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Plenary 2 Teaching: Excellence in Teaching: a possible way forward?

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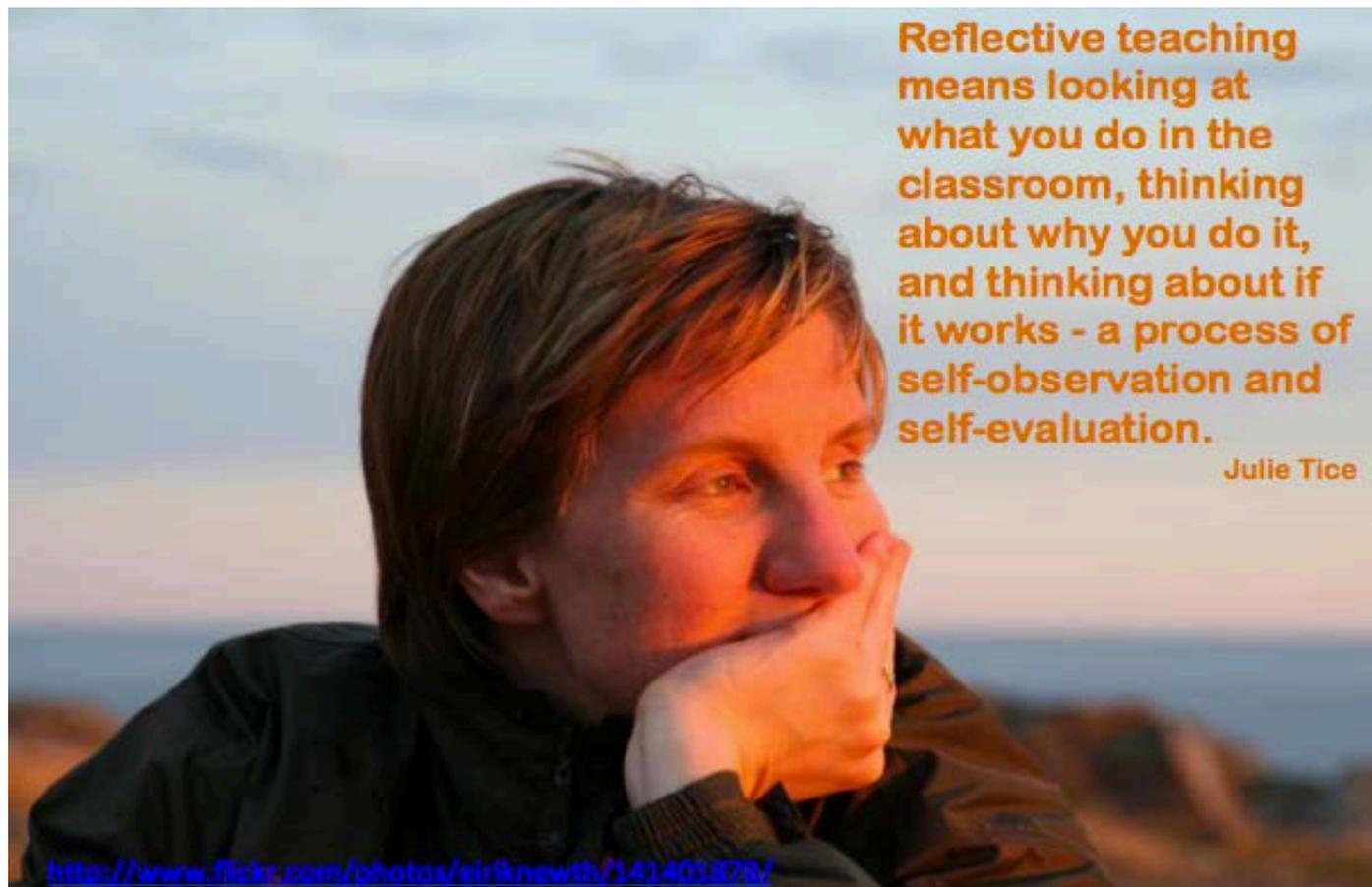


- Achieving excellence through reflection
- Reflective practice: the *how*
- Reflective practice: the *what*
- Reflective practice and classroom interaction
- Future directions



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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.

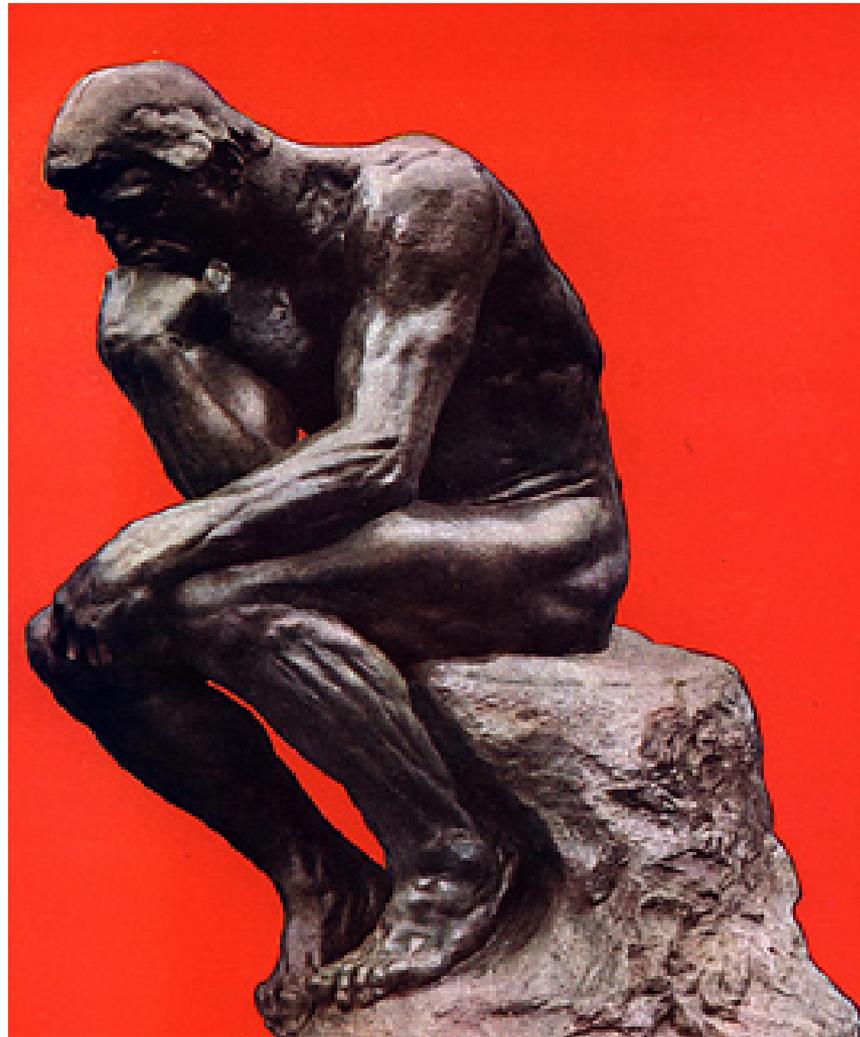
Julie Tice

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L2 Teacher Education



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- Current approaches to L2 teacher education value teacher autonomy and self-development.
- Therefore, teachers need to acquire the skills and practices which will allow them to develop.
- Improving teacher efficacy through closer understandings of contexts by using RP.



RP has achieved a status of orthodoxy....

- BUT with little data-led description of what it is or how it 'gets done'.
- RP is described in elusive, general, and vague ways.
- There is a heavy dependence on written forms rather than dialogic ones.
- RP has not always been operationalized in systematic ways.

Current issues



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- Not sufficiently data-led.
- Often presented as an individual rather than a collaborative process.
- Dominated by written forms of reflection.
- Is often assessed.
- A lack of detail about the nature of reflective tools.



- Data-led and evidence-based
- Dialogic and collaborative
- Uses appropriate tools

Data-led Reflection



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- Why use data?
- What constitutes data?
- Whose data?
- How should it be used?
- Big 'R' versus small 'r'
- Ecological (van Lier, 2000)

Extract 1



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A: It was really interesting looking closely at this one (.) I'm beginning to think it might be useful to look again at the way we use observation and discussion tasks (.) th- (.) sometimes think they get in the way of the trainees (.) too much our agenda maybe=

B: =you mean in the actual feedback sessions

A: yeah (.) the focus needs to come from them more often (.) if they were more involved in choosing the focus of the observations they'd get more out of it (.) I might suggest that they use some of Pebblepad discussions to choose an observation focus (.)



- This extract shows how the teacher-trainer is considering how best to promote engagement and reflection (through integrating Pebblepad discussions to encourage trainees to choose the observation focus)
- Gives an insight into how a data-led process (the use of transcripts) can lead to new possibilities in practice.

Extract 2 (Teti Dragas)



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1. How similar was this classroom context to the context you are most familiar with (i.e. your last teaching position)?
2. Did you do anything different in this context? If no, why? Could you have? If yes, why? What were the reasons?
3. How comfortable did you feel in this context in terms of your role as a teacher?
4. Thinking about your practice, to what extent did you change your practice in this context to what you generally do?

Dialogic reflective practice



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- Draws on SCT
- Importance of co-construction
- How to create affordances?
- How to appropriate new knowledge or skills?
- Exploratory talk

Dialogic Reflective Practice



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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.

Dialogic RP (2)



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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.

Mike Chick: co-construction



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E: Ah, ok – in what context are they used?

LT2:...to describe people

LT3: it could be in a conversation, couldn't it?

LT4: And it's talking about people - which is what people talk about most of the time so I think...

LT2:So what would you do then to...to create a more ... (*pause*)?]

LT1: [Make it more interesting?

LT3: Have less of them or make it 'my gap fill'.

LT2: Having fewer of them doesn't change it though.

LT 1: Could you just use flash cards with the adjectives or something and get the students to work-out together which ones go goes where or something?

Uses appropriate tools



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- *Ad hoc* self observation (c.f. Gray and Block 2012: 'McDonaldised teacher education')
- Use of video
- Stimulated recall
- VEO: Video Enhanced Observation
- Online blogs, communities, etc

Appropriate Tools (1)



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- *Using video*
 - Allows a focus on concrete detail: provides key evidence
 - Develops sensitivity to classroom talk
 - Provides concrete examples of classroom practice
 - Acts as a mediational tool (Golombek 2011)
 - Supports the voice of novice teachers



- In the lesson, the lead teacher played a revision game where a question was asked, and the student who raised their hands first was given the opportunity to answer. Following the lesson, there was a discussion on why the activity was not the most suitable form of revision. We narrowed down the problem to the amount of time the teacher waited before calling on a student for a response. Upon watching the video again, I calculated the teacher's average wait-time to be 1.28 seconds.



Though I had already heard of the concept of wait-time, observing my teaching lessons again and reading Rowe (1972) made me re-evaluate my understanding of wait-time. I had never considered rephrasing my question as a factor that impacted wait-time. An analysis of the videos of my teaching showed that in no instance did I give out any answer to the students, but I often interrupted thinking time by rephrasing my question.

Appropriate Tools (1)



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- *Stimulated recall plus SETT* (see Lyle, 2003)
- 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.

Appropriate Tools (2)



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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

I 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....



Video Enhanced Observation

- See www.veo-group.com



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Reflective Practice: the *what*



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‘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)



- 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)



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Classroom Interactional competence

Interactional competence



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‘I propose (...) a push for interactional competence to give our students a truly emancipating, rather than compensating foreign language education’. (Kramersch, 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/>



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



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

(Walsh, 2013: 132)

- Learning as *doing* rather than *having* (c.f Sford 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



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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=



- 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



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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



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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?



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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.



Chinese EFL Class

- Oral fluency
- Talking about museums



1. 'Space for learning', created through wait-time.
2. A lack of corrective feedback. 'Let it pass' (Firth 1996): in this mode, errors are seen as being acceptable.
3. Extended learner turns. The teacher allows learners to complete a turn and make a full and elaborated response.
4. Seeking clarification when not satisfied with a response.



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Future Directions



- 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.