# Audiodatei

[Interview\_Janice Bland.mp4](https://unibamberg-my.sharepoint.com/personal/lena-felicitas_gruendel_stud_uni-bamberg_de/Documents/Transkribierte%20Datei/Interview_Janice%20Bland.mp4)

# Transkript

00:12:06 Sprecher 4

So, Janice Bland, you are editor-in-chief of the CLELE-Journal. What is more, we were told that you developed this journal, which we think is really impressive. Could you tell us what motivated you to set up this website and work for this journal?

00:12:22 Janice Bland

Yeah, um, yes, I mean, because I do believe in the area that I'm working and it has become now better known, I think. So things have changed and the Germans nearly ten years old now and things have changed but.

Um, there didn't seem to be a lot of resources for students who - student teachers, I should say -who want to come to write a master thesis for example or even Phd's on this topic and there just were not very many resources, very many researchers working on the topic, so just in order to create more published resources that was an important reason to set up the journal to make the area a research area that that would attract submissions and that would provide more resources for those who want to research children's literature in English language education, It is still a small journal. That means we still don't have a huge number of people researching the area, or they simply don't know the journal well enough, but we have submissions from all over the world.

So, it is difficult to say why we don't have very many. I suspect it really is because it's not well, there aren't that many researchers working in this area rather than that it's not well known.

I think it is now getting quite well known, but just not enough people feel confident to submit in this area, which is a great pity. We have wonderful peer reviewers and they do a fantastic job.

I am glad that it's small in that it takes up a lot of my time and if we had a bigger, a larger number of submissions, we might feel we have to publish more in each issue and I would have to get more colleagues to help, which is not always easy. I have to find colleagues who are really interested and unmotivated to work in this area.

Um, but I think it's an important resource and I'm very happy that Theresa Summer has published in the journal.

Um, together with Maria Eisenman, I remember editing that, Theresa.

If you are still here, I can't remember which issue it is.

00:14:43 Theresa Summer

Well, that was a couple of years ago. Yeah, I have to look it up myself. I'm not very good with numbers myself, so.

00:14:49 Janice Bland

Not sure I don't think it was that long ago. Anyway, your article is there and its Open Access. When you quote the journal as I've got an audience here, please always quote the full title if you are citing any of the articles in the journal, please always quote “children's literature in English language education”, not “CLELE Journal”, because in some countries impact is very important and if they check the impact of our journal, they have to use the full title, not the acronym. And if you if you put the acronym into - for example, the Norwegian list of scientific journals or something. You put the acronym, then it doesn't come up at all. You have to put in the full title. This is important for many researchers also in Norway -not in Germany - but in Norway we have to publish in journals that are recognised for and the university President points (?), which means that that affects us too. But this journal is recognised, but it is important to use the full title. Just thought I'd advertise that point.

And does that answer your question?

00:15:54 Sprecher 4

Yes, thank you for giving us an insight into your work on the journal today. So my next question is: In your paper ‘Teaching English to Young Learners: More Teacher Education and More Children’s Literature!’ you argue that primary-school language teachers do not experience enough and ample input during their studies, teacher training and professional development. How can we still become professional teachers?

00:16:21 Sprecher 3

Okay, well first of all, because you learn from the children, so you learn from experience. Of course, it's better to get it from your teacher education, but you know, um, I'll come back to that.

But first of all, don't panic because the children are brilliant teachers. They really are. I mean, if you if you have chosen to study teaching English to young learners, that probably means you like children, which is the most important.

The most important attitude to have and then you will learn from the children. To be honest, children teachers is the best way to teach them, because if they're looking bored and not not concentrating, then you're not teaching them the right way. It is as simple as that. So they show us, how we have to teach them, and, um, so you will develop once you are in school and actually teaching children, I hope you can, during your teaching practice, experiment and try out things. I hope. That's really important, because then you've got usually the teacher with you, so you are feeling a bit braver to be a bit experimental.

Hopefully you don't have to follow across, but you can actually try out new ideas. That's really important. Regarding teacher education, there are wonderful teacher educators in Germany, so I wasn't writing in that article, only about Germany.

I was writing... I was trying to mirror what I have discovered through a research network which I mention now, um; however, it's only for active researchers.

It's called, it's the ERLN: English-no- early language learning research network. That's why it's called: early language learning research network and giving a presentation within this network- that was in Iceland- we all agreed, and this is an international network of course- it's connected to the Isla- it's an island network- we all agreed that there isn't enough, there are not enough resources and not enough- Informed um?

Informed work, and I would say policy making- that's the right word. Informed policy making for teaching English to young learners.

So this is a global problem, so I was trying to write from a global perspective, which of course is not easy because nobody knows all countries around the world, and I certainly don't.

So I'm not, I am certainly not only talking about Germany; however, I did notice, so I might as well mention this now. I was on search commitees in Germany and trying to find qualified staff to- um- to which the start we had- so getting researchers to apply for a position for teaching English to young learners- it is not only difficult to find anybody, but I also sometimes found that the others on the search committees did not recognise their abilities because they usually claim they didn't come from the primary school area- Young learner area. So, although I think teaching English to young learners is- it is definitely a gap there- more qualified teacher educators need to work in that area, and they probably will have a better chance to have a career at university in teacher education if they want to.

And so it's this gap and it's a very important area to work in. On the other hand, they do have to work a little bit against the low reputation that I've been talking about. That might be worse in other countries, even worse than in Germany. Okay?

00:20:16 Sprecher 4

Yeah, thank you so much for your answer. Now to our final question: We are going to be future teachers of English at primary schools. What tips and tricks can you give us from your field of study?

00:20:30 Sprecher 3

Okay- in two minutes I guess- well, first of all, use total physical response. So I was using that- TPR- I was using that when I was teaching and I had no idea that it was total physical response because I started teaching English without having learned these things, and then I applied it and then I had to research. Once I started at university, I had to do a PhD in all of these things, um, once I started as a teacher educator, but I was doing it without knowing it was called total physical response.

So basically I had learned from the children. Yeah, so if possible, teach in the gym and you don't have to teach only in the classroom, you can maybe create a scenario, where they are parked in a boat on the sea, and you can tell them how they are feeling.

You know, the weather is beautiful weather! Look around, look at the sea, enjoy the sunshine then it becomes rough and then they start swaying and then the sea is becoming wild and they feel sick. Children love playing. Of course, you have to make sure that they have some of this language. You can't introduce…You can't introduce too much new language…in total physical response. But if you introduce a little and you give the action yourself about feeling sick and I'm not gonna help with the cameras on, but I'm being recorded verbally. OK, you know what it looks like when you're feeling sick, yeah?

Um, whatever um, so children love to do that, so if the teacher doesn’t want it (?), the children will copy and then you keep repeating that in future examples of total physical response, they will soon pick up the idea.

You feel sick, so they copy that idea.

You don't have to keep doing it yourself. You only have to do it to make sure that they… they get that what the language means to your body language and then… and then afterwards, maybe in the second lesson, if only one child remembers and he feels sick and he shows what it looks like when you are sick, and then you only have to say “Oh well done, you look at Tom.” and Tom is sick and they will all look at him and remember what it means. Yeah, then they will start showing they understand you are feeling sick and then you go home with your total physical response: “ You're scared”, “This is rough”.

You can do storytelling if you like to total possible storms in the gym. Yeah, and don't think English only belongs only in the classroom because it doesn't. So Total Physical Response is very important and it's not only commands.

Pictures um… Children react often, or they respond often in their drawing. So and that's important, it's communicating too, so you can... you can dictate a picture to them about maybe “Harry Potter” flying over the school on his broomstick so you get the children drawing and you're telling a story about how Harry is flying over the school and there are other witches and “Hermione”-because they know Harry Potter, you can use their names and… some are flying over the school and the children are playing football in the playground, some are reading, and then they look up at the sky.

They are… They are trying to draw the story, they are listening and they are learning and that gives you the chance then to communicate about their picture. So, they are creating-if you like- the next activity through their drawings.

And collect little animals and little toys that you can use, so realia. Then we had- with very small children that was- I hid something in a box and first of all, I did it but later the children could do this and then we guessed what's in the box and then the one who has the box can only answer “yes” or “no”, so they practice asking questions: “Is it an animal?”

And then it is “yes” then, “Does it live on the farm?” or “Does it live in the wild?” and of course you have to give them this language, but once they have it, you have to repeat and repeat and in a later way- that is the best way to do it.

So collect… if you're collecting pictures, especially animals are very useful, but make sure it has context so you're not holding up a horrible… um, what do you call this?

You see this sometimes with course books, they have this horrible pink pig- doesn't look like a really pig at all- it is really nasty looking for me- and children love animals. Why show them a horrible pink pig with absolutely no context when you can show them a lovely dirty pig playing in the mud on the farm?

So this far more words that could be brought in to the activities like the “mud”- children love mud-after all- “mud” and “farm” and “animal” and the noise the animal makes.

They need contacts in everything they do, children.

That story, it is context. One more thing I'll mention, and then I think I've done my bit: Finger Puppets. Collect them, the puppets. Another lovely activity is, at the beginning of the lesson, you give them different finger puppets and they go around meeting each other.

So again, it's pair work, but of course they need the language, but once they got the language, they need to practice it. So they can ask, you know, “Oh, where are you from?”, maybe, “What is a crocodile?” I mean the other one is- I don't know- “Where?”. It will work, just take another small animal- which should I take? - I don’t know- a little deer, nice little deer. So crocodile and they meet each other and then you at some point- obviously you know- It is gonna happen that the crocodile is hungry and then you know and the other one is scared and then and then they have to go find a new partner before the crocodile eats the deer.

These little opportunities to practice language with finger puppets. That gets them moving and moving around the bus (?) and they are practicing even simple forms that they have already learned like “Oh, what's your name?”, “Where you from?”, “What you do?”- maybe that's a difficult one for the very beginning- “Where you from?”, “What's your name?”, “How are you today?” Yeah, these are the easy ones, okay?

00:26:47 Sprecher 4

Yes, many thanks for taking the time to answer our questions, Janice Bland. It was a great honor to have you as a guest today.

00:26:56 Sprecher 3

Thank you very much. Nice to meet you.