further emergent
sub-themes in relation to self as well as relational factors are illustrated below.

5.2.5 CPD constraining factors: self / relational

The self / relational sub-themes that are found to have a potentially constraining / limiting
impact on the participants' PD include the following: firstly, anxiety (justified / unjustified)
about own EL competences; secondly, low motivation / low commitment / lack of
enthusiasm / inability and / or unwillingness to access freely available resources; thirdly,
energy depletion; fourthly, professional isolation: lack of collaboration, or no other LETs in
one's own school context.

In relation to the first sub-theme, the participants all to varying degrees lament their
EL spoken competences being subject to "attrition" (Macaro, Vanderplank & Murphy, 2010,

pp. 34-5) processes linked with only engaging with English through YL classroom language. Nerissa states: "I'm not so happy!". Karen remarks on the complex linguistic demands of the multilingual project she is part of:

> No, sometimes I don't really feel good- because we're working on a lot of- for example, even if you're working on the topic of water- (.) I need to work a lot at home, because you have a lot of scientific words- you don't need all the time. (.) so, I love reading English books, because nearly everything I read- (..) in the meantime I read in English- but I only speak with the pupils in the class! (Karen)

Thus, despite her EL extensive reading strategies, Karen appears to be struggling – unsupported - to integrate her own adult-level EL development strategies with her constant classroom use of child-directed speech, which reportedly does not advance her speaking competences, and which additionally calls for the inclusion of scientific terms.

In relation to the second sub-theme, low motivation to engage in PD, Elinor, who teaches 'normal' and thus arguably less challenging TEYL in a reportedly highly supportive small-school environment, frankly admits sometimes overly relying on her reportedly excellent coursebook:

> There are such a lot of exercises in the book with chants and action stories so that I seldom (..) do *other things*- […] (..) and it gets a bit boring after a while because you always teach the same things and you are always on the same level- (Elinor)

Coursebooks and related resources arguably scaffold teacher knowledge and practices. However, an over-reliance on available materials can sometimes lead to "a potential deskilling effect for textbooks" (Richards, 1998, p. 140), thus impacting teachers' engagement in CPD. In this regard, Elinor appears to be saying that although her teaching is appropriate and her YL "happy", she rarely ventures into her 'teacher ZPD'.

As regards the third sub-theme, energy depletion, this is mentioned in passing, almost as a given, by all participants. The sub-theme will be further explored in connection with RQ3, participants' wishes for their CPD (Section 5.4.4 below).

As regards the fourth sub-theme, professional isolation, Elinor reports only meeting with colleagues "at the beginning of the school year", adding: "but we talk more about the topics and not the *way* of *teaching*-".

In connection with the latter sub-theme, Anna's early TEYL experiences were seemingly wholly unsupported, as she had received no CPD preparation. Moreover, in her first primary school the only other colleagues who taught English "were working for external agencies, so they had *their* planning, (.) which was *absolutely* sealed-" - not shared.

5.2.6 Summary of RQ1 findings: more experienced participants

Findings from an analysis of data in relation to RQ1 include a range of both enabling and constraining professional development factors deriving from the more experienced participants' reported personal, relational and systemic lifeworlds. Findings from RQ2 will be the focus of the following sections.

5.3 Research Question 2 – Reported meso- and micro-scaffolding strategies

5.3.1 Overview of RQ2 findings

The analysis of the more experienced participant data yielded a number of highly interconnected, multi-layered descriptions of what may be termed scaffolding strategies. The more experienced participants arguably describe their classroom enactments in conjunction with what they perceive as the short- and long-term purposes of such enactments, with this resulting in more complex and integrated descriptions than from the other participant group. Therefore, the four broadly overlapping sub-themes which have been selected for the purposes of the analysis may be usefully perceived as comprising a mosaic of pedagogical awareness, intentions and enactments. The four sub-themes include firstly, at the meso-level, descriptions of scaffolding strategies vis-à-vis a range of TEYL classroom language contexts, activities, and tasks; secondly, reports of affective / prosodic / relational micro-scaffolding strategies; thirdly, reports of cognitive micro-scaffolding strategies; fourthly, reports of creative / multimodal micro-scaffolding strategies.

5.3.2 TEYL classroom language, activities and tasks

Analysis of participant data in this group as regards classroom language, activities and tasks reveals a number of sub-themes. Participants report all the following, except for fully fledged MIOS: features of classroom language such as YL-appropriate lexis, language patterns (Willis, 2003) / chunks (Cameron, 2001; Richards & Schmidt, 2002), repeated language use and supporting YL's "repetitive practice" (Puchta, 2019, p. 217); listening/TPR activities (Slattery & Willis, 2001); language/movement/outdoor games; writing activities; class surveys; storybook reading; songs, music, chants, singing games; drama/role plays (Bland, 2015).

As regards classroom language, the more experienced participants mention simple lexis/chunks/repetitions to a more marked degree than evinced in the less experienced participants' data.

Kathy's use of classroom language employs focused repetition (Puchta, 2019) as a strategy to promote comprehension: "I repeat [what I say] in many different ways (..) and I see if they have understood or not." In relation to classroom language, Nerissa describes what her teacher's 'vocal labour' entails:

> you::, as a teacher (.) you have to *talk a lot*! (.) so sometimes […] sometimes, if you have four classes- from 8 o'clock in the morning until 12 o'clock (.) it's *really* tiring! (.) for your voice! (Nerissa)

This comment appears of interest, as the human voice is arguably a teacher's most crucial yet taken-for-granted conduit (Lemarchand-Chauvin & Tardieu, 2018), and as it highlights Nerissa's ability to provide appropriate language exposure to her YL. In relation to focusing on language chunks with YL, Nerissa describes some of the scaffolding work she enacts through TPR activities:

> I think it's very important to be (.) the teacher, to show them the way they can speak, ok? (.) stand up, sit down, go there, do that- ok? (.) so, just paying attention to *our* own language- (.) I think for me- that's my opinion; I try to pay attention to that, and even in the lower classes, I mean in the 1ˢᵗ and 2ⁿᵈ form I want them to use *chunks* of language, ok? (..) of course they [YL] say, I know English! (.) tell me, apple, banana, [so I answer / extend] oh::, do you like apples? (.) are they delicious, oder [or not]? (.) a::nd if they are used to that, I think it becomes a much bigger thing! (Nerissa)

In the above excerpt, Nerissa is showing awareness of micro-level interactive scaffolding strategies which extend the YL's contributions so as to involve them in a real, if supported, conversation in the TL. She appears moreover to be showing awareness of learning to speak as stemming from participation in scaffolded interactions, similarly to how Hattie and Yates explain the role of participation in "joint talk" between children / carers in structuring children's attention, memory and cognition (2014, pp. 158-9).

As regards YL's suitable lexis, Isabel reportedly meticulous planning is imbued with her awareness of children's curiosity:

> Prepare your lessons well! […] because the children will ask you questions […] for example, the topic animals: be prepared that they will ask about animals that you haven't planned on teaching! So at home you look up *all* the animals in the world- even in South America, because especially strange animals get their interest- (Isabel)

Karen explains how she embeds lexis in TPR activities, in what seems an integrated multimodal scaffolding approach:

> If we start with the colours, for example, they start with (4') eh::m (…) if we just play a game in the classroom, and I say, please, (.) just walk around and touch something *red*, touch something- they don't just hear the colour red, green, they hear the whole- […] and then you need to *repeat*, oh, the book is re:d! (.) and just- those things, I think you have to do this all the time. (..) a::nd- I think- that (.) they're very quick in understanding these things, and so-body language of course, for things they couldn't understand- (Karen)

Karen's description apparently highlights her awareness of children's need for holistic scaffolding, through which comprehension of meanings may be reinforced through a number of perceptual channels. Similarly, in relation to listening activities all the more experienced participants report complementing them with a varied typology of language games / TPR activities.

As regards fostering YL's speaking competences, the chosen activities range from simple repetitions with a focus on pronunciation – something Kathy stresses is crucial – to the use of chants / songs through simultaneously listening to CDs. With older YL, all participants describe using brief scripted, semi-scripted or – rarely – extemporised dialogues based on YL-suitable topics. Classroom surveys are reportedly enacted by Isabel.

In relation to implementing holistic / embodied interactive TEYL activities, Kirstie explains:

> if you have twenty-five [young learners] and they all are writing [laughter] (..) but if you want to do these [interactive – holistic] activities, then it's- yes, it's *not* so easy. (Kirstie)

Kirstie's laughter in the above excerpt can be interpreted as an admission of resorting to what this participant perceives as less than recommended practices; in fact, according to Shin and Crandall, "integrating literacy instruction even in the early years is highly encouraged" (2019, p. 200). However, constraints such as class size - compounded by classroom size - certainly appear to detract from Kirstie's ability to implement holistic activities, with more sedentary activities preventing disruption.

As regards MIOS (in contrast with picturebook-based activities), no participants in the more experienced group report fully implementing such an approach.   Different participants provide glimpses of impacting factors. For example, Isabel reports that MIOS based on traditional / world stories would be too time-consuming for the two weekly English lessons. Thus all participants opt rather to read picturebooks interactively with YL. Reasons provided by Elinor include firstly her fear that YL will not understand "*all* the words" in MIOS activities; secondly, she does not attend the available courses because of embarrassment, and therefore does not feel competent:

I don't like to perform it [MIOS] in front of other teachers- then I'm blocked- [laughing] […] I think *that's why* I *don't* attend these courses! (Elinor)

Thirdly, for Elinor MIOS activities segue naturally into YL creative writing and drama activities, which however she feels unable to keep free from language errors at both scripting / performing stages. Further information about the non-adoption of oral storytelling is provided by Kathy, who is involved in planning CPD opportunities:

when (..) I monitor my colleagues I see that they:: (..) a::re *not that* interested in storytelling courses- […] because they've had (..) so many- […] that would be the biggest problem. (Kathy)

Rather than drawing on pre-existing stories, Frida and Isabel reportedly tell their YL personal accounts based on something they have lived, hence perhaps improvised on the basis of spontaneous classroom interactions. As explained by Isabel:

True stories! When they tell me something, I say, I know about this, because once it happened to me, or for example when we talked about animals, there was this spider, and I told them *my* personal spider story! [laughing] (Isabel)

Singing/chanting/language games involving movement are seemingly widely adopted; however, participants do not report leading singing activities unsupported. Frida explains:

I'm not able [to use chants]- poems yes (..) with poems yes, singing no- no singing- YouTube does it for me. (…) bu::t we do a lot of movement, yes, I am convinced that movement and language learning go very well- it's a very interactive activity. (Frida)

In contrast, Isabel explains her rationale for implementing song-based activities with her pupils:

they [YL] like singing *a lot* and I do it a lot, because songs *work* wonderfully to get the children to speak- children who don't want to speak because they are shy, but they sing in English- that's one thing- and I once had a student and he had big difficulties and he couldn't say the names of the days of the week in *German*! […] but then he *got* the correct order in English- […] through a song, yes. (Isabel)

What is reported by Isabel is in keeping with views of songs / chants as scaffolding YL speaking, not only through the melodic / rhythmic structure provided by the song, but also through the support of whole-class singing. Arguably, such activities would accrue additional affective / developmental valency were teachers themselves to lead such activities with everyone standing in a circle together.

5.3.3 Affective / prosodic / relational micro-scaffolding strategies

Reported scaffolding strategies in this category include: firstly, prioritising sensitivity to YL's engagement and motivations; secondly, creating a safe, friendly, and enthusiastic classroom environment; thirdly, participant awareness of prosodic features which are argued to boost engagement / motivation / interaction.

In regard to the first sub-theme, Nerissa describes what she feels is crucial in teaching:

> I think- the most important thing- (...) is the *feeling* for the kids, for the group- if you *can't* feel the group, (.) you can- you can be the best teacher- the best (..) of all, but you are not able to- to interact- […] (Nerissa)

Here, Nerissa appears to be indicating her perhaps intuitive awareness of group dynamics as a crucial competence for teachers, as argued by Dörnyei and Murphy (2003), as well as of interpersonal sensitivity (Hattie & Yates, 2014). Nerissa exemplifies:

> I think- (..) if- if you have *a little child inside you*, you can be a teacher- (..) if you are just (…) fixed on knowledge, fixed on teacher training, fixed on lesson plans, you can do it, but you will never (.) have the love, get love- (..) (Nerissa)

The above comment by Nerissa appears reminiscent of Zein's (2019a) CPD strategy entailing asking teachers to empathise / identify with children in order to best shape their modified speech competences, as well as arguably highlighting the importance attributed by Nerissa to affective / ethical values in teaching YL.

In relation to the participants' reported awareness of prosodic features which boost engagement / motivation / interaction, Isabel explains her approach to implementing scaffolded interactive readings of storybooks, complemented by prosodic language features:

> They [pupils] listen, and the sentences or the words that get repeated in the book - they will say [them] eventually, so first *I start* doing it, and then I tell them, *you* now, and then they say it - that is a kind of interaction there- and they don't want to hear the book only once, but twice or for the third time, and I try to get them interested. I have these little books, I don't know if you know them- one of them is "That's disgusting" [laughing]. […] I think they would never learn to say *that's disgusting!* but through this book, they all know, when they see something [they don't like], now they say "oh, that's *disgusting!*" or "that's *dangerous*", or "that's *mean*"; and they enjoy these books [laughing]. When I read them books, it's like I give them a gift- I make it sound like a gift to them- a story, a book, a *book*! (Isabel)

Thus Isabel not only reports very much enjoying reading in English, but also consciously setting out to communicate her enjoyment to her YL through her prosody. The importance of extensive reading and therefore libraries for student outcomes, especially for those students from disadvantaged backgrounds, is well attested (Krashen & Bland, 2014). In an example of how scaffolding strategies may be seen to work as affective / cognitive synergies, Karen reports her happiness in being free to choose topics of special interest to specific classes:

> each class has (..) a specific interest, and it's really beautiful, because- we had some girls in our class and they told us, 'it would be nice eh:: to do something about eh::: different languages and different writings- how do you say ehm (.) Schriften? [scripts] from all over the world--and we are free to say, yes, now we could do that (..)-and in my opinion that is the *most* important thing, because if they are interested in what we're doing, that's just (.) *amazing*, (..) and they learn double or even more- (Karen)

Such synergies are thus reported to affect YL engagement and learning very positively. Factors which may be seen to relate more narrowly to cognitive processes are illustrated below.

5.3.4 Cognitive scaffolding strategies

Emergent sub-themes as regards the participants' reported awareness and/or enactments of cognitive scaffolding for this participant group include firstly a focus on helping YL to develop an awareness of learning strategies (Shin & Crandall, 2014) as well as of their own learning processes, and secondly a focus on developing EL literacy with children, with implications for secondary school instructed language development.

In relation to learning strategies, Kirstie explains that she sets out to make the learning objectives of holistic / embodied activities explicit to her YL:

> we are at school because- (..) of course, we can have fun (..) but the main thing is that we are at school because we want to *learn* something (..) and that is just a *different* way how- how to learn- (..) but it's very important- I ask them also, why are we doing this, why do we need this- (…) also at the beginning of a lesson I sometimes ask them, why do you think, why (..) (Kirstie)

Kirstie's habit of asking her YL to think through 'why' questions arguably stems from her intention to help her YL become autonomous learners. Kathy also reports that she focuses "very much on learning strategies", explaining that:

we start with different topics (..) and- and for me it's important that the children, right from the beginning (..) learn how to *write* the words- because it's very much different to when they *hear* the words, so they get a little bit confused, but we are training on them and that is very important for me, and I notice that this kind of eh: teaching helps them (.) later in middle school because they know (..) so many words that they can focus more on grammar learning. (Kathy)

Kathy's first-hand knowledge of lower secondary school thus reportedly informs her TEYL practice. In relation to the TEYL starting age in German language schools (from the 4th primary year), Kirstie explains that "we have to think a lot about how (..) to present the topics at that age", as she perceives a clash between the beginner level language and the more advanced cognitive maturity of 9-10 year-old pupils. Such a remark highlights Kirstie's perception of the cognitive / linguistic scaffolding her 9-10 year-old learners will need for optimal instructed language development.

5.3.5 Creative / multimodal micro-scaffolding strategies

The current section analyses the more experienced participants' reported enactments and awareness of creative / multimodal scaffolding strategies in the YL classroom. Such participants report deploying a range of scaffolding strategies, sometimes individually, but more often through multi-layered approaches which may best cater for YL's complex needs. Furthermore, in this participant group findings relate to a greater extent to an awareness of the pedagogical purposes of multimodal strategies, rather than to descriptions of enactments; such purposes for them include avoiding L1 use. Emerging sub-themes from the data analysis include firstly teachers' awareness of the underlying language development purposes of their TEYL creativity; secondly, multi-layered use of multimodality, including visual aids / realia / pictures / flash cards / props / gestures / movement.

In relation to the first sub-theme, Kirstie explains her professional trajectory in implementing creative classroom activities for the purposes of fostering her YL's instructed language development. Creative TEYL activities arguably require an expansion in teaching competences, especially interactive spoken competences. In this regard, Kirstie's PD task seems to have required courage: Kirstie mentions that she does not feel comfortable acting when teaching other subjects such as German L1. However, in English lessons she now does, so that her 'teacher persona' is reportedly different when teaching English.

It wasn't that- eh:: that I did that the first year [of teaching]- in many years I had these ideas, and then I thought, ah, I could try this, I could try that (…) -and then when I saw the pupils liked it, then I thought, yes, I could try something else, and (..) so it (..) so it changed- […]

in English I think it's- it's important that they also (..) *like* the language […] because I can be creative, I can do a lot of things that children like doing- (Kirstie)

Kirstie's awareness of the underlying motivational purposes of such activities appears to have enabled her to extend beyond her 'comfort zone' competences.

In relation to the second sub-theme, all the participants in this group report supporting their YL's noticing and comprehension processes through gestures – multimodality (Zein, 2019a). For example, despite not adopting a fully-fledged MIOS approach (she reports having done this in her L1 in the past), Frida implements story-based activities which include multimodality:

I either I use a book, and that's easy, because they can listen to a native speaker from a CD or youtube, but eh:: sometimes I have already tried- recently- to tell my story- an experience I had, especially, and then the pupils can choose something they liked from the story […] then you can also see who understood really what was put into the story– they can do this also in art- I let them free to decide what part of the story they want to draw- (Frida)

All the participants report implementing music / song activities supported by CDs and/or YouTube videos, as this is felt to be motivating for YL. Kathy appears aware of the fact that some pop songs liked by her pupils may have unsuitable lyrics:

the pupils come to me and say- can we sing that song (.) in English? and I always check the words at home because it's not *always* for the young ears. (Kathy)

Isabel implements a range of strategies, including gestures, miming, pictures, but excluding the pupils' L1. Similarly, Elinor reports using only English as well as focusing on sets of classroom phrases for daily use. In addition to utilising gestures, Elinor uses flash cards and rhythm simultaneously as this reportedly supports her YL's motivation, engagement and memorisation:

That's what they do with work cards, and they love it! (.) I'm so proud when- [unint.] we say one word with the rhythm, and (.) when you take one away, then they have to repeat. (.) this is what they do and that's what they really love, because there is no picture (..) on the board and when the other teacher enters and then they show, oh we can remember all of that! [laughing] (Elinor)

Frida describes her creativity in her approach to adapting pedagogical activities and materials from a variety of resources:

for example, I love to play tic-tac-toe- you know, with whatever our topic was, for example time, and two groups with different colours- […] unfortunately [in the classroom] you have

to move, but I line them up in groups and then they come to the board- […] I think this idea came from an e-book I bought […] in PE, you can do it with hoops- you put nine hoops on the floor- (Frida)

Such creativity in TEYL thus arguably includes bypassing infrastructure constraints. As described by Karen, such efforts affect YL attentional processes positively:

we *sing* a lot, as we *play games* and as we *move*, so- normally (..) they are concentrated, and so I *have* to say the little ones for the first year I use [unint.] (.) or we use- it's a hand puppet- it's a tiger- and in these moments they're really concentrated- […] Tiger Tom says good morning to everybody, and they are concentrated, (Karen)

Kirstie explains how and why she sets out to create a motivating / enthusiastic classroom atmosphere through a multimodal approach such as drama / acting supported by motivating props:

I also had to learn to (.) do things that I wasn't used to! [laughter] in some way also doing theatre, because when I started, maybe in the first lesson, I've got the Union Jack that I'm wearing- I'm all dressed in a Union Jack [laughing] (.) and then they [YL] laugh, it is funny, and I come in and say, hello! (.) it's English now- (..) and what's your name, and all these things- but trying to involve them- oh it's so difficult to get them interested, what's this- and then maybe they laugh, and they see that it's nothing that they have to be worried about, because- as you said, the relationship is very important in teaching- (Kirstie)

Additionally, multimodality is argued by Anna to help not only YL, but also the L1 class teacher, when co-teaching:

then sometimes it's the class teacher that doesn't understand something, and then you say, aha, then this is important also for the kids, so she's just a- can be a modelling- tool for the scaffolding with the kids, ok, […] doing things, drawing things, eh:: observing instead of::: reading or just dancing, doing or using your body- (Anna)

5.3.6 Summary of RQ2 findings: more experienced participants

Overall, the more experienced participants appear to report an integrated, if implicit, awareness of scaffolding types, as well as of the pedagogical purposes underlying their deployment. The following section focuses on what the more experienced LETs see as necessary for their ongoing professional development.

5.4 Research Question 3 – Future CPD reported needs and wishes

The more experienced study participants express a number of needs and wishes in relation to their PD. These comprise firstly affordances for improving their own language competences; secondly, opportunities for extending their TEYL methodological competences, through programmes delivered by experienced TEYL experts who may also be native-like EL speakers; and thirdly specific TEYL materials.

5.4.1 English language competences

As illustrated in Section 5.2 above, participants are not always satisfied with their EL competences, as they feel this impacts their practice. Kathy feels very strongly that EL competences are at the heart of a principled TEYL approach; she thus asks for courses that focus on both accuracy and fluency, lamenting the fact that 'fluency' courses are usually the preserve of secondary school teachers. When asked about optimal future CPD affordances for herself, Kathy pauses, then says:

> (10" pause) to talk to- teachers who have mother tongue English- (Kathy)

Furthermore, Kathy connects this to her novice colleagues' EL competences:

> I can tell you honestly - they should train their English more (..) because they come out of university and it is very hard to find a teacher (.) that speaks a good English (..) and it's *so sad* because in the beginning the students need someone that can talk an accurate English in my view- (Kathy)

Nerissa expressed the complementary wish to feel "more at home" in the language and to have native speakers at her disposal once a week for informal conversations. Frida declares that "for teacher training, I only ask for more *practice* in conversation, speaking *fluently*-". All the above-mentioned requests appear in keeping with views of the advanced language competences needed by ELL teachers (Ellis & Rokita-Jaśkow, 2019).

5.4.2 TEYL methodological competences and teaching materials

All participants, when specifically asked, report that they would like to improve their MIOS competences, as this approach is not generally familiar to participants, and / or as they do not feel sufficiently prepared to implement it. Elinor reports that linguistically challenging approaches such as MIOS would certainly extend her EL competences.

As regards the professional figures that participants feel are best placed to deliver CPD, Kirstie elucidates:

> I think first of all that they [should] know how the school system here in South Tyrol- (..) works exactly […] we have these three languages, we have got the team teaching eh::: and now of course (..) the new challenges with children from- other countries, and that we have (.) integrated classes- (Kirstie)

Kirstie thus feels that any externally decided TEYL approaches need adapting in the light of local traditions / innovations, including (in German-language schools) the introduction of L3 English only in 4th and 5th primary years, and the multilingual approaches (Cummins, 2009) increasingly being introduced in the province (German, Italian, and English L3) from the first primary year.

In relation to TEYL materials, all the participants involved in CLIL and multilingual approaches strongly request appropriate materials. Moreover, other participants express a wish for dedicated resources to enable them to tackle challenging activities such as MIOS. For example, Elinor asks for materials in connection with integrated lesson cycles to include a focus on receptive and productive skills through storytelling and drama, explaining that current materials do not provide sufficient support or preparation:

> Then I would feel comfortable- if I [have to] look for different things, and put them together- then I wouldn't feel so comfortable- (Elinor)

Such a request appears relevant to teachers who may feel linguistically unconfident and/or have little preparation time due to workloads / other constraints.

5.4.3 In-school CPD opportunities and support

A number of the participants feel relatively isolated and unsupported in their own contexts, and express a wish to root their professional development in authentic school environments. For example, as regards extending their MIOS knowledge and competences, Kirstie and Elinor express a wish to observe other LETs in action with YL, so as to learn collaboratively:

> Perhaps it would be nice to see how another teacher does this with children, and how they react- (Elinor)

Nerissa muses on the fact that there is scarcely any time to meet colleagues for more than a few minutes during their working days:

> it was a coffee break of a few minutes- three minutes, maybe- that's it! (Nerissa)

5.4.4 Work-life balance

As regards the impact of their workloads on their lives, the more experienced participants, except for Isabel, report that they wish for more time for themselves, not only for personal / well-being purposes, but also for CPD, in particular for EL development purposes.

Anna expresses a wish for CPD opportunities which are designed for specific pedagogical areas:

> each individual selecting his or her personal- according to their personal interests– which is in my opinion the best way because- when you have to go into compulsory training, most of the time you lack interest. (Anna)

Despite Nerissa's reported energy, at the very end of her interview she describes a conversation with a young colleague and expresses a wish:

> I said to him, I have to learn from you! (.) you're so fresh, easy- and maybe after years and years at school, you lose a little bit of the easiness- easy being, because you [have to] focus on *such* a lot of things- […] Leichtigkeit- [ease; lightness; effortlessness] (…) it has to do with feeling, just feeling relaxed, doing the things (.) that you're sure- are the right things, ok? (.) not focusing on everything, and having to be very strict- […] but sometimes (.) you have just (.) to have a little bit of *Leichtigkeit*! […] yes, I think I've lost a *lot* of Lechtigkeit- (Nerissa)

The complex burdens felt by an arguably responsible, caring teacher such as Nerissa, despite working in a generally supportive, enlightened school context, seemingly lead her to lament a lost *ease of being*. Realising this may hold true for other study participants makes their gift of time to the study all the more valuable.

5.5 Summary of Findings and Analysis – more experienced study participants

Findings from the analysis of the more experienced participants' data in relation to the three research questions were illustrated in the present chapter. They comprise reported intentions and enactments, wishes, explained purposes, and vivid descriptions of daily lives with primary school children learning L3 English. The themes and sub-themes resulting from the thematic analysis of the interview data with participants from both groups will be discussed in Chapter 6 below.

Chapter 6 – Discussion of study findings

6.1 Overview

"[T]eachers are one of, if not the, most valuable stakeholders in language learning and teaching processes. To have comparatively so little understanding of what makes teachers tick and flourish in their professional roles is lamentable." (Mercer, 2018, p. 518).

To attempt an admittedly limited and time/context-specific contribution to our understanding, the present chapter discusses the findings from the analysis of participant data reported in Chapters 4 and 5, as arising from RQ1, RQ2, and RQ3 in the light of the theoretical framework (Chapter 2), and of additional conceptualisations as relevant. The study aims to retain in part the character of findings arising from specific study participants as exemplifications of emergent clusters, whilst striving to glimpse broader patterns to further an understanding of how best TEYL professionals may be enabled, in the light of the importance of teachers to education (Yates, 2009), as well as to language teaching (Mercer, 2018). As remarked by Dörnyei in discussing research within complexity worldviews, "even qualitative researchers often focus on groups (e.g. in multi-participant interview studies) and highlight – perhaps incorrectly – general trends in their samples" (2014, p. 83). Arguably, what can be glimpsed here on the basis of the 'snapshot' data relates to overarching themes seen as on a continuum from "surviving" to "thriving" (Beltman & al., 2011), with most participants seen as what I term *striving*.

Self domains emerge in relation to all RQs. Specifically in relation to RQ1, a differentiated and complex view of the participants' reported PD trajectories can be seen to emerge from the data analysis: here similar factors appear to lead to different outcomes, and, conversely, differing factors seem to converge in similar outcomes. Likewise, findings from RQ2 provide a varied landscape of professional enactments and reported awareness as regards TEYL methodologies and YL-appropriate meso-/micro-scaffolding strategies. Findings from RQ3 throw light on the participants' CPD needs and wishes, again foregrounding *self* factors in hypothesised PD synergies.

Table 6 below sets out to illustrate perceived overarching themes as emerging from the data analysis set out in the previous two chapters. Such themes are viewed as on a continuum, and highlight general glimpsed differences between less and more experienced study participants on the basis of their reports *at the time of the interviews*.

Table 6: PD metaphor continuum and overarching themes

PD Metaphor Continuum	Surviving (Beltman & al., 2011)	Striving	Plateauing (Day, 1999-2003, p. 61-2)	Striving, *and* Thriving (Beltman & al., 2011)	Thriving (Beltman & al., 2011)
Overarching themes: CPD reported affordances (RQ1), participant awareness of meso- / micro-scaffolding strategies (RQ2) reported needs (RQ3)	CPD Precarity / marginality CPD constrained through range of systemic / contextual / relational / self affordances Limited awareness of micro-scaffolding strategies Classroom management issues CoP: generally absent (not through EL)	Self-enabled CPD *despite* constraints and through peripheral participation in school-based embryonic CoP Love / care ethic Social justice Self-enabled, not always relevant PD Anxiety in relation to above Little integrated awareness of micro-scaffolding strategies Love invoked in undifferentiated ways Love hypothesised as key to participation in "imagined communities" Classroom management issues Tiredness / exhaustion CoP: intermittent / time-limited / not through EL	Near ideal CPD affordances Near ideal EL competences little perceived need for further CPD Coursebook as guide Lack of self-enabled strategies EL development: attrition Cop: generally absent; not through EL	Near ideal CPD affordances Near ideal EL competences Self: integration of affective factors and pedagogical thinking Sensitivity to specific YL needs Awareness of integrated micro-scaffolding strategies Extensive reading Exhaustion Wish for EL development in informal settings CoP: time limited; not through EL	Near ideal CPD affordances Near ideal language competences Self: integration of affective factors and pedagogical thinking Sensitivity to specific YL needs Awareness of integrated micro-scaffolding strategies (not of modified speech) Contextual ideality Integrated awareness of and focus on YL linguistic / overall development Wishes for PD orient as interweaving of self/professional factors in CPD
Less experienced participants:	Michael	Cora Fay Julia Laura Lily		(Emily) Helena	
More experienced participants:			(Elinor)	Anna Elinor Frida Karen Nerissa	Isabel Kathy Kirstie

6.2 RQ1 - CPD affordances and paradoxes: overarching themes

6.2.1 PD trajectories and constellations: sociocultural perspectives

The participants' reported perceptions of their past CPD "affordances" (van Lier, 2004, p. 4), thus comprising enabling and constraining factors, appear to enable the emergence of a glimpsed landscape of CPD / TEYLTED trajectories and constellations. The analysis of relevant formal / informal / contextual / relational / *self* factors reported in Chapters 4 and 5 has led to the identification of enabling and/or constraining sub-themes, in a view of CPD as seemingly including, for most participants, four important components. Firstly, in regard to LETs' pedagogical content knowledge (Shulman, 1986), to include their modified speech competences (Walsh, 2013; Zein, 2019a) – with both factors involved in TEYL "expertise" (Hattie & Yates, 2014; Tsui, 2008) – what is argued to be empowering for the participant

LETs appears constituted by ongoing, repeated PD cycles towards what Hattie terms as "the goal posts of [professional] excellence" (2012, p. 37). Such cycles are hypothesised to comprise different trajectories, stages, modalities, mediations, constellations, and superpositions, with arguably the most appropriate trajectories including pre- and/or in-service expert-mediated PD interventions in LETs' ZPD, as well as ongoing collaboration with peers. This is in line with views of "human learning as a dynamic social activity that is situated and physical and social contexts, and is distributed across persons, tools and activities" (Johnson, 2009, p. 1).

Such formal, informal, relational / contextual PD affordances arising from the data analysis can arguably be perceived to interact at all times with those pertaining to each participant's *self* – here construed as "the situated, embodied self-beliefs, motives and emotions across a person's life" (Mercer, 2014, p. 173).

Tsui's (2008) reframing of expertise as process and "deliberative practice" arguably paves the way for sustainable CPD trajectories and for attainable achievements in TEYLTED. – actually for expert-led PD pathways pre- and/or in-service.

A range of CPD components are reportedly experienced by participants in no fixed order, with such trajectories characterised by great flexibility and individual / contextual variation, and moreover recurring in repeated cycles. A core determining component is identified here, following Johnson and Golombek (2016), as arguably consisting in teachers' CPD as occurring optimally through expert/peer-mediated, scaffolded (Cameron, 2001; van Lier, 2004; Wood & al., 1976) formal professional learning in their ZPDs (Lantolf & Thorne, 2006; Pinter, 2011; van Lier, 2004; Vygotsky, 1978; 1986; Willliams & Burden, 1997) as both learners *and teachers*. In this regard, the expertise of language teacher educators (Grassick, 2019; Zein, 2016) and nature of teacher education programmes are arguably crucial. The first component – formal and appropriate language teacher education programmes of commensurate duration - is thus regarded as initiating / sustaining professional development, regardless of when it may occur (pre- or in-service) – with the proviso that potential repercussions for learners arguably call for suitable pre-service provision.

A second component in LETs' CPD arguably relates to their daily autonomous TEYL enactments. These appear informed, to varying degrees, by both YL feedback (Mercer, 2018) and by teachers being willing / having time to reflect on their practice (Richards & Lockhart, 1996; Schön, 1983) through "spaces and opportunities for reflection" (van Lier, 1996, p. 218). This would lead, at best, to further enactment-reflection cycles.

When such cycles occur, it may arguably be possible to see the emergence of "intramental functioning" (Wertsch & Tulviste, 1992, pp. 548-57) within the teacher's interiorised ZPD. However, Walsh and Mann (2015) caution that true professional development may best emerge from a close and collegial analysis of evidence from authentic classroom interactions, thus arguably from examining transcripts of teacher talk / other classroom language.

Thirdly, when this is available, LETs can additionally draw on contextual / relational support through their school communities (Lave & Wenger, 1991; Wenger, 1998).

A fourth component, recurring available CPD events / workshops, can be seen to punctuate teachers' daily work, offering, when they can be accessed, varying degrees of professional relevance and professional 're-creation' of confidence / energy / creativity. In relation to degrees of relevance, when Anna reports that some CPD events she attends are taught in top-down "transmission" mode (Freeman & Johnson, 1998), not interactively, this appears concerning; Emily's surprise at being asked for her insights is a further case in point.

For Anna, whose work was firstly informed by a range of suitable educational experiences, including the EPS programme, what she recognises as worthwhile CPD appears to arise from firstly her autonomous pursuit of freely-chosen TEYL courses in her region and abroad; secondly, from a lived engagement with real primary school life. This is as seemingly only this, for Anna, can unpack the practical complexities and constraints attendant on teaching YL; these, given contextual / systemic constraints, arguably include her setting up the pre-conditions and counter-strategies to enable child learning to be engendered.

Some of the participants report seemingly happy constellations of factors, hinting at near-ideal PD contexts. Such factors include ideal qualifications, supported by strongly declared values such as *love*, thus hypothesised ethical dispositions (Noddings, 2012) which can be seen to enable the "emotional labour" (Gkounou & Mercer, 2017, p. 39) hidden in optimal teaching. Such participants also report on-going access to suitable CPD affordances. Further happy constellations include teaching small classes (Day, 1999-2003), and/or working in not unsupportive communities. What also appears notable in this group is their reported habit of reading extensively in English, held to lead to clear linguistic benefits (Boakye, 2017; Krashen & Bland, 2014).

The provision of appropriately thorough CPD experiences, which necessarily include scaffolded interactions with experts in LETs' ZPDs, appears to lay the foundations for subsequent autonomous PD, punctuated by regular re-creation through expert-led workshops / events. Such cycles alternating expert-mediated CPD with autonomous teacher

reflection-implementation-reflection appear to mirror assisted learning in zones of proximal development (Vygotsky, 1978). This seems apparent in Kirstie gradually and actively experimenting with novel, daring approaches, such as drama, and in Isabel systematically expanding from her "90%" core repertoire of 'tried and tested' activities.

Arguably, constellations of factors work in synergy to enable teachers to construct a coherent mental / affective representation of their TEYL work from a Vygotskian perspective: as pointed out by van Lier, "for Vygotsky consciousness was a combination of affect and intellect" (2004, p. 122). Different combinations of declared personal / professional affordances (opportunities/constraints) have been seen to emerge from the participant interviews. Such affordances are seen as at times highly appropriate (Elinor, Kathy, Karen, Nerissa, Isabel, Kirstie), sometimes, for Frida, Helena, Lily, Michael, inaccessible, denoting "marginality" (Wenger, 1998, p.165-9), at other times irrelevant (Fay, Frida, Anna), or even as increasing workloads/fatigue (Anna). Participants construct their own meanings, from a sociocultural view of human learning (Johnson, 2009), out of available opportunities on the basis of their personal characteristics and histories, and therefore seemingly on the basis of previously attended TEYLTED programmes. A study participant such as Isabel appears sustained by her own declared initial lifelong "passion", a characteristic whose centrality is underscored by Williams, Mercer and Ryan (2015, p. 119) and Enever (2017, p. 103-4). Further enabling factors Isabel reports include English / linked lifestyle choices, her attendance of a sustained TEYL programme (EPS), *and* her declared *love* of learning / the educational endeavour. Further examples appear revealed in Kathy, who also declares *love* for both the EL and its sound, reportedly planning entirely new TEYL activities for every s/y.

Anna, in her turn, appears intrinsically motivated (Dörnyei & Kubanyiova, 2014; Dörnyei & Ushioda, 2011, p. 174; Williams & al., 2015; Williams & Burden, 1997) as a professional by her *love* of learning, not only relational / ethical (Noddings, 2012) in nature, but also grounded in her apparent curiosity and energy, which lead her to attend a variety of courses in her region / abroad. Such factors can arguably be seen as affording her the necessary resilience to deal with real, as opposed to idealised, instructional settings.

Only one openly-declared example of hypothesised "plateauing" (Day, 1999-2003, p. 61-2) is found in the data, as Elinor admits with frankness to boredom through an over-reliance on the coursebook, with possible "deskilling" effects (Richards, 1998, p. 140).

6.2.2 Latent communities of practice

Overall, participant data supports a view of CoP-based PD as only partially / sporadically emerging in the context under study. The infrequent "ships in the night" encounters afforded by geographical / workload / systemic constraints do not arguably enable sustained peer collaborations, despite their undoubted emotionally-sustaining value. Importantly, any such encounters are not carried out in the TL in the foreign language context being studied; thus any furthering of EL / speech modification competences themselves (see Section 6.2.3 below) does not seem part of the participants' shared 'practice'.

Anna finds informal CPD in what she terms "filter-free" contexts "most effective", as this allows *truly congruent* questions to be discussed without fear/embarrassment, in what arguably constitute *latent* "communities of practice" (Lave & Wenger, 1991; Wenger, 1998) that she herself contributes to establishing in her work context. For Anna, a seemingly salient issue is that in formal CPD contexts teachers find it impossible to ask about practical issues, although these strongly impact their work; thus compulsory/available (as opposed to freely chosen) CPD appears to her to link to 'idealised' as opposed to realistic views of education. One example provided by Anna refers to challenging behaviour on the part of pupils and sometimes their parents – a problem also reported by Nerissa and Frida. Anna's comments in this respect highlight her difficulties in dealing with classroom management issues. These, as reported, can moreover create rifts among colleagues, as specialist LETs who implement active methodologies seemingly face more disruptive YL behaviour (Zein, 2019b) than class teachers do, as specialist teachers teach many more pupils.

In relation to her initial and reportedly quite shocking TEYL experiences, when external teachers did not share their expertise / materials, Anna comments: "It's nice when you have a group and there is someone who gives you the *keys* of- (..)". This curtailed comment evokes her initial feeling of being 'locked out' of professional learning, in what appears an experience of co-existing "participation and non-participation" (Wenger, 1998, p. 165), in consequence of the parallel but separate work of what arguably constituted two CoPs within the same school: the first consisting of an inexperienced LET and her colleagues, and the second, hypothesised to have then possessed better TEYL expertise, keeping it "sealed". Ultimately, such an incongruence appears to derive from hastily implemented innovations (Rixon, 2019), thus lack of appropriately prepared teachers. Anna's early experiences do not however seem to have deterred her from engaging in EL / professional development, arguably on the strength of personal enabling mindsets (Dweck, 2006; 2017) / her willingness to help others.

6.2.3 Language competences and modified speech

In the context of TEYL, teachers' language proficiency is seen as a crucial element (Cameron, 2001). Ellis and Rokita-Jaśkow (2019) suggest that teachers should reach level C1 of the CEFR (Council of Europe, 2001), as language teachers' TL competences arguably shape in profound ways their ability to provide appropriate scaffolding (Wood & al., 1976) to YL. Despite collecting EL data, however, it was chosen, from a lifelong learning perspective (Day, 1999-2003), to focus on teachers' own awareness of factors impacting their practice, including their *specific* TEYL linguistic competences to include "speech modification" (Zein, 2019a, pp. 59). A specific focus of inquiry thus relates to teachers' awareness of how spoken language is best deployed in child-directed speech to provide fine-tuned, responsive and targeted learning affordances for specific YL. Shulman's point in relation to the necessary vastness in repertoires of teacher knowledge - "a veritable armamentarium" (1986, p. 9) foregrounds the linguistic breadth / flexibility TEYL professionals need to react spontaneously and appropriately to myriad classroom occurrences (Cameron, 2001; Walsh, 2013; Walsh & Mann, 2015; Zein, 2019a). Language competences, whether L1 or LX (Dewaele, 2018), are themselves not permanent, but rather apt to be subject to "attrition" (Schmidt, 2002, p. 286) over time, or conversely evolve through the conscious deployment of lifelong learning strategies including extensive reading (Boakye, 2017; Krashen & Bland, 2014; Yamashita, 2008).

In relation to the participants' linguistic backgrounds, repercussions can be identified as all participants are German and Italian speakers; for example, Jessner (2008, p. 21), in a discussion of the cognitive differences between speakers of one, two or more languages, states that "bilinguals have turned out to be better language learners than monolinguals"; thus arguably residents of (Trentino)-South Tyrol may enjoy different L3 development processes from those of monolinguals, and have different requirements.

A finding from the study relates to the partially inadequate formal CPD approaches to enabling teachers' TL competences reported by some participants (this finding only applies to those participants with access to such courses). For example, Kathy regrets not being allowed to access more advanced courses which focus on fluency (reserved for secondary school teachers). Additionally, Kathy and Elinor indicate that some of the available language courses may need adjusting in the light of YL classroom language / modified speech requirements, as they are either pitched at too low a level for teachers to feel that they have the requisite more advanced language competences than their YL, or are seemingly focused on what Elinor describes as irrelevant features. Such policy choices do

not appear informed by currently recommended TEYL approaches viewing teachers as the prime sources of exposure to rich and contextualised language (Cameron, 2001; Slattery & Willis, 2001; Zein, 2019a). This appears of concern in TL impoverished contexts (Ellis & Rokita-Jaśkow, 2019), such as Trentino-South Tyrol.

All participants in different ways / to differing degrees describe being dissatisfied with/anxious about their EL competences, something reported in other contexts globally (Butler, 2004; Medgyes, 1992; 1994; Widdowson, 2003). Anxiety is seen to impact linguistic development negatively (Horwitz, 2010) as well as being arguably draining. It is hypothesised, from the analysis of the findings, that those participants who engage actively with the language, thus increasing their competences, feel greater confidence and are better able to articulate their awareness and understanding. Caution is in order here, as there might have been an assumption on my part that because participants are more experienced, they are also more aware in relation to YL learning processes, and that their understandings are more integrated. However, data from Helena (less experienced participant group) arguably shows an alertness to YL development, and reflective abilities, which belie her inexperience.

Further as regards anxiety, a "deficit" (Cook, 1999, p. 194) view of non-native speaking teachers and/or language teacher educators as somewhat lacking appears to have been internalised by all participants, and even by Emily, Elinor, Frida, Kathy, Nerissa and Karen, despite their fluent and expressive delivery (see Chapters 4 and 5).

The study participant LETs' perceptions of their own language competences appear shaped by prevailing societal and professional discourses, such as the ongoing debates around native- versus non-native speaking teachers of English (Johnson, 2006; Medgyes 1992; Medgyes 1994); as noted by Sharkey (2018, p. 15), "a long-standing popular myth that requires constant debunking is the superiority of the native speaker in second language teaching". For most, if not all, the participant LETs such a notion appears to have become internalised. Despite a growing awareness that for native speaking teachers English is "no longer their property" (Widdowson 2003: 157) because of its widespread use for a multiplicity of purposes in the international community (McKay 2002; Seidlhofer 2011), for many participating teachers a sense of their lack of ownership of the language and/or doubts as to their language competences may act as PD constraining factors. As noted above, a liking for / deference to an idealised phonological model of the English language is found in the data. However, as Widdowson points out,

> one objection to insisting on conformity to native speaker norms is that to do so sets goals
> for learners which are both unrealistic and unnecessary. But it is not only that such insistence

is open to objection on practical pedagogical grounds. It also has ideological implications of a more general educational significance. For it can also be seen as the authoritarian imposition of socio-cultural values which makes learners subservient and prevents them from appropriating the language as an expression of their own identity. (Widdowson, 2004, p. 361).

TEYLTED domains which appear affected by *self* factors are discussed in the following section.

6.2.4 The self: *love, language, micro-scaffolding, and extensive reading*

Arguably, factors connected to the *self* (Mercer, 2014) can be seen to play a role in determining the extent to which participants are disposed to engage in lifelong learning activities, such as extensive reading (Boakye, 2017; Krashen & Bland, 2014; Yamashita, 2008). Enacting sustainability in TEYLTED would arguably entail merging the professional and the personal domains through two connected factors: love of the language / extensive reading (see further discussion at the end of the section). Such a merging would further arguably lead to fostering the participants' wellbeing, arguably through the seeming manifold benefits of engagement in world literatures / creativity (Durham Commission on Creativity and Education, 2019; Maley & Kiss, 2018).

To explore the role of affective factors more specifically, or, in the participants' words, *love,* emerge explicitly from all the participants' data except for Michael. Attending to *affect* is held to lead to positive repercussions for YL and teachers alike (Day, 1999-2003; Dörnyei & Kubanyiova, 2014; Dörnyei & Ushioda, 2011). *Love* is articulated in different ways in the data; for example, Emily reports strong *love* for the *sound* of English, *British* English in particular (unspecified variety). Lily states she loves the *sound* or 'music' of British English, that is its prosody (Crystal, 2019) or "paralinguistic features" (Macaro, 2010, p. 20).

Other *love* sub-themes relate to English, all language, education, and working with children. For example, Isabel explicitly ascribes her YL's affective commitment to English to her own:

> I think I can transfer this passion and my love for English to the children, and it's amazing that all of the children *love* English. It's so great when parents tell me, my son has difficulties at school, but he *loves* English! (Isabel)

Isabel's report resonates with Mercer's description of teachers as "highly 'contagious'" (2018, p. 516) in classroom contexts. Isabel's declared love for manifold facets of education

can be linked to the question of quality in teaching, in keeping with Enever's recommendations for selecting teachers: these include recruiting "enthusiastic teacher candidates", and making available appropriate TEYLTED provision (2017, p. 105).

The participant LETs' relationship with their TEYL work appears in many cases to be supported by their expressed love for the English language in general as well as for its specific sound / its very 'otherness' (evidenced by the emphases in the participants' voices). The ELLiE study reports that those teachers who were able to support successful target language outcomes in their classrooms felt affection for the language, pleasure in their work as English language teachers, "and/or believed in the benefits of teaching a FL at this age" (Tragant Mestres & Lundberg, 2011, p. 99). Although further research is needed to establish whether this is an advantage of LETs over NEST teachers (for whom the L1 might be argued to be a given), arguably for participant LETs their reported love for the EL sound may be a *self* enabling factor.

Indeed, those factors which pertain to a teacher's *self* (Mercer, 2014) may be seen to intersect with any or all of the above-mentioned elements, leading to differentiated CPD cycles. To exemplify, Isabel's description of her approach to extending her repertoire of pedagogical activities appears to point to her "intramental functioning" (Wertsch & Tulviste, 1992, pp. 548-57) in her *internalised* professional ZPD. A growth mindset (Dweck, 2006), coupled with declared *love* for English / education vis-à-vis her own EL development and her PD arguably underpin Isabel's approach to expanding her TEYL methodological expertise. Her approach appears to stem from her awareness of a need to ensure that classroom activities are successful, whilst maintaining a focus on professional growth within her teacher's ZPD:

> I'm always interested in learning, and maybe I am a bit of a perfectionist and want to do it better and better, but I use things that I know work well and I use them many times. […] let's say 90% [is tried and tested activities] and then there is this 10% that always needs a change; the basis is OK, and then I just build other things on top of it. (Isabel)

Isabel's description appears to show her developing professionally *in a controlled manner,* minimising risk of classroom disruption, whilst intentionally (see pedagogical intentionality, Chapter 1) systematically expanding her core range of activities, and presumably attendant competences. Isabel's seemingly "deliberative practice" (Tsui, 2008, p. 184) and her development of "teaching expertise" (Hattie & Yates, 2014) appear self-sustained; however, it is arguably enabled by previous mediated learning at the "intermental" (Wertsch &

Tulviste, 1992, p. 549) level, as well as by her deep knowledge of her pupils (Hattie & Yates, 2014). This seems to allow her to continue evolving autonomously, with continuing occasional external support. A further source of PD can be seen in her reported sensitivity to her pupils' responses, in what appears to hint at the co-constructed, relational nature of language development:

> There are some children who are really talented, and have a *feeling* for language, and after two weeks- that makes four lessons of English – two hours a week; I *never* say a word of German; […] they already understand what I'm *saying*. […] I can't really explain it, but there is this feeling for the language and they *listen* very, very well and it's like a combination of this listening and feeling and *love* for the language. (Isabel)\

It may be seen in the data that participants who report being motivated by educational values, such as a love of learning / languages / teaching children appear to express greater awareness of scaffolding strategies and greater coherence in descriptions of TEYL practices. It is hypothesised that *self* factors, such as feeling invested in the educational endeavour, may have *mitigating* effects in the presence of adverse contextual factors, as seen by Beltman et al. (2011). Conversely, those participants who teach small YL groups are here hypothesised to benefit as regards their PD, as according to Day small class sizes grant teachers manifold benefits, such as developing "authentic relationships" with learners, as well as affording them opportunities for "reflection on teaching" (1999-2003, p. 74).

A 'bridging' enabling theme has been identified through the data analysis process in relation to extensive reading (Boakye, 2017; Krashen & Bland, 2014; Yamashita, 2008), as arguably sustaining such a habit – itself based on enjoyment / reading for pleasure - may yield a synergy of benefits for LETs in relation to their language competences, thus arguably fostering "a fertile space for reimagination of professional identities" (Pavlenko, 2003, p. 261), with myriad personal benefits accruing.

Kathy, Nerissa, Isabel and Karen - who attended the EPS programme in the past – all report engaging in extensive reading, itself a component in the EPS programme. The trustworthiness of the finding may therefore be in doubt, as participants may reassure the researcher of their engagement in a highly recommended CPD practice; however, the finding appears to be credible, as well as seemingly supported by the spoken language competences of these participants. In the light of the study data, may be hypothesised that the widely recommended habit of extensive reading in the TL may straddle / bridge personal and professional development domains in unexpected synergies. To exemplify, it would appear that Isabel's extensive reading is intrinsically motivated by her strongly declared love of the language (an enabling factor connected to the *self*), *and* she is moreover conscious of its

benefits for lifelong language development. In other words, a personal motivation to engage in extensive reading as a lifelong learning strategy may be argued to provide a powerful means of furthering both a language teacher's professional development, and their sense of ownership of the language, with both facets acting in synergy. Such a synergy is further hypothesised to improve work / life balances, thus lessening exhaustion.

6.2.5 TEYL pedagogical freedom versus classroom management issues

Many participants (Lily, Frida, Anna, Kirstie, Isabel, Helena, Nerissa) declare their appreciation of their freedom to choose which pedagogical activities and tasks to enact with which learners. Kirstie values the pedagogical freedom in her L3 English teaching; however, such freedom appears prompted by principled pedagogical intentions: the provision of motivating scaffolding to her YL. In this respect, Kirstie's comments link with similar ones made by Nerissa, about valuing the pedagogical freedom in choosing exactly what the teacher feels is necessary *for that specific group of children at that specific moment in their linguistic* and *overall development.* Here we can arguably detect how appropriate CPD affordances, in conjunction with teachers' in-depth knowledge of *specific* learners (Hattie & Yates, 2014, p. 106) foster a range of interrelated teacher linguistic / methodological / affective competences, thus enabling teachers to perceive and respond to YL traits and needs through their "interpersonal sensitivity" (Hattie & Yates, 2014, p. 109), thus providing appropriate meso-/micro-scaffolding (van Lier, 2004). When Kirstie laughs: "I'm all dressed in a Union Jack", the fact of having experienced a drama approach in a supported CPD context seemingly enables Kirstie to deploy it when she perceives that it is best suited to reach specific goals. Furthermore, Kirstie is free to make choices as she is also the class teacher, in an exemplification of views of teaching expertise arising from a deep awareness of the unique characteristics of learners:

> if you want to do some project, as a class teacher (..) you don't have to ask someone, can we do this! [laughter] That's that's a *bi::g* advantage and of course the more hours you are with the pupils the better it is if (…) because of the relationship and (..) yes, they trust you- (Kirstie)

Thus different teacher typologies appear to be afforded different opportunities and freedoms, which, when able to, they seemingly avail themselves of in order to further broadly educational goals, as explained by Nel Noddings: "A wonderful opportunity arises for students to choose content that interests them" (2003, p. 253).

In relation to *striving,* when affordances are less favourable, TEYL classroom management issues are reported in participant data. The latter factors may lead to disruption,

as noted by Lily and Fay, because currently recommended TEYL approaches are based on holistic, embodied (Cameron, 2001; Pinter, 2006) activities, and as such are liable to be interpreted by YL, as reported, as mere 'fun' and/or to be inexpertly implemented. More experienced participants, such as Nerissa, prevent such misbehaviour through being simultaneously "very strict" and highly caring, and/or making the ultimate language development purposes of such activities clear to pupils (Kirstie). Such a strategy, in its turn, is intended to activate YL's metacognitive / cognitive processes, making YL aware of their own learning.

As argued by Zein (2016), classroom management issues in relation holistic TEYL classroom activities are widespread globally. Such activities may pose challenges that some LETs arguably cannot cope with alone, as specialist EL teachers in particular have low contact time and therefore reportedly less influence with YL. Hence, appropriate initial and/or in-service TEYL specialisation programmes appear central to future successful outcomes. Furthermore, Zein indicates that LETs sometimes respond through "raising one's voice" (2019b, p. 160). It should be noted that such an inadequate strategy also appears to endanger what is arguably teachers' most important 'embodied instrument':

> The initial training of pre-service teachers tends to ignore—or takes for granted— the importance of the voices and the bodies of teachers on their presence in class and on their relationship with students […] The voice, the gaze and the body articulate what teachers feel and can be worked on to master emotions or use them on purpose." (Lemarchand-Chauvin & Tardieu, 2018, pp. 437-8)

It would appear that teacher preparation programmes need to target specific competences relating to interconnected areas: group dynamics (Dörnyei & Murphy, 2003) / classroom management strategies (Zein, 2016); flexible / reactive EL competences, to include child-modified speech (Walsh & Mann, 2015; Walsh, 2013; Zein, 2019a); principled / structured deployment of creative methodologies; lastly, attention to the human voice as a conduit for myriad micro-scaffolding enactments.

Conversely, in many language teacher preparation programmes what is arguably addressed is classroom management for instruction generally, rather than the provision of skills to prevent and / or cope with disruption arising from specific subject issues, as argued by Zein (2016). This appears concerning as many recommended TEYL methodologies are holistic / embodied. If not appropriately set up and led by optimally prepared teachers, such activities may even be detrimental. Furthermore, Dörnyei and Murphy (2003) emphasise that group dynamics is not addressed in teacher preparation programmes. In the study, no

participant mentions having received such training; however, the issue was not directly addressed in the semi-structured interviews.

From the participant data, the emergent – unsurprising - patterns show firstly teachers of small YL groups reporting high motivation and engagement, and/or no disruption; secondly, teachers of large classes reporting their own irritation or 'shouting' behaviour in response to disruption (Frida, Fay, Lily), or hinting at such behaviour in the past (Michael). Such teacher behaviours are seen as harmful (Hattie & Yates, 2014, pp. 17-8). Thirdly, some of the more experienced participants reportedly maintain discipline (fairly) rigorously within a holistic / creative TEYL approach (Karen, Anna, Nerissa, Kathy and Kirstie), whilst Isabel, who appears to teach in near ideal conditions, reports highly committed YL. Such happy constellations of enabling / mitigating (Beltman & al., 2011) factors cannot be taken for granted. Frida's case appears in many ways unique because of her professional qualifications / status, language background / lack of formal TEYL training. However, she might be hypothesised to be professionally enabled by factors such as her strongly affirmed love of English, initial training in / work with SEN children and German L2 teaching, as well as arguably by her moral indignation at perceived systemic incongruences. Lastly, Frida bears witness to her younger colleagues' dedication: "I love their connection to the children". It thus appears even more tragic that such moral / epistemological stances and competences, arguably indicating mentoring (Goodwyn, 1997) potential, seem *systemically* unrecognised and/or ignored.

6.2.6 PD trajectories: surviving / striving

Surviving and/or striving, as an overarching theme, specifically in relation to precarity, emerges from the accounts of three participants. It appears to be connected, on the basis of participant reports, on the one hand with a *resisting* mode, and on the other hand, demotivation / despond. Ostinelli explains the precarity endured by some state school teachers: *"One of the greatest flaws of the Italian teacher education system is the lack of cohesion between the curricular programming and access to the job: the perspective is that of a perennial limbo, in which short-term contracted teachers will be added to the pre-existing ones"* (2009, p. 295); more recently, teaching in the Italian state school system is still reported as characterised by a lack of professional stability as well as required mobility within the country (Gallo, 2018). Thus, those study participants who do not enjoy permanent employment status arguably face compounded professional challenges through the uncertainty and impermanence which dominate their lives, as well as through lack of or diminished access to CPD. Three participants, Fay, Michael (less experienced) and Frida (more experienced) were working as supply teachers at the time their interviews took place.

Their professional trajectories appear similar in relation to formal / systemic CPD affordances: the three participants' professional lives were – at the time - all characterised by precarity / impermanence, thus marginality (Wenger, 1998). However, despite such a similarity, the analysis of the interviews yielded different themes / sub-themes: from Frida's seemingly autonomous belief in the primacy of embodied cognition with YL, to Michael's dawning understandings, albeit seemingly slowed by professional / personal frustration, itself arguably detracting from his CPD motivation, to Fay's creativity and cheerfulness - itself arguably attested by twenty-one episodes of 'laugh-out-loud' laughter in her interview. Despite such merriment, Fay suddenly commented: "I'm old!". Thus even a seemingly dedicated teacher may feel that the time for unlimited giving with little receiving has passed. Arguably, participant LETs such as Fay, in declaring *love* for a number of educational facets of their work, may be asserting a strongly held enabling belief, perhaps identifying *love* with the right to belong to the overall teaching profession, and/or staking their claim to a desired "legitimate peripheral participation" (Lave & Wenger, 1991, p. 29-43) in TEYL which they feel is denied to them.

Frida's resistance mode appears in evidence through her railing against official incoherence:

> It's really funny, because they told me I can't teach CLIL in German because I have no CLIL- education- training in CLIL (..) and then, because they couldn't find an English teacher, suddenly I can teach in another language that's not even mine- (Frida)

Frida seems to have long been in a position of "marginality", further explained by Wenger as "participation restricted by non-participation" (Wenger, 1998, p.167); such an explanation arguably points at the fraught, fractured state of persons caught up in ambivalence. In Friday's case, however, an ability can be detected to critique what she apparently deems unthinking orthodoxies; thus, paradoxically, her freedom to think and act as she feels fit arguably stems from her very outsider status. Her approaches to her own CPD are varied and resourceful, supported by her ongoing habit of reflection, and reportedly enable her to implement a range of scaffolding strategies with her YL, in keeping with her own competences and preferences. Frida seems to project a free-spirited, passionate persona in arguing for greater coherence in educational policies:

> […] if the people [experts] […] could see:- the *real* life of the teacher (..) I don't mean the *specific* language teacher, I mean *all* teachers- just […] see the children we have, and then see also the parents when they come and get their children- (..) and *then* (.) tell me what I *could* improve, because I know- (.) for sure, every day I make one mistake- at least- (.) I'm already happy if it's only one, and then I go home and I ask myself, but *why* did you do this,

(..) why did you react this way, (.) why didn't you change to another [way], and eh:: if they asked *these* questions, then I think more (.) trainings would be- more interesting, and more teachers would be interested in doing them and- going there, and e:ven spending a *Saturday* in doing this. (….) and also, if they say, (.) you have to do CLIL, (..) *come*! (2') *show* me how to do it, and I will try to do it, if you have a way to show me. (..) but- *don't* just say (.) *you have to!* (Frida)

Frida's cry from the heart appears to show how teachers are vulnerable to "physical, psychological and emotional attrition" whenever "their own moral purposes" (Day, 1999-2003, p. 77), institutional / professional affordances appear at loggerheads; for example, as suggested by Garton, when innovations such as CLIL are introduced "with inadequate teacher training" (2019, p. 269); it moreover highlights her perception – like Anna's perception - of available CPD as ignoring authentic classroom realities. Her moral purpose seems clear: she questions her classroom reactions – elsewhere she admits sometimes being irritable under pressure - appearing to ask, albeit hopelessly, for her solitary self-reprimand to be a joint, mediated PD opportunity (Williams & Burden, 1997). In relation to classroom management, Frida's concerns might be addressed through teacher-led action research (Wallace, 1991) / "exploratory teaching" (Head & Taylor, 1997), perhaps in collaboration with other teachers and/or researchers (Bailey & Nunan, 1996; Farrell, 2015) to lighten the added workload. Meanwhile, issues of professional precarity / access to CPD appear to overshadow her professional trajectory.

Lastly in relation to precarity, the excerpt from Michael's transcribed interview (Chapter 4, RQ2, section 4.3.4) appears to touch on issues which are relevant to both RQ1 and RQ2. In particular, Michael seems to show an untutored, if emerging, awareness, due to linguistic constraints and/or to a lack of habitual engagement in reflecting on practice - of the importance of affective factors (Golombek & Doran, 2014; Merriam, 2018) in building a relational pedagogy with YL. His warning "you have to be sensitive" appears in tune with Hattie and Yates' views of an arguably highly professionally enabling element in teaching expertise, namely "interpersonal sensitivity" (2014, p. 109). Additionally, when Michael muses on whether the teacher is a "lady or a man", this mention of gender is the only one in the sixteen interviews. Teachers such as Michael appear forced into 'resigned mindsets' through an accretion of constraints: their temporary teaching positions and attendant denied access to CPD. This does not exclude, however, that in his case other factors relating to his interpreting teaching as a caring profession (Goldstein, 1999; Noddings, 2012), and thus potentially gendered, may also be at play, if for example he does perceive teaching as 'other'.

However, what appears to transpire most vividly from his account of his journey from initial insecurity and frontal teaching, through what are perhaps implied stages where 'shouting' was resorted to in maintaining discipline, to his then current nascent understanding of learner differences and the ensuing need for teachers of YL to be 'sensitive', is how seemingly *bereft* his journey was in the past. The impression of a lack of direction/professional support is perhaps even heightened with every repeated transcript checking/reading. As regards the time when the interview took place, his then differing school context appeared briefly to offer support. There, he reported learning through observing colleagues / co-teaching / co-planning / receiving materials / links to online YL activities / suggestions from his then colleagues. It is debatable, however, whether such activities stemmed from a wish to develop professionally, a wish to 'survive' (Beltman & al., 2011), or he was simply being temporarily 'propelled' by colleagues who cared about their own school.

Such teacher marginality (Wenger, 1998), however constituted, appears of great concern when considering, with Mercer, that "a teacher's psychology and professional wellbeing is in a position to be highly 'contagious' for the psychology of the whole group as a collective and for individuals within the social network of the classroom" (2018, p. 516).

6.3 RQ2 - Classroom enactments and scaffolding strategies: emergent understandings

In relation to reported enactments of classroom language and pedagogical activities / tasks, (RQ2), all study participants described carrying out a range of TEYL classroom activities, except for MIOS / oral storytelling, despite the approach being highly recommended in TEYL (Bland, 2015; Brewster, Ellis & Girard, 2002; Cameron, 2001; Hughes, 2001; Garvie, 1989; Shin & Crandall, 2014), with its educational resonance highlighted by Bruner (1990) and Wells (1986). The analysis of data yielded firm findings: similarly to what indicated by Garton, Copland and Burns (2011) in relation to their survey of global TEYL, no participants report deploying the 'strong' version of interactive storytelling – MIOS - for a number of interconnected reasons. These include linguistic challenges for participant LETs, preparation time needed in conjunction with heavy workloads / lack of time, and lack of confidence / perceiving such activities as socially embarrassing in front of one's peers (Elinor). Further reasons include a fear that YL may not be able to understand everything in the story. Arguably, given appropriate CPD support through a variety of means, to include school-based, expert-mediated modelling, MIOS could be seen as a 'sustainable' approach, as it can simultaneously address the complex educational needs of YL, and professional / spoken

language development needs of LETs, in providing scaffolding for their own modified speech competences.

RQ2 focuses on participants' reports of enacted classroom language/activities, and on their conceptualisations of "emotional" (Rosiek, 2003, p. 399-412), or affective/cognitive (Immordino-Yang, 2016, pp. 86-7), linguistic, multimodal (Bland, 2019) "micro-scaffolding" (van Lier, 2004, p. 149) strategies, as these are arguably central in activating a number of YL language development processes. As seen in Section 6.2.3 above, scaffolding linguistic interactions with YL through appropriately modifying aspects of TL classroom discourse has recently received a great deal of attention as a relatively neglected area of instructed language development, and hence both language teacher education and TEYLTED (Slattery & Willis, 2001; Walsh, 2013; Walsh & Mann, 2015; Zein, 2019a). The rationale for such a focus lies arguably in the fact that teacher use of discourse markers, clear articulation, semantically focused intonation, an engaging and friendly tone which conveys one's commitment, negotiation of meaning strategies, use of repeated language patterns (Willis, 2003) / reformulating / confirming paraphrasing strategies again highlighted through judicious prosody (Crystal, 2019; Skidmore & Murakami, 2016), supporting facial expressions and gestures all seem to maximise YL comprehension, intrinsic motivation as well as their ability to engage in supported and later freer interactions in the TL. As the minutiae of such linguistic labour on the part of LETs are arguably not always explored in teacher education programmes, (some of) the study participants (depending on their EL competences) may be expected not to be able to articulate such understandings with precision. RQ2 is, nonetheless, premised on the assumption that a 'reflecting in-on practice' mindset (Schön, 1983) through co-constructed collaborations (Johnson, 2009) in teachers' ZPDs (Vygotsky, 1978) might alert sensitive and committed teachers to the need for implementing systematic strategies, as they may perceive that their absence leaves YL floundering. Exploring teachers' awareness from their vantage viewpoint can subsequently help to infer professional development needs in this admittedly personally / professionally challenging area, as straddling linguistic, affective / interpersonal and cognitive 'embodied understandings'.

To provide an example of the overlapping / holistic nature of scaffolding YL's instructed language development, Laura's verbalisation of her emergent understandings of pedagogical enactments (or lack thereof) that can support her YL's understanding, motivation and participation is quoted below. Laura addresses multiple issues: L1 avoidance; multimodal scaffolding; and linguistic scaffolding:

I avoid to use translation and I told parents this because I think it is better to think of other ways to say something, but- in general I try to mime, I use the blackboard, I draw pictures on the board. I'm not good at drawing but I say this is just to help them understand. [unint.] (.) then- I try and speak (.) simple, but for me it is not so difficult (.) because I- I don't have a very (..) *high* level! [laughing] (Laura)

Her understanding appears most in need of expert mediation in relation to her perception of the teacher language level that can best foster instructed language development with YL. Such limited reported use of linguistic scaffolding may hint at a still emergent awareness of the importance of providing YL with exposure to repeated (Puchta, 2019) patterned language (Bland, 2015). One aspect that seems salient in the less experienced participant data relates to *general* prosodical aspects of scaffolding such as intonation (Crystal, 2019; Lebedeva & Kuhl, 2010), whereas the role of the teacher's gaze in aiding interaction (Donnellan & al., 2019) and assisting teacher sensitivity to individual learners' needs (Hattie & Yates, 2014) is not mentioned by any participant.

The classroom use of the pupils' L1 may be seen as 'scaffolding' understanding / motivation. Despite some of the participants' qualms, appropriately using pupils' L1 can be argued to act as linguistic/affective scaffolding, as indicated by Copland and Ni (2019, p. 143). L1 use can also be helpful when encouraging "children to engage with reflection on their learning" (Ellis & Rixon, 2019, p. 101). Such selective usage appears important when balancing YL needs in instructed language development in "low exposure" TL areas (Ellis & Rokita-Jaśkow, 2019, p. 245). Most participants reportedly avoid using the pupils' L1, only recurring to it occasionally to firstly maintain discipline, and secondly to highlight L1 / L2 / L3 similarities. Such choices can be ascribed to the rise of approaches based on communication and consequent avoidance of strategies linked with traditional approaches which focus narrowly on linguistic structures / extensive use of translation (Howatt *with* Widdowson, 2004; Richards & Rodgers, 2001). However, an alternative explanation may be that Laura expected me to disapprove of L1 use, perhaps as she is not yet aware of shifting attitudes in TEYL: there appears to be a growing awareness of the educational benefits accruing from welcoming all community languages from a multilingualism perspective (Cummins, 2009). Such an acceptance of linguistic diversity can arguably be seen as cognitive / linguistic / affective scaffolding for YL. Both Emily and Laura report using the pupils' L1 only for classroom management purposes, "to keep calm the class" (Laura).

Findings from RQ2 suggest that participants implement a range of strategies for scaffolding learning and demonstrate a heightened awareness of the affective needs of YL

(Cameron, 2001; Pinter, 2006), but that their awareness of such strategies is limited (less experienced participants) or organically integrated, yet implicit (more experienced participants). In relation to linguistic factors and dialogic pedagogies (Skidmore & Murakami, 2016; Walsh, 2013; Zein, 2019a), participant awareness appears in need of expert mediation. Factors that constrain the full expression of such an awareness arguably include the participants' EL competences; had the interviews been carried out in the participants' L1, RQ2 might have provided alternative readings. Conversely, the interview data may provide hints as to the participants' ability to modify speech extemporaneously and flexibly.

It would appear useful to illustrate the participants' awareness of what 'scaffolding' YL's language development entails through creating a continuum from reported *emergent / partial awareness and enactments* to *wholly conscious / deliberate awareness and enactments*. Unsurprisingly, the less experienced participants generally reported differing understandings from more experienced participants. In relation to micro-scaffolding strategies , in general participants described enacting them not in isolation, but in synergy, through multilayering a range of support types, or "multimodality" (Bland, 2019), in keeping with views of YL appropriate holistic activities and tasks (Cameron, 2001; Pinter, 2006).

The two less and more experienced participant groups appear to differ in what is salient for them: broadly, generalised affective factors (Damasio, 2018; Golombek & Doran, 2014; Immordino-Yang, 2016; Merriam, 2018) generally seem to arise in isolation for the less experienced participants; in contrast, the more experienced participants appear to describe their classroom enactments with a deeper awareness of ultimate language development aims, together with seemingly more integrated scaffolding strategies. For example, vis-à-vis scaffolding strategies, what appears implicit in Isabel's description of her multidimensional storybook reading with her YL (see Chapter 5) is the extensive, thorough and sustained reported use on her part of a number of strategies, ranging from motivating topics, motivating interactions, to lively and expressive use of elements of prosody (Crystal, 2019; Skidmore & Murakami, 2016) which further underpin meanings. Isabel's awareness appears highly developed, and her interactive linguistic / teaching competences sufficiently flexible to enable her to respond sensitively to YL's myriad needs. Her pedagogical competences appear to arise from constellations of related factors, themselves underpinned by further, more broadly affective / ethical (Goldstein, 1999; Mezirow, 2018; Noddings, 1986) factors, described by her as "love", but enacted *systematically*. In contrast, Julia describes her creative / holistic activities involving music:

> Yes, I say, let's sing together with me, clap your hands (..) this is my system- I create a beautiful confusion! [laughing] (Julia)

Creating a 'beautiful confusion' may motivate, but arguably also bewilder YL, and/or lead to disruptive behaviour.

Helena, Kirstie and Kathy appear to contribute differing yet complementary insights in their reported approaches to scaffolding YL's cognition. Helena states that a focus on literacy can itself scaffold further learning, even if it is momentarily "boring"; she thus appears to emphasise a growth mindset (Dweck, 2006; 2017) based on effort, as well as learning through 'fun'. Similarly, Kirstie focuses on making YL aware of the underlying purposes of such 'fun' activities; Kathy, like Helena, appears to be fostering positive attitudes to effort, in highlighting the importance of reference points such as orthography for future learning. Kathy's insight appears connected with a development of "phonological awareness" (Cameron, 2001, p. 137; Murphy, 2019, pp. 114-5), fostering lexical / literacy development so as to lighten YL's *future* "cognitive load" and potentially free their "working memory" (Hattie & Yates, 2014, pp. 146-56) for what she sees as the more complex / analytical approaches in lower secondary school. For Kirstie, "the aim is that they are-responsible for *their* own learning". Thus, arguably, for Helena, Kathy and Kirstie instructed language development may be attained through a YL-appropriate continuum of activities ranging from holistic to analytic, ultimately concerned with developing YL's "cognitive" as well as "metacognitive strategies" (Parker & Valente, 2019, p. 366). Ultimately, the goal of TEYL from an educational / sociocultural perspective would appear to entail leading YL to a developing ability to construct their own meanings through the TL, thus to begin to express their own thoughts through spoken / written discourse (as emergent from such factors as their age / linguistic and cognitive levels / L1-TL interface / frequency and duration of TL exposure / interaction). YL ideas and thoughts can relate to concrete realities, with or without embedded interpersonal interactions, and / or to imagined / literary and story (Bruner, 1990; Wells, 1986) worlds. However, for this to occur, teachers arguably need to have a long-term and in-depth awareness of such overarching aims, together with the overall linguistic and fine-grained methodological competences to support them, and with the ethical / affective dispositions which may enable such "emotional labour" (Gkonou & Mercer, 2017, pp. 38-9).

As regards the study participants' understanding of the 'bridging' metaphor 'scaffolding', it is argued that it needs to be collaboratively reconstructed and revitalised in a congruent and respectful manner with teachers, so as to allow its powerful theoretical implications to be *embodied* by teachers in their own professional practice through principled classroom interactions with YL. This should arguably include modified classroom speech – itself found in the present study a non-salient aspect of teacher professionalism for

the participants, despite its recognised importance (Walsh, 2013; Zein, 2019a), thus needing further attention in CPD for TEYL.

6.4 RQ3 - Reported PD needs / wishes: overarching themes

6.4.1 Language and belonging

Both more / less experienced participants express a number of wishes in regard to their own professional development and personal lifelong learning/wellbeing. Such reported wishes/needs all appear interdependent. For example, a better work/life balance (Day, 1999-2003) may enable the participant LETs to engage in those lifelong learning strategies which are underpinned by enjoyment, such as extensive reading (Boakye, 2017; Krashen & Bland, 2014; Yamashita, 2008), boosting their language competences, and therefore positively affecting their overall PD. To exemplify, having more free time may enable LETs to design teaching/learning materials, when suitable materials are not available as reported by some of the study participants involved in educational innovations. Lacking time can impact the participants' work negatively, as Lily reports in connection to sometimes not having sufficient time to prepare suitable lesson plans. This seems a serious concern because, as noted by Pang, "Competence in lesson planning is also what constitutes the essence of quality teaching" (2016, p. 258).

As regards their wishes for future CPD, a number of study participants state they would like to engage in language development activities with the following characteristics: advanced language level; native-like / high language proficiency instructors; informal contexts / spontaneous language use (personal and professional domains). For Emily, satisfactory expert-led CPD courses provide three elements: native-like speaking experts with TEYL experiences; guidance in implementing activities which are perceived as relevant for YL; and opportunities for informal exchanges with colleagues, which would appear to imply a perceived, if implicit, wish to further her PD through participation in communities of practice (Lave & Wenger, 1991; Wenger, 1998). The latter element appears especially important to all participant LETs who teach in small village schools with no other English-teaching colleagues present. Language development can be seen as a lifelong learning task, moreover affected by myriad issues such as feelings of anxiety vis-à-vis the TL (Butler, 2004). It can however be affected by a dearth of opportunities for interacting with more advanced speakers in the language in an English as a foreign or L3 (as opposed to a second) language environment, as also found in the data; and fourthly, by numberless relational /

contextual factors affecting the teachers' ongoing motivations / opportunities / dispositions to engage in the language. Nerissa comments:

> I *love* English! But I think [laughing] yeah, sometimes I really feel (.) yes, that it's not enough, because every day you concern yourself with the language, you feel, oh, that's something new, oh, there is something I can learn, I can improve, you know (..) we don't have the opportunity to speak English every day- it's not our mother tongue! (Nerissa)

The excerpt seemingly conveys Nerissa's pained awareness of just how contradictory the demands of her work can be; we can also hear her downplaying her expertise with TEYL-appropriate language competences. Her awareness of the importance of such competences in a discursive pedagogy arguably indicates appropriate professional thinking.

Nerissa first strongly expresses (through her emphasis on the word *love)* her emotional attachment to English; what follows is her perception of her linguistic competences and knowledge being "not enough", the felt need to extend them, together with the unhappy realisation that the very professional circumstances that require her to know English also impede her further progress, in the absence of appropriate times, spaces and meaningful opportunities to engage in more advanced speaking. In Nerissa's words:

> It's not natural- there are two more English teachers, and another one, in the other little school that belongs to our school, but- (..) and I think it would be really nice to have colleagues who are mother tongue speakers, because it's not natural to ask [one of us] to speak [English with non-L1 speakers] [...] but it's everyday language [that I want to use] it's just (..) the feeling that you're at home in the language- (Nerissa)

The beautifully conveyed wish to be "at home in the language" is something that arguably needs addressing in CPD affordances with LETs, through mingling formal and informal approaches, the personal and the professional; not least, through increasing LETs' awareness of EIL, and the fact that in global contexts it is seemingly not only spoken, but also taught, by a majority of NNSETs. Such an awareness may arguably result, for study participants / LETs, in improved feelings of belonging in "imagined communities they are trying to enter" (Pavlenko, 2003, p. 253).

In relation to MIOS, all the study participants – when prompted – express a cautious wish to discover more in the future, for example through witnessing children's reactions.

6.4.2. Paradoxes: CPD, workloads and access

All participants report that access to CPD is dependent on their time availability. It appears concerning that educational policies, in not allowing sufficient time for teachers 'to breathe',

plan lessons, and/or attend CPD events without the need to find a substitute teacher (Anna), may be defeating the purpose itself of ELL implementation. A further, even more concerning finding relates to access to locally provided CPD courses and workshops, especially as regards teachers on short-term contracts. Teachers' rights to access such reportedly (by many study participants) very well structured and appropriate courses appear to be inversely proportional to the stability of teachers' status; thus supply teachers on short-term contracts appear doubly impacted by firstly professional precarity (Ostinelli, 2009) and secondly by being denied access to the very affordances that would benefit their professional trajectories *and therefore* positively affect YL outcomes. In the absence of mediated support, it appears teachers strive to construct meanings of their professional activities within the affordances and constraints impacting their work, and their wellbeing. Informal professional affordances through sharing materials/"critical incidents" (Richards, 2017, pp. 33-4) with colleagues seem helpful; however, lack of time appears to impact such collaboratively scaffolded learning opportunities. Thus, those study participant LETs working within contexts resembling "communities of practice" (Lave & Wenger, 1991) appear at times in 'survival' (Beltman & al., 2011) mode, with few PD affordances at their disposal beyond sharing freely available online resources of arguably varying educational quality.

6.4.3 Language teacher educators

Concerns with how best to support current and future LETs as they deal with the complex demands of curricular innovations in (g)local contexts appear closely related to issues surrounding the role of the language teacher educator, as the professional who is tasked with mediating teacher professional learning. This is thus itself a role which is increasingly being scrutinised (Grassick, 2019; Zein, 2016). Areas of concern, in addition to the urgent one relating to the current provision of suitably qualified professionals (Zein, 2016), include the specific types of professional knowledge, experiences and competences that are required to best support TEYL professionals in global contexts. In this regard, findings include expressed wishes from both Emily and Kirstie to engage in CPD led by 'experts' whose language competences are suitably high, who are familiar with local contexts, and who have had first-hand experience of TEYL. Such a wish seems to imply that sometimes, in their experience, language teacher educators do not fulfil such criteria.

In relation to the study participants' reported wishes, an important task for (g)local TEYLTED is arguably to provide LETs with highly specific and interconnected linguistic/methodological/lifelong learning experiences, knowledge and competences, to include an ability to deploy appropriately modified speech in sensitive and focused ways.

6.5 Summary: landscapes and affordances in Trentino-South Tyrol TEYLTED

The picture below may illustrate the multiple interweaving affordances, trajectories, constellations and imagined / latent communities glimpsed through engaging in the research project here reported. Figure 1 shows a winter night sky and alpine landscape (originally juxtaposed with another depicting springtime) I painted as a child, and *imagined* from lived / world literature experiences. The painting is thus offered to allude to both the latency and potential perceived through listening to and engaging with the study participants' descriptions and perceptions of their daily work. It moreover alludes to the interconnectedness and the compelling professional / personal / systemic / historical / geographical complexities inherent in such an area of inquiry.

Figure 1 – Landscape of CPD affordances, trajectories and constellations

The lens of the three research questions has hopefully led to a better-informed perception of the participants' PD constellations, trajectories, professional understandings, needs and wishes. In relation to the latter, taking teachers' wishes into account has been argued to represent "a key feature of effective CPD" (Richardson & Díaz Maggioli, 2018, p. 7).

The study participant LETs, on the basis of their reported perceptions / relevant emergent themes/sub-themes, appear professionally enabled/constrained by myriad biographical and contextual/professional variables. The *self*, relational, informal, and formal/systemic factors, singly or in varied constellations, reportedly contribute or detract from the study participants' classroom engagement and/or awareness, and their PD, in seemingly idiosyncratic ways; it would appear meaningless, from a complexity perspective, to distinguish between, for example, truly self-motivated informal CPD activities, and those informal CPD activities which might result from sporadic exchanges with colleagues in schools, at conferences or during previous formal PD activities.

Overarching themes emerged from the data analysis for both participant groups. In particular, affordances related to the participants' *selves* arguably showed mitigating

potential in enabling some participants to cope with systemic/contextual constraints. It thus appeared possible for some seemingly to transcend such shortcomings. *Self* factors such as the avowed *love* may arguably be seen to act as "strange attractors" (Larsen-Freeman & Cameron, 2008, p. 4) whose potential to affect human action and lives is not commensurate to their size: seemingly small and/or temporally distant elements can arguably affect a teacher's professional growth trajectory in unexpectedly powerful ways. Examples from the study data include apparent synergies of facets of *love,* here argued to provide a 'bridge' between professional/personal domains of TEYL expertise, when enacted through emotional involvement in MIOS /and/or any freely chosen lifelong learning activities such as extensive reading, thus hopefully addressing LETs' wish to participate in EL domains as equals partners, and to maintain / improve their EL competences. Importantly, such synergistic PD pathways would appear to have sustaining, health-giving potential.

In specific relation to their TL competences, it would seem crucial to empower teachers at all PD stages through an explicit reconceptualization of TEYL professional domains which may lay to rest "deficit" (Cook, 1999, p. 194) views. This may be done firstly through reinforcing LETs' awareness of the content to be taught as English *as an international language* (McKay, 2002), so as to enable them to envisage themselves as belonging to global EIL speaking / teaching communities (Pavlenko, 2003; Lave & Wenger, 1991; Wenger, 1998), through "histories of articulation with the rest of the world" (Wenger, 1998, p. 103). Secondly, and relatedly, this may be done through asserting their worth in possessing "multilingual competence" (Cook, 1999). Arguably, such a synergy may lead to positive repercussions for their wellbeing, and teaching – thus for their pupils' learning and overall outcomes (Mercer, 2018).

The study findings may thus highlight potential implications for TEYLTED, with the proviso that as such findings arise from analysing qualitative data through a complexity theory *metaphorical lens*, identifying causality or correlation does not appear relevant

On the one hand, a picture of good-to-ideal conditions and CPD processes seems to be emerging from the study participants' reports. It entails professionals who seem to have been enabled, through synergies comprising educational / personal / relational / infrastructure / systemic affordances, to teach language in primary schools in YL-congruent ways. Such conditions would in their turn appear to promote the ongoing reflective engagement of teachers, their best practice and professional satisfaction, leading to – in this best-case scenario – all round positive repercussions.

On the other hand, other professionals appear to contend with less than ideal combinations of the above-mentioned affordances, where pedagogical intentions – if relevant - may struggle to be turned into learning affordances for YL. In such cases, teachers'

professional growth, their well-being, with their YL's overall development, may be at risk. Lack of access to suitable CPD opportunities, precarious professional status, difficult to sustain workloads (Day, 1999-2003, p. 71), lack of appropriate materials, and TEYL-attendant classroom disruption (Zein, 2016) represented concerns for some. Constraining factors appear to coalesce in unfavourable ways, impacting disproportionately the less experienced teachers and/or those on short-term contracts. When anxiety vis-à-vis language competences and large class sizes are added to this, such YL and teachers arguably face compounded inequitable challenges.

Potential implications of the study for TEYLTED / language teacher educators include prioritising an awareness of the real challenges facing teachers, such as those reported by Frida: class size; disruptive pupil behaviour; lack of suitable teaching materials; inadequate facilities. Such challenges are moreover in addition to those pertaining to the linguistic/methodological competences of teachers. I would argue here that it does not seem appropriate to view language competences in isolation from TEYL methodological competences; rather, following Walsh (2013), Walsh and Mann (2015), and Zein (2019a), the two appear best intertwined in light of the aim of teaching as scaffolding instructed language development in principled ways, Furthermore, ethical and affective factors as sustaining TEYL arguably deserve and need to be addressed, made explicit, and valued. A perceived gap, arising from the study findings, between broad TEYL educational aims and their implementation appears to need scrutiny. The complex, toing-and-froing interactions of diverse affordances voiced by the study participants lead to glimpsing at times felicitous harmonies, at times discordant and incongruent notes – regretted by participants - and most frequently in perceiving their admirable *striving* in attempting to reconcile such discords.

The study findings were discussed in the present chapter. The study Conclusions are found in Chapter 7 below.

Chapter 7 – Conclusions: A daily beauty

7. 1 Overview of study

The study entailed interviewing sixteen primary English as a foreign / global language primary school teachers from the Trentino-South Tyrol region in Northern Italy, and jointly exploring the personal and professional significance of their work as local English teachers (LETs) with young learners (YL) aged 6-11 of English. The study draws on the participants' reported insights in order to infer wider implications for language teacher pre- and in-service education; it is therefore informed by concerns regarding the effectiveness and sustainability of a variety of approaches to CPD and ultimately the fostering of teaching expertise and empowerment.

Such a choice is predicated on the strongly held view of teachers as central to the educational endeavour (Hattie, 2009; 2012) as well as to instructed language development (Mercer, 2018); a view in which teachers, and indeed primary school teachers, have a central role because of their ability to positively – or otherwise – impact not only the learning and wellbeing, but also the life outcomes of their students. As argued above, it should be emphasised here that such impact may be felt regardless of the subjects teachers teach; a teacher's influence, both at macro and micro levels, can therefore be seen to reverberate widely, thus affecting a student's overall outcomes in complex and unpredictable ways (Larsen-Freeman & Cameron 2008). Such implications make their professional development a matter of educational importance.

Through utilising a qualitative case study methodology, the researcher - herself a language teacher educator / language teacher - engaged the participants in individual audio-recorded and transcribed interviews through which participant and researcher co-constructed the teachers' interpretations of multiple and diverse affordances (van Lier, 2004) impacting their professional / personal lives; participants furthermore explored their understanding and enactments of the scaffolding metaphor in language teaching in their professional contexts. Data analysis reveals that participant LETs appear enabled/constrained by myriad biographical and contextual/professional variables, with hypothesised enabling factors including those pertaining to the participants' *self*, such as – in the participants' words – 'love' for different facets of their professional action. Such a finding leads to hypothesise that for *language* teachers in particular, personal and professional domains appear to be highly enmeshed, with repercussions for such teachers' professional knowledge, competences and continuing professional development. Such *self* enabling factors, however,

appear themselves informed by principled CPD affordances which may foster the participants' transition to higher awareness through mediated work in their ZPDs.

The present study arises from two highly interrelated areas of professional interest. The first area is concerned with how best to understand the complex issues affecting (g)local LETs as they deal with established TEYL practices and increasingly with a range of curricular innovations whilst engaged in fostering their pupils' linguistic as well as overall development. The second area is concerned with the implications of such findings for effective and sustainable continuing professional development practices in TEYL.

The need for EL development in childhood seems perceived by governments, societies and families, with parental expectations and hopes for their children also boosting private language education provision. As Graddol points out, the ever increasing demand for EL competences worldwide is not driven, as in the past, by the perceived status of countries such as the USA, which he states "is losing international prestige" (2006, p. 112). Rather, demand for teaching English to younger and younger learners worldwide can be seen as both deriving from governmental policies and by parental requests, because of the perceived economic, political and societal advantages that participating in the global discourse can bring (Johnstone, 2019).

7.2 Study participants' professional affordances, awareness and needs

7.2.1 RQ1 findings: CPD affordances

In relation to the first research question, which focuses on the participants' perceptions of their PD affordances, two broad themes were identified: enabling as well as constraining factors. Such broad categories gave rise to sub-themes, identified as systemic / relational / informal / personal (the *self*). It was however possible to detect great variation in how such sub-themes intersected, thus leading to the further identification of a number of overarching themes impinging, as reported, on the participants' professional and arguably personal lives.

Specifically, professional development appears impacted both by lifelong learning mindsets especially in regard to participants' language competences, thus reportedly leading some participants to read extensively in the TL, and by affective factors including love for the EL / its sound, as well as for education – with such facets of love feeding back into extensive reading habits. It is thus hypothesised that engagement in the EL through personally significant extensive reading and/or spontaneous interactions in the language may beneficially impact not only the participants' professional development, but also their wellbeing.

In relation to reported constraints, access to and relevance of CPD opportunities were concerns for some participants. Further concerns included the professional precarity impacting some participants, as well as their ability to cope with disruptive pupil behaviour, particularly in connection with the holistic/active nature of recommended TEYL activities and tasks.

The study participants' voices evoke a dappled landscape of light and shade, opportunities and constraints seemingly interacting in unpredictable ways. A number of contradictions and mismatches appear to emerge from the reported perceptions of participants: between daily school realities and CPD offer; available language provision for teachers and modified speech requirements; precarious employment, 'homeless', itinerant teachers, and the required implementation of active TEYL methodologies with YL that precarious teachers have no opportunity to get to know adequately; innovations / lack of specific CLIL / multilingual materials / ongoing support; nature of lifelong language development and time constraints; enjoyment of TEYL methodological freedom versus implementing educational innovations, sometimes not adequately supported; holistic TEYL methodologies sometimes leading to YL disruptive behaviour through, among other factors, insufficient CPD attention to such areas.

In relation to the study here reported, caution appears in order in making sense of such emergent findings. This is as the study data were collected through one-hour semi-structured interviews with the participant teachers, and as for this study no language lessons were observed or any further supporting data collected. However, areas in need of further research, optimally through participatory longitudinal studies, were uncovered through this multivoiced exploration of LETs' salient concerns.

7.2.2 RQ2 – Participants' professional awareness

Participants report enacting a range of suitable TEYL activities in their classroom practices, with the exception of multimodal interactive oral storytelling (MIOS), which does not appear to be enacted by any participant due to a range of professional/personal issues. Furthermore, the interviewees spontaneously contribute a range of examples of the classroom language they use, and generally show an implicit understanding of micro-scaffolding strategies in TEYL, with particular regard to multimodal scaffolding which entails layering multiple perceptual stimuli to foster language comprehension, motivation and active participation in young learners.

In relation to linguistic micro-scaffolding strategies, only some of the more experienced participants explicitly describe providing classroom exposure to appropriately repeated and contextualised language patterns.

7.2.3 RQ3 – CPD future needs

The study participants report a number of needs / wishes in relation to the following areas: their (interrelated) linguistic-methodological competences; better work-life balance, not least as this can inform their arguably highly connected personal-professional development, and wellbeing. Data from the interviews with the study participants seem to indicate that they aim to work with their pupils' best interests at heart; that they have a realistic appreciation of what is doable, or not, in the YL classroom; that they often feel oppressed by factors such as class sizes, infrastructure, pupil behaviour, inadequate language / methodology training, precarity, lack of professional recognition. Thus their teaching may arguably acquire survival, rather than thriving, traits. In consequence, participants' wishes include more specialised CPD opportunities which focus on YL's as well as their teachers' needs; better infrastructure, support and resources.

7.3 Implications of the study for policy and practice

It would appear incumbent on policy makers to enable professionals to develop their TEYL expertise through respecting their practical, or "how-to" knowledge (Malderez & Wedell, 2007) in regard to specific instructional contexts. This further entails an awareness and appreciation of primary school teachers' lived professional experiences: first and foremost, the fact that they are daily tested in the crucible of children's reactions, behaviours, engagement and learning.

From a sociocultural perspective on CPD / TEYLTED and on the basis of the arguably limited study findings (given the low number of participants and one-off interviews) appropriate pre- or in-service programmes are here argued to be crucial in providing expert-mediated spaces for optimal TEYL implementation: focused interconnected linguistic-methodological professional development. This would entail PD programmes of appropriate duration, during which experts and the group can offer support, mediation (Williams & Burden, 1997), modelling / experiencing reflecting on methodologies, a focus on appropriately modified child-directed speech (Zein, 2019a), whilst integrating supported experiences of sustainable lifelong learning practices to be hopefully maintained post-programme. For TEYL approaches to be fully deployed, an explicit focus on TEYL-specific classroom management and group dynamics (Dörnyei &

Murphy, 2003) would appear central (Zein, 2019b). As a number of participants report, the more active TEYL methodologies pose considerable challenges if they are to be delivered in a truly formative, structured manner, which may suit children's overall developmental needs, without risking classroom disruption due to the methodologies' holistic and potentially 'noisy' nature.

One of the hypothesised outcomes of such a journey of research was to infer LETs' professional knowledge needs. To address such needs as emerging from the analysis of the study findings, the following framework for the (continuing) professional development and learning of TEYL professionals is proposed, with teachers themselves seen as *embodying the relevant theoretical principles through their practices.* It includes the three following highly interconnected and interdependent elements, themselves identified according to three -wh questions. The first wh-question, *what,* relates to the knowledge base TEYL professionals need: arguably, this can best include appropriate knowledge of the language, appropriate spoken language competences, and knowledge of TEYL recommended methodologies and approaches. The second element, *why,* relates to enabling TEYL professionals to act in principled ways on the basis of their clear and multifaceted understanding of how YL learn and develop. It therefore appears of importance in empowering teachers as reflective professionals. Such knowledge should arguably include principles of child overall / linguistic development, sociocultural learning theory, an awareness of the relationship between concepts such as the ZPD and scaffolding, views of human intelligence as emergent from engagement/effort, as well as expanding views of human intelligence. The third element in such a framework entails answering the question *how:* this relates to the teachers' practical/interactive competences that are to be deployed in the YL classroom to enable teachers to *embody* their knowledge and understanding so as to mediate YL language *and* overall development – itself an educational goal to guide teachers at all times/in all subjects. The issue of 'how' relates to developing the necessary linguistic / interactive competences for enabling teachers to engage in a discursive pedagogy, such as modified speech competences, appropriate classroom language, ensuring flow in all lesson phases, appropriately channelling YL's engagement, modelling such engagement, enthusiasm and love of learning. It will be seen that the third element in this framework is closely linked back to the first (spoken language competences), as a discursive pedagogy is underpinned by appropriate, flexible and spontaneous language in unplanned classroom interactions with diverse YL.

Disruptive YL behaviours and inappropriate teacher responses were reported and/or implied by a number of participants, with many holistic TEYL classroom activities reportedly interpreted as mere 'fun' by YL. Therefore, CPD which addresses TEYL

methodologies arguably needs to be more closely integrated with appropriate classroom management and group dynamics training. Furthermore, aspects of the teacher's *self* held to play an enabling role in teaching expertise may need to be addressed in conjunction with both the holistic nature of TEYL and attendant disruptions, in further confirmation of the challenging and skilled nature of TEYL. Thus fostering the development of interpersonal sensitivity would appear to need addressing in language teacher education, as this element of expertise might have the potential to *activate* relevant domains of teacher subject knowledge to make it cognitively/affectively and authentically accessible to learners. One possible approach for the fostering of such interpersonal competences may consist in Garton et al.'s suggestion that TEYLTED in general should boost "key techniques and activities in language teaching to children, such as storytelling" (2011, p. 16). Focusing on the scaffolded CPD practice of recommended TEYL approaches such as drama and multimodal interactive oral storytelling (MIOS), as the latter seems not to be widely adopted by teachers, may hopefully lead to achieving three closely interlinked goals simultaneously: firstly, improved interpersonal sensitivity; secondly, development of YL-suitable interactive storytelling abilities which necessarily include appropriately modified child-directed speech (Zein, 2019a); thirdly, more advanced spoken language competences through meeting the challenges of MIOS. Additionally, the third goal may foster increased confidence and thus feelings of 'ownership' of the language in LETs.

A further reflection: just as teaching expertise is seen (Hattie & Yates, 2014) as an expertise domain in itself, expertise in second language teacher education would appear to deserve being accorded a similar status as entailing its own characteristic features. The first feature arguably relates to its added layer of complexity: it constitutes, as it were, an expertise 'twice-removed'. This entails that the second language teacher educator has to bear in mind deeper layers of pedagogical understanding and intention. Zein (2016) advocates illuminating the professional knowledge and competences needed by second language teacher educators working with teachers of YL, since for TEYL to be successfully implemented the competences of their educators arguably need to be made explicit.

The latter point highlights a further implication of the study here reported as regards TEYLTED in the local context: as pointed out by Goodwyn, although teacher educators have an essential part to play, as far as evolving teaching professionals are concerned "a classroom teacher is 'the real thing'" – indeed, "the key *role model* for the aspiring student or beginning teacher" (1997, p. 128 – author's emphasis). Arguably, through the present study a number of potential "mentors" (Malderez & Bodóczky, 1999) may have been identified whose work and inspiration could be valuable in their communities.

In relation to those LETs whose professional development appears impeded or stymied by precarity, what may arguably be beneficial all round would be for them to be able - or best, required - to access suitable CPD, for the sake of everyone involved in the educational endeavour. Paradoxically, the greater our awareness that an early start in LT will not necessarily yield the hoped-for linguistic benefits (Dörnyei, 2009; Munoz, 2006), despite its cross-cultural / attitudinal benefits, the greater the need to teach YL in a principled manner, so as to sustain children in their overall development.

7.4 Future research directions

Interest in TEYL and related language teacher education has greatly increased in recent years due to the reverberations of the introduction of TEYL in global contexts. As regards TEYLTED, what appears of importance is to focus directly, in further studies, on two related areas: firstly, on authentic teacher use of interactive modified speech in YL classrooms so as to identify challenges and affordances; secondly, on language teacher education programmes / CPD events as well as personalised CPD processes which aim to further language teachers' competences as regards modified speech, in order to gauge the effectiveness as well as long-term sustainability of a range of approaches which may be perceived as congruent for both YL and their teachers.

The study limitations – see Section 7.5 below - themselves highlight the need for further studies drawing on longitudinal data obtained ideally through participatory research, and through a variety of data collection approaches and sources, including classroom observation, participant reflective journal entries and the like – with the proviso that already overburdened LETs do not usually welcome additional duties. In this respect, therefore, although engaging in participatory research with practitioners themselves appears most ecologically valid (van Lier, 2004), creativity on the part of educational researchers is arguably needed in developing sustainable research approaches which do not place unwanted pressures on teachers.

7.5 Limitations of study

The study here reported has limitations which arise from a number of factors. Firstly, the study is based on data obtained through the exclusive medium of one -hour audio-recorded interviews. This entails that the study does not draw on first-hand evidence of YL classroom practices, but on what participants themselves report. As such, any data arising from the study may be misleading, inaccurate, or be affected by participants' needs to be seen in the best possible light, in that participants may seek the researcher's approval, and express views

they feel the researcher wants to hear, or views that they know to be officially legitimised in education.

A further disclaimer relates to the fact that I might have interpreted as greater pedagogical awareness what are in fact more advanced English language competences in some participants, leading to greater sophistication and subtlety in explaining their realities. Additionally, participation in the study may have been unduly shaped by the prospective participants' views of their EL competences. Although the study participants were invited on the basis of their characteristics and experiences, so as to include in the study as great a variety of teacher typologies as possible, it appears likely that only those teachers who were confident about their EL accepted. The inferred likelihood of this is confirmed by Frida, who remarked that her English teaching colleagues wondered at her courage in talking with a researcher, as the conversation would be at a more advanced level than primary school teachers are able to maintain. In consequence, participant contributions may offer lesser variety than originally envisaged.

An additional limitation of the study relates to the fact that the topics under examination through the study research questions are all linked with change. Processes such as professional development, and attendant language development / attrition, language teaching, lifelong learning all necessarily occur over time, whereas the interviews entailed obtaining mere snapshots of the participants' reported perceptions, awareness, feelings and evaluations. The study limitations, therefore, and potential relevance, are bound up in whether the findings from the data analysis can provide faithful glimpses and understandings of professional lives-in-action through the participants' own voices.

7.6 Original contribution to knowledge

The study is informed by a multi-faceted framework for complementing the existing body of knowledge on the professional development of LETs, and arguably makes an epistemological contribution in relation to three main areas.

Firstly, one of the study aims is to highlight the implications for TEYL and TEYLTED of the scaffolding metaphor (Wood & al., 1976). Accordingly, teacher micro-scaffolding (van Lier, 2004) strategies which may be of relevance to a discursive pedagogy (Zein, 2019a) in the *specific* educational area are analysed as to reveal their impact on instructed language development in childhood, and the arguably highly skilled nature of their deployment is highlighted. Such strategies are made explicit so as to enable their intentional and principled use, to make the most of YL's capabilities and needs. Lastly, it is hoped that such an attempt to untangle the complex nature of micro-scaffolding

strategies in TEYL may help LETs be perceived as professionals deploying advanced pedagogical competences, as well as inform CPD / TEYLTED practices in the context under examination and/or in similar contexts if relevant.

Secondly, one of the findings arising from the study relates to perceived synergies of personal with professional development domains. This is as elements of the participant LETs' *selves* (Mercer, 2014) – their declared love for facets of the English language and/or its sound (as well as for education itself) - appear to interweave beneficially with and provide a linking bridge their professional development. Advanced language competences and modified speech competences are held to boost YL instructed language development through their highly-skilled deployment by teachers in context- and YL-specific ways. As it can be a challenge for LETs to maintain their language competences, and as available CPD does not always appear – on the basis of findings from the study here reported – to best address such needs, it seems crucial to pursue available and sustainable means for professional development in this area. Those participant LETs who report engaging in extensive reading may be able to further their professional development, especially, but not only, in relation to their all-important language competences, through means which can also be happily spontaneous, enjoyable, and even life-renewing. Additionally, reverberations from such felicitous synergies could then be hypothesised to include heightened feelings of belonging in perceived / imagined global communities of speakers / readers / teachers.

In relation to the third study area making a contribution to knowledge, the term "local English teachers" (LETs) - (Copland, Davis, Garton & Mann, 2016, p. 5; Copland & Ni, 2019, p. 142) - has been adopted throughout this text in alternative to the NEST/NNEST dichotomy, as such a choice can be perceived as mitigating PD-constraining factors such as feelings of anxiety and non-belonging, and moreover as asserting LETs' "multilingual competence" (Cook, 1999) as positive in its own right. As pointed out by Butler, "We are called names and find ourselves living in a world of categories and descriptions way before we start to sort them critically and endeavour to change or make them on our own. In this way, we are, quite in spite of ourselves, vulnerable to, and affected by, discourses that we never chose" (2016, p. 24). Challenging such arguably PD-constraining discourses appears a priority in TEYLTED, as – moreover - teachers are not always able to choose professional pathways freely, and do not normally contribute to policy decisions as regards the subjects they teach.

7.7 Reflective researcher journey

7.7.1 Developing as a researcher

Undertaking the current study has resulted in a change in perception in relation to what I used to perceive, and now perceive, as 'known'. In particular, the data analysis process yielded the insight that what I originally understood when I first heard / spoke with the study participants corresponds only in part to my current understandings. Thus the research journey entailed uncovering layers of connections, a number of which I found unexpected.

Further in relation to the research process, my insider status in the area under examination may have positively impacted the participants' willingness to disclose information frankly during the interviews; such an effect is reported by Van Canh and Maley (2012, pp. 97-101). Such willingness, moreover, appeared to be related to wanting to discuss what participants seemingly perceived as their school / classroom realities and contexts. This was in evidence at all times; so much so, that it was occasionally challenging to return to the planned questions in the semi-structured interview schedule, so as to address the given research questions explicitly. This emergent finding in itself – the participants' perceived wish to discuss their work on their own terms - appears of significance. Indeed, questions posed to participants about their CPD experiences initially appeared to result in some blankness, almost as though CPD itself – seemingly viewed by participants as comprising formal courses or what some termed 'trainings' - were not salient or relevant.

7.7.2 Professional reflection

"Teacher educators need to examine their own practices and become strategic in how, when, and why they mediate in teacher professional development" (Johnson & Golombek, 2011, p. 505). Such a professional priority has contributed to informing the present study. My motivations in choosing the University of Reading Doctorate in Education arose out of a strong interest in education itself – that is, including, but not limited to, language development in instructed contexts, as arguably such an educational resonance is most appropriate when YL are involved. Thus the guiding interest concerns more broadly the mediating/formative role of education in ever more complex societies. Such a role is enacted daily by teachers of different ages and professional qualifications/experiences. During the data collection phase I was asked by an acquaintance: "Are you *just talking* with teachers?". The question seemingly went beyond checking facts, and expressed surprise, which may perhaps be ascribed to a lack of familiarity with qualitative research approaches, or imbued with an unspoken belief in the normalcy of "asymmetrical relations between teachers and researchers" (Bergmark, 2019, p. 3). Such a belief seems to posit that the world of

educational practice must be in need of 'trickle down' research insights, with nothing to contribute in return. Conversely, I felt that what seemed important was precisely listening to teachers' reports, and that doing so constituted a professional duty on my part.

To return to my own reflective journey, the study focus involves exploring CPD, with one of the findings relating to the participants' expectations vis-à-vis the professional figure in charge of delivering formal CPD events: the language teacher educator, defined by Waters as a "facilitator of teacher learning" (2005, pp. 212). Working with LETs in a range of contexts, both in pre- and in-service, has been my task for over fifteen years; the doctoral journey here outlined thus appears professionalising, in that systematically reflecting on reported teacher perceptions has allowed a sustained analytical focus on teachers' highly complex professional learning processes.

It would seem that language teacher educators inhabit a liminal, partially illuminated and doubly complex space, in which they attempt to creatively construct, enact and mediate professional development affordances for pre-/in-service teachers through constantly perceiving gaps/constructing appropriate bridges. It appears a type of professional activity in which empathy must arguably be deployed through sensitively scaffolded dialogues, so as to move nimbly between layers of thought which may be applicable both in the language teacher education workshop, and in the YL classroom. Knowledge about, and knowledge how, intersect in teacher education practices, and seem soft-assembled (see "soft assembly", Larsen-Freeman & Cameron, 2008, pp. 169-72) in the moment-to-moment scaffolded interactions in participants' ZPDs.

The research journey has been and can be foreseen to continue being insightful and inspiring, and at times moving. Furthermore, it may include the future dissemination of findings from the study, an inherent dimension of academic work.

Lastly, the present study informs further (ongoing) research projects with some of the study participants and hopefully future related studies.

7.8 Concluding reflection

Most study participants appear to be able to integrate, to different extents and in idiosyncratic ways, the often contradictory elements that impinge on their professional lives. This is arguably due to some factors which have tentatively been identified as enabling, or arguably mitigating – tentatively, in that the study does not investigate the participants' observed practices, but rather their declared awareness/enactments. From such expressed descriptions and conceptualisations, however, a picture may be seen to emerge that is not lacking in intuitive coherence. That is to say, the study participants' words appear meaningful and germane to the contexts/relationships they describe.

As the study aims hopefully to further an understanding of the professional learning of teachers, the following quotation is offered in support of teachers as professionals and teaching as a profession: "Those who can, do. Those who understand, teach." (Shulman, 1986, p. 14). In this light, teaching is arguably the alchemic transformation of what teachers *understand* into subject-specific pedagogical knowledge, sustained by suitable affective dispositions. It arguably thus behoves us to ensure that all involved in TEYL firstly understand their complex subject matter, and secondly are empowered to transform such understandings into YL's ongoing linguistic *and* overall development.

If, therefore, a transformative power may be found in teachers' contributing to our understanding through describing their own professional lives, such power arguably consists in their descriptions being *shared* and mediated in safe communal spaces; in other words, in teachers not being isolated, but instead heard, and in their practices honoured as well as enabled/mediated/supported. Thus the journey undertaken during the stages of the present study had, at its core, the following overarching purpose: for participants and researchers to work together towards a "multivoiced consciousness" (Pavlenko, 2004, p. 67).

What appears to emerge from the study is an echo of its participants' mingled voices as they go about constructing meaningful accounts of their professional lives. The study participants' longing for coherence then appears – in some cases - to mitigate systemic inconsistencies and contradictions through factors such as love for different facets of education. Such love seems to reveal an enacted "daily beauty" (Shakespeare, 1988, p. 847) which teachers are perhaps not used to seeing recognised in increasingly 'customer-led' educational and societal worlds.

In a practical light, talking with such professionals can be argued to be crucial in helping teachers, institutions and teacher educators / researchers collaboratively design (personalised) CPD processes, activities and tasks which may act precisely at the optimal interface between YL and LETs affordances, in a relational-discursive pedagogy. The task for practitioners in concert with language teacher educators, higher education institutions and policy makers is arguably that of identifying what optimal TEYL activities/tasks LETs can be enabled to carry out best at any given time within the internal/external affordances which impinge on their work, and to build on such strengths through LETs' ZPDs in sustainable ways. Research approaches which stem from a complexity perspective can arguably be deployed to explore and subsequently feed back into such professional development cycles through a "symbiosis of internal and external researchers and research partnerships" (Cohen & al., 2011, p. 30).

Language education may be seen as a joint endeavour undertaken by learners, their teachers and those who aim to support them in their communal journeys towards understanding and co-constructed creative/empowering language use. The impact of individual teachers' professionally and personally congruent activities can be hypothesised to ripple outwards in unpredictable ways; from a complexity worldview, potentially influencing life outcomes for all involved.

The study participants' voices continue to echo, musing on their professional development, pedagogical practices and motivations, from Helena's thoughtful "I'm constantly checking", to Cora's "I think of me as an eternal student […] and a citizen of the world"; from Laura's encouragement "I say, rea::d, *try* to make sense, there are *images*", to Michael's chagrin "there are all these courses that- you're *not* allowed to take part in", but also his perception: "you have to be sensitive, that's for sure". We can also still hear Elinor speculate on best CPD approaches, "Perhaps it would be nice to see how another teacher does this [MIOS] with children, and how they react", and Kathy affirm her adventurous approach, "I do *completely different* things the following year", whilst Lily checks, "So, it's *not* forbidden to use Italian?", drawing on her multilingual competences to help her YL negotiate meanings. We can hear Emily warn, "be (.) *constant* with the language", and Isabel suggest, "at home you look up *all* the animals in the world!". Then Karen enthuses: "if they [YL] are interested in what we're doing, that's just (.) *amazing*, (..) and they learn double or even more"; Anna organises informal learning for her colleagues: "we do *pizzas*", whilst setting herself personal challenges: "you feel that you do something for yourself". Karen reveals her motivation: "nearly everything I read […] I read in English […] most of all I love language", whilst Frida deplores classroom size: "they fall over their school bags", and pays tribute to younger colleagues: "I love their connection to the children". Julia describes giving affective scaffolding through "my smiling, my eyes and my passion", Fay grasps, "it's important to make the lesson (…) touchable-", and Kirstie laughs, "I'm all dressed in a Union Jack!". Nerissa sighs "yes, I think I've lost *a lot of* Leichtigkeit", while reminding us, "if you have *a little child inside you*, you can be a teacher". Isabel tells us that teaching children "keeps you young in a way that you never stop learning", and calls out for her pupils to join her in the gift of reading: "A story, a book, *a book!"*.

How far that little candle throws his beams-
So shines a good deed in a naughty world.
(Shakespeare, 1988, p. 449)

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University of Reading

Appendix A: Ethical Approval Form

University of Reading
Institute of Education
Ethical Approval Form A (version May 2015)

Doctorate in Education

Name of applicant: Valentina Bamber
Title of project: Primary EFL Teachers' Experiences and Perceptions of Continuing Professional Development in Trentino-South Tyrol, Italy

Name of supervisors: **Dr Alan Floyd; Mrs Barbara King**
Please complete the form below including relevant sections overleaf.

	YES	NO
Have you prepared an Information Sheet for participants and/or their parents/carers that:		
a) explains the purpose(s) of the project	**yes**	
b) explains how they have been selected as potential participants	**yes**	
c) gives a full, fair and clear account of what will be asked of them and how the information that they provide will be used	**yes**	
d) makes clear that participation in the project is voluntary	**yes**	
e) explains the arrangements to allow participants to withdraw at any stage if they wish	**yes**	
f) explains the arrangements to ensure the confidentiality of any material collected during the project, including secure arrangements for its storage, retention and disposal	**yes**	
g) explains the arrangements for publishing the research results and, if confidentiality might be affected, for obtaining written consent for this	**yes**	
h) explains the arrangements for providing participants with the research results if they wish to have them	**yes**	
i) gives the name and designation of the member of staff with responsibility for the project together with contact details, including email. If any of the project investigators are students at the IoE, then this information must be included and their name provided	**yes**	
k) explains, where applicable, the arrangements for expenses and other payments to be made to the participants	**n/a**	
j) includes a standard statement indicating the process of ethical review at the University undergone by the project, as follows: 'This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct'.	**yes**	
k)includes a standard statement regarding insurance: "The University has the appropriate insurances in place. Full details are available on request".	**yes**	

Please answer the following questions			
1) Will you provide participants involved in your research with all the information necessary to ensure that they are fully informed and not in any way deceived or misled as to the purpose(s) and nature of the research? (Please use the subheadings used in the example information sheets on blackboard to ensure this).	**yes**		
2) Will you seek written or other formal consent from all participants, if they are able to provide it, in addition to (1)?	**yes**		
3) Is there any risk that participants may experience physical or psychological distress in taking part in your research?		**no**	
4) Have you taken the online training modules in data protection and information security (which can be found here: http://www.reading.ac.uk/internal/imps/Staffpages/imps-training.aspx)?	**yes**		
5) Have you read the Health and Safety booklet (available on Blackboard) and completed a **Risk Assessment Form to be included with this ethics application?**	**yes**		
6) Does your research comply with the University's Code of Good Practice in Research?	**yes**		
	YES	NO	N.A.
7) If your research is taking place in a school, have you prepared an information sheet and consent form to gain the permission in writing of the head teacher or other relevant supervisory professional?			n/a
8) Has the data collector obtained satisfactory DBS clearance?			n/a
9) If your research involves working with children under the age of 16 (or those whose special educational needs mean they are unable to give informed consent), have you prepared an information sheet and consent form for parents/carers to seek permission in writing, or to give parents/carers the opportunity to decline consent?			n/a
10) If your research involves processing sensitive personal data[1], or if it involves audio/video recordings, have you obtained the explicit consent of participants/parents?	**yes**		
11) If you are using a data processor to subcontract any part of your research, have you got a written contract with that contractor which (a) specifies that the contractor is required to act only on your instructions, and (b) provides for appropriate technical and organisational security measures to protect the data?			n/a
12a) Does your research involve data collection outside the UK?	**yes**		
12b) If the answer to question 12a is "yes", does your research comply with the legal and ethical requirements for doing research in that country?	**yes**		
13a) Does your research involve collecting data in a language other than English?		**no**	
13b) If the answer to question 13a is "yes", please confirm that information sheets, consent forms, and research instruments,			n/a

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[1] Sensitive personal data consists of information relating to the racial or ethnic origin of a data subject, their political opinions, religious beliefs, trade union membership, sexual life, physical or mental health or condition, or criminal offences or record.

where appropriate, have been directly translated from the English versions submitted with this application.			
14a. Does the proposed research involve children under the age of 5?		**no**	
14b. If the answer to question 14a is "yes": My Head of School (or authorised Head of Department) has given details of the proposed research to the University's insurance officer, and the research will not proceed until I have confirmation that insurance cover is in place.			
If you have answered YES to Question 3, please complete Section B below			

Please complete **either** Section A **or** Section B and provide the details required in support of your application. Sign the form (Section C) then submit it with all relevant attachments (e.g. information sheets, consent forms, tests, questionnaires, interview schedules) to the Institute's Ethics Committee for consideration. Any missing information will result in the form being returned to you.

A: My research goes beyond the 'accepted custom and practice of teaching' but I consider that this project has **no** significant ethical implications. (Please tick the box.)	**Yes**
Please state the total number of participants that will be involved in the project and give a breakdown of how many there are in each category e.g. teachers, parents, pupils etc. **Twenty English as a foreign language primary school teachers are estimated to take part in the research study.**	
Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words noting: **Title of Project: Primary EFL Teachers' Experiences and Perceptions of Continuing Professional Development in Trentino-Alto Adige, Italy** The study aims to research the perceptions and experiences of continuing professional development for primary EFL teachers of English as a foreign language to young learners (TEYL) in the state sector in the multilingual Trentino-Alto-Adige region in Northern Italy. The specific focus has been chosen as TEYL is a recent and not uncontroversial global innovation in education, with outcomes largely dependent on teacher competences, including the English language competences of non-native EFL teachers, and is thus widely believed to necessitate further research. The study will be underpinned by socio-cultural theories of human learning, continuing professional development, and insights deriving from dialogic pedagogy and teaching expertise. The study is to be carried out through audio-recorded semi-structured interviews with individual participants primary EFL teachers. The interviews are estimated to last approximately one hour; they will be conducted exclusively by the researcher in English face-to-face and/or online (through Skype). Whenever interviews are conducted through Skype, this will be from a secure location (the researcher's home). The audio-recorded interviews will be transcribed, exclusively by the researcher; the resulting transcripts will be personally approved by each participant, and will then be subjected to qualitative analysis. The participants will be chosen to include a comprehensive range of different professional profiles, experiences and native languages (German, Italian and Ladin) through purposive sampling. As regards the ethical aspects for the study, participants are expected to benefit professionally, with their anonymity constantly safeguarded. In order to protect the anonymity of each participant, pseudonyms will be used to ensure participants cannot be identified. Any specific personal details provided by participants during the interviews that may lead, directly	

or indirectly, to their identification, will not be included in the interview transcripts and/or will be removed from the interview transcript; each participant will be sent the transcript of their interview for approval. Lastly, all participants will be again informed (in speaking) at the beginning of each interview, and before audio-recording starts, about all the strategies used in order to protect their anonymity and confidentiality; they will moreover have opportunities to ask any questions as regards participant anonymity / confidentiality / other. All electronic data will be held securely in password protected files on a non-shared PC and any paper documentation will be held in locked cabinets in locked premises.

The relevant informed consent form and participant information sheet are attached.

The study is estimated to last from Spring / Summer 2018 until January 2019.

C: SIGNATURE OF APPLICANT:

Note: a signature is required. Typed names are not acceptable.

I have declared all relevant information regarding my proposed project and confirm that ethical good practice will be followed within the project.

Signed:

Print Name…Valentina Bamber……….   Date: 30th April 2018

STATEMENT OF ETHICAL APPROVAL FOR PROPOSALS SUBMITTED TO THE INSTITUTE ETHICS COMMITTEE

This project has been considered using agreed Institute procedures and is now approved.

Signed: …………………………   Print Name……………………….

Date…….
(IoE Research Ethics Committee representative)*

* A decision to allow a project to proceed is not an expert assessment of its content or of the possible risks involved in the investigation, nor does it detract in any way from the ultimate responsibility which students/investigators must themselves have for these matters. Approval is granted on the basis of the information declared by the applicant.

Appendix B

Invitation – Participation in Research Project Message

Dear English language teacher,

I would like to invite you to participate in my new research project, entitled <u>Primary EFL Teachers' Experiences and Perceptions of Continuing Professional Development in Trentino-South Tyrol, Italy</u>
I am undertaking the study as part of my Doctorate in Education thesis at the University of Reading, supervised by Dr Alan Floyd and Mrs Barbara King.

What is the purpose of the study?
The study sets out to research the explore the perceptions and experiences of continuing professional development for primary EFL teachers of English as a foreign language to young learners (TEYL) in the state sector in your region. The specific focus for the study has been chosen as this is widely believed to be an area in need of further research. Specifically, the study aims to explore issues pertaining to the views and perceptions of the primary school teachers as regards their continuing professional development (CPD) in relation to the opportunities and challenges arising from their experiences and professional engagement in teaching English to young learners in the state sector, given the currently recommended TEYL approaches. The study is therefore envisaged to provide personal and professional insights which, through dissemination, may inform continuing professional development opportunities in a variety of contexts, and may thus lead to improvements in teaching and learning.

The aims for the study will be achieved by undertaking semi-structured interviews with twenty participants who have consented to take part in the study (see attached information sheet).

Why have I been invited to participate in the study?

You have been identified as an EFL primary school teacher of in the geographical area which is the context for the study, in line with the specific research questions of the study. Before you decide whether or not to participate in the research project, it is important for you to understand why the research is being done, and what it will involve. Please take the time to read the attached participant information sheet carefully.

Thank you very much for taking the time to read this information sheet; do feel free to contact me at any time if you require any further information.

Kind regards,

Valentina Gobbett Bamber

Spring / Summer 2018

Primary School Teacher Information Sheet
Principal Researcher:

Valentina Gobbett Bamber

Research Supervisors:
Dr Alan Floyd
Mrs Barbara King

Title of Research:
Primary EFL Teachers' Experiences and Perceptions of Continuing Professional Development in Trentino-South Tyrol, Italy

What is the purpose of the study?
The study sets out to research the explore the perceptions and experiences of continuing professional development for primary EFL teachers of English as a foreign language to young learners (TEYL) in the state sector in your region. The specific focus for the study has been chosen as this is widely believed to be an area in need of further research. Specifically, the study aims to explore issues pertaining to the views and perceptions of the primary school teachers as regards their continuing professional development (CPD) in relation to the opportunities and challenges arising from their experiences and professional engagement in teaching English to young learners in the state sector, given the currently recommended TEYL approaches. The study is therefore envisaged to provide personal and professional insights which, through dissemination, may inform continuing professional development opportunities in a variety of contexts, and may thus lead to improvements in teaching and learning.
The aims for the study will be achieved by undertaking semi-structured interviews with twenty participants who have consented to take part in the study (see attached information sheet).

Why have I been invited to participate in the study?
You have been identified as an EFL primary school teacher of in the geographical area which is the context for the study, in line with the specific research questions of the study. Before you decide whether or not to participate in the research project, it is important for you to understand why the research is being done, and what it will involve. Please take the time to read the following participant information carefully.

What will happen if I participate?
You are invited to take part in a one-to-one interview based on your professional engagement in education, and specifically your experiences and perceptions of continuing professional development opportunities for English to young learners in primary schools in the state sector in your geographical area. This interview will be carried out either at a place of your choice or online (through Skype / other), at a mutually convenient date and time. With your agreement, the interview will be audio recorded and transcribed. You will then receive a full transcript of the interview, so as to enable you to check its accuracy and to confirm that you are still happy for the interview data to be used in the study

Do I have to take part?
You are entirely free to decide whether or not you would like to take part. If you do decide to take part, you will be given this information sheet to keep, and you will be asked to sign a consent form. If you decide to participate in the research project, you are still free to

withdraw at any time and without giving reason by contacting me via email on V.Bamber@pgr.reading.ac.uk

What are the possible disadvantages of participating in the study?
In agreeing to take part in this study there will be a time commitment to consider, as the interview is likely to last approximately one hour. Despite the time required, it is my belief that there will be professional benefits for teachers through their participation in the study.

What are the possible benefits of participating in the study?
It is hoped that individual participants will benefit from the opportunity to reflect in detail on their experiences of continuing professional development in connection with their teaching, as reflection, as well as collaborative reflection, has been shown to have considerable potential for their further professional development.
In evaluating the opportunities that teachers have for their professional development, it is also hoped that we will together be able to illuminate issues relating to the linguistic, cognitive and affective scaffolding that teachers are asked to deliver in the light of current TEYL approaches, as it is felt that the resulting insights as to teachers' professional requirements and needs are those that may best contribute to creating highly focused continuing professional development opportunities for language teachers in the local multilingual context. The present research project builds on previous research which I carried out in similar contexts, and is envisaged to lead to further studies in this area of interest.

Will what I say be kept confidential?
The information given by you as a participant in the study will remain strictly confidential (subject to legal limitations) and will only be seen by the research supervisors, who are the Doctorate in Education programme leader Dr Alan Floyd, and Mrs Barbara King. Neither you or your school / organisation / institution will be identifiable in any published report resulting from the study.
In order to protect the anonymity of each participant, pseudonyms will be used to ensure participants cannot be identified. All electronic data will be held securely in password protected files on a non-shared PC and any paper documentation will be held in locked cabinets in locked premises.
In line with University of Reading policy, data generated by the study will be kept securely in paper or electronic form for a period of five years after the completion of the research project.

What will happen to the results of the research?
Following the participants' confirmation and validation of the interview transcripts, as outlined above, the resulting data will be analysed and will inform my research thesis. Some fully anonymised excepts from the transcribed interviews will be included in the thesis. All participants in the study will be able to have access to a copy of the published research on request.

Who has reviewed the study?
This application has been reviewed by the University of Reading Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurance in place. Full details are available on request.

University of Reading

CONSENT FORM

Language Teacher Education for TEYL:
What do Trentino-South Tyrol LETs' perceptions of their professional learning reveal about best practice professional development?

Name, position and contact address of Principal Researcher – Doctorate in Education, Institute of Education, University of Reading, UK:

Researcher: Valentina Gobbett Bamber	Research Supervisor: Dr Alan Floyd	Research Supervisor: Mrs Barbara King

This application has been reviewed by the University of Reading Research Ethics Committee and has been given a favourable ethical opinion for conduct.

Please initial box

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving reason by emailing the principal researcher V.Bamber@pgr.reading.ac.uk - Valentina.Bamber@unibz.it

3. I agree to take part in the above study.

PLEASE TICK BOX
Yes   **No**

4. I agree to the interview being audio recorded.

5.   I agree to the use of anonymised quotes in publications.

_____   _____   _____
Name of Participant   Date   Signature

Appendix C

Interview Schedule – Semi-structured Interviews

Title of Research:

<u>Primary EFL Teachers' Experiences and Perceptions of Continuing Professional Development in Trentino-South Tyrol, Italy</u>

Interviewee code/pseudonym ……………………………………… Date …………

		<u>Discussed</u>
Research Question 1: What are the study participants' reported perspectives, concerns and experiences as regards the CPD affordances (both formal and informal) which have so far informed their TEYL practice? *Research Question 2:* How do the participants describe and explain being enabled to implement appropriate linguistic, cognitive and affective multimodal scaffolding through YL-appropriate methodologies, including multimodal interactive oral storytelling? *Research Question 3:* What future professional development needs and concerns do the study participants report?	*SEMI-STRUCTURED INTERVIEW THEMES/QUESTIONS*	
Introduction	***Study background and aims*** ***Participant Prerogatives***	
General areas in focus:	***General background*** Birth place, residence, language 1, language 2, language 3 (other); general interests. ***Academic background*** Schools, courses taken, subjects favoured, achievements; teacher training experiences ***Professional experience in education*** General work history; history as a primary school teacher; history of teaching English as a foreign language in primary school; EFL teaching typology (generalist / specialist / other subjects taught)	

What currently available CPD provision do you feel is professionally relevant to you as an EFL teacher in primary school in your area? Why?	***Experiences and perceptions of continuing professional development*** What types of CPD opportunities have you experienced? What number / yearly frequency of CPD opportunities have you experienced? What are your perceptions of such CPD experiences? Are there any repercussions as regards your teaching practice? If so, what are they? Are you able to detect any personal as well as professional repercussions? What other CPD opportunities would you wish to experience? How? Why? In what regard do you feel the CPD opportunities you have experienced are relevant to your work as a non-native EFL teacher in your specific area? Why?
Research Question 2: *How do the participants describe and explain being enabled to implement appropriate linguistic, cognitive and affective multimodal scaffolding through YL-appropriate methodologies, including multimodal interactive oral storytelling?*	***How do you conceptualise 'scaffolding' in your instructional context?*** What other metaphors would you rather use to explain core aspects of your work in teaching EFL to primary-age children? ***What are your perceptions as to your own ability to deliver child-appropriate scaffolding?*** How do you perceive child-appropriate linguistic scaffolding through the English language in an EFL instructional context? How do you perceive child-appropriate cognitive scaffolding through the English language in an EFL instructional context? How do you perceive child-appropriate affective scaffolding through the English language in an EFL instructional context?

	Participation in CPD
	Do you participate in any training and development sessions in relation to your current professional role?
	If so, what are your experiences of these?
	If not, what kind of teacher development session/meeting/resource (if any) do you think would have been/would be helpful?
	How might you be better prepared in the future?
	What structures are in place to support your role?
	How do you view your work as an EFL primary school teacher in the light of your CPD experiences?
	What aspects of your teaching practice do you view as successfully scaffolding children's learning?
	What aspects of your teaching practice do you view as not successfully scaffolding children's learning?
	Why?
	What CPD opportunities do you feel would best help you to develop your professional understanding and competences as regards scaffolding children's EFL learning? Why? How?
	How do you view the relationship between your daily teaching practice and the CPD opportunities you have experienced so far? Do you perceive a good 'fit'? Why? / Why not? If not, how might this be improved?
Research Question 3: What future professional development needs and concerns do the study participants report?	What do you see as the difficult aspects of being an EFL primary school teacher?
	What strategies do you use to manage these difficulties?
	What do you see as the enjoyable parts of being an EFL primary school teacher?
	What advice would you give to a novice teacher of EFL in a primary school context in your area?
What currently available CPD provision do you feel is professionally relevant to you as an EFL teacher in primary school in your area? Why?	

What other CPD provision / other do you feel would be beneficial to your teaching practice and their learners' outcomes?	***What suggestions do you have to help shape CPD opportunities in your area?*** Would you like to continue teaching EFL to young learners in the state sector? Why? / Why not? What further opportunities for CPD would you wish to see implemented in your area? Why? How? (frequency / duration / location / specific objectives) If you do not wish to continue as an EFL primary school teacher, would CPD provision might have changed this? What are your own plans and hopes for your future work?
Conclusion	***Any other comments?*** ***What will happen to data?*** ***Follow up meeting/respondent validation***

Appendix D

Transcription Conventions (adapted from van Lier, 1988):

Interviews between the research participant and the researcher are transcribed in detail; however, some of the researcher's many repeated explanations and non-verbal turns / contributions such as *mm / yeah* are omitted from the transcripts, sometimes resulting in long participant turns.

- Words in *italics* indicate emphasis
- : / :: / ::: indicates that a sound has been lengthened (for example, a::nd
- (.) indicates a very short pause – approximately a third of a second
- (..) indicates a short pause – approximately two thirds of a second
- (…) indicates a pause of approximately a second
- (2") and so forth indicate longer pauses, in seconds
- Non-verbal utterances are placed in square brackets: [laughing / other]
- '-' after a word, as in they said that- indicates that speaking stopped abruptly and/or was interrupted by the interlocutor
- [unint:] means 'unintelligible': something was not audible and/or understandable
- [text]: translations / interpretations of not completely intelligible contributions are placed in square brackets

Appendix E:

Examples – Excerpts from Transcribed and Coded Interviews with participants Cora (p. 193) and Kathy (p. 201)

Excerpts from interview transcript with Cora (less experienced study participant group)	Data Analysis: Coding		
	Themes: **1: CPD enabling / constraining** **2: meso-scaffolding** **3: micro-scaffolding** **4: CPD needs**	**Emergent sub-themes**	**RQs**
R: Thank you for your participation!			
CORA: You're welcome!			
R: [omitted]			
CORA: [omitted]			
R: This information is obviously going to be removed [from the transcript] because it's too specific.			
CORA: Perfect- amazing! (.) eh:::m yes- so, I only spoke Italian from the very beginning, and then I:: I:: **I fell in love with the English language at school, i**n middle school- […] because I had a wonderful teacher eh:: that is still in my heart- […]	enabling	Self: love for EL	RQ1
R: Ah!			
R: Eh:::m he was very important because he:: he taught us the language, (.) but also **how to *love* the language**, and (..) I think this is our (..) **mission with our children (1') of course we have to give them inputs, language, but also eh:: curiosity, eh:::m and everything that they could- eh:: know about the language-** (.) culture, traditions, songs-because we have a- we as English teachers have a good source around us, and it's the music- (.) here in our region we have a second language that comes first, and then there is a foreign language-	enabling	Self: love for EL / education	RQ1
R: of course-			
CORA: but here we cannot find so many sources to experiment- [to experience] language-	need	Wish to experience language in spontaneous ways	RQ3
R: in terms of- music?			
CORA: in terms of museums, or going out- and looking at-			
R: You're now focusing on English? Because of course as regards German you are surrounded by resources to experience-			
CORA: Yes, but children are interested in music, because they hear it on the radio. (.) a::nd they are exposed to it (.) so we can use it as a *good friend*, and my teacher already knew it-	meso-scaffolding	music	RQ2
R: We knew these things instinctively a long time ago- now we also know a little more about why we should do it-			
CORA: I also remember the songs that- that we learnt, and he was a very good (.) teacher because he asked us,	enabling	Relational / previous	RQ1

what- what do you like to listen to? (..) what would you like to learn about this song, about this- writer-		educational experiences	
R: So he really involved- the students?			
CORA: Yes, definitely and this is probably why I chose to be an English teacher.	Enabling	commitment to education / relational	RQ1
R: Now, you have told me about what is really important for you. I'd like to hear a little about what you studied after middle school- (.) were you always aiming to become an English teacher?			
CORA: No, not at all! [laughing] (..) I thought that I- I'd rather be a vet, [laughing] but then I opened a book of biology and chemistry and I was like, oh my God, I can't understand anything- and so (..) it was very complex for me-			
R: So maybe you didn't have the right teacher-			
CORA: Of course, this is another point! [laughing] and- so then I wanted to be a lawyer, because I was interested in- what is right, what is wrong- what can we do to (..) make a better world- and-	Self: belief in social justice	enabling	RQ1
R: yes- it's an important instrument- (..) you have some strong interests?			
CORA: [information withheld]			
R: [information withheld]			
CORA: at university I studied the Master in Primary Education at [withheld - higher education institution]].	Formal CPD	enabling	RQ1
R: And- how many years have you been teaching now?			
CORA: This is the fifth or sixth- I don't remember, I have to count- (…) yes, I think this is the fifth-			
R: So- you've been teaching for five years- and what subjects?			
CORA: Always, always English.			
R: Are you a specialist English teacher?			
CORA: No- I can teach anything. (..) but- I have this specialization so I only teach English-			
R: You have only taught English so far- that means you have a high number of classes?			
CORA: I have eight classes this year; last year nine- so it's a very high- (..)	CPD workload very high / lack of familiarity with YL	constraining	RQ1
R: And you are working full-time?			
CORA: Yeah-			
R: Do you have a permanent role in this school- and how long have you been here?			
CORA: This is the 3rd year-			
R: It's your third year- it's very good, isn't it?			
CORA: It is! [laughing] (.) **this is the first time that I have the same children from the 3rd year to the 5th before they go to the middle school next year, (..) a::nd this is a great experience**, (..) because starting year by year with eight classes, you have to learn all their names and also the (..) peculiarities of every single student- it is very- it is very hard work.	Enabling	Continuity / relational / familiarity with YL	RQ1
R: It's important for you to get to know the children-			
CORA: Yes, it is very important, because you have to (.) *work* with them- it's not (.) take your pencils and write- (..) it's- it's real life- so you have to talk with them (..) *play* with them, *live* with them. (..) It's very important to know each other.	Self / Relational / systematic observation of YL	Affective scaffolding Multimodal scaffolding	RQ1 RQ2

R: Yeah- (1') now I'd like to ask- have you experienced any CPD- any opportunities?			
CORA: Well of course (.) every year we have to eh:: take part in some courses-			RQ1
R: Aha- when you say you have to- is it compulsory?			
CORA: We have to- yeah! it is compulsory. We have to do I think (.) seven hours in a year; but you can obviously do it more, and the Istituto Pedagogico offers some English courses- they are optional-	Formal / compulsory CPD / Optional CPD community]		RQ1
R: In addition to the seven hours per school year?			
CORA: Yeah- a:nd you can choose to take part in these courses and of course they are divided in primary and middle, high school and (…) here you can have a sort of (..) brain storming with other- with other teachers that work with- work like you-	Relational PD		
R: How much time would you normally have for this type of (.) brainstorming-			
CORA: Well- (..) it's- it's very short- because you can take part in the courses, and at the end you can (..) have a little [laughing] bit of time to speak about this experience.	Formal PD Little time / lack of time for informal CPD Little time available for sharing with colleagues		
R: Is this also part of your weekly planning- that you do at your school?			
CORA: No, this at the pedagogical institute. No, *here **in this school – and this is a- a (..) habit I *really really* like, *every single week* we have *one* hour with the other English teachers to- plan, organize but also have a brainstorming and exchange ideas, materials, tools- and everything (..) to *speak*! Of course it is very important to speak and communicate with your colleagues, and in this hour we can also eh::m have a feedback about *what works* in this kind of class, what is better for another grade, maybe; was it too difficult, was it- too easy. So we have the chance (..) to have feedback from the other teachers.**	Enabling	Informal / relational PD / in-school 1 hour pw collaboration / lesson planning	RQ1
R: I can see that this collaborative planning at your school is really valued by you! (..) anything else-			
CORA: well it's not compulsory- not this year, but for example in April they organized an English conference and I want to see what they offer (..) it is a biannual conference- (.) this time the title is Celebrating Diversity-			
R: Is this conference specifically for English teachers?			
CORA: For English teachers? In this conference, in the morning there are some (…) **experts that will speak about some specific topics, and in the afternoon, there are many workshops, you can chose only two- only two of them, and in these workshops there is a part where another expert tells you about the topic, and**	Enabling?	CPD / formal	RQ1

after[wards] you can work with colleagues- you can have a brainstorming [session]-			
R: So you think that this is useful for you – is it on at the weekend?			
CORA: No, it's on a Friday-			
R: So in school time- right: (.) What about something that you did last year?			
CORA: Last year I took part in (..) I don't remember the name of the course, but it was about singing and learning, a::nd it was a course in which an expert spoke about the importance of using music during English lessons, but also in every context where you can use it-			RQ1
R: Right-			
CORA: the expert was- maybe from Venice-			
R: Was the workshop useful? How long did it last?			
CORA: It was in the afternoon and- it was three hours every afternoon for (..) I think seven days- during the year- once a month.			
R: Was it useful for you?			
CORA: **Yes, it was useful. The expert gave us the- the materials and also the explanations, and so you can have a product that you can try to use in class, and in the time during the week when we meet with the other teachers we can also give them these tools-**	enabling	Formal / Informal / relational	RQ1
R: Ah- you shared with colleagues at your school. Did you also receive music resources, internet links or other resources?	Enabling –	relational / informal	RQ1
CORA: Yes, we had a bibliography and also some links that we can use, of course-	enabling	materials / resources	
R: Was the course practical? you were taught how to sing with children in primary school?			
CORA: Yeah. It was very cool, yeah.	Enabling	Formal	
R: What about anything you did the year before that you remember-			
CORA: Let's see. Yes. I took part in a course held by an expert, and it was also about music. I choose- I try to look every year and stop- and think, what do I need this year, so I thought I was a bit too low with my experience with music- (…) so: in the last two years I – I tried to focus (..) on this.	enabling	Formal music as TEYL resource CPD	RQ1
R: That was a conscious decision then?			
CORA: Yeah- and the last courses were always about music.			
R: Right- and before then, are there any other courses you took part in over the last five years since you began teaching?			
CORA: Let's see- something else- I really don't remember, no-			
R: Right- you found those two courses on music useful- and you were able to implement what you learnt in your teaching?			
CORA: Of course. A:nd I also try to *add* some things that I could take from a book, or from (..) an idea that some teacher shares with me. So it's-it's a 'work in progress' process!	enabling	Formal / Self / informal	RQ1
R: Of course! (…) So, in general, you would like more opportunities for your language development- you'd enjoy that?			
CORA: Yes-	Need	Wishing for time for EL development	RQ3

R: For example, one or two weeks abroad would not be too much for you?			
CORA: No, no no, **I think maybe it's a good period of time in which can you learn** and have the chance to come back and say to the other teachers, well, this is what I learned and this is what we could use in our classes, why not, we can try it-	Need		RQ3
R: [omitted] If you could devise a program for yourself as a teacher, how would you organize it and why-			
CORA: Well I think (..) that my school asks me to stay in school for a very long time during the week because we have two afternoons- every teacher has two afternoons- when every teacher has to teach- but in the other three days there is a lot of work that a teacher needs to do by herself-			
R: Do you mean that you work on five mornings and two afternoons- teaching (..) plus another two afternoons- meeting other teachers-			
CORA: As a [specialist] English teacher, I have eight classes, so I have to speak with a very high number of colleagues [during official school meetings].	constraining:	lack of time / heavy workload	
R: Of course- due to the fact that you are a specialist English teacher-			
CORA: Yes-it takes time and energy! [laughing] and (..) yes, we should find time to do this but **also I think that one afternoon a week should be given to development- (..) personal development, language development-**	Need	PD: need for time: personal / EL PD	RQ3
R: That would then be your last remaining free afternoon during the week, which would mean working five whole days- two afternoons teaching, two for meetings, you would like to add a further afternoon of CPD activities-			
CORA: No! [laughing]			
R: [laughing] I wanted to check this-			
CORA: No- **I would like to breathe! [laughing]**	Need	Better work/life balance	RQ3
R: You would like to breathe! There are too many demands on your time-			
CORA: Yes, I would like- I'd rather have *one* afternoon for meetings and the other one for personal development, so one free afternoon-	Need	Wishing for better life-work balance	RQ3
R: We are a caring profession in the sense that we are at the service of those we teach and that we care for; sometimes that can lead to burnout- [information omitted] (..) so when you mention personal development- and time to breathe! (..) would you want to do something more relaxing (..) to renew your energy-			
CORA: Yes- great idea! [laughing]			
R: Well- I don't want to put that in your head-			
CORA: No no no!			
R: but you made me think of that because of what you said- because of the need to rest-			
CORA: yes, **to rest a::nd have the time to think about what I am doing here as a teacher- what have I (...) learnt, for example, from my children [YL] because they** *live* **with us more than with their parents sometimes- so we are (..) growing together!** [information withheld]	Need Enabling	Time to rest; Self: awareness of need for time to reflect as professional Self: affective / caring	RQ3 RQ1 RQ1

		dispositions: learning from own YL	
R: It seems that in this school you are very active and innovative-			
CORA: Yes- maybe too much!			
R: Are you getting enough help to deliver these innovations?			
CORA: **Sometimes I am not feeling so well supported, because sometimes the ideas are shared with other teachers but then the other teachers are not taking part actively in the organization-**	constraining:	insufficient support in-school; lack of support from colleagues	RQ1
R: This sounds like you are helping more than you are helped. Perhaps you need to ask- (..) right, we have spoken about CPD and that was really interesting (..) I just have a few more questions (..) and they are about (.) scaffolding- linguistic and also affective. For example we are connecting it to your training opportunities. How do you perceive your opportunities to offer linguistic scaffolding, so we are looking at the detail of how we teach children (..) how well prepared by your training opportunities do you feel to structure lessons and give linguistic scaffolding – structuring the English language input?			
CORA: When I was teaching for the first time I was scared, because I went out of the university, and I was put in the working world a::nd with yes (..), ideas and materials but with *no* experience at all-	PD formal;		
R: you had done the professional training course English for primary school?			
CORA: That was my salvation.	PD enabling: formal		
R: When did you take part?			
CORA: I think from 2010-2012-			
R: Right-			
CORA: and **that was the only course that was directed at how you can be in class and have a relationship with your children-**	PD enabling Micro-scaffolding	Formal programme Awareness of affective scaffolding	RQ1 / RQ2
R: Do you receive any further help in this at the moment? Or would you like more help?			
CORA: Yes, of course. **I think that the affectivity part is very important- (..) so year by year children have special needs that have to be analysed, satisfied.**	Enabling Awareness of need for affective scaffolding	Awareness of YL affective needs	RQ2
R: Or met (..) for the learning to be effective?			
CORA: We have to ask – as you said (..) for some help to have strategies and to manage all this-			
R: Have you noticed any specific strategies that do work- for you?			
CORA: With music (..) they are very involved- they lo:ve music-	Music as affective scaffolding (meso-micro)		
R: All the children?			
CORA: Yes.			
R: So, is that a reason for you to (..) focus on music-			

CORA: Or (..) stories with videos, where they can read and look at the pictures- or the cartoons as well. They are involved and they do it at home with their mother language- (.) they take part-	Multimodal scaffolding		RQ2
R: Do you mean that is a strategy that works for all the children?			
CORA: It works in this class-			
R: Right- (..) what is your most frequently used methodology? (..) In general?			
CORA: Generally (..) I introduce the topic- for example **colours – I try and find a song connected to the colours in which I can find this topic- and I give them the opportunity to learn this song without thinking, 'oh- I'm learning something'.** And then **I have to verify if the language and pronunciation is ok and if they know what they are saying - so maybe I can use a particular worksheet in- in which (..) there is a character that they already know, or that they like.** (..) for example so I give them the materials that they have to complete or fill out and maybe with a role play, but this is not for the first class or for all children. There are some special needs children who don't have- (..)	Meso- / micro scaffolding	Multimodal Affective scaffolding Multimodal scaffolding Cognitive scaffolding	
R: you mean that theatre is something you can only use selectively sometimes- and then- I suppose you have to follow the textbook-			
CORA: Yes, (.) we have a textbook in which (..) they learn to- recognise the characters, and work-			
R: Are there any areas where you are not managing as well as you would like to- to *scaffold* your children's learning?			
CORA: Maybe in art, because this is the first year I teach art- and so I feel I am not (..) so prepared. **I have the help of my English colleague who already knows about art and has experience of it before in another school- so she helps me- a lot! A:nd we can work together, because she has a first class so we can go step by step together.** But this summer I must concentrate my interests in art-	Enabling	Relational / in-school collaboration	RQ1
R: Are you are going to be [working] here next year?			
CORA: I hope so. I have the "ruolo" but I don't have a school that I can call "my school".	Permanent contract		
R: Let's hope you will soon! (..) It seems that this school rea:lly (..) cherishes what you do- and the school can benefit from continuity- now I'd like to ask you: in general what is the most important part of teaching in primary school- (.) though in a sense you have already replied – but- in general, what is the most difficult aspect of teaching (.) for you?			
CORA: The number of classes. **It's difficult to be a specialist [English teacher]. We go from maybe the 1st grade and then in the next hour to the 5th and- and we must (..) be able to change topic and material, the range of the language, to remember what you have done the last time and what you can do now.** It is very hard sometimes. So- (.) **if we can have more hours with less classes- for example three- it would be easier.**	Constraining Need / wish	Workloads More contact time with fewer YL	RQ1 RQ3
R: This is certainly a difficult aspect- do you have any strategies for this jumping from lesson to lesson- what are your- your coping strategies?			
CORA: When I walk into a class I ask my children who am I, who are you, where are we and they tell me what we have done last time, (.) yesterday (..) or even a week ago-			
R: Right-			

CORA: But of course I know- but that is also an excuse for them to speak and give a confirmation of their learning-			
R: Wonderful. I like it- tell me, what do you like (..) best about teaching in primary school?			
CORA: Well- **when a child comes to you and says, 'English is my favourite subject'**- or the time my Italian colleague was inside the classroom and was watching the lesson with the 5th class and we were repeating all the vocabulary about wizards, knights, magicians, and princesses- (..) and I wrote on the blackboard "knight" and the Italian teacher asked one of my children, "why do you say knight if there is a k before the n- the child said, "**well teacher, if you have a k before an n you don't have to sound it". And during the lesson I was talking with another child who was giving me the answer to an exercise and it was during this that there was that explanation about the language- a::nd moments like this are (..) precious, and it's the demonstration that maybe you are doing something good.**	Enabling Meso-scaffolding	Relational: learning from own YL's motivation and noticing their learning Classroom language / YL lexis	RQ1 RQ2
R: Ah! (..) now- what would you say about the organization of continuing professional opportunities for next year- teacher development courses- what would you like next year?			
CORA: We::ll- **next year (..) I would like to have more time to- take part (.) in these types of courses, (.) and maybe think about not only the language preparation but also think about CLIL. I would like to take part in an art course in English.** I have heard that other schools are trying to introduce CLIL as a reality, so I think that it is not only my interest but all English teachers- want to develop some other skills- (..) so maybe my request would be that-	Need Need	Wishing for more time; Wishing for specific CLIL (art) PD	RQ3
R: That's lovely- thank you very much indeed! Can I get in touch by email for any clarifications?			
CORA: I think that **chatting each week about teaching would be useful**- because I **think of me as a- an (..) eternal student, continuing to grow with the children (..) and as a person, and as a citizen of the world.**	Need Enabling	Wishing for spaces for informal PD with colleagues Relationship with YL Lifelong learning	RQ3 RQ1

Excerpts from interview transcript with Kathy (more experienced study participant group)	Data Analysis - Coding		
	Themes: 1: CPD enabling / constraining 2: meso-scaffolding 3: micro-scaffolding 4: CPD needs	**Emergent sub-themes**	**RQs**
R. Right- and obviously in addition you also have a very good English level			
KATHY: Well, **I lost a lot-**	Constraining	Anxiety in relation to EL competences	RQ1
R: Do you reckon?			
KATHY: **It was better- far better-**			
R. You think your English was more fluent in the past?			
KATHY: **Yes, yes.**			
KATHY: **Yes- I have to say that in South Tyrol there is a lot done for English teachers- (.) eh: there are lots and lots of teacher training courses you can take part in, and you don't pay anything- they are for free, you can choose really from a big pool of different subjects and different topics (..) and the most- in my opinion- the most beautiful thing is that there is a course called- Let's brush up our English, (.) it's done every year for *one week*, (..) you stay at a school, (..) the whole time you sleep there as well- for the whole week [information withheld] and the teacher trainers *live* with you, so you have the opportunity to talk every day, from morning to late in the evening and I think that is a *really really* good opportunity for us-**	Enabling	Formal CPD relevant Access to CPD	
R: what about novice teachers- what would you suggest?			
KATHY: Well- I would say for them, if **I can tell you honestly - they should train their English more (..) because they come out of university and it is very hard to find a teacher (.) that speaks a good English (..) and it's *so sad* because in the beginning the students [pupils] need someone that can talk an accurate English in my view-**	Need	Improving own / others' EL competences	RQ3
R: that's right- (..) it seems that you like to take part in lots of different training courses-			
KATHY: Of course! (..) **I like what I do- and I'm really- (.) yes, and I love English and England as the country and Scotland – Britain- and this is what I would like to eh:m to show my pupils- (.) that there is a *reason* why they should learn English (.) *very* well-**	enabling	Self: love for EL / culture	
R: Ah!			

KATHY: t**he English culture**, and in my eyes it's always important to eh: (.) **give the pupils a *reason* why they should be *keen* on English-** keen on the language- eh:m yeah, to light the fire in them in a way-	Micro-scaffolding	Cognitive / affective scaffolding	RQ2
R. So for you a really important concern is (.) motivation?			
KATHY: Yeah- exactly- (.) and **the positive emotion that they connect (..) with me as a *person*- as an English teacher- that is always m-*my* main focus.**	Micro-scaffolding	Affective / interactive scaffolding	RQ2
R: How do you do it? Have you had any specific training to enable you to-			
KATHY: No, no- probably (…) **I love what I do so I don't need any motivational training on this-**	Enabling	Self: love for education / EL	
R. And how about competences training-	Here I am still asking about the relationship between CPD and the development of interpersonal sensitivity.		
KATHY: (…) good question-			
R: you started teaching **in high school,** so- was it different to be teaching much younger learners?			
KATHY: Of course, and **when I think back it was- (.) in the beginning it was- *difficult*, because they [young learners] have other needs, and: (.) but- (.) for me as a teacher, I feel much more *prepared* for them (.) because I know what they will have to face in the future as far as English is concerned-** you know what I mean?	Micro-scaffolding	Cognitive micro-scaffolding	RQ2
R. Absolutely.			
KATHY: **And I *know* what they have to know later, and (.) I know what they have to *learn* later, so my- my teaching (.) is based on *this* knowledge-**	Micro-scaffolding Enabling	Cognitive scaffolding Previous teaching experience	RQ2 RQ1
R. So how would you describe your teaching- (.) for example, could you describe some activities you might do- bearing this in mind-			
KATHY: I focus very much **on learning strategies, eh: on word building- this is my main focus-**"	Micro-scaffolding	Cognitive scaffolding / learning strategies Linguistic scaffolding	RQ2:
R. Word building- how do you approach this?			
KATHY: **Well, we start with different topics (..) and- and for me it's important that the children, right from the beginning (..) learn how to *write* the words- because it's very much different to when they *hear* the words, so they get a little bit confused, but we are training on**	Enabling scaffolding	Commitment to educational coherence / rigour; systematic observation of YL	RQ1

			RQ2
them and that is very important for me, and I notice that this kind of eh: teaching helps them (.) later in middle school because they know (..) so many words that they can focus more on grammar learning.		Cognitive micro-scaffolding	
R. Later on.			
KATHY: Later on.			
R: Right, you're really focusing on lexis-vocabulary-			
KATHY: Of course			
R: including the spelling- the connection between spelling-			
KATHY: **spelling and pronunciation, I- for me it's important that the children are aware of the fact that the sound _th_ is very important in English so that they don't have other sounds in it like ff, or ss or something like that- (.) but they have a very nice t h- and that there is a difference between _v_ill**age and _wh_en, for example-			
R: I notice that you are very clear on this- for a lot of students it is very difficult- and they say willage			
KATHY: Yes- and I think they should learn it right at the age of 9- (.) we _can't_ wait. (.) from the first English lesson, they should be- (..) eh they should be aware of the fact that pronunciation is a very important thing.			
R: connected to literacy and reading-			
KATHY: Of course.			
R: Right- (1') [in your teaching], are you using story books, music, theatre (..) are you telling stories without the books in an interactive way for example?			
KATHY: Sometimes as well- for example I like very much the book ehm **The Bear Hunt by Michael Rosen- it's very nice and the children love it-**	**RQ2**		
R. Even in the 4th class?			
KATHY: . _Yes_**, yes! very much so**. (.) and I love the stories written by Beatrix Potter (..) and I've noticed that a lot of English teachers don't know her.	23'15" **RQ2**		
R. Really- and how do you approach using these Beatrix Potter stories- what do you do with the children-			
KATHY: **Well I start reading- for example Peter Rabbit and then I prepare photocopies with with pictures from the story, and then eh: nearby I write _one_ sentence- or two sentences, with very very simply structured sentences about the stories (..) and so, even then, in the 5th form they are able (.) to tell me the story in English.**	**RQ2**		
R. That's fantastic- right, you're not only focusing on lexis, but on sentences as well-			
KATHY: Well, **if they notice some different things, for example the plural of goose is geese and they ask me, oh why is the word so much different- or foot or**	Scaffolding	**Cognitive micro-scaffolding**	RQ2

feet, and then they ask me and I give some examples, (.) and I notice as well that some very keen pupils eh:: keep them in mind and they never forget them- once told- (..) and that's *very* very interesting- and therefore I tell you that it is so important that the teacher has an accurate English because they soak up everything.	Enabling	**Systematic observation of own YL**	RQ1
R: Absolutely- they really absorb language at that point so they have to receive good quality language-			
KATHY: And it's a good chance for them. (.)			
R. I wanted to ask you now, what- for yourself personally- what further training courses would you like to receive (.) as you continue in your work-			
KATHY: **Conversation**- very much-			RQ3
R. And apart from- so you would like to receive more opportunities for speaking- at a level that is (.) more advanced-			
KATHY: Exactly and **that is a little bit the sad thing because those eh:m conversational courses are eh:m offered to teachers who are teaching at a higher level like high school-**	Need	Wish to speak at more advanced levels	RQ1 RQ3
R. Like [information withheld]			
KATHY: Well, [information withheld] is for (.) **one week in June**, and (.) that's it- **but it should be more throughout the year** and (..) **I, as a primary teacher- I can't go into those courses, because I'm a primary school teacher- the places are for (.) the high school teachers-**	Need Constraining	Wishing for constant availability of EL courses Lack of / no access to suitable language courses	RQ3 RQ1
R: Right- and how about different types of professional development- for example eh:: I don't know, would you be able to give me some examples of (..) reading books, or watching videos, or attending conferences or eh::m speaking with colleagues- what do you do with your English colleagues at school (..) is it possible to chat [about teaching] together?	28'04" Question about informal CPD		
KATHY: No**, because we don't see each other because of our timetables** (..) yes, sometimes we have meetings but we don't talk in English, but **I for myself personally I watch- (.) the films that I watch, I watch in English with the English subtitles and I read- (…) newspapers or eh::: the Guardian, on the internet, which is free, or the- the New York Times,** or eh: books-	Constraining Enabling	Lack of time to talk with colleagues Self: autonomous learning / extensive reading	RQ1
R: So you're interested in current affairs as well-			
KATHY: Of course-			

R: Of course- especially at the moment-			
KATHY: It's very difficult-			
R. What type of books do you like reading-			
KATHY: (3") Life lessons.			
R. Ah:: how interesting. (...) can I ask you about activities such as drama and how do you scaffold and (..) support the speaking for the students?			
KATHY: Well, I help them to *speak*- when I have my puppet with me and my puppet is a little boy (..) and he's called Jeremy- then- Well, dialogues- in the restaurant- (..) or at home, mother and son, or- you know, it's topic based, or at the groceries- or:: children-	**Micro- scaffolding** **Meso-scaffolding**	**Multimodal / affective scaffolding]** **Role plays**	**RQ2**
R. So;: I wonder (..) when do you find the time to reflect (..) as a teacher?			
KATHY: **In the evening, at home when *my* children sleep! [laughing]**	**Enabling** **Constraining**	**Self: finds time for reflection** **Very little time for reflection / work/life balance**	**RQ1**
R :[information omitted] how about music- [in your teaching]	36'30		
KATHY: I do so.			
R. How do you do it?			
KATHY: **Pop songs.**			
R. Pop songs- and you choose very good quality songs-			
KATHY: Well not always (..) **so you have to choose *wisely* because also the texts are not-**	Meso-scaffolding	Music / song resources	RQ2
R. You do know there is a traditional repertoire for children which is- nursey rhymes, songs, the traditional songs-			
KATHY: Yes, I *know* them!			
R. singing games-			
KATHY: . **I know them but I realise that in 4th, 5th form they are not that interested in nursery rhymes- (..) because (..) the pupils come to me and say- can we sing that song (.) in English? and I always check the words at home because it's not always for the young ears.**	Scaffolding	Awareness / affective / micro-scaffolding / selecting appropriate resources for YL	RQ2
R: Right! How do you think the children react to the English lessons- do they like them?			
KATHY: Yes they like them and the parents as well-			
R. Yes I know- everybody says this!			
KATHY: Yes, they tell me that they love English very much!	Enabling	Relational: Positive feedback from YL	RQ1
R. You must be doing good things- fostering their motivation-			
KATHY: And the most important thing is (..) *no* school year (.) is the same- **whatever**	Enabling	Self / Lifelong	RQ1

I have done this year, I do *completely different* things the following year.		learning / personal challenges	
R. Why is that-			
KATHY: **Because I have new ideas and I *have* to try them out.**	Enabling	Self: teacher creativity	
R: Ok! (.) in the future, you told me, you would like to do some fluency courses- to give you that additional extra competence (..) which *you* think is important. (..) and *how* would *you* like to structure these courses for you- (.) what do you think would be effective?			
KATHY: (10" pause) to talk to- teachers who have mother tongue English-	Need	Wish to talk with L1 EL speaker tachers	RQ3
R. How long [should the course be?] how frequently- what would be suitable for you?			
KATHY: I can't give you an answer-			
R: I am asking, because you told me that one week is not enough-			
KATHY: No- it's not enough,(.) **once or twice a week throughout the school year.**	Need	Frequent opportunities for EL speaking practice at more advanced levels	RQ3
R: Would you have time-			
KATHY: I **would have to find time for this- that is the most important thing.**	Enabling	Self: commitment to learning	RQ1
R: Right- so, (..) in the classroom, what strategies do you use (..) to make sure that the children *really* understand you?			
KATHY: **I repeat [what I say] in many different ways (..) and I see if they have understood or not.**	Meso-scaffolding Micro-scaffolding	Classroom language / providing repeated contextualised exposure Linguistic scaffolding	RQ2

Appendix F:

Heuristic for identifying emotional content – adapted from Golombek and Doran (2014):

1. participants' utilising of vocabulary (both nouns and adjectives) which indicate affective states and emotions;
2. participants' use of intensifiers such as 'very'; twice (or more) repeated use of such intensifiers to express beliefs / convictions and/or emotional stances;
3. instances of laughter (see also Seidman, 2013);
4. verbs that indicate wishes, needs, volition such as *I feel;*
5. contiguous presence of divergent / dichotomous affective states / judgments;
6. directly or indirectly appealing to the researcher / language teacher educator, "for validation / help";
7. use of "metaphors" to express their interpretation of teacher action, pedagogical principles and activities;
8. instances of emphasis (see transcription conventions);
9. instances of pauses (see transcription conventions);
10. instances of lengthened sounds (see transcription conventions);
11. instances of hesitations (see transcription conventions).