

Editorial

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<https://doi.org/10.17883/phschr-04-00>

This volume is intended for all readers who share our passion for English as a foreign language (EFL) pedagogy. The contributions within this edited collection provide insights into various contexts of EFL development, spanning from elementary to tertiary education, and addressing a wide spectrum of target groups, as they describe pathways for language learners, ranging from young children to pre-service teachers of English. Our authors present their ideas in different formats including presentations and discussions of empirical research but also accounts of their own practical work. This diversity was happily embraced, as it reflects the multifaceted ways in which language pedagogy can be made visible and thereby developed further. We are aware that some aspects of the complex world of language teaching and learning are discussed controversially but hope that all contributions will be thought-provoking and stimulate further academic discourse in the field.

MARIA MICHELMANN, THERESA BERGMAIR and **NINA-SOPHIE ROHREGGER** explore strategies to facilitate the transition from kindergarten to primary school, advocating for the integration of engaging foreign language tasks during the final year of early childhood education.

The contributions by **EDITH KREUTNER** and **MARTINA MÜLLER**, as well as **BEATE JANNY** and **MARGIT SEVERA** are drawn from a study which focuses on Foreign Language Aptitude and Motivation in English at Primary School (FLAME). Their research elucidates the factors that motivate primary school students in the language classroom, offering insights into the types of support that teachers should provide.

HARALD SPANN gives an example of how didactic knowledge can be transformed into a methodological framework for using pop songs in secondary education. This can help support English teachers who aim towards providing an authentic and appealing learning environment.

BETH ERLING and **ANOUSCHKA FOLTZ** investigate teacher bias about students' backgrounds and its potential effects on those learners' education.

KLAUS SILLER and **NIKOLA DOBRIC** address a critical issue within the Austrian teacher training program, namely the teachers' language skills, underscoring the necessity of advanced language proficiency and comprehensive didactic expertise among future language educators.

KIRSTY WEILER investigates whether teaching students how to peer-review their colleagues' written work leads to improved writing both on the global and local level.

JENNIFER PRESCHERN and **ILSE BORN-LECHLEITNER**, **KIRSTY WEILER**, and **MARKUS WIESINGER** explore the potential applications of chatbots, such as ChatGPT, in language teacher training. They examine the benefits and limitations of these tools in supporting vocabulary acquisition, providing feedback, and enhancing students' academic writing skills.

EDITH KREUTNER advocates for a shift in tertiary education assessment practices, suggesting a move beyond traditional written evaluations to incorporate tasks that foster greater creativity and collaboration. She suggests doing so with the help of drama-based activities and hands-on, practical portfolio tasks.

We would like to thank all authors wholeheartedly for their contributions and wish our readers an inspiring journey through this volume's content.

About the editors:

GUDRUN KEPLINGER has been an English teacher educator at the Private University of Education, Diocese of Linz for more than 20 years, primarily in the field of didactics. She has also taught English, German, and Music in different types of secondary schools in Austria. Her latest research focuses on interaction in face-to-face versus computer-mediated settings and multilingual EFL classrooms.

EDITH KREUTNER has spent more than a decade teaching languages abroad and returned to her native Austria in 2018. Since then, she has been a lecturer at the Private University of Education, Diocese of Linz, where she shares her deep passion for culture and literature with her students.

ALEXANDRA SCHURZ currently works as a teacher educator and postdoctoral researcher in the English Department of the University of Vienna. Her research interests revolve around implicit and explicit grammar knowledge, extramural English, specific learner differences, and cross-country comparisons of English teaching practices. By training, she is a secondary school teacher of English and French and has teaching experience in secondary and tertiary education.