L2 Classroom Interactional Competence and Teacher Development

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My Talk

- Classroom interaction and learning

- Classroom Interactional Competence (CIC)

- Data and analysis

- Reflective practice and CIC

- Future directions

http://www.youtube.com/watch?v=ePVZvMjSMvE

Classroom interaction and learning

DISCUSS:

What is the relationship between language, interaction and learning?

'Interaction is the most important element in the curriculum' (van Lier, 1996)

It is the teacher who 'orchestrates the interaction' (Breen, 1998)

'Learning arises not *through* interaction, but *in* interaction' (Ellis, 2000)

Sociocultural theories of learning

- Learning is largely a social process

- Learning is *mediated* by language

- Learning involves interaction with an (often more experienced) other: co-construction

- Learners are *scaffolded* through the ZPD

- Participation is one indicator of learning

- Learning requires:

    - Affordances (or opportunities, 'space')

    - Appropriation (or ownership)

Classroom Interactional competence

Interactional competence

'I propose (…) a push for interactional competence to give our students a truly emancipating, rather than compensating foreign language education'.(Kramsch, 1986: 370)

'Interactional competence involves the co-construction of interactional repertoires which are more accurate, more fluent, more complex'. (Markee, 2008: 3)

English Profile project (CUP, 2010-present).
http://www.englishprofile.org/

Interactional competence

Kelly Hall et al (2011) start from the position that learners, rather than being 'deficient', have a range of interactional competencies which need to be described and understood.

Classroom interactional competence (CIC)

'Teachers' and learners' ability to use interaction as a tool for mediating and assisting learning'.

(Walsh, 2013: 132)

CIC

- Learning as *doing* rather than *having* (c.f Sfard 1998).

- Complex relationship between language, interaction and learning.

- How do sociocultural constructs play out in classroom data? (Walsh and Morton 2016)

- How can teachers reflect on their practice through the lens of CIC?

TASK

1L1   do you bring his photo with you

2L3   eh...yeah but we have only a few photos because we get

3   together (.)only one year or so=

4L2   = and your work was very busy so you have no time to

5   play with him [<L03> Yeah]

6L1   but I suppose that you must (.)leave some enough money
to(.)live with your boyfriend and in this way

8   you can (.)improve the (.)eh (3 sec unintelligible) how

9   do you say=

10L4   =relationship=

11L1   =relationship yes [<L04> and know each other]=

12L3   =yeah I think I now him very well now (laughs)

13   (4) well lets talk another topic=

Analysis

- Turn-taking is well-managed, discussion flows well.

- Repair. Errors do occur, but they are largely ignored. (C.f. lines 1, 2, 4 etc, all containing errors). BUT Line 8 *word search.*

- Overlaps and interruptions help the interaction – c.f McCarthy (2003) 'listenership'.

- Topic management. Well managed and developed – a sign of coherence.

- Empathy. Students support and help one another.

Features of CIC

1. Contexts are co-constructed through interaction (c.f. *modes*) see table.

2. Pedagogic goals and language use are convergent.

3. CIC uses interactive strategies which are appropriate to the moment and which facilitate co-constructed meaning.

4. CIC creates 'space for learning' through (e.g.) extended wait-time, reduced teacher echo, planning time for 'rehearsal', student initiations & clarifications.

5. CIC involves *shaping* learner output: paraphrasing, scaffolding, re-iterating, appropriating.

6. Importance of multimodal features.

Features of CIC

1. Recognising 'cues': learners need to be able to recognise what a teacher is looking for and adjust their contribution (e.g. short response or extended turn).

2. Understanding the 'focus': this may be linguistic or content.

3. Able to use and talk about personal experiences.

4. Manage turns, hold the floor and hand over a turn at a particular point in the interaction.

5. Manage code switching.

CC versus IC?

Communicative competence

The focus is on individual differences in competence .

Emphasizes the knowledge and skills needed to use language in specific contexts.

Context is everything: what we say is dependent on who we are talking to, where we are, etc.

Accuracy, fluency and appropriacy lie at the heart of communicative competence and are also the measures used to evaluate it.

Interactional competence

Emphasizes the ways in which interactants co-construct meanings and jointly establish understanding.

Includes both interactional and linguistic resources.

Is highly context specific: the interactional competence required in one context will not always transfer to another.

More concerned with communication; this means that speakers must pay close attention to each others' contributions and help and support where necessary.

Data and Analysis

Extract 1: Intensive Reading (3'50"-7'00)

CIC Analysis

1. Mode convergent.
2. Heavy use of acknowledgement tokens (backchannels) to *receipt* student contributions.
3. Extended learner turns.
4. Use of discourse markers (*right*, *ok*, etc).
5. Wait time (2 second pauses).
6. Open questions (referential), *do you think*?
7. Co-construction, *give and take* of the interaction.
8. Space for learning is created through inclusive talk.

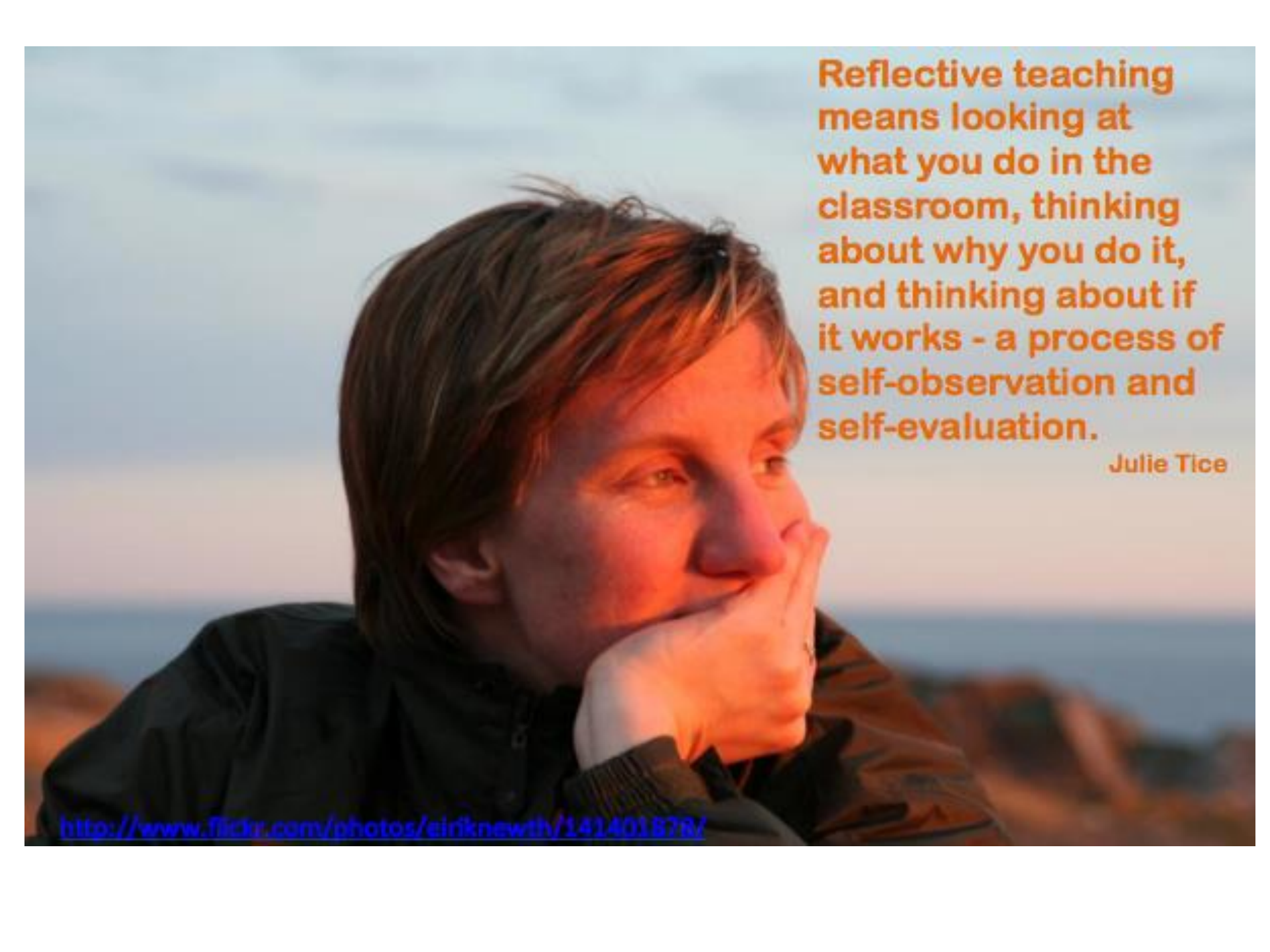# Reflective Practice and CIC

Reflective Practice

Reflective Practice: criticisms

- RP has achieved a status of orthodoxy in education, medical science, engineering, pharmacy, etc
- ….. BUT with little data-led description of its value, processes and impact.
- RP is described in elusive, general, and vague ways.
- There is a lack of concrete, data-led and linguistic detail of RP
- There is a heavy dependence on written forms rather than spoken ones.
- RP has not, in most cases, been operationalized in systematic ways.   (Walsh and Mann, 2017)

RP: a chequered history

'Experience, interaction and
reflection'   (Dewey 1933)
'Reflection-in-action'   (Schőn, 1983)
'Dialectic unity'   (Lantolf, 2000)
'Faking it'   (Hobbs, 2007)
'RP or RIP?'   (Mann and Walsh, 2013)
'Doing RP'   (Walsh and Mann, 2015)

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.

Julie Tice

A way forward?

- Data-led RP

- Appropriate tools for RP

- Dialogic RP

Dialogic Reflection

Dialogic Reflection

- Highlights professional development as a social process involving dialogue.

- Dialogue is key: almost any learning involves language and interaction.

- New understandings don't just happen, they are emergent and often co-constructed.

- Mediation: tools, artefacts, practices and procedures plus language.

SCT and Dialogic Reflection

- New understandings are publicly derived and privately internalised.

- Collaboration is key: analysis is easier when done with someone else (Larrivee 2000).

- Professional learning highlights PBL, discovery-based learning, the value of 'talk' in promoting new understandings.

Farrell 2012

A re-examination of both Dewey's and Schőn's work has reinforced the idea that reflective practice is not isolated introspection; rather, it is evidence based, in that teachers need to systematically collect evidence (or data) about their work and then make decisions (instructional and otherwise) based on this information.

2012: 40

Data Extracts

Post observation conference (POC)

What do the 2 extracts below tell us about perceptions of and attitudes towards POCs?

Extract 1 (Tutor)

My function is to encourage them to make comments on each other and to reflect on their own lessons erm (.) and also to give my own appraisal of what they've done.

Extract 2 (Student teacher)

I think the most uncomfortable thing is when you're criticised by the tutor but it's also the most useful thing, I've got to say. I mean you might not like it while it's actually happening but when you go back and kind of reflect on it you learn.

Reflection in POCs

Waring (2013), promoting reflection in POCs:

- talking less and being less directive (Copland et al., 2009).
- withholding value judgments or unsolicited feedback (Brandt, 2008; Zepeda, 2007)
- asking mediational questions such as 'how do you think the lesson went?' (Costa and Garmston in Myer-Monk, 2010).
- making open-ended statements about some aspects of teaching (Zepeda, 2007).
- being aware of the importance of the mentor's nonverbal behaviour when eliciting the teacher's self-disclosure.
- avoiding the danger of giving advice without fully identifying the problem (Timperley, 2001).

Pre-service RP

1. I: ANY ↑thi:ng that (.) anything else that (.) helped (.) keep the students at<u>ten</u>tion or maybe <u>focused</u> the students attention (.) at times (0.4) °(wheneve:r)° (0.4) ↑because I mean (.) .hh I I <u>do</u> agree that pa::rtly it's personali:ty, but ↑that go only goes that fa::r (.) it's it's no:t, (.) <u>just</u> the pe:rsonality that gets things happening

2. S: .tch (.) well I mean part of it <u>too</u> is to do with he:::r (0.6) really good   (.) ability of (.) monito:ring (0.4) and just <u>bei</u>ng there

3. I: Yes (.) ye:s

4. S: You know I've <u>see</u>n what they're do:ing (.) a:nd (.) probing °o::n an°

5. I: ↑Yeah

6.   (1.0)

   D: Yeah yeah they are (pretty clo:se) I mean they they are (close) which we are teaching

7. I: Hmm mm

8.   (0.4)

1. D: °Yeah° (.) you can <u>see</u> that (.) otherwise maybe (.) they start their own talking (0.4) that is normally happen (0.4) if <u>they</u> are no:t (0.4) you know focused (on what you sa:y) (0.6) but (.) they are the:re (.) you (.) when you: (.) give infor↑mation, about (.) what are you going to say they just (.) <u>l</u>isten to you (0.6) <tha:t's good>

2.   (1.0)

3. A: °It's my loud voice°

4. D: Yeah focus

5. S: Huh huh   [huh huh]

6. A: [.hhhh hhh]

(Harris 2013)

- Understandings of new practices are gained through dialogue and discussion.
- Importance of the 'give-and-take' in the dialogue, where interactants seek clarification, demonstrate understanding or approval, and even disagree.
- Allows reflections to be co-constructed through talk
- Professional learning is enhanced through interactions with both peers and more experienced professionals.

Light bulb moments

T1: I was struck by how much *echoing* I did before and sometimes there was a justification for it .... but a LOT of the time.... it was just echo for the sake of echo so I was fairly consciously trying NOT to echo this time

T2: And what effect did that (**reduced echo)** have on the interaction patterns or the involvement of learners in the class, did it have any effect that you noticed?

T1: I think that it made them more confident perhaps in giving me words because it was only going to come back to them if the pronunciation WASn't right rather than just getting ((1)) straight back to them. When you're eliciting vocabulary if they're coming out with the vocabulary and it's adequate and it's clear, there's no need for you to echo it back to the other students .... you're wasting a lot of time by echoing stuff back.

1. T1 is reflecting on her use of 'echo', a kind of habit.
2. T2 probes ('what effect did that have?')
3. T1 'light bulb moment': echo makes learners more confident.
4. Arguably, this realisation may not have occurred without an opportunity to discuss echo and reflect on its effects.
5. Through talk, new realisations and greater insights come about and get their first airing.

Online Blogs (Sandra Morales)

The following extract is taken from the interactions of 8 English language teachers from Chile and Easter Island talking in discussion forums and blogs that were part of an online teacher training and development course implemented on the virtual learning environment Moodle.

Online Blogs (Sandra Morales)

Cece. Monday, 24 June 2013, 03:55 AM

In some ways course books are good for teaching culture but it is not the best way to accomplish that task, they try to cover some interesting topics and they engage students in some activities related to culture but with technology you can go further, they get closer to the target language and they have more options to get to know the new culture they are studying. Through technology, students can get in touch with native speakers, they can search information if they have questions and they can practice in real time different life situations.

Neko- Tuesday, 25 June 2013, 12:44 AM

Completely agree with you Since technology is really close to students' lives, why not using it for productive reasons? Kids use their mobiles way more often than computers now, so we as teachers, should take advantage of all that! I think that's the key, we can use any tool at hand and achieve the established goals (just by knowing how to adapt the contents and so on).

Online Blogs (Sandra Morales)

Easter- Monday, 24 June 2013, 08:33 PM

Most of the textbooks should be designed at promoting exposure and practice of the target language. However, I have some doubts that I would like to set up. Are the topics interesting for language learners? Are the tasks appropriate and effective for encouraging productive skills? Do they have activities that promote long and short term learning? How do teachers participate in selecting textbooks? Are textbooks organized to cause an impact on students? Are they created to engage them cognitively and affectively? Do textbook consider local cultures?

Online Blogs (Sandra Morales)

- Highlight specific issues in a particular context.

- Promote a sharing of ideas and solutions to issues.

- Reduce feelings of anxiety or isolation.

- Enable participants to construct 'safer' identities where they feel free to express themselves and take risks.

CD (Julian Edge 2002)

Understanders try to keep all evaluative aspects out of their contributions and resist the temptation to offer advice or suggestions by using 'non-judgmental moves':

- *Reflecting*: Offering back a version of what the Speaker has just said.

- *Focusing*: Offering something that the Speaker has previously said as a possible topic for further articulation.

- *Relating:* Taking two or more aspects of the Speaker's previous talk and presenting them back. It is often a case of saying 'you've said A and you've said B, how are they related?'

Stimulated recall

Stimulated recall Video-recording plus discussion.

- Allows replay, recap, review and comment.

- Excellent means of raising awareness about specific features of a teacher's professional practice.

- Can also be used as a stimulus to provide 'talking-points' and promote discussion.

(see Lyle, 2003)

Stimulated recall

1. L1: discographics=
2. M: =ooh what do you mean?
3.L1: the people who not the people the (4) the business about music record series and=
4. M: =is this a word you're thinking of in Basque or Spanish in English I don't know this word 'disco-graphics' what I would say is er (**writes on board**) like you said 'the music business'=
5. L1: =the music business? what is the name of of er industry?=
6. M: =the music industry as well it's actually better

was going to say it's a false friend but I decided not to because I thought that might confuse her...maybe I misunderstood her now when I look back at it... I understood at the time that she meant that this was a particular industry but maybe she meant a business.... but I wasn't prepared to spend a long time on that because it didn't seem important even though there was still a doubt in my mind....

Detailed and 'up-close'

- In order for situated learning to happen tools need to be sufficiently flexible that they can be tailored to specific contexts and facilitate the kind of detailed, up-close, 'ecological' (c.f. van Lier, 2000) professional understanding that RP was originally designed to foster.

Jade Blue Mind maps

- https://jadeblueefl.wordpress.com/2016/05/14/mind-mapping-learner-generated-visuals/

Future Directions

Researching classrooms

- Conceptualising CIC: what is the relationship between language, interaction and learning?
- RP: promote a focus on CIC.
- CIC is context-specific. We need ecological approaches to understanding context.
- Collaboration with teachers is key: investigating CIC must be a joint enterprise.
- Multiple methods should be used in order to provide 'thick' descriptions: CLCA.
- Propose a 'third strand' in teacher education programmes.

- Importance of video in teacher education and RP (SETTVEO, VEO Europa, ERASMUS +, proPIC, PUCS Brazil)
- ECLS as a Centre for Excellence in video-based research.
- VEO: Video Enhanced Observation.
- Multiple methods to provide 'thick' descriptions (ethnographic studies)
- Embedding technology in RP.

Reflective Practice in English Language Teaching

Research-Based Principles and Practices

Steve Mann and Steve Walsh