DEVELOPMENT OF MUTUAL LISTENING SKILLS IN DIALOGICAL TEACHING

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Dialogic Teaching

Dialogic teaching harnesses the power of talk to stimulate and extend pupils' thinking and advance their learning and understanding. Dialogic teaching pays as much attention to the teacher's talk as to the pupil's. Dialogic teaching is grounded in research on the relationship between language, learning, thinking and understanding, and in observational evidence on what makes for good learning and teaching.

- Monologic vs Dialogic

- Monologic: Single person dialogue; listening to what someone says to you without elaborately responding (not including clarification questions).

- Children listening to their parents

- Dialogic: Multiple person dialogue; 2 or more people engaging in dialogue with thought out responses and appropriate attention cues.

In dialogic classrooms children don't just provide brief factual answers to 'test' or 'recall' questions, or merely spot the answer which they think the teacher wants to hear. Instead they learn and are encouraged to:

- narrate
- explain
- analyze
- speculate
- imagine
- explore
- evaluate
- discuss
- argue
- justify
- ask questions of their own

To facilitate the different kinds of learning talk, children in dialogic classrooms also:

- Listen
- Think about what they hear
- Give others time to think
- Respect alternative viewpoints

- In dialogic classrooms teachers consciously use discussion and scaffolded dialogue, as well as the other kinds of teacher talk.

'scaffolded dialogue'

- **Interactions** which encourage children to think, and to think in different ways
- **Questions** which require much more than simple recall
- **Answers** which are followed up and built on rather than merely received
- **Feedback** which informs and leads thinking forward as well as encourages
- **Contributions** which are extended rather than fragmented
- **Exchanges** which chain together into coherent and deepening lines of enquiry
- **Classroom organization**, climate and relationships which make all this possible.
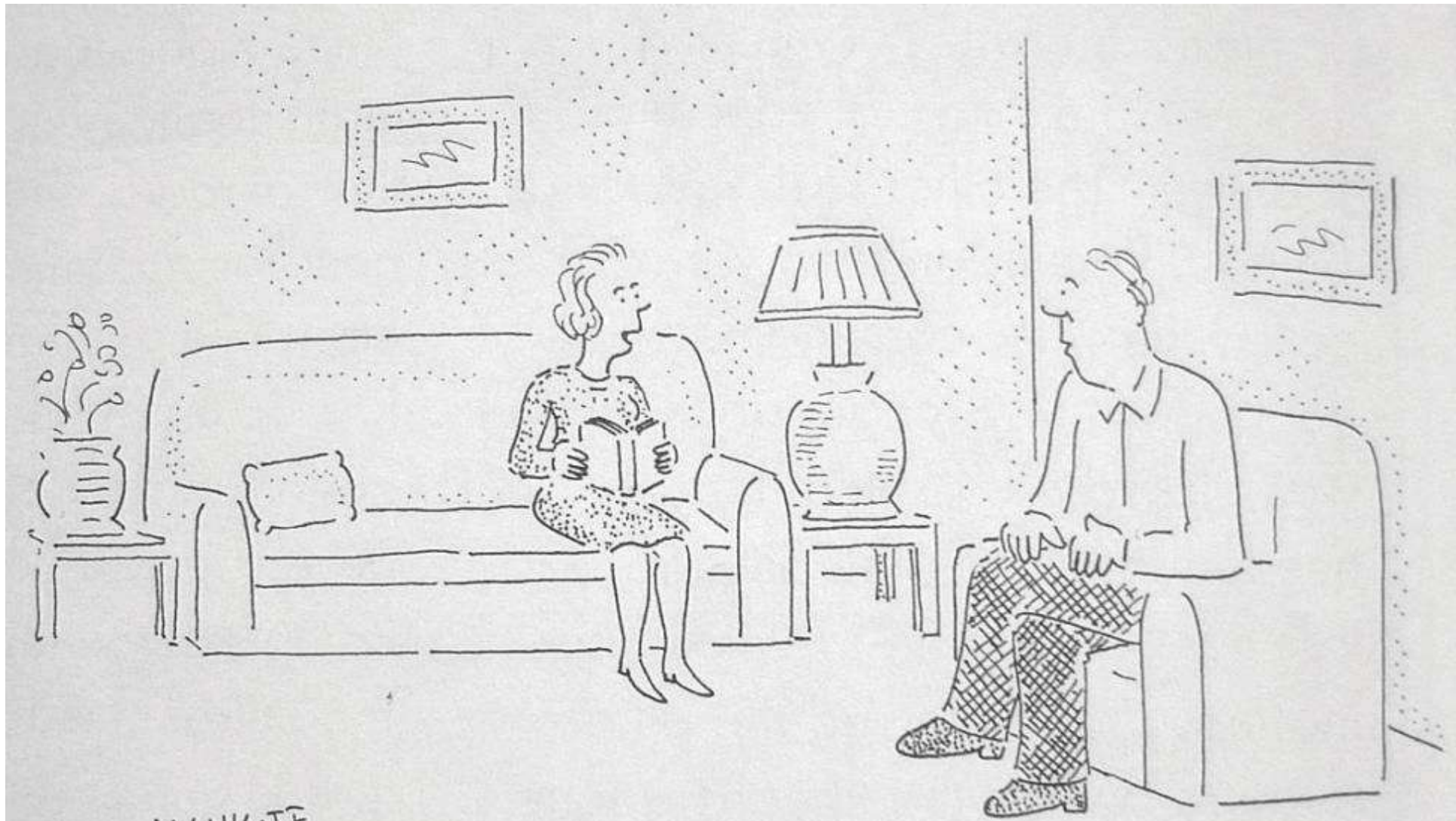
MANKOFF

"I'm sorry, dear. I wasn't listening. Could you repeat what you've said since we've been married?"

- In dialogic classrooms teachers exploit the potential of five main ways of organizing interaction in order to maximize the prospects for dialogue:

- Whole class teaching

- Group work (teacher-led)

- Group work (pupil-led)

- One-to-one (teacher and pupil)

- One-to-one (pupil pairs)

All of these have their place: no one form of interaction on its own will suffice for the varied purposes, content and contexts of a modern curriculum.

What are the principles of dialogic teaching?

Whatever kinds of teaching and learning talk are on offer, and however the interaction is organised, teaching is more likely to be dialogic if it is:

- Collective- Participants address learning tasks together.

- Reciprocal-Participants listen to each other, share ideas and consider alternative viewpoints.

- Supportive-Pupils express their ideas freely, without fear of embarrassment over 'wrong' answers, and they help each other to reach common understandings.

- Cumulative- Participants build on answers and other oral contributions and chain them into coherent lines of thinking and understanding.

- Purposeful-Classroom talk, though open and dialogic, is also planned and structured with specific learning goals in view.
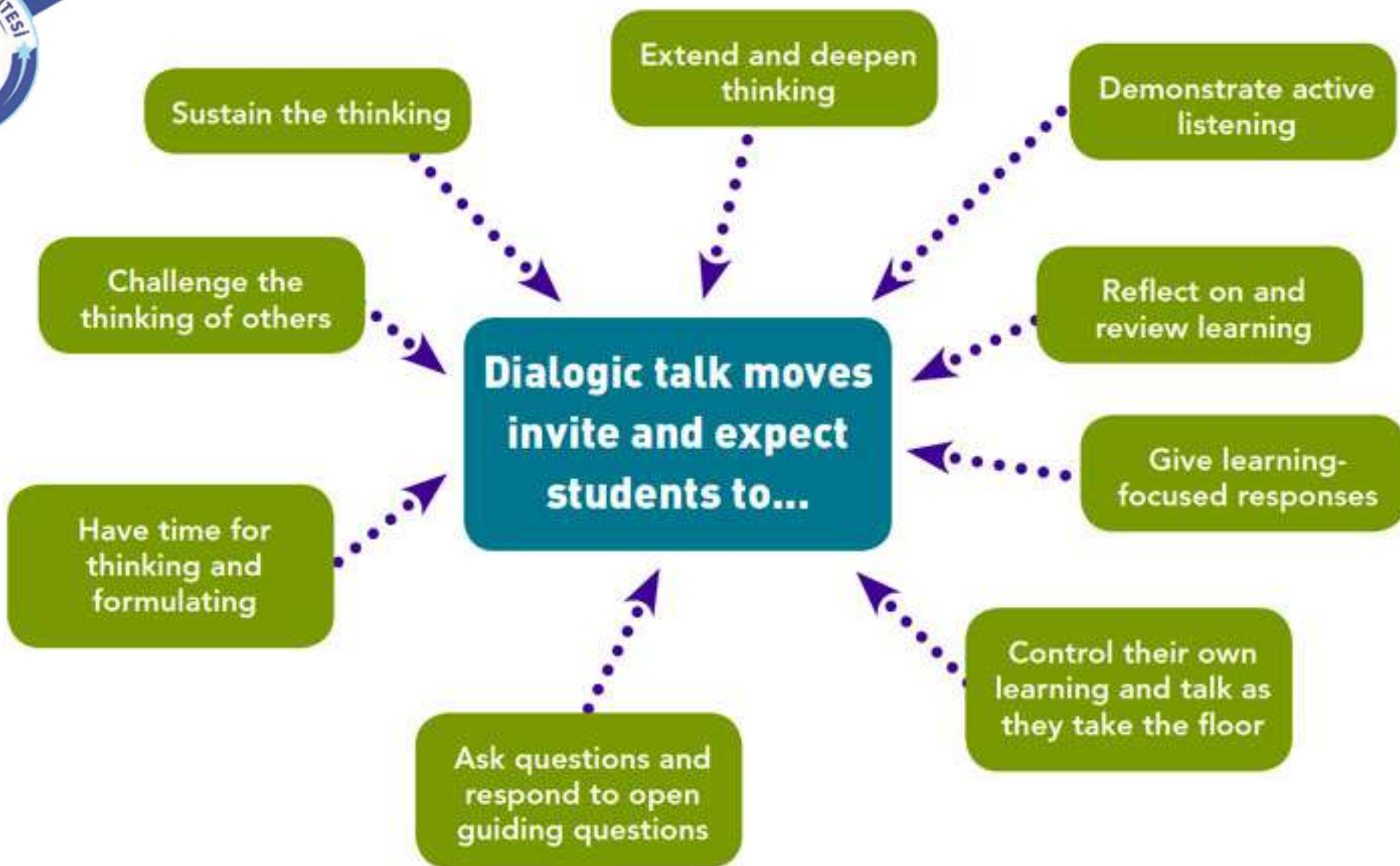
- Dialogic teaching is distinct from the question-answer and listen-tell routines of traditional and so-called 'interactive' teaching and also is different from the casual conversation of informal discussion.It should not be confused with the official use in England of the term 'Speaking and Listening', since this attends only to the learner's talk and is viewed as an aspect of English teaching, whereas dialogic teaching relates to an interactive teaching across the curriculum.

Dialogic Listening

- Dialogic listening is an alternative to active listening which was developed by John Stewart and Milt Thomas. The word 'dialogue' originated from the Greek words 'dia', meaning 'through' and 'logos' meaning 'words'. Thus dialogic listening means learning through conversation. Dialogic listening is also known as 'relational listening' *because with the help of exchange of ideas while listening, we also indirectly create a relation.*

The dialogic approach has four distinctive characteristics:

- First, it emphasizes conversation as a shared activity. Usually people focus their attention on their own views in conversation. Active listening overcompensates for this tendency by overemphasizing the need to focus attention on the other's views. In contrast, in dialogic listening the focus is on "our" views and the emerging product of the conversation.

- Second, dialogic listening stresses an open-ended, playful attitude toward conversation. The authors note that modern Western culture values "hard" thinking which produces certainty, closure, and control. **Speculative, metaphoric, ambiguous thinking is generally devalued.** Dialogic listening seeks to recover and tap into the productive creativity of this "softer" style of thinking. In contrast to the "hard" style of most conversations, the "soft" style of dialogic listening requires **modesty, humility, trust, and a robust recognition of the other party as a choice-maker.**

- Third, in dialogic listening, the parties focus on what is happening between them, rather than each party focusing on what is going on within the mind of the other. Stewart and Thomas say, "instead of trying to infer internal 'psychic' states from the talk, when you are listening dialogically you join with the other person in the process of co-creating meaning between you."[p. 192]

- Finally, dialogic listening focuses on the present, rather than primarily on future goals or on past events. Dialogic listening requires that one be fully present to the process and one's conversation partner. This attitude of being-in-the-present helps each party to unify his or her actions, intentions, and speech. It can also reduce power differences.

Applications

- The most important element in applying dialogic listening is the participant's attitude. The dialogic listener must stay focused on staying present, and on the open-ended process they are jointly creating. Dialogic listening occurs when these attitudes are coupled with the following techniques:

1. Dialogic listeners should encourage each other to say more, to **further explore and explicate their views and questions**. The authors find that requests to "say more" seldom produce mere reputation, and **generally produces greater clarity and detail**.

2. Dialogic listeners should also use, extend, and share metaphors. Such use of metaphors is typical of the softer style of thinking, which this approach seeks to foster. Exploring metaphors can help to reveal new perspectives on an issue or situation.

3. Dialogic listening also makes use of paraphrasing. The authors recommend asking one's conversation partner to **paraphrase one's comments.** Dialogic listeners use paraphrasing not just to repeat what the other said but also to interpret and respond. Again, the goal here is to keep the conversation open and focused on the interaction.

4. The authors also encourage dialogic listeners to explore the context of each other's claims. Explore the circumstances and desires which surround ideas, feelings and opinions. Filling out the context facilitates shared understanding.

Drawbacks to Dialogic Listening

- One objection is that dialogic listening is too time consuming.

- The authors point out that this approach can be pursued in only half-again the time that poorer communication takes. Moreover, dialogic listening can lead to more efficient communication in future interactions. **Many people find that the increased quality in communication balances the additional time costs.**

- Dialogic listening can seem awkward and possibly manipulative to those who are unfamiliar with the approach.

- If you encounter this resistance, the authors suggest first that **you re-examine your own motivations to make sure you aren't being manipulative or insincere.** Otherwise, people can usually be put at ease with some brief explanation of your non-standard behavior.

- Finally, dialogic listening is very demanding. It **requires a lot of effort and attention**. Sometimes people will resist these demands. One may encourage others to participate in the dialogic approach, but must know when to stop pushing.

Increasing the use of dialogic listening:

- Just talk more. Make time for conversation.

- Ask the other person to say more about what they are thinking.

- Look for clarity and detail.

- Offer likewise and listen to their requests for information. If you ask them to talk more, they will also become more interested in you and a comfortable balance of speaking and listening will emerge.

- Use metaphor. Ask 'What is it like?' Take the thinking into other worlds and explore how things might work out there. Then wonder how to bring the ideas found there back into the 'real world'.

- Use paraphrasing and otherwise reflect back to the other person what you are hearing and seeing. Show them their selves in the mirror of you. Discuss what you perceive and what leads you to these conclusions.

- Explore what you discover about one another. Wonder together what is happening between you and the locus and dynamics of your shared understanding. Wander together through each others thoughts, emotions, needs and goals, preferences, beliefs and values, and so on.

- The Art of Questioning
- Analyzing Statements

Listening Competencies

- Recognize Main Ideas.
- Identify Supporting Details.
- Recognize Relationships among Ideas.
- Recall Basic Ideas and Details.

Critical Comprehension Competencies

- Listen attentively with an Open Mind
- Perceive the Speaker's Purpose and Organization of Ideas and Information.
- Discriminate Between Statements of Fact and Statements of Opinion.
- Distinguish Between Emotional and Logical Arguments.
- Detect Bias.
- Recognize the Speaker's Attitude.
- Synthesize and Evaluate by Drawing Logical Inferences and Conclusions.
- Recall the Implications and Arguments.
- Recognize Discrepancies between the Speaker's Verbal and Nonverbal Messages.
- Employ Active Listening Techniques when Appropriate.

Seven Steps of Skillful Dialogue (Ryan):

- Listen deeply. Focus only on what the other person is saying.
- Listen respectfully. Doesn't mean you agree. It means you allow time and space for them to fully explain their view or make their point and you accept it as a worthwhile perspective.
- Inquire. Ask open-ended questions and/or questions that ask for specifics in a way that encourages others to explore their assumptions and evidence.
- Voice openly. Share your real thoughts on the matter, calmly and in a way that shows respect by connecting your thoughts with those that have been expressed up to that point.
- Give reasons for your thoughts and ideas that do not imply judgment or rejection of others ideas.
- Balance advocacy and inquiry. You are not neutral, since you have your own ideas and reasons for holding them. But ask questions about the reasons that others give for holding their ideas in such a way as to enhance the common understanding of the issues.
- Make time for collective reflection. Don't jump to action unless absolutely necessary. Encourage time to reflect on the shared conversation before committing to anything.

Time to do an activity:

REFERENCES

- Grohol, J. M. (Undated). Become a Better Listener: Active Listening, in Psych Central.
- Ryan, G. (Undated). The Seven Skills of Dialogue. Siliconindia Blogs.

ASKING DIALOGIC QUESTIONS IN FOREIGN LANGUAGE CLASSES

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Workshop Objectives

Objective 1: Participants will learn about the importance of dialogic questioning and the types of dialogic questions that could be used to question texts, (cultural) topics and (societal) values in language classrooms

Objective 2: Participants will be able to identify, classify and evaluate the level of efficiency of dialogic questions depending on the context where they are utilized (e.g., depending on the age, level of proficiency of learners)

Objective 3: In groups, participants will construct and use different types of dialogic questions that are appropriate for teaching and discussing topics in foreign language classrooms

QUESTIONS

Q1: What comes to you mind when you hear the word "dialogic"?

Q2: What comes to you mind when you hear the expressions "dialogic education" and "dialogic questioning"?

DIALOGIC
(Term first introduced by the Russian philosopher **Michael Bakhtin** to the field of education)

1. As Shared Inquiry

2. As a way of writing

3. As a way of knowing

1. DIALOGIC as SHARED INQUIRY

*Actual dialogues
  "if an answer does not give rise to a new question from itself, it falls out of the dialogue" (Bakhtin, 1986).

*This definition of dialogue distinguishes "dialogic" from social conversations that are not enquiries and monologues that are the products of a single voice.

*Part of his distinctive and original way of understanding meaning and the creation of meaning.

1. DIALOGIC as SHARED INQUIRY: RULES

(1) All relevant information is shared openly.
(2) Each group member should be actively encouraged to contribute to the discussion.
(3) Everyone should listen to others attentively.
(4) Each suggestion should be carefully considered.
(5) Group members are asked to provide reasons for ideas and opinions.
(6) Constructive challenges to ideas are accepted and a response is expected.
(7) Alternatives are discussed before a decision is taken.
(8) The group works together with the purpose of reaching agreement.
(9) The group, not the individual, takes responsibility for decisions made.

Source: Mercer, N., Hennessy, S., & Warwick, P. (2017). Dialogue, thinking together and digital technology in the classroom: Some educational implications of a continuing line of inquiry. *International Journal of Educational Research*.

2. DIALOGIC as A WAY OF WRITING-1

*DIALOGIC, from Greek, does not refer only to the idea of two voices speaking together but to the idea of speech "through or across" implying any number of voices.

*A MONOLOGUE, however, is the product of a single voice and the idea of "monologic" is the idea of a single true representation. Monologic has been the dominant ideal in science and education but Bakhtin challenges this.

E.g., Asking questions that have only one correct answer: MCQ, T/F, Fill in the blanks Qs

2. DIALOGIC as A WAY OF WRITING-2

*For Bakhtin TEXTS, EVEN BOOKS, ARE "UTTERANCES" WHICH ARE PART OF DIALOGUES.

This means that they make sense only when we consider the context of the texts they respond to and the responses that they want to influence.

Far from being simply the single voice of a single author, texts, he claimed, contained traces of many voices often engaging in dialogues within the writing itself.

E.g., AUDIENCE IN WRITING
Writing an email to friends in other universities vs. writing an email to your parents.

2. DIALOGIC as A WAY OF WRITING-3

*Bakhtin described several ways in which texts or utterances can be located on a dialogic to monologic continuum. Texts can be
(i) more or less multi-voiced
(ii) more or less "open to the other" (Wikipedia)
(iii) with "authoritative" voices that remain outside of my words and the "internally persuasive" voice that enters inside them

Bakhtin's account of the impact of what he called "the persuasive word" is often quoted because it has obvious significance for education:

"Such a word awakens new and independent words, organises masses of our words from within and does not remain in an isolated and static condition: it is not finite but open; in each of the new contents that dialogise it, this discourse is able to reveal ever new ways to mean." (Bakhtin, 1981)

2. DIALOGIC as A WAY OF WRITING-4

LEARNING

Bakhtin's contrast between the "authoritative" and the "persuasive" leads to a theory of learning as appropriating the voices of others, taking them into our own store of voices by giving them our own accent and our own associations and resonances (Bakhtin, 1986).

Education in general is only possible if words and voices can cross the boundary of the self so that students can learn to speak in new ways and to be new people.

Dialogic theory helps us understand how this can happen. It is not a mechanical process but implies being able to listen to others and see through their eyes.

3. DIALOGIC as A WAY OF KNOWING-1

*While Bakhtin sometimes contrasts dialogic with monologic, at other times he implies that texts are always really dialogic and that all thought, including thought inside an individual head, is a dialogue between multiple voices.

ALL MEANING IS A PRODUCT OF DIALOGUE (Volosinov, a close collaborator with Bakhtin in the 1920's; 1986):

"meaning is like an electric spark that occurs only when two different terminals are hooked together"

"In essence meaning belongs to a word in its position between speakers; that is, meaning is realised only in the process of active, responsive, understanding." (e.g., aptal, salak)

3. DIALOGIC as A WAY OF KNOWING-2

*Bakhtin supports this claim arguing that meaning is always a response to a question (Bakhtin, 1986). (e.g., who, when, where)

*It follows that textbooks do not mean anything in themselves, their meaning is a product of an act of reading and that act of reading is always in some way "dialogic" because the meaning read is an answer to the question or questions that we ask when we interrogate a text.

*One of the implications of dialogic is seeing it as "epistemology" or a way of knowing is that there can be no fixed or final meaning.
This is because meanings emerge only in the context of a dialogue which is always open and so there is always the potential for a re-assessment.

3. DIALOGIC as A WAY OF KNOWING-3

*Bakhtin (1986) emphasised this lack of finality or closure, writing:
"There is neither a first nor a last word and there are no limits to the dialogic context (it extends into the boundless past and the boundless future."

*This has significant implications for what we see as the end or purpose of education.
What are these implications?

*It implies that we must not be content with teaching the facts or knowledge as we see them, these will soon be out of date, instead we need to teach students how to engage in the dialogues through which knowledge is constantly being constructed, deconstructed and reconstructed.

Figure 1: Raven's Problem B[1]
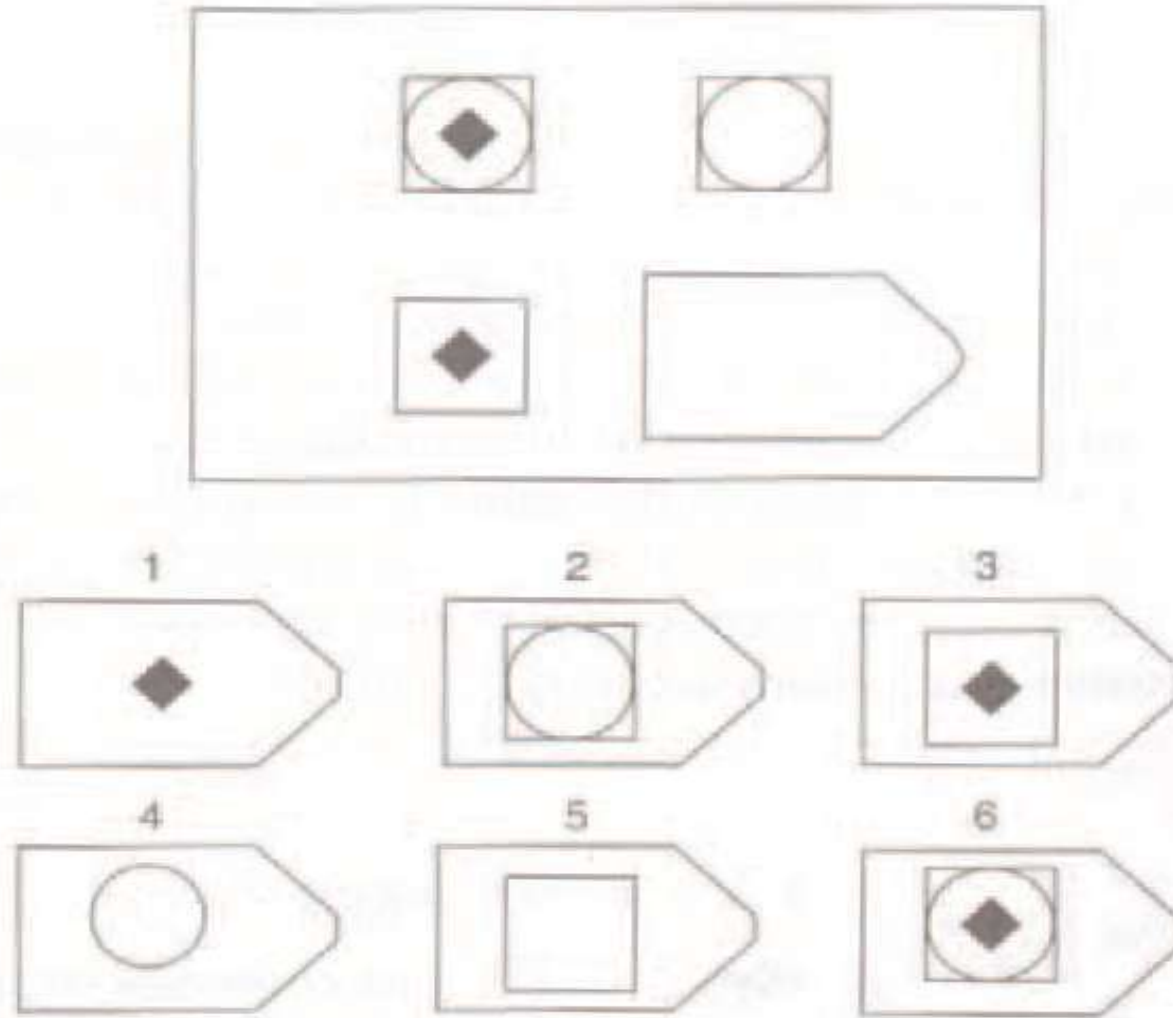
The full transcript of one group of nine-year-old children (whom we called Tara, Perry and Keira) working on a version of the problem shown in Figure

Transcript extract 1: Pre-test initiation and challenge

Tara:	Square and diamond, it's 2.
Perry:	No it's not.
Tara:	It is 2.
Perry:	No it's not.
Tara:	It is.

Transcript extract 2: post-test initiation and challenge

Tara: That has got to be a diamond, a square with a diamond with a circle in that one, number 6, do you agree?

Perry: No, what do you mean?

Tara: OK, no it's got to be square.

Transcript extract 3: Post-test, sharing the solution

Tara: Look, that's got a triangle, that's got a square. Look. that's got a square with a diamond with a circle in, that's got a square with a diamond in and that's got a square with a circle in so that's got to be a square.

Perry: I don't understand this at all.

Tara: Because, look, on that they've taken the circle out yes? So on that you are going to take the circle out because they have taken the circle out of that one.

Perry: On this they have taken the circle out and on this they have taken the diamond out and on this they have put them both in, so it should be a blank square because look it goes circle square.

Figure 2: Self-identification in dialogue as competition
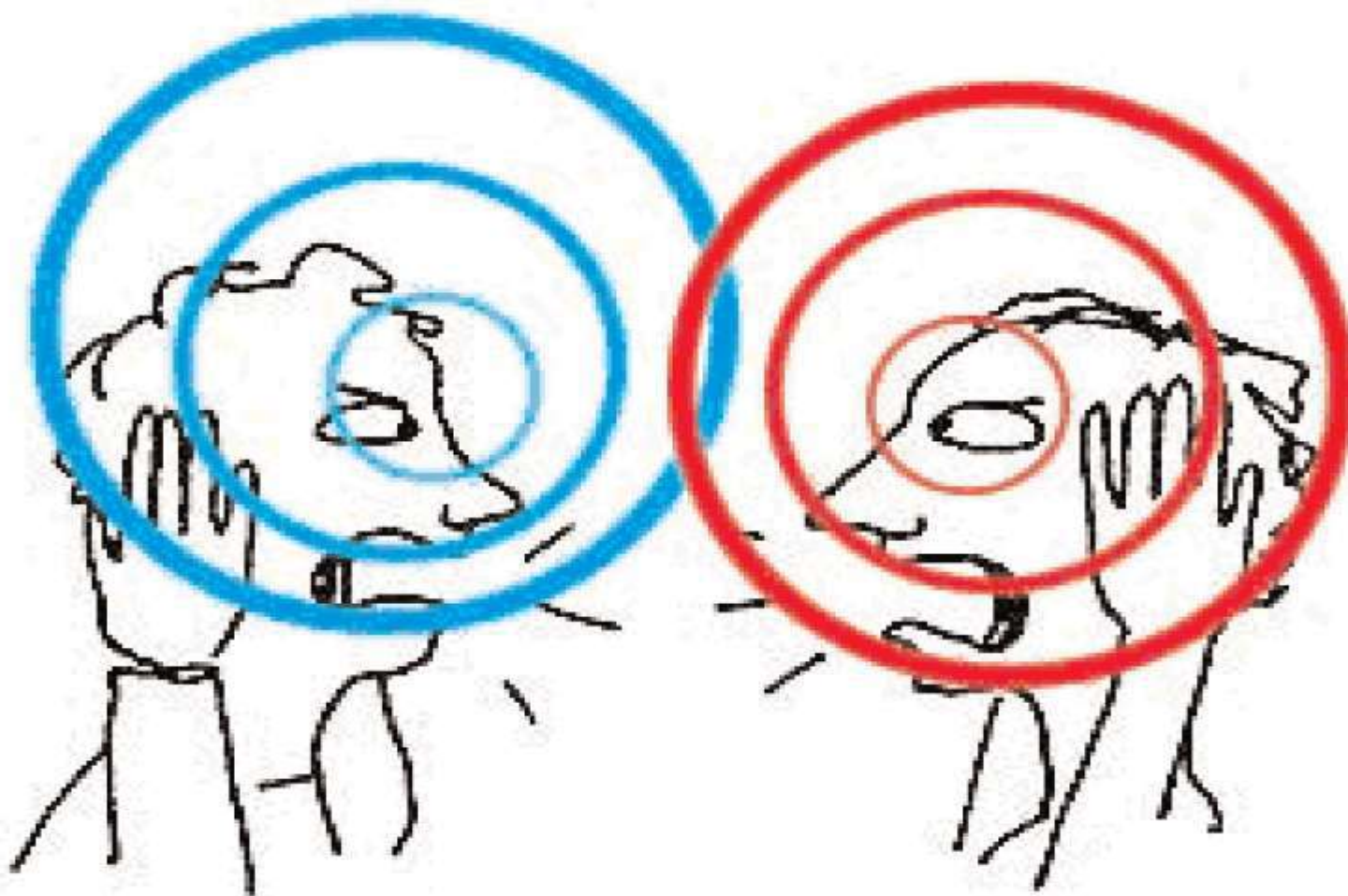
Source: **Wegerif, Rupert.** (2006). Dialogic Education: What is it and why do we need it?. *Education Review, 19*(2), 58-66.

Figure 3: Identification with the space of dialogue
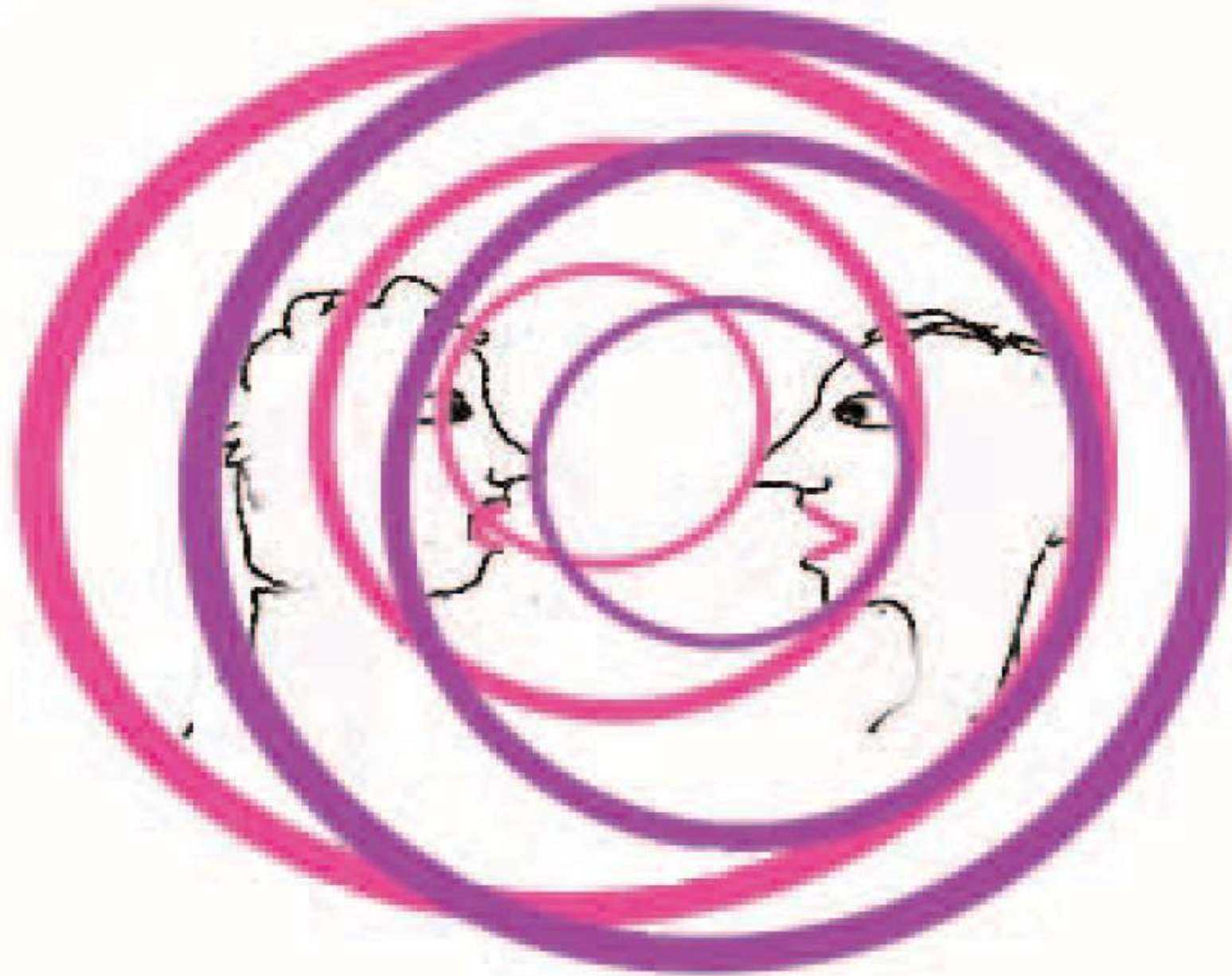
TYPES OF QUESTIONING

TYPES OF QUESTIONS

1. Information gathering

2. Sustained interpretive questioning

3. Values questioning

DIALOGIC

1. INFORMATION GATHERING

*INFORMATION GATHERING =Gathering factual information
*Low level thinking skills
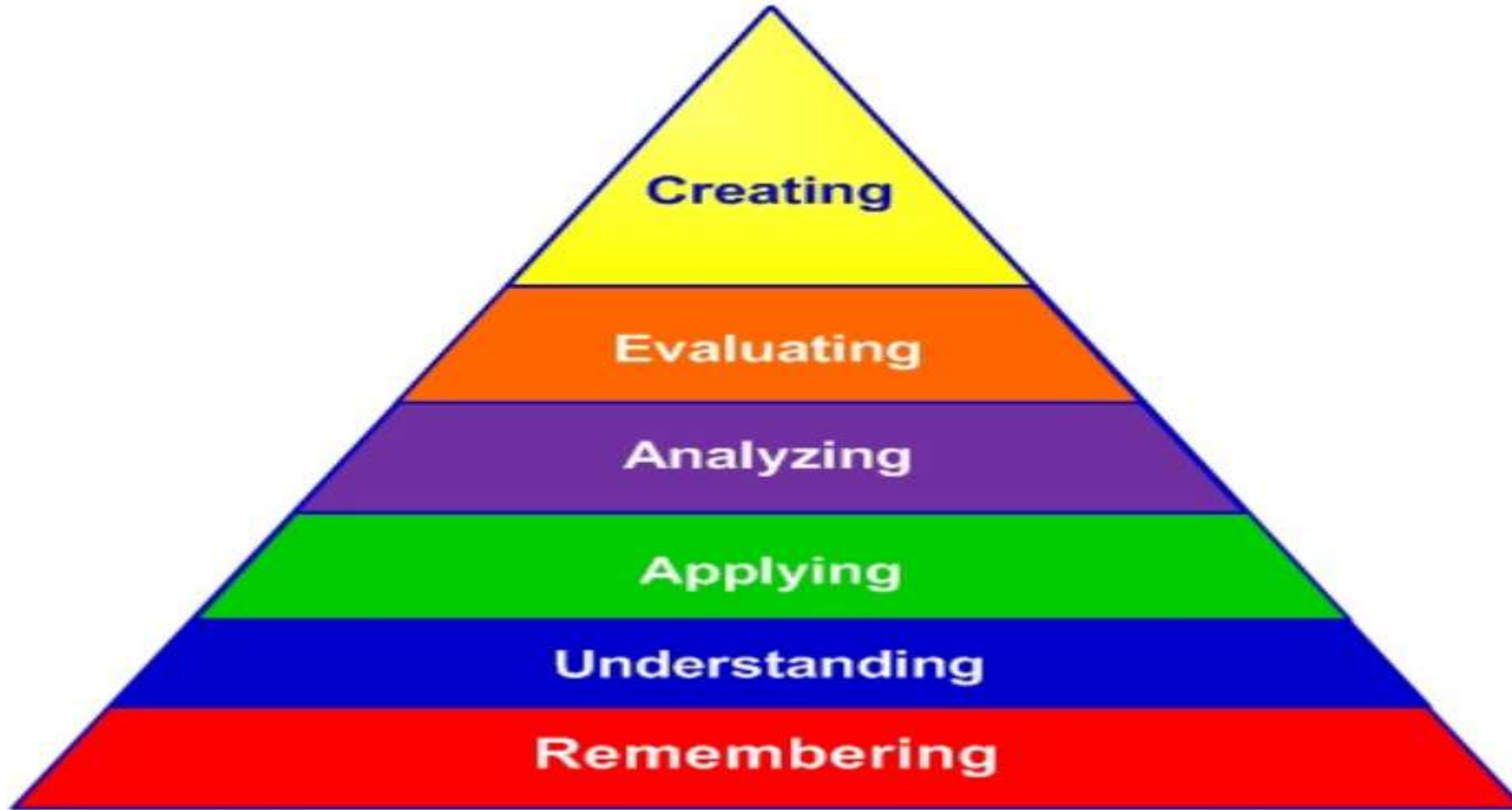*Close and short answer questions

E.g.
(i) When was the Ottoman Empire established?
=In 1299.
(i) How many sultans were there in the Ottoman Empire?
= 36

Blooms Taxonomy - Revised

Creating

Evaluating

Analyzing

Applying

Understanding

Remembering

Levels	Description
Remembering	Retrieving, recognizing, and recalling relevant knowledge from long-term memory. This level is simply remembering or recalling previous learned information.
Understanding	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. This is essentially demonstrating understanding of information by explaining ideas or concepts.
Applying	Carrying out or using a procedure through executing, or implementing. Basically, this is using the information in another familiar situation.

Analyzing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
Evaluating	Making judgments based on criteria and standards through checking and critiquing. This includes justifying a decision or course of action.
Creating	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. This includes generating new ideas, products, or ways of viewing things.

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2. SUSTAINED INTERPRETIVE QUESTIONING

* Sustained interpretive questioning = Finding out how PEOPLE INTERPRET TEXTS
(i)   making connections,
(ii) solving problems,
(iii) supporting or disputing ideas,
(iv) asking as well as answering questions,
(v) speaking to other students.

*Open-ended, higher-order, or essential questions, questions that have the capacity to "pose dilemmas, subvert obvious or canonical 'truths,' or force incongruities upon our attention" (Bruner, 1996, p. 127; see also Wiggins & McTighe, 2005).

*Burbules (1993) would characterize such practices as "dialogue as conversation" (p. 115)—that is, participants sought a shared understanding, not a specific outcome—or "dialogue as inquiry" during which speakers aimed to produce "an outcome agreeable to all" (1993, p. 116).

3. VALUE QUESTIONING

* VALUE QUESTIONING = AIMS TO TEACH VALUES
*Students are asked to reflect on their individual beliefs and values, usually seeking to underscore a certain lesson, thus making use of "dialogue as instruction" (Burbules, 1993, p. 120).
*Burbules noted that in order to qualify as dialogic, this form of questioning must be guided by students' learning interests and open communication, otherwise it could take "forms that are manipulative, excessively one-sided, and narrowly restrictive of the possibilities of open investigation" (1993, p. 126).
Dialogic questioning as featuring talk by many participants who express diverse opinions. Moreover, dialogic questioning helps facilitate discovery and new understanding that increases the "knowledge, insight or sensitivity of its participants" (Burbules, 1993, 7-8).

Characteristics of Three Types of Questioning Approaches

Type of Questioning	Operational Definition	Student to Student Talk	Nature and Length of Student Answers	Purpose of Questioning	Primary Role of the Teacher
Information Gathering	Questions facilitate the gathering and reviewing of factual information	Talk is typically between teacher and student	Answers consist of one word or sentence fragment	Prepare students for state exams or assess student knowledge and understanding	Poses questions that gather and review information
Sustained Interpretive	Questions encourage students to interpret texts, make connections, solve problems, support or dispute ideas, and/or ask further questions	Frequent student to student talk	Longer responses that include follow up questions or provide evidence	Interpret texts and ideas, make connections, problem-solve, and develop questioning skills	Poses essential questions to facilitate in-depth conversation
Values	Questions invite reflection on personal beliefs and social problems	Frequent student to student talk	Longer responses that explain moral positions on events or issues from the past or present	Clarify values or emphasize good moral behaviors or attitudes	Poses questions that make connections between the material and students' values

THE PIRAHA LANGUAGE

1) Absence of numbers of any kind (e.g., no 1 or 2 or 3)

2) Absence of a concept of counting and of any terms for quantification (e.g., "all," "each," "every," "most," and "some.")

3) Absence of color terms

4) It has no perfect tense.

5) The phonemic inventory of Piraha women is the smallest in the world: **7 consonants and 3 vowels**

6) The men's inventory is tied with Rotokas and Hawaiian for the next-smallest inventory, with only **8 consonants and 3 vowels** (Everett 1979).

7) Piraha people communicate almost as much by singing, whistling, and humming as they do by using consonants and vowels (Everett 1985, 2004).

GROUP WORK 1

(i) Form 6 groups of 5 people

(ii) Listen carefully to the recording of the radio program "Don't sleep there are snakes" and take individual notes

(iii) As a group, compare your notes and classify them:
    *decide which ones are factual information, interpretive and value denotive
    *What type of information did you focus on more? Why?
    *Classify the information you noted down from the most to the least important for the comprehension of the story.

(iv) Now listen the recoding for the second time and take notes again
Have you changed anything?
Have you focused on different pieces of information? Why?/Why not?

(v) What is the moral of the story in "Don't sleep there are snakes"? Why?

GROUP WORK 2

(i) *Form 6 groups of 5 people*

(ii) *Watch carefully the video entitled "The Piraha Debate" and take individual notes*

(iii) As a group, compare your notes:
    *What kinds of questions can you write using your notes? Why?
     *Write 2 factual, 2 interpretive and 2 value denotive questions.

(iv) Now listen the recoding for the second time and take notes again
Have you changed anything?
Have you focused on different pieces of information? Why?/Why not?

(v) Who is right Chomsky or Everett? Why?

Implications for learning

(i) Studies show that a dialogic approach could improve curriculum learning (Mercer et al, 2004).

Q: Why, what might be the reasons for that?

*Dialogic premise: The main mechanism for learning is taking the perspective of another in a dialogue.

*Induction into dialogue is a way of teaching for general thinking skills, not only the reasoning skills measured by the tests used but also creativity and learning to learn (Wegerif, 2005).

(ii) Changes reported by teachers in the ethos of classrooms suggest that this is a way of preparing the foundations of democratic citizenship in the dialogic processes of shared problem solving and decision taking.

(iii) As well as a means for teaching and learning, dialogue is an end to be valued in itself as perhaps the most important goal of education.

REFLECTION QUESTIONS

Q1. What have you learned today?

Q2. What did you know wrong and was corrected as a result of today's lecture?

Q3. What, do you think, will not forget and use when you become a teacher?

Q4. What was missing from this lecture?

Q5. What should be changed that this lecture becomes better?

IF I SAY THANK YOU, HOW WOULD YOU INTERPRET THAT?☺))

GOOD MOORNING

SOCRATIC QUESTIONING FOR DIALOGIC TEACHING AND LEARNING

TO LEARN, STUDENTS NEED TO DO SOMETHING

CULT OF PEDAGOGY

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Aim of the Workshop

- Explore dialogic talk;

- Develop an understanding about the importance of classroom interaction;

- Strategies to promote the participation of learners in learning interactions;

- Build a deeper connection between Socratic questioning and dialogic learning

- Identify strategies in developing Socratic dialogue

- Practice Socratic dialogue through the use of a poem

Teachers

01 **Monologic teachers**
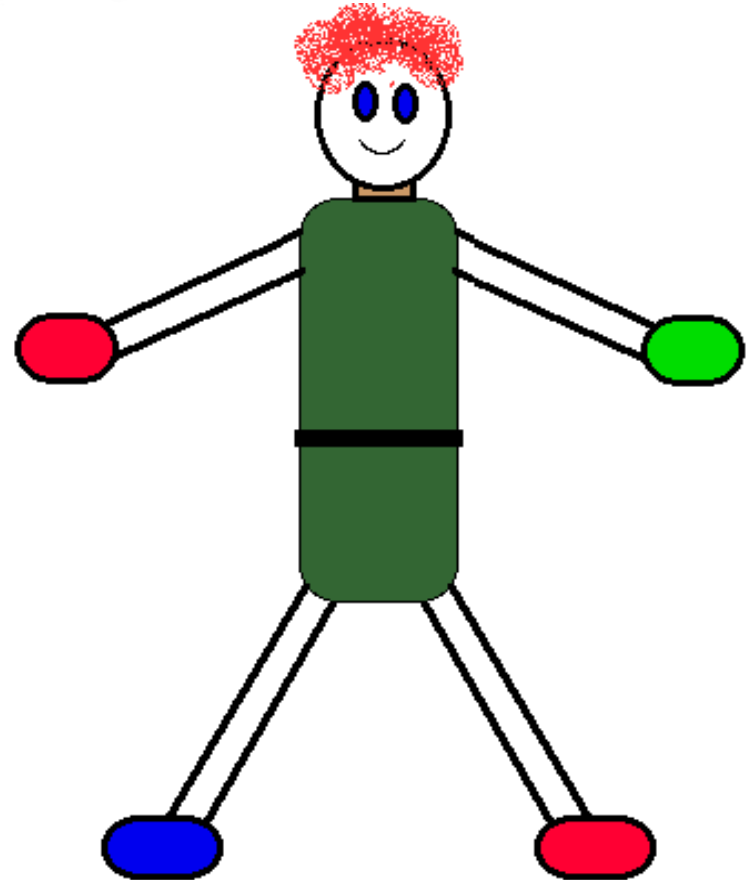
- transmit knowledge

- convey information

- maintain control of talk

02 **Dialogic teachers**

- create authentic exchanges

- profilde learning through exploration

- foster collaborative talk

Common types of language classroom talks

- Expository

- Interrogatory

- Dialogic

- Evaluative

Common dialogic principles

Collective: T/S address learning tasks together

Reciprocal: T/S active listening and sharing

Supportive: S expresses freely in a supportive environment

Cumulative: T/S build on own ideas and construct new understanding

Purposeful: T plans and steer classroom talk with specific educational goals in view

Interactive teaching

01 Surface features
- Engaging students
- Students' practical and active involvement
- Broad student participation
- Collaborative activity
- Conveying knowledge

02 Deep features
- Assessing and extending knowledge
- Reciprocity and meaning making
- Attention to thinking and learning skills
- Attention to pupils' social and emotional needs/skills

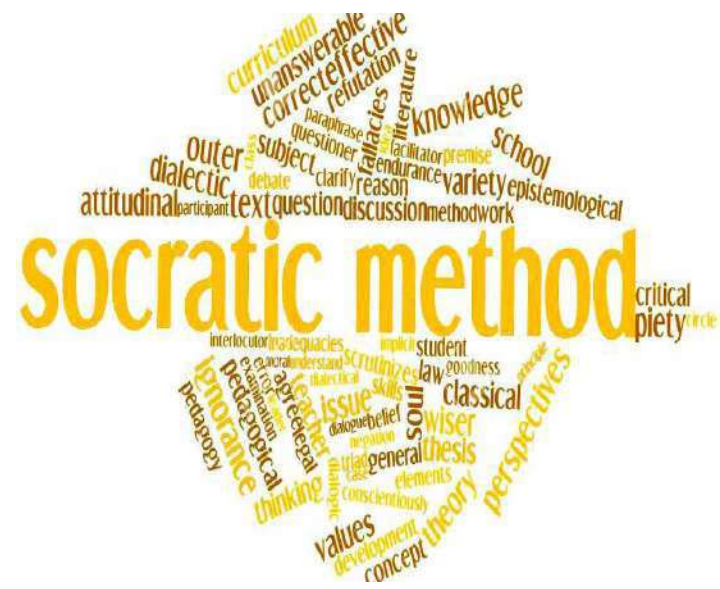What is the easiest way to find out when you want to know something new?

We ask A LOT of questions!

Socratic Dialogues

Where questions, not answers, are the driving force in thinking.
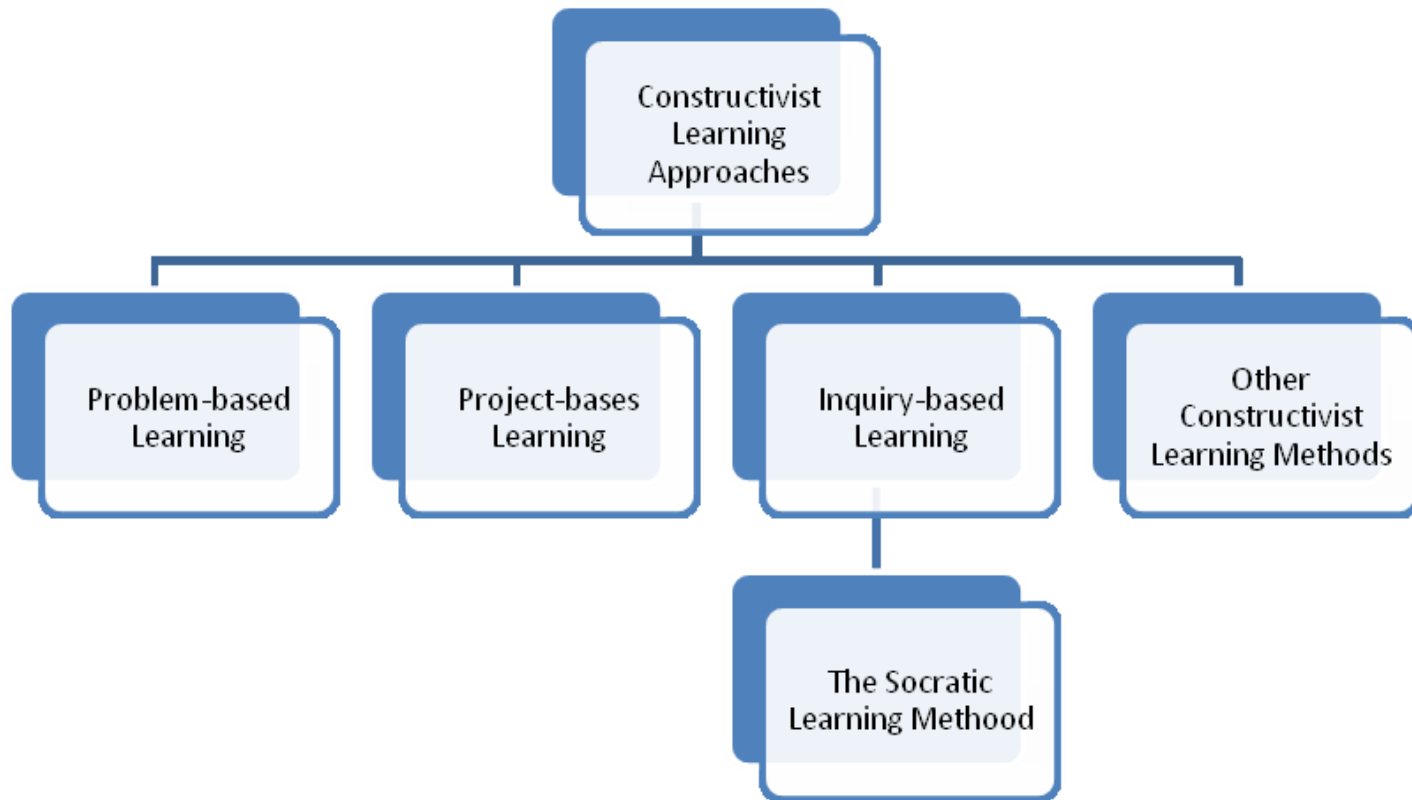
- Time to engage in in-depth discussions, problem solving, and clarification of ideas
- Building a strong, collaborative work culture
- Enhanced knowledge and research base
- Increased success for all students
- Teaching respect for diverse ideas, people, and practices
- Creating a positive learning environment for all students

Debate

- **Is oppositional**
- **One listens to counter arguments.**
- **Affirms participant's points of view.**
- **Defends assumptions as truth**
- **Creates a close-minded attitude**

Dialogue

- Is collaborative
- One listens to find common ground
- Enlarges points of view
- Reveals assumptions for re-evaluation
- Creates an open-minded attitude

Debate

- **Defends thinking to show that it is right.**
- **Calls for investing in one's beliefs.**
- **One searches for weaknesses**
- **Rebuts contrary positions and may belittle others**
- **Debate assumes a single right answer**
- **Demands a conclusion**

Dialogue

- Expects other's reflections will improve their own thinking
- Temporarily suspending one's beliefs
- Searches for strengths
- Respects others and seeks not to alienate
- Assumes that cooperation can lead to greater understanding
- Remains open-ended

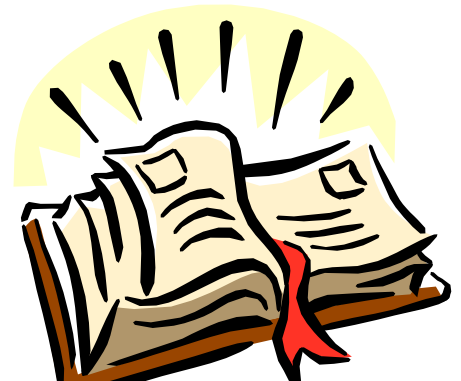# Elements of Dialogue

- An effective seminar consists of four interdependent elements:

    1. the text being considered
    2. the questions raised
    3. the seminar leader, and
    4. the participants

The Text

- Socratic Dialogue texts are chosen for their richness in ideas, issues, and values, and their ability to stimulate extended, thoughtful dialogue.

Three Basic Types of Questions to Ask:

- **Factual**

  (what is said?)

- **Interpretive**

  (what is meant?)

- **Evaluative**

  (why is it important?)

Teacher Preparation

- **Generate a list of 15-20 questions**
- **Be sure to include a few questions of each type**
- **List will not be exhaustive**
- **Asterisk good initiating questions**
- **Understand not all questions will be relevant to each class's conversation**

The Questions

How old was Atatürk when he died?

What is your name?

These are NOT the kind we will use. **Don't waste everyone's time w/these type of questions.**

LEVEL I

The Questions II

What is unique about you?

These questions require you to think a little harder!!!!!

Compare Atatürk to George Washington. Who was a better leader?

LEVEL II

These questions require you really think, reflect, and write!!!

The Questions III

What is your favorite band and why?

Do you agree that all students learn in the same way?

Evaluate each character in the story to determine who is smarter?

LEVEL III

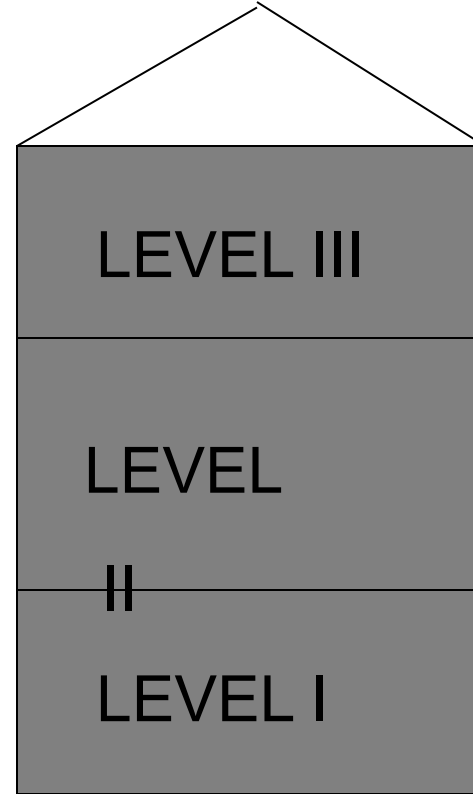_2_ 1). Sequence

_3_ 2). apply

_2_ 3). analyze

_1_ 4).list

_3_ 5).hypothesize

_1_ 6). describe

_1_ 7). recite

_2_ 8). compare

Decide to which level do these words belong?

LEVEL III

LEVEL II

LEVEL I

___1___ 9).Describe your study habits from last year.

___3___ 10). Generalize how a successful language student

should study.

___3___ 11). Predict how your study habits from last year will

have an impact on this year.

___2___ 12). Infer what will happen this year if you study in the same

way as you did last year.

___2___ 13). Illustrate the story.

___3___ 14). Imagine if you didn't study…..

Tips for Using Socratic Questioning:

Plan significant questions that provide meaning and direction to the dialogue

Use wait time: Allow at least thirty seconds for students to respond

Follow up on students' responses

Ask probing questions

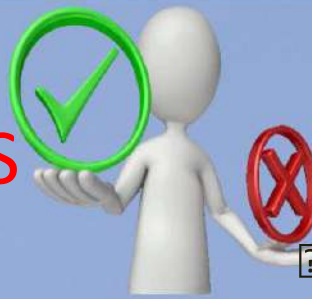**Periodically** summarize in writing key points that have been discussed

Draw as many students as possible into the discussion

**Let students** discover knowledge on their own through the probing questions the teacher poses

SOCRATIC TEA CEREMONY

ADVANTAGES

DISADVANTAGES

Students learn listen actively.

Suitable for promoting critical thinking.

Learners are challenged when this technique is used properly.

Examine an issue in depth.

Students are active learners.

Failure without student participation.

Some student dislike that there is no right answer.

Many students fear speaking in front of group.

When instructor with one learner, other learners lost interest.
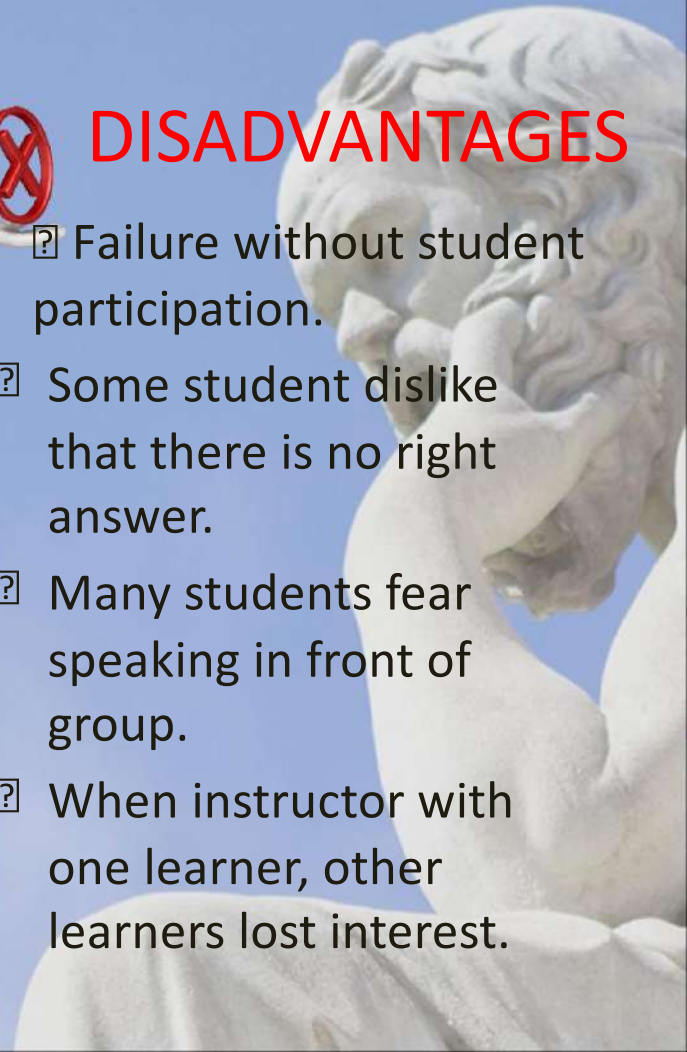
"The unexamined life is not worth living."
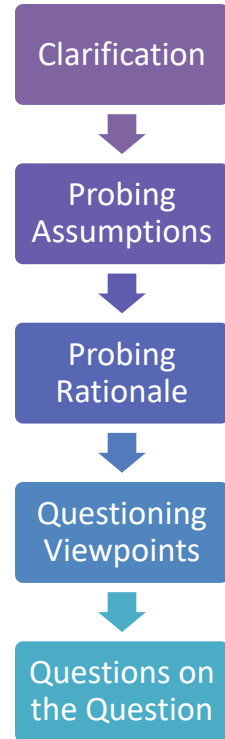
—Socrates

Preparing Students for Dialogue

ANTALYA, 2019

Instructional Model

The Socratic Questioning Process

Clarification

↓

Probing Assumptions

↓

Probing Rationale

↓

Questioning Viewpoints

↓

Questions on the Question

Two Boys

- Two boys are walking in a forest. They are quite different. The first boy's teachers think he is smart, his parents think he is smart, and as a result, he thinks he is smart. He has good test scores, good grades, and other good paper credentials that will get him far in his scholastic life. Few people consider the second boy smart. His test scores are nothing great, his grades aren't so good, and his other paper credentials are, in general, marginal. At best, people would call him shrewd or street-smart. As the two boys walk along in the forest, they encounter a problem--a huge, furious, hungry-looking grizzly bear, charging straight at them. The first boy, calculating that the grizzly bear will overtake them in 17.3 seconds, panics. In this state, he looks at the second boy, who is calmly taking off his hiking boots and putting on his jogging shoes.

- The first boy says to the second boy, "You must be crazy. There is no way we are going to outrun that grizzly bear!"

- The second boy replies, "That's true. But all I have to do is outrun you!"

Let's make up questions about the story

__3__ 1).How would you feel if you were the boy climbed the three?

__2__ 2). Retell the story in your own words.

__1__ 3). What did the first boy do when he saw the bear?

__2__ 4). What is the moral of the story?

__1__ 5).What did second boy say to the first boy?.

__2__ 6). How is the second boy's personality like yours?

__2__ 7). How is this story similar to real life experiences?

__3__ 8). If you were the second boy, how would you act?

AN EXERCISE IN DEFINING THE "REAL PROBLEM"

1. *Questions for clarification*
2. *Questions about the question*
3. *Questions that probe assumptions*
4. *Questions that probe reasons and evidence*
5. *Questions about viewpoints and perspectives*
6. *Questions that probe implications and consequences*

Question for clarification: **Does this type of bear eat humans?**

Answer: Yes.

Question about viewpoints: **Is the bear hungry?**
Answer: Yes.

Question probing assumptions: **Can we assume that the bear will stop after eating one person?**
Answer: Yes.

Real problem statement: **Having to outrun the other person.**

You might focus on a concept like "language"

- What is language?
- Can people communicate with each other when they don't understand each other's language?
- What is the purpose of language?

- What are words?
- Can we use our words to hurt people? To help people?
- What would it be like if we didn't have words?
- Would life have meaning without words?

Or on the concept of "friend"

- What does it mean to be a friend?
- How do you know when someone is your friend?
- Can someone be nice to you and not be your friend?
- Can someone tell you things you might not want to hear and still be your friend?

- Is it possible for someone to not play with you and still be your friend?
- What is the difference between a friend and a classmate?
- Can your parent be your friend?

ANTALYA, 2019   35

Practice of Socratic Questioning

- **In groups of 4**
- C questions A and B, D observes.
- A questions C and D, B observes.
- B questions C and B, A observes.
- D questions B and A, C observes

What is democracy?

What is the essence of democracy?

What is the purpose of democracy?

Socratic Questions

Questions that clarify	• What is an example of…? • Can you explain…? • How would you say this in your own words? • What is the right way to do this?
Questions that probe assumptions	• Why do you think this way about…? • What are your assumptions? • What do you believe to be true? • What else could we believe about this?
Questions that look for reasons and evidence	• What makes you believe this? • How do we know this is true? • What else do we need to know? • What would make you change your mind about…?
Questions about perspectives and viewpoints	• Whose viewpoint is this? • What bias does this have? • What is another view about…? • How many more perspectives could there be about…?
Questions that look at consequences	• How does this affect…? • Why is this important? • What effect can this have on…? • If this is true, then what else might be true?
Questions about the question *(Adapted from Paul and Elder 2002)*	• What does this question mean? • Is this a good question? • Why was this question asked? • What does this have to do with our lives?

Diablo Baby

Group goals and personal goals are set

Opening question:

You find this baby outside your house with a note on its chest saying "Take care of me".

How will you act?

Alternative question: Is this baby good or evil?

Textual analysis/core questions:

What can we know about the baby from looking at the picture?

Are the horns growing on the baby's head or are they faked?

Are the tattoos real or are they faked? What do the tattoos show?

Is it a boy or a girl?

How does the baby feel?

How has the baby been nurtured for and taken care of?

Where does it sit?

What is it looking at?

What can we tell about the baby's parents from looking at the baby? If we look for the parents, who will we be looking for?

Potential Socratic/evaluative questions:

Are humans good or bad when they are born? Could there be evil children?

How different can we allow individuals to become? Is everything accepted?

What is different and what is normal?

Little "Diablo" is now older and will start tomorrow at your school as a student. How will you welcome him/her?

Woman reading a letter
by Vermeer

Opening question:

Opening question:

Take another close look at the painting. What's one word to describe what you think the woman is feeling (just one word)? Why do you think that is what the woman is feeling?

Analysis:

The context

What do you imagine this room feels like?

Smells like?

Who is the woman? What do we know about her?

Evaluative questions:

Would you rather write a letter or receive one? Why?

Who would you like to write to and in what way would that person's life   change from you writing?

What letter would you like to receive yourself and from whom?

Analysis

The message

What hints at the message the letter conveys?

Who might be the writer?

Does the writer of a letter have any responsibility to the reader? What?

Does the reader of a letter have any responsibility to the writer? What?

The effects

Has the receiver's life changed by getting the message or not? How? Why?

Who is responsible for the change (– the writer, the reader, destiny)?

Who owns the letter (the reader, the writer or someone else)?

Who's message is it (the readers, the writers or the letters)?

Socratic Questioning Example

(This dialogue would take place after you introduced and was well underway.)

Teacher: What is happening to our global climate?

Stan: It's getting warmer.

Teacher: How do you know it's getting warmer? What evidence do you have to support your answer?

Stan: It's in the news all of the time. They are always saying that it's not as cold as it used to   be. We have all of these record heat days.

Teacher: Has anyone else heard of this kind of news?

Denise: Yeah. I have read about it the newspaper. They call it global warming, I think.

Teacher: Are you saying that you learned about global warming from newscasters? Are you assuming they know that global warming is occurring?

Heidi: I heard it too. It's terrible. The ice caps in the Arctic are melting. The animals are losing their homes. I think the newscasters hear it from the scientists that are studying the issue.

Teacher: If that is the case and the scientists are telling the newscasters, how do the scientists know?
Chris: They have instruments to measure climate. They conduct research that measures the Earth's temperature.

Teacher: How long do you think scientists have been doing this?

READ DIALOGUES WITH SOCRATES AND RESPOND TO THE QUESTION

Socrates : Is lying a bad sin?

Students: certainly. The god tell us that lying is a terrible sin.

Socrates: so lying is always a terrible sin.

Students: absolutely

Socrates: Well then…let us suppose that a father's s on is terribly sick, but refuses to take his medicines. the father put the medicine in his son's drink and tell his son that there is only water in his drink. Is the father lie a terrible sin?

Questions: how would you respond to Socrates questions? And why?

Socratic Questioning Example

This questioning dialogue would take place after the unit had been introduced and was well underway.

Teacher: What is happening to our global climate?

Stan: It's getting warmer.

Teacher: How do you know it's getting warmer? What evidence do you have to support your answer?

Stan: It's in the news all of the time. They are always saying that it's not as cold as it used to be. We have all of these record heat days.

Teacher: Has anyone else heard of this kind of news?

Denise: Yeah. I have read about it the newspaper. They call it global warming, I think.

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Heidi: I heard it too. It's terrible. The ice caps in the Arctic are melting. The animals are losing their homes. I think the newscasters hear it from the scientists that are studying the issue.

Teacher: If that is the case and the scientists are telling the newscasters, how do the scientists know?

Chris: They have instruments to measure climate. They conduct research that measures the Earth's temperature.

Teacher: How long do you think scientists have been doing this?

Grant: Probably 100 years.

…

…..

MARRIAGE

Then Almitra spoke again and said, And what of Marriage, master?

And he answered saying:

You were born together, and together you shall be evermore.

You shall be together when the white wings of death scatter your days

Aye, you shall be together even in the silent memory of God.

But let there be spaces in your togetherness.

And let winds of the heavens dance between you.

Love one another, but make not a bond of love:

Let it rather be a moving sea between the shores of your souls.

Fill each other's cup but drink not from one cup.

Give one another of your bread but eat not from the same loaf.

Sing and dance together and be joyous, but let each one of you be alone,

Even as the string of a lute are alone though they quiver with the same music.

Give your hearts, but not into each other's keeping.

For only the hand of Life can contain your hearts.

And stand together yet not too near together:

For the pillars of the temple stand apart,

And the oak tree and the cypress grow not in each other's shadow.

Questions?

Comments?

Concerns?

Thank you

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CLASSROOM INTERACTIONAL COMPETENCE

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OUTLINE

1. (CLASSROOM) INTERACTIONAL COMPETENCE (CIC)

2. REFLECTIVE PRACTICE

3. SELF-EVALUATION OF TEACHER TALK (SETT)

- What do you understand by the term 'interactional competence'?
- What is the difference between, for example, interactional competence and spoken fluency?

- Essentially, interactional competence is concerned with what goes on between interactants and how that communication is managed.

Rather than fluency, we are concerned with what McCarthy (2005) terms **confluence:** the act of making spoken language fluent together with another speaker. Spoken confluence is highly relevant to the present discussion since it highlights the ways in which speakers attend to each other's contributions and focus on collective meaning-making. It is also a concept that lies at the heart of most classroom communication, where interactants are engaged in a constant process of trying **to make sense of each other, negotiate meanings, assist and query, support, clarify** and so on.

CLASSROOM INTERACTIONAL COMPETENCE (CIC)

CIC is "teacher's and learner's ability to use interaction as a tool for mediating and assisting learning" (Walsh, 2011, p. 165).

- It puts interaction firmly at the centre of teaching and learning and argues that by improving their CIC, both teachers and learners will immediately improve learning and opportunities for learning.

THE MAIN PRINCIPLES OF CIC

- using goal-convergent language,
- maximizing interactional space
- shaping learner contributions
- effective use of eliciting

USING GOAL-CONVERGENT LANGUAGE,

- which basically means that <u>teacher's pedagogical goal and action of the moment</u> should coincide with each other

  - E.g. focus-on-form vs. focus-on-meaning

2. MAXIMIZING INTERACTIONAL SPACE

- learners need space for learning, to participate in the discourse, to contribute to class conversations and to receive feedback on their contributions.

- Interactional space is maximised through
  - increased wait-time,
  - by resisting the temptation to 'fill silence' (by reducing teacher echo),
  - by promoting extended learner turns and
  - by allowing planning time.

- By affording learners space, they are better able to contribute to the process of co-constructing meanings – something that lies at the very heart of learning through interaction.

- Note that this does not necessarily mean simply 'handing over' to learners and getting them to complete pair and group work tasks. While this may facilitate practice opportunities and give learners a chance to work independently, it will not, in itself, necessarily result in enhanced learning.

SHAPING LEARNER CONTRIBUTIONS

- What is needed is a re-think of the role of the teacher so that interaction is more carefully understood, and so that the teacher plays a more central role in **shaping learner contributions.**

- Shaping involves taking a learner response and doing something with it rather than simply accepting it.

- For example, a response may be paraphrased, using slightly different vocabulary or grammatical structures;

- it may be summarised or extended in some way;

- a response may require scaffolding so that learners are assisted in saying what they really mean;

- it may be recast (c.f. Lyster 1998): 'handed back' to the learner but with some small changes included.

A NUMBER OF KEY INTERACTIONAL STRATEGIES:

1) Extensive use of pausing

• Teachers typically wait for less than one second after asking a question or eliciting a response. Pausing serves a range of functions:

It creates 'space' in the interaction to allow learners to take a turn-at-talk.

It allows thinking or rehearsal time (c.f. Schmidt 1993) enabling learners to formulate a response.

It enables turn-taking to be slowed down, helping to make learners feel more comfortable and less stressed.

Increased wait time often results in fuller, more elaborated responses

2) A lack of repair.

If students mistakes do not impede communication and do not fulfill the teacher's pedagogic goal, they can be ignored.

- Especially in focus-on-meaning type of micro-context, error correction is not seen as being necessary and the teacher disregards errors since they are not of central concern.

3) Extended learner turns:

The teacher allows learners to complete a turn and to make a full and elaborated response.

Often teachers interrupt and close down space when learners are attempting to articulate something quite complicated.

4) Seeking clarification

When the teacher is not entirely satisfied with the first response and insists on some clarification or sometimes elaboration .

5) TEACHER -ECHO

• **Teacher–learner echo:** where a teacher repeats a learner's utterance for the benefit of the class.

This is helpful and ensures that a class progresses together and thateveryone is 'in the loop'.

It is an inclusive strategy, which ensures that the whole class comes along together and that there is

commonality of understanding.

- **Teacher–teacher echo**: where a teacher simply repeats her own utterance almost like a kind of habit.

- This serves no real function, arguably, and may impede opportunities for learning since the teacher is taking up learners' space in the dialogue.

- It may be used as a kind of defense mechanism since silence can be quite threatening.

SO FAR…

Teachers and learners, by making appropriate interactional choices through their online decision-making, both facilitate the co-construction of meaning and display to each other their understandings.

CIC manifests itself through the ways in which interactants create space for learning, make appropriate responses 'in the moment', seek and offer clarification, demonstrate understanding, afford opportunities for participation, negotiate meanings, and so on.

These interactional strategies help to maintain the flow of the discourse and are central to effective classroom communication.

HOW DO WE İMPROVE OUR CIC?

- teachers (or learners) comprehend CIC first,
- extend their CIC via **reflection** on their practices,

result in...

- a lot of opportunities will arise for learning
- and developed CIC contribute to a more learning-based interaction.

SELF EVALUATİON OF TEACHER TALK (SETT)

A teacher education framework aiming teacher development via classroom interaction and helping teachers reflect on their actual practices (Walsh 2006; 2011).

WHY DO WE NEED SETT İN OUR CONTEXT?

1. A tool to focus our attention on <u>specific features of teaching</u>

2. A tool to provide appropriate <u>meta language</u> to reflect on practices

3. There needs to be a <u>dialogue</u> to discuss self reflections <u>with a colleague.</u>

MODES/MİCRO CONTEXTS

1. Managerial mode

2. Materials mode

3. Skills and systems mode

4. Classroom context mode

Table 6.1 L2 Classroom modes

Mode	Pedagogic goals	Interactional features
Managerial	To transmit information To organise the physical learning environment To refer learners to materials To introduce or conclude an activity To change from one mode of learning to another	A single, extended teacher turn that uses explanations and/or instructions The use of transitional markers The use of confirmation checks An absence of learner contributions
Materials	To provide language practice around a piece of material To elicit responses in relation to the material To check and display answers To clarify when necessary To evaluate contributions	Predominance of IRF pattern Extensive use of display questions Form-focused feedback Corrective repair The use of scaffolding
Skills and systems	To enable learners to produce correct forms To enable learners to manipulate the target language To provide corrective feedback To provide learners with practice in sub-skills To display correct answers	The use of direct repair The use of scaffolding Extended teacher turns Display questions Teacher echo Clarification requests Form-focused feedback
Classroom context	To enable learners to express themselves clearly To establish a context To promote oral fluency	Extended learner turns Short teacher turns Minimal repair Content feedback Referential questions Scaffolding Clarification requests

IN MANAGERIAL MODE, THE FOCUS IS BASICALLY ON SETTING UP AN ACTIVITY (WALSH, 2006).

- what happens when we organize a learning situation in terms of time and space, set up and/or conclude a task. Generally, this mode takes place in the beginning of the lesson since the teacher sets the scene and gives instructions. Essentially, the teacher talk is characterised by repetitions, instructions and directives (Walsh, 2011, p.114).

Extract 1	Extract 2
T: Ok we're going to look today at ways to improve your writing and at ways that can be more effective for you and if you look at the writing which I gave you back you will see that I've marked any little mistakes and eh I've also marked places where I think the writing is good and I haven't corrected your mistakes because the best way in writing is for you to correct your mistakes so what I have done I have put little circles and inside the circles there is something that tells you what kind of mistake it is so Miguel, would you like to tell me one of the mistakes that you made	T: all right okay can you stop then please where you are . . . let's take a couple of . . . examples for these and . . . put them in the categories er . . . so there are three groups all right this one at the front Sylvia's group is A just simply A B and you're C (teacher indicates groups) all right so . . . then B can you give me a word for ways of looking (3) so Suzanna . . . yeah

WHAT TO DO?

- Transition markers

- Pauses

- Signposting

IN THE MATERIALS MODE, THE MAIN FOCUS IS ON TEXT, TAPE OR OTHER MATERIALS (WALSH, 2006).

- interaction revolving around the material and also interaction is contingent upon the nature of the activity, the teacher determines who may speak when and what they may say.

```
1    T:    so considering these three situations (.)
2          who works the most?
3          (0.7)
4    T:    among the three people.
5          (2.6)
6    T:    is it [dan?]
7    F:          [pro ]ject [manager   ]
8    M:          [the first] person is?
9    T:    emily?
10         the first person?
11   F:    °no°.
12         (1.0)
13   T:    project manager he works the most de mi?
14                                   Right?
15         the hardest.
16         (1.3)
17   T:    err which advantages disadvantages does he mention?
18         what are the disadvantages of working (0.2) so much (0.5)
19         too much?
20         (1.8)
21   S4:   for (what)
22         (0.8)
23   S4:   [<pro:ject manager?>]
24   F:    [project manager    ]
25   T:    project manager.
26         what (.) disadvantages does he mention?
```

SKILLS AND SYSTEMS MODE, THE MAİN FOCUS İS ON GRAMMAR, PHONOLOGY, AND VOCABULARY

- Direct repair, form-focused feedback, display questions and teacher echo, extended teacher turn are some of the examples for interactional features of teacher talk.

- ((focus-on-form))

Extract 2: Present tense

```
1    T:     o↑ke:y four? in the summer?
2    LLL:   a a ((referring to option a))
3    T:     a. i usually go to the country.
4           why do we say (.) ↑usually this time but not used to?
5           (1.0)
6    T:     because it refers to:: what tense?
7           (1.6)
8    LLL:   present tense.
9    T:     present time right? it is talking about the present
10          habits. not the past (.) uh-huh.
```

IN CLASSROOM CONTEXT MODE, THE TEACHER'S MAIN MOTIVATION IS TO EVOKE STUDENTS' FEELINGS, ATTITUDES AND EMOTIONS

- the main role of the teacher is to <u>listen and scaffold</u> the interaction and the interaction looks like a more natural one in comparison to the other modes.

- ((focus-on-meaning))

Extract 5

1. T: okay, have you have you ever visited any places
2. ↑outside London?=
3. L1: =me I stay in (.) Portsmouth and er:: in Bournemouth
4. T: [where've you been?
5. L1: [in the south
6. T: [down (.) here? (pointing to map)
7. L1: yeah yeah
8. T: ↑why?
9. L1: er my girlfriend live here and (.) I like this student
10. place and all the people's young and a lot (.) er go out
11. in the (.) evening its very [good
12. T: [right
13. T: anybody else? (4) Have you been anywhere Tury?
14. L2: Yes I have been in er (.) Edinbourg ((mispronounced)),
15. (())=
16. T: =so here here ((pointing to map))=
17. L2: =yes er Oxford (.) Brighton (.) many places (())=
18. T: =and which was your favourite?=
19. L2: =my favourite is London
20. T: (.) ↑why?
21. L2: because it's a big city you can find what what you [want

- Content feedback
- Extended feedback
- Confirmation checks
- Extended learner turn
- Direct repair
- Seeking clarification
- Teacher Echo

- Teacher interruptions
- Form focused feedback
- Referential questions
- Display questions
- Extended teacher turn
- Turn completion
- Scaffolding

Interactional feature	Description
(A) Scaffolding	(1) Reformulation (rephrasing a learner's contribution). (2) Extension (extending a learner's contribution). (3) Modelling (correcting a learner's contribution).
(B) Direct repair	Correcting an error quickly and directly.
(C) Content feedback	Giving feedback to the message rather than the words used.
(D) Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response.
(E) Referential questions	Genuine questions to which the teacher does not know the answer.
(F) Seeking clarification	(1) Teacher asks a student to clarify something the student has said. (2) Student asks teacher to clarify something the teacher has said.
(G) Confirmation checks	Making sure that the teacher has correctly understood the learner's contribution.
(H) Extended learner turn	Learner turn of more than one clause.
(I) Teacher echo	(1) Teacher repeats a previous utterance. (2) Teacher repeats a learner's contribution.
(J) Teacher interruptions	Interrupting a learner's contribution.
(K) Extended teacher turn	Teacher turn of more than one clause.
(L) Turn completion	Completing a learner's contribution for the learner.
(M) Display questions	Asking questions to which the teacher knows the answer.
(N) Form-focused feedback	Giving feedback on the words used, not the message.

Source: Walsh (2006, p. 67)

HOW DO WE USE SETT?

1. Record fifteen minutes of classroom interaction.

⬇

2. Analyse using SETT – identify modes.

⬇

3. Analyse using SETT – identify interactional features.

⬇

4. Evaluate the interaction and identify areas for attention or change.

⬇

5. Discuss with a colleague.

⬇

6. Make another recording and repeat steps 2–5.
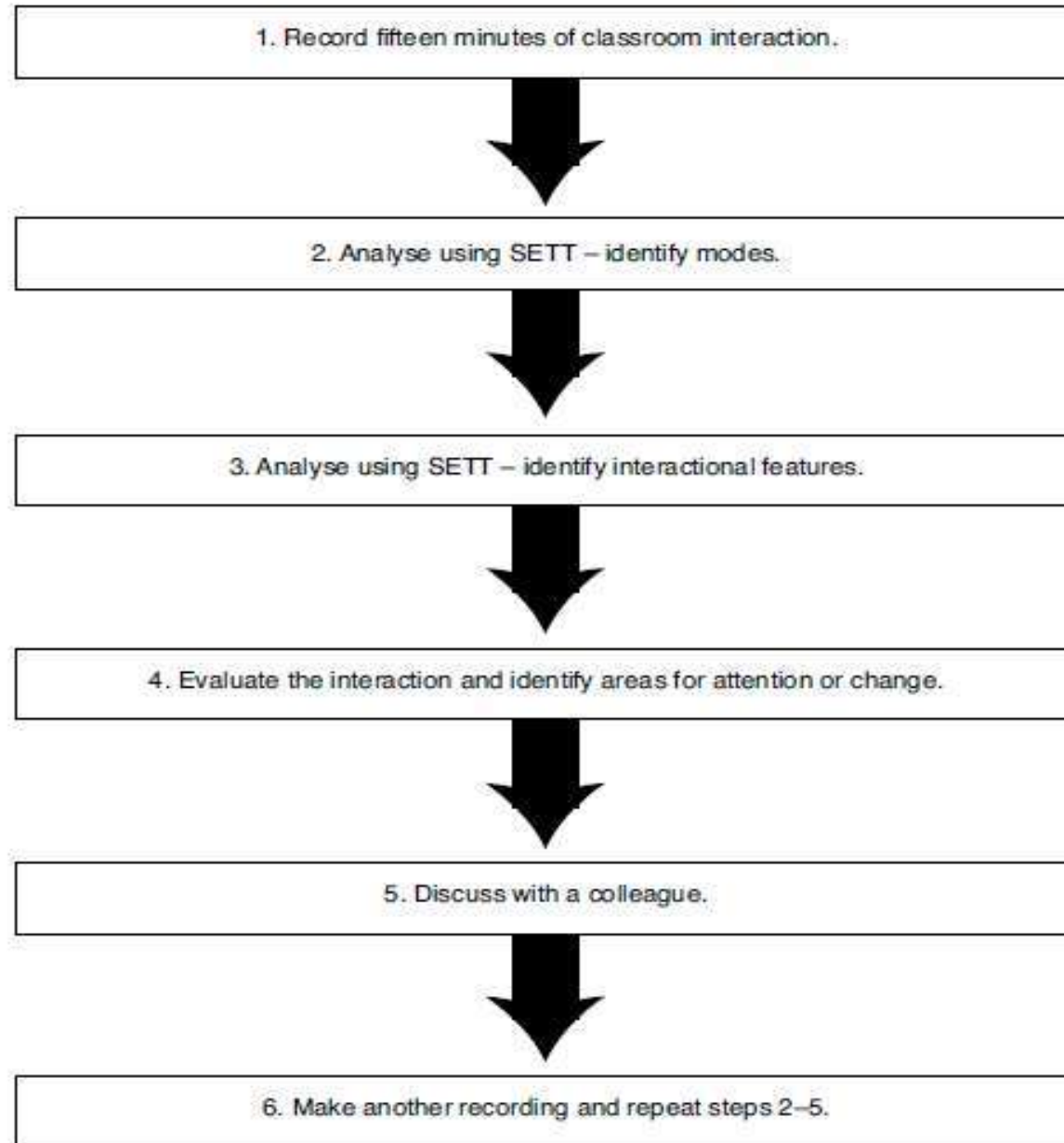
WHAT QUESTİONS SHOULD I ASK TO MYSELF?

1. Which modes seem to occur most frequently in my classes?

2. Are some interactional features (teacher echo, display questions, extended teacher turn etc.) more common than the others?

3. How much interactional space do I give my students?

4. Are there any particular features of interaction I need to change or improve in my classess?

Task 6.4

Using the extract below and the SETT grid, identify as many examples of interactures as you can. Use the coding from Task 6.3: A, B, C, etc. Were there any features that you did not find? What difficulties did you experience?

129	L5:	~I believe in trying new things and ((1)) ideas~
130	T:	~er (1) you believe in being POSitive you mean?~
131	L5:	~pardon?~
132	T:	~do you believe in always being positive is that what you mean?~
133	L5:	~no . ... I believe to (3) to have a lot of achievement
134	T:	(1) do you believe in what do you mean you you should always take opportunities is
135		that what you mean no?~
136	L5:	~no I want my life to be very (1)
137	T:	happy?~
138	L5:	~yeah and also I I do many things (1) many different experiences~
139	T:	~why don't you say you just believe in experiencing as many different things as you
140		want~
141	L5:	~oh yeah~
142	T:	~thats what I think you should say~

ANSWER KEY FOR TASK 6.4

Task 6.4

129	L5:	=I believe in trying new things and ((1)) ideas=
130	T:	=er (1) you believe in being POSitive you mean?= **(F)**
131	L5:	=pardon?=
132	T:	=do you believe in always being positive is that what you mean?= **(F)**
133	L5:	=no ... I believe to (3) to have a lot of achievement
134	T:	(1) do you believe in what do you mean you you should always take opportunities is
135		that what you mean no?= **(N)**
136	L5:	=no I want my life to be very (1)
137	T:	happy?= **(A)**
138	L5:	=yeah and also I I do many things (1) many different experiences=
139	T:	=why don't you say you just believe in experiencing as many different things as you

```
140          want= (A)
141    L5:   =oh yeah=
142    T:    =thats what I think you should say=
```

I have marked the most obvious features by using letters: each letter is taken from the SETT grid in the previous task. So, in lines 130 and 132, the teacher is seeking clarification, and in line 134, this becomes a confirmation check. I am interpreting 137 and 139 as examples of scaffolding; the teacher is trying to help L5 articulate a response more clearly by 'feeding in' the language required. Note that as we have seen, 'labelling' utterances in classroom discourse in this way is notoriously difficult and there may be other possible answers here. I have used my knowledge of the context and of the data to present the most plausible answers.

CONSİDER THE FOLLOWİNG SCENARİOS

1. My instructions never seem to work. I need to translate my instructions to Turkish to check understanding.

2. My teaching is dominated by my question and answer routines.

MY INSTRUCTIONS NEVER SEEM TO WORK. I NEED TO TRANSLATE MY INSTRUCTIONS TO TURKISH TO CHECK UNDERSTANDING.

1. Break all instructions down. (installments)

2. Check intructions by getting one student to summarise

3. Instruction+action+instruction+action

4. Record your instructions to analyse! We already did ☺

MY TEACHING IS DOMINATED BY MY QUESTION AND ANSWER ROUTINES.

1. Identify the moments when your questions are unnecessary.

2. Use cues, prompts, silence, pictures, body language.

3. Be more conscious about the questions you ask

4. If possible, plan a session where you barely or ideally do not ask questions and surprise them! ☺ Maybe then they will ask you questions ☺

WORKSHOP FOR PROSPECTIVE EFL TEACHERS ON UTILISING DIALOGIC TEACHING IN EFL CLASSES

https://diyalojikogretim.weebly.com/

October 20-25, 2019

Antalya, Turkey
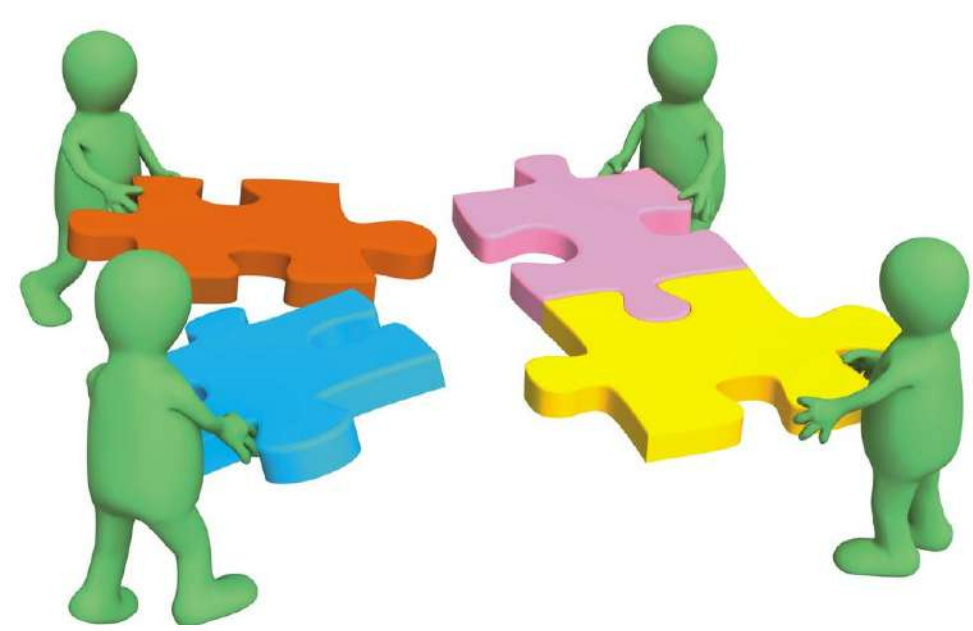
GROUP WORK FORMATION IN EFL CLASSES

Prof. Dr. Ismail Hakkı Mirici

Near East University

GROUP WORK FORMATION

Please, see the picture.

What is your impression about this group? (10 mins.)

BACKGROUND THEORIES
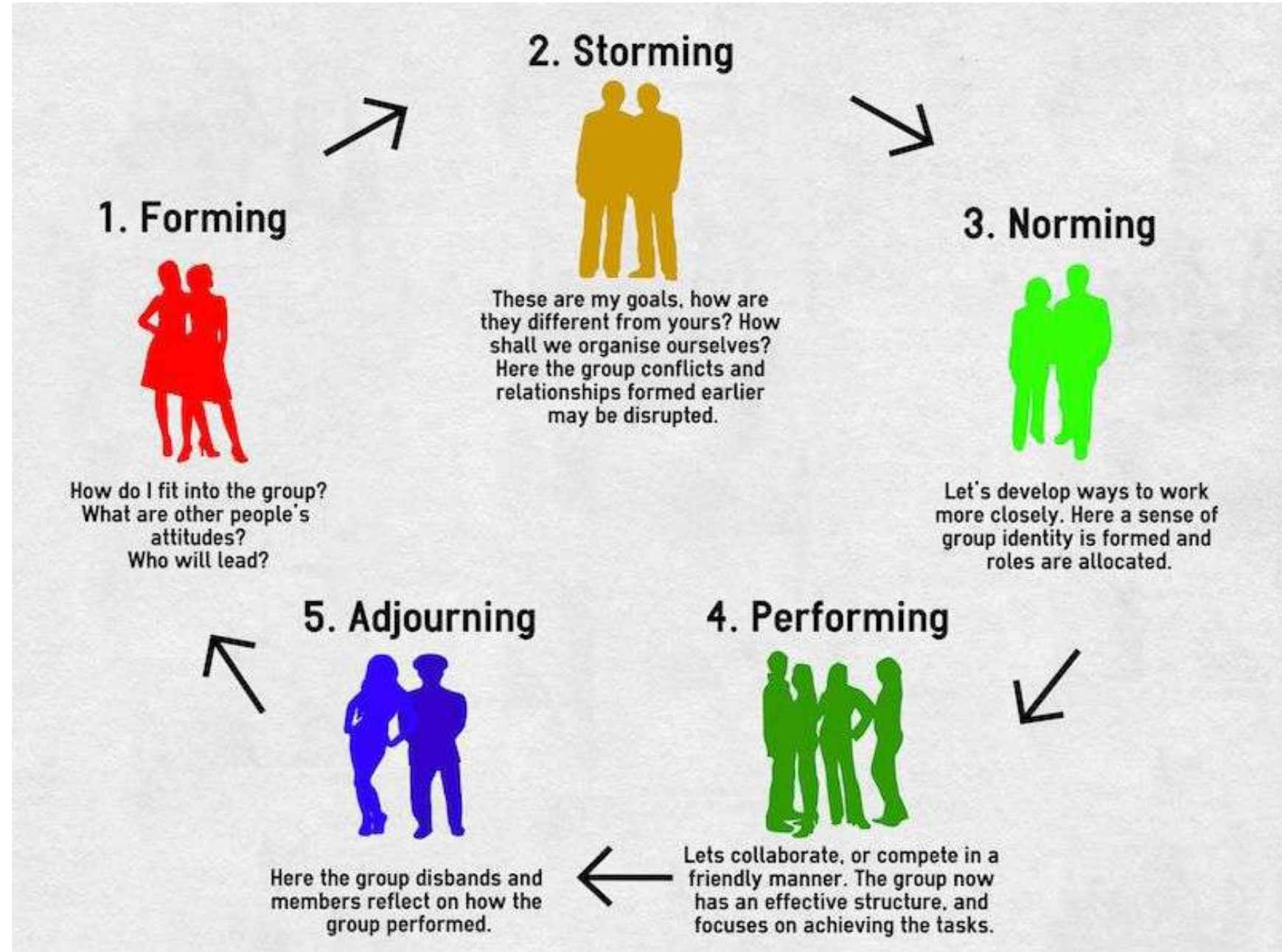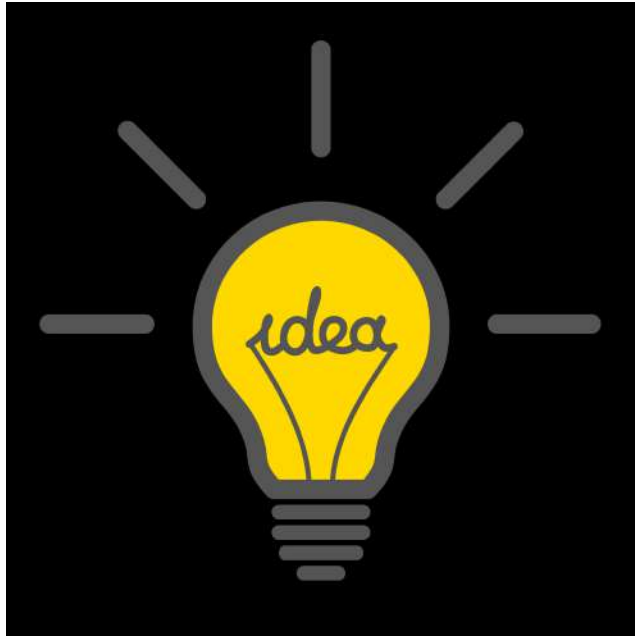
FIVE STAGES OF TEAM DEVELOPMENT

(Tuckman, 1965)

Stage 1. Forming

This is the first stage of a team coming together; a group of people have come together to accomplish a shared purpose and the results can be unpredictable. At the beginning, anxiety is high, people are uncertain and they are overly polite and pleasant. This stage can last a while as people get to know each other and the teams success at this stage depends on their familiarity with each others work styles, their experience with prior teams and clarity of assigned tasks.

In addition, the following parameters are important points to consider;
Member's skills, background and interests
Goals of the task
Timeline
Ground rules
Individual roles

Stage 2. Storming

This is the hardest stage in the development of any team, and undoubtedly your team will be at its least effective here. This stage is marked by conflict and competition as personalities and working styles begin to evolve and the members of the team are unfamiliar on how to communicate with each other. Teams may also disagree on goals and subgroups or cliques may form. Many teams often fail at this stage so it is important to reduce and address this conflict so that problems do not occur later on. Dealing with individual abilities is a key to success in a group (Geary, 2002).

Stage 3: Norming

The team will begin to resolve their interpersonal differences, appreciate others and form working relationships. There is a sense of cohesion and unity and this allows for the team to work functionally together towards the end goal. At this point, performance increase as the team begins to cooperate and focus on the goals. The role of the team determines the way to achieve a common goal (Belbin, 1981).

Stage 4: Performing

At this point, relationships are formed and there is a clear and stable structure. The team is mature, organized and has a sense of consensus and cooperation. Problems and conflict, of course, do still arise, but they are dealt with effectively. The prime focus of the team is on problem solving and meeting goals; effectiveness is at its peak.

Stage 5: Adjourning

This is the point where the project comes to an end and the team separates and goes their separate ways. Some team members may find this hard because they liked the routine of the group, have made close friendships or if the future, after leaving this team, looks bleak and unpromising.
As a leader, you should: *Allow for celebration *Recognize and reward *Allow for reflection: what went right? What went wrong? *Give guidance and support about future plans

| Team Role		Contribution	Allowable Weaknesses
Plant		Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.	Ignores incidentals. Too preoccupied to communicate effectively.
Resource Investigator		Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
Co-ordinator		Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative. Offloads own share of the work.
Shaper		Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends peoples feelings.
Monitor Evaluator		Sober, strategic and discerning. Sees all options and judges accurately.	Lacks drive and ability to inspire others. Can be overly critical.
Teamworker		Co-operative, perceptive and diplomatic. Listens and averts friction.	Indecisive in crunch situations. Avoids confrontation.
Implementer		Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done.	Somewhat inflexible. Slow to respond to new possibilities.
Completer Finisher		Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.	Inclined to worry unduly. Reluctant to delegate.
Specialist		Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes only on a narrow front. Dwells on technicalities.

GROUP WORK FORMATION

Please, see the cartoon.

This group work is so time consuming and I do ALL THE WORK!

What do you think?
(10 mins.)
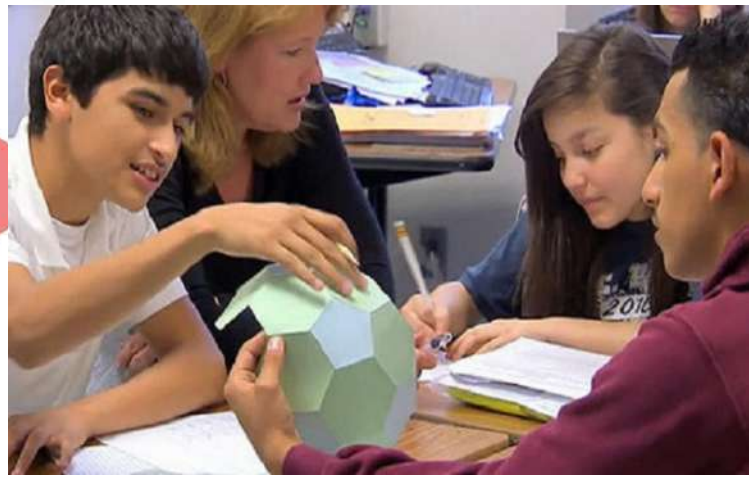
What is your idea about an ideal group work? (10 mins.)

SAMPLE GROUP WORKS

Buzz groups

- *Class size*: any
- *Time frame*: 3-10 minutes
- *Setting:* no limitations
- *Purpose*: generate ideas/answers, re-stimulate student interest, gauge student understanding

Description: These groups involve students engaging in short, informal discussions, often in response to a particular sentence starter or question. At a transitional moment in the class, have students turn to 1-3 neighbours to discuss any difficulties in understanding, answer a prepared question, define or give examples of key concepts, or speculate on what will happen next in the class. The best discussions are those in which students make judgments regarding the relative merits, relevance, or usefulness of an aspect of the lecture (Brookfield & Preskill, 1999). Sample questions include, "What's the most contentious statement you've heard so far in the lecture today?" or "What's the most unsupported assertion you've heard in the lecture today?" Reconvene as a class and have a general discussion in which students share ideas or questions that arose within their subgroups.

Think-pair-share

•*Class size*: any

•*Time frame:* 5-10 minutes

•*Setting:* no limitations

•*Purpose*: generate ideas, increase students' confidence in their answers, encourage broad participation in plenary session

Description: This strategy has three steps. First, students think individually about a particular question or scenario. Then they pair up to discuss and compare their ideas. Finally, they are given the chance to share their ideas in a large class discussion.

Fishbowl

- *Class size:* 10-50
- *Time frame:* 15 or more minutes
- *Setting:* moveable seating and a lot of space preferable; if necessary, have inner group stand/sit at front of lecture hall and the outer group sit in regular lecture hall seats
- *Purpose*: observe group interaction, provide real illustrations for concepts, provide opportunity for analysis

Description: This method involves one group observing another group. The first group forms a circle and either discusses an issue or topic, does a role play, or performs a brief drama. The second group forms a circle around the inner group. Depending on the inner group's task and the context of your course, the outer group can look for themes, patterns, soundness of argument, etc., in the inner group's discussion, analyze the inner group's functioning as a group, or simply watch and comment on the role play. Debrief with both groups at the end in a plenary to capture their experiences. See Jaques (2000) for several variations on this technique.

Please you write;
(15 mins.)

6 FRESH ACTIVITIES FOR
GROUP WORK

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Bulletin 63

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WORKSHOP FOR PROSPECTIVE EFL TEACHERS
ON UTILISING DIALOGIC TEACHING
IN EFL CLASSES

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https://diyalojikogretim.weebly.com/

October 20-25, 2019

Antalya, Turkey

DIALOGIC TEACHING
OR
MONOLOGIC TEACHING?

Prof. Dr. Ismail Hakkı Mirici

Near East University

FACTS

- The Framework for 21st Century Learning comprises the 4Cs (**C**ritical Thinking, **C**ommunication, **C**ollaboration, and **C**reativity) and 3Rs (**R**eading, w**R**iting, and a**R**ithmetic).

- Learning and cognitive development are highly influenced by social and cultural factors (Vygotsky, 1978).

- Humans are social beings and their brain develops in social and cultural contexts. They are innately programmed to learn from and about others through social interaction (Geary 2002).

- The success of social interaction depends on the development of brain systems via processing information in the social domain (Firth & Firth, 2001).

- Exploratory Talk is very valuable in classrooms because of the way it helps children to reason aloud, clarifying their own thinking by speaking and hearing a range of other points of view (Warwick, 2018).

DIALOGIC EDUCATION

Please, see the picture.

BACKGROUND THEORIES

Dialogic Teaching means using speaking skills and communication abilities most effectively during teaching and learning process. It involves ongoing meaningful informative communication between teacher and students, as well as among students.

It takes place through dialogue by opening up dialogic spaces for the co-construction of new meaning to take place within a gap of differing perspectives.

It has been the subject of a debate in the last few years. and a number of writers have suggested it holds the greatest cognitive potential for pupils. It is effective to harness the power of speaking in order to stimulate and develop students' cognitive potential (Alexander, 2006; Nystrand et al., 1997).

One of the most predominate theories leading to Dialogic Teaching Theory are Vygotsky's **Theory on Language and Thought**. Vygotsky (1978) emphasizes that all learning is located in a social, cultural and historical context. He argues that language is the driving force behind cognitive development, and it is learned in social, cultural and historical contexts. He stresses the significant influence of relationship between children and their families, peers, teachers, etc. He examines what children can do with some assistance rather than on their own.

Bruner (1986, 1990, 1996) has conducted extensive research that suggests educators have underestimated children's innate predispositions for particular kinds of interaction. His studies on the **Development of Sociocultural Approaches to Learning** can also be considered as the ground for the introduction of Dialogic Teaching. Bruner (1990) says 'Lives are only understandable by virtue of cultural systems of interpretation mediated through language; it is culture, and not biology, that shapes human life and the human mind'.

Dialogic education;

- values dialogue as both the objective and the mode of active learning,
- happens in collaborative learning environments,
- is central to an open, democratic and egalitarian learning setting where everyone can be heard,
- happens among participants (not 'to' them).
- is collective with everyone encouraged to contribute and participate,
- is reciprocal (as much about listening to others as telling them something),
- is supportive (free of fear of 'errors'),
- is cumulative (with discussion chains across and deeper into particular ideas)
- is purposeful (focused on working towards particular goals and objectives), and
- is reflective.

Dialogic Education

Curriculum

Pedagogy

Assessment

WORKSHOP FOR PROSPECTIVE EFL TEACHERS
ON UTILISING DIALOGIC TEACHING
IN EFL CLASSES

PLEASE, DESCRIBE A DIALOGIC STUDENT, A DIALOGIC TEACHER AND A DIALOGIC CLASSROOM (10 mins.)

What does a dialogic student look like?

Students in a dialogic classroom are communicative and interactive.

- Children share a common goal or purpose

- Children allow each other to speak

- Children ask questions in order to understand better

- Children paraphrase or reflect back each other's words

- Children are prepared to express uncertainty or tentativeness

- Children try to make their own point as clearly as possible

- Children explore differences of opinion

- Children give arguments to support their ideas

What does dialogic teacher look like?

A dialogic teacher acts as a reliable learning partner of the students.

A great dialogic teacher sees pupils as partners in the learning process, not just passive recipients of knowledge (Swaffield, 2011). When observing effective dialogic teaching you might expect to hear:

- Questions being used that support thinking
- Pupils being encouraged to elaborate or add detail
- Both teachers and pupils challenging the thinking of class members
- Pupils being asked to give reasons, justify what they assert and speculate
- People negotiating their position and changing their mind

What does dialogic classroom look like?

The motto in a dialogic classroom is "START TALKING!"

In a dialogic class, the students are divided into groups to practice "exploratory talk" and "think reasonably". The aim in discussing different opinions is just that; discussing different opinions not winning or losing.

The role of the teacher is to facilitate the process; s/he is not a judge or referee; simply a guide.

MONOLOGIC EDUCATION

Please, see the cartoon.

What do you think?
(5 mins.)

Monologic education;

- The teaching paradigm of the traditional lecture in teacher-centered classroom setting is not only outdated, but it is also ineffective in promoting the ideal learning environment in today's 21st-century education system.

- Dialogic approaches to classroom practice are contrasted with monologist approaches which dominate classroom practice in many parts of the world with traditional teacher-centered practices predominate.

PLEASE, DISCUSS (10 mins.)

"STOP TALKING!"

In a monologic class, ………………..

The role of the teacher is …….

MONOLOGIC TEACHING VS DIALOGIC TEACHING

Monologic	Dialogic
Teacher knows the knowledge needed to be transmitted	Students encounter uncertainty, form opinions, take positions and speculate about 'big ideas'
Teachers ask questions. Students show that they 'know the answer' (performative responding)	Teacher opens up the 'dialogic space' to extend students' thinking
Students work alone or help each other to find the answers	Students engage in exploratory talk to think about ideas
Teachers lead conversations and students take turns speaking to the teacher	Students lead conversations. Teachers' moves open up other possibilities to consider

Bakhtin (1981) made a distinction between dialogic and monologic discourse. He uses the example of teacher–pupil discourse to illustrate the concept of monologic talk and argues that it precludes genuine dialogue (Skidmore, 2000).

A monologic teacher mainly deals with the transmission of knowledge to students via complete control of the goals of interaction in the classroom.

Therefore, it is an instrumental approach to communication focusing on the teacher's goals of achievement.

However, dialogic teaching procedure is concerned with the real communication through exchange of problem solving ideas via genuine concern for the views of the interlocuters share ideas and build meaning collaboratively.

To sum up;

An effective teacher should be an expert to adjust the classroom activities far from authoritative monologic teaching BUT based on dialogic teaching.

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DIALOGIC FEEDBACK

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FEEDBACK

- plays a critical role in **helping students close the gap between current and desired understandings**, by clarifying misconceptions and identifying flaws in learning strategies and skills (Sadler, 1989).

- contributes to student **self-regulation**: the planning, monitoring and evaluation of learning, and the adaptation of learning strategies to task demands and progress (Pekrun et al., 2002).

DIALOGIC TEACHING

- « A ***pedagogical approach*** that involves students in a ***collaborative*** construction of meaning and is characterized by ***shared control*** over the key aspects of classroom discourse, which has been largely advocated by contemporary research and theory. »

(Reznitskaya, 2012)

DIALOGIC FEEDBACK

- **Dialogue** is more than conversation or exchange of ideas, it involves **relationships** in which participants think and reason together (Gravett & Petersen, 2002).

- The emphasis is on *dialogue*, which is an explicit attempt to circumvent the limitations of **one-way transmission of feedback** which, for instance, frequently arises from the dominant structural constraint of written comments at the end of course assignments.

DIALOGIC FEEDBACK

- to foster **productive student learning** in the discipline.

- suggests **a feedback triangle** focused on the *content* of feedback (cognitive dimension), the *interpersonal negotiation* of feedback (social-affective dimension) and the *organisation* of feedback (structural dimension).

(Yang & Carless, 2013)

DIALOGIC FEEDBACK

The content of feedback

Feedback Triangle

The social and interpersonal negotiation of feedback

The organisation and management of feedback
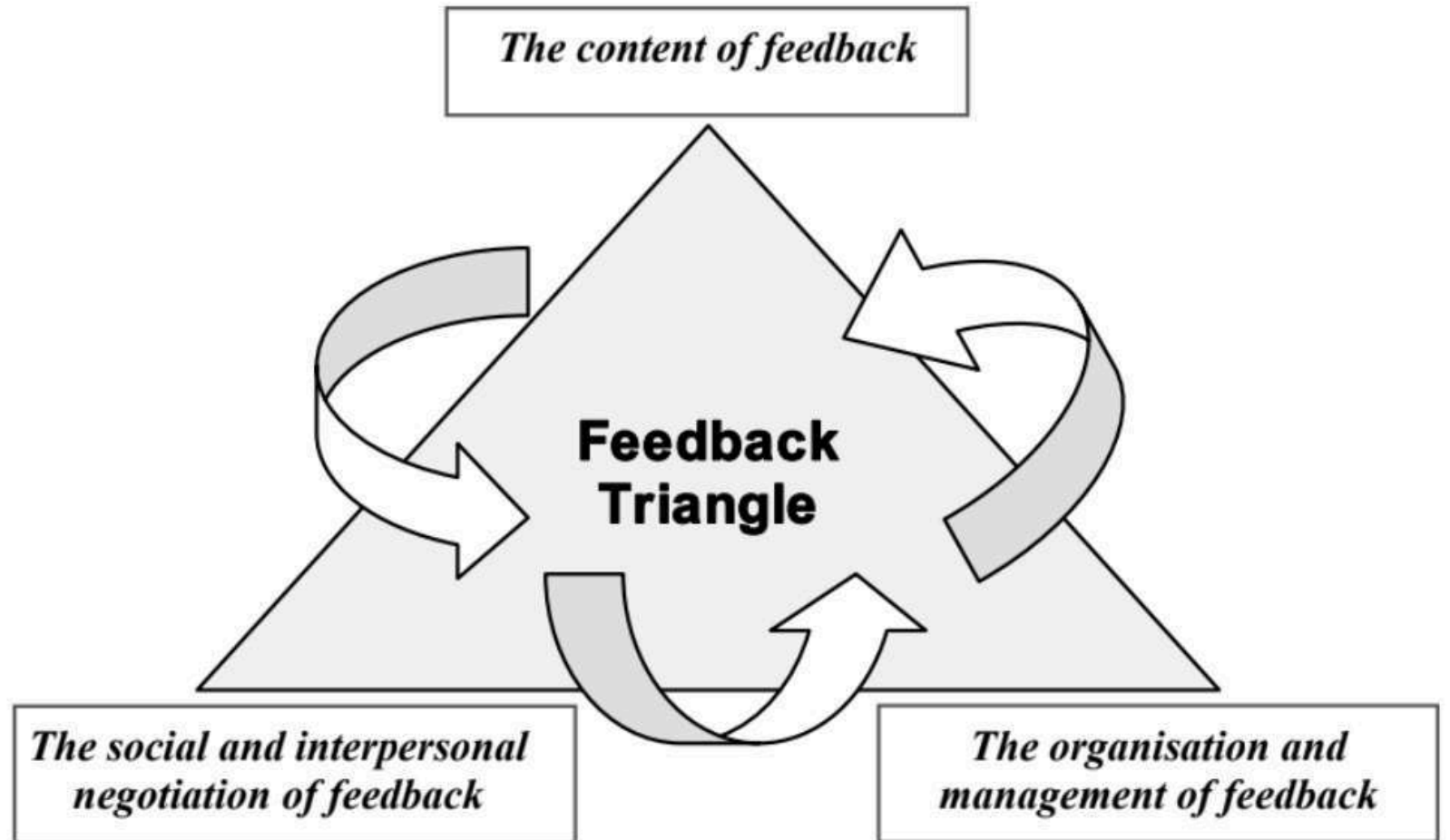
DIALOGIC FEEDBACK

1. What student cognitive attributes should be fostered through feedback (**the cognitive dimension**),

2. Relationship with the teacher, their peers and the subject matter, and how students respond emotionally to feedback and assessment (**the social-affective dimension**),

3. How the feedback process is arranged and what resources are mobilised in providing feedback in conjunction with institutional policies (**the structural dimension**).

THE COGNITIVE DIMENSION

- the **content** of feedback,

- **E.g.** discussion of a concept, technique, strategy, procedure or other aspects of the quality of the student work.

- Understanding/discerning key aspects of the problem, applying appropriate knowledge and skills to analyse it and formulating hypotheses and developing solutions.

THE COGNITIVE DIMENSION

- Students need to be assisted to become **cue-conscious!**

- *Cue-consciousness* refers to the ability to identify signals in tutors'discourse about what is important in the discipline; what is required by the assessment process; and what can be done to obtain optimal results.

THE COGNITIVE DIMENSION

- The **cue-deaf** (Miller & Parlett, 1974) often find written feedback to be too deeply encrypted, and may not be able to recognise verbal commentaries and other implicit messages as comprising feedback.

- Feedback needs to focus students' attention on how to tackle disciplinary problems effectively, how to increase their capacity to self-regulate and how to use feedback productively.

THE SOCIAL-AFFECTIVE DIMENSION

- Feedback is a **social practice** in which the management of relationships represents a source of *emotions* influencing learners' ways of studying.

- How feedback implies messages about students' social role in their learning environment, and how students' emotions are engaged as they undertake learning and assessment tasks.

THE SOCIAL-AFFECTIVE DIMENSION

- An imbalanced teacher-student power relationship can impede students from becoming active agents in the feedback process: **POWER IMBALANCE!**

- This can lead to '**faking good**' (Gibbs, 2006), when students try to give the impression that they are more knowledgeable than they are for fear that revealing weaknesses may count against them in summative assessment.

THE SOCIAL-AFFECTIVE DIMENSION

- Feedback experiences can arouse **positive** (e.g. pride or satisfaction) or **negative** (e.g. anxiety or anger) reactions (Pekrun et al., 2002).

- Positive emotions encourage self-regulation and flexible strategies, whereas negative emotions prompt external regulation (e.g. over-reliance on teacher guidance or on peers) (Pekrun et al., 2002).

THE STRUCTURAL DIMENSION

- This dimension relates to how feedback processes are **organised** and **managed** by **teachers and institutions**.

- Structural constraints such as **modularised programmes**, **large class sizes, the multiple demands of academic life, the intensification of workloads** and **the imperative to produce research outputs** exacerbate the challenges of engineering effective feedback.

THE STRUCTURAL DIMENSION

- Students in different disciplines, for example, may have varying needs and preferences for feedback.

- In disciplines where extended **written** communication is dominant, teachers may engineer opportunities for students to receive or generate feedback on work in progress.

- In **applied** work or clinical practice, it may be more common to provide immediate verbal feedback or oral and written feedback simultaneously.

THE ARCHITECTURE OF DIALOGIC FEEDBACK

Without **will-power**, **changed mindsets** and **careful consideration** of issues spanning the three dimensions discussed so far, re-conceptualisation of feedback is still risky to remain on a small-scale and with individual enthusiasts!!!
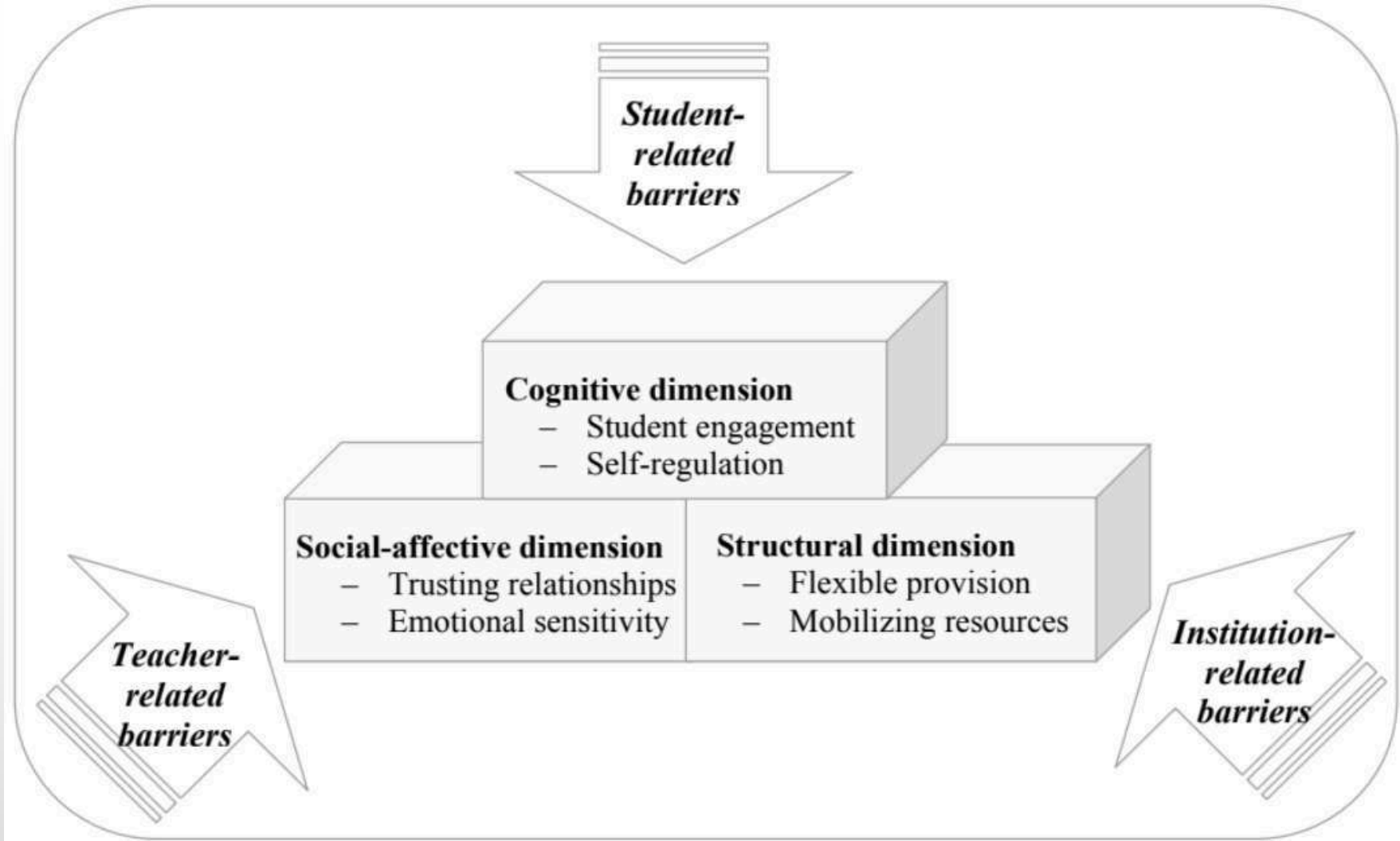
The architecture of dialogic feedback.

THE ARCHITECTURE OF DIALOGIC FEEDBACK

The features of effective feedback derived from this framework involve teachers:

(1) nurturing collaborative and mutually trusting teacher-student and peer relationships;

(2) showing sensitivity to students' emotional responses and psychological needs;

(3) being flexible in the provision, timing, forms and sequencing of feedback;

(4) mobilising resources for feedback provision, especially new technologies.

FOR TEACHERS

MOVE	MONOLOGIC		DIALOGIC
	1, 2	3, 4	5, 6
Sharing the Floor	The teacher "holds the floor" most of the time and talks more frequently and longer than students. Student responses are short, often consisting of one word or phrase. The communication typically follows a recitation pattern of Teacher question-Student response-Teacher evaluation.	While students contribute to the discussion with longer answers, their responses are typically directed to and mediated by the teacher. The teacher leads the discussion, and peer-to-peer exchanges are rare or non-existent.	Class participants contribute equally to the discussion. Students have longer, elaborate responses and they direct their answers to other students, rather than to the teacher. There are consecutive peer-to-peer exchanges uninterrupted by the teacher. The teacher intervenes only when necessary.
Dividing Responsibilities	The teacher has exclusive control over all discussion content and processes. S/he nominates students, asks questions, initiates topical shifts, and evaluates the answers.	There are occasional opportunities for students to freely engage in discussion. These are rare and/or involve only a few students. Most of the time, the teacher controls turn-taking, prescribes topic choice, and reshapes the discussion to align with specific fixed content.	Students take on key responsibilities for the flow of the discussion. Students participate in managing turns (self-selecting or nominating others), asking questions, judging each other's answers, introducing new topics, and suggesting procedural changes. No discussion content is being suppressed by the teacher.

FOR TEACHERS

| Asking Open-Ended Questions | Teacher questions target recall of specific facts from the story. These are simple, "test" questions with one right/wrong answer known from the story or other sources (What? When? How many?)

• What happens next? The answer is on page 652.

• How many eaglets were in that nest? | The teacher asks questions of mixed quality, including complex, open-ended questions. Open questions are often designed to "lead" students to a narrow range of interpretations of the text. The teacher may reshape student answers to emphasize predetermined "points-not-to-miss" during the lesson.

• What symbol tells you that it involves a court?

• Have you ever been away from home? … Now you can imagine how the slaves felt. | The discussion centers around truly open and cognitively challenging questions. The questions target higher-order thinking, involving students in critical evaluation and analysis.

• Do you think it is important to impress people?

• Are you born with talents or can you acquire them? |

FOR TEACHERS

MOVE	MONOLOGIC		DIALOGIC
	1, 2	3, 4	5, 6
Requesting Reasons	The teacher often misses opportunities to ask students to explain and elaborate their responses with reasons and evidence.	The teacher selectively, but not consistently probes further into students' thinking, asking students to justify their views and generate reasons. S/he may miss opportunities to ask for further explanation, especially when student answers are correct.	The teacher does not miss opportunities to ask students to explain and support their positions with reasons, examples, and evidence. • *What is the reason for saying that…?* • *What makes you think this?* • *What would be an example of this?* • *Can we think of a counter-example?*
Prompting for Alternatives	There are few, if any, opportunities for students to consider and evaluate alternative points of view.	The teacher makes an effort to invite multiple interpretations. However, s/he may miss opportunities to probe for alternative perspectives, especially when students' answers are consistent with the predetermined plan for the lesson. There are clear "content boundaries" for the discussion. Although multiple points of view can be introduced, the teacher constrains and refocuses the discussion in a predetermined direction.	The teacher does not miss opportunities to prompt students to take into account opposing views and probe for missing perspectives overlooked by the group. All viewpoints are seriously considered through a disciplined inquiry process. • *If someone disagreed with you, what could they say?* • *Does anyone disagree?* • *Are there other ways of looking at this?*

FOR TEACHERS

MOVE	MONOLOGIC 1, 2	 3, 4	DIALOGIC 5, 6
Monitoring Discussion Processes	The teacher <u>does not comment on group's reasoning</u> and the degree of collaboration. Instead, the teacher focuses exclusively on specific content.	The teacher <u>occasionally, but not consistently, comments on the quality of student thinking and the progress of the group</u>. Many of these monitoring comments are of the same type. • *Let's use elimination here.* • *Let's make sure everyone participates.* • *This was a good reason.*	<u>The teacher consistently invites students to reflect on the rules of inquiry</u>, the progress on the group, and the degree of collaboration by group members. The teacher primarily focuses on the *process* of reasoning. S/he <u>often identifies specific reasoning moves</u> made by the students and comments on how these moves function to advance the inquiry further. • *You just made a good distinction that can help us rethink our definition of privacy.* • *How should we begin discussing this question?* • *I am not sure we are being consistent.*

FOR TEACHERS

MOVE	MONOLOGIC 1, 2	3, 4	DIALOGIC 5, 6
Clarifying meaning / Summarizing	The teacher may repeat simple "right" answers, but s/he does not help students to clarify, restate, or reformulate more complex thoughts. Incomplete or ambiguous student answers often remain unexamined.	The teacher occasionally asks students to clarify their responses and to explain their thinking more completely. The teacher may restate student responses, changing the original meaning to make a specific point that students should not miss. The teacher sometimes prompts students to go into specific direction, and selectively adds or subtracts information to fit in with a predetermined purpose for the lesson.	The teacher does not miss opportunities to prompt students to restate and further explain their ideas. S/he closely paraphrases or re-voices student responses to check that the group understands the ideas accurately (not to "put words in student's mouths"). S/he also asks students to paraphrase each other's responses. The teacher often follows up with the student to make sure the paraphrasing is accurate (*Is that what you are saying?*) • *What do you mean when you say …?* • *So you're saying…?* • *Can someone re-state the point Jose just made?*

FOR TEACHERS

MOVE	MONOLOGIC		DIALOGIC
	1, 2	3, 4	5, 6
Connecting Students' Ideas	The teacher <u>does not relate student answers to</u> each other.	The teacher <u>sometimes misses opportunities to connect students' ideas.</u> The requests for connections are often overly general. • *Anything else?*	The teacher <u>does not miss opportunities to make visible the connections among student ideas.</u> S/he prompts students to relate their ideas to what's been said by others <u>in specific ways.</u> S/he attributes student ideas and questions to specific speakers. • *Bill, do you want to respond to Kim?* • *Kelly, are you disagreeing with Jon's point? How are you disagreeing?* • *Who else mentioned this distinction?*

FOR STUDENTS

MOVE	MONOLOGIC		DIALOGIC
	1, 2	3, 4	5, 6
Engaging in Co-reasoning	Student responses are short, disjointed, and unrelated to each other. Students primarily "report" about established, known facts.	Students occasionally build on each others' ideas. The collaboration often involves sharing of similar experiences, rather than a critical analysis of each others' viewpoints. • *This happened to me too! I was visiting my aunt in Boston…*	Students engage in critical and collaborative "co-construction of ideas." They often "take up" the preceding contribution to develop the argument further. Their responses are "chained together," as students react to each others' positions and justifications. Importantly, co-reasoning often goes beyond simple agreement. For example, a reason given by one student can be contradicted or challenged by the next student.
Providing Reasons	Students do not explain what they think and why. Their responses are brief and factual, consisting of one word or a phrase. • *Yes/No",* • *He went home.*	Students occasionally share opinions and provide good justification for them. Longer student responses may also represent simple retelling of personal experiences or events from the story, rather than reasoning.	Students consistently and effectively address the questions "Why?" and "How?" Students take personal positions on the issue (*I think, I believe, I feel*) and support them with reasons and examples. They make elaborate, lengthy contributions, explaining their thinking to others.

FOR STUDENTS

MOVE	MONOLOGIC 1, 2	3, 4	DIALOGIC 5, 6
Offering Alternatives	Students do not bring up and discuss alternative/opposing viewpoints.	Students occasionally, but not consistently, bring up alternative/opposing viewpoints.	Students consider alternative viewpoints and challenge each other's reasoning by offering counter-arguments and responding with rebuttals. • *I disagree with Jeff because …* • *But, Ashley, who says you are an adult when you are 18? Why can't you be an adult when you are 12?*
Reflecting on Discussion Processes	Students do not comment on the group's reasoning.	Students make limited comments about the group's reasoning. They do not affect the process of the discussion.	Whenever appropriate, students comment on how their responses relate to the line of inquiry. They suggest alternative discussion strategies and goals. • *But I don't think we are disagreeing.* • *This may be off topic.* • *Sounds like we are going around in circles.* • *Ok, Dianna is lost. What do you need to be explained?*

FOR STUDENTS

MOVE	MONOLOGIC		DIALOGIC
	1, 2	3, 4	5, 6
Connecting With Peers	Students simply state their answers in a sequential fashion, often disregarding the input of others.	Students occasionally relate their answers to the contributions of other group members. Often, these connections involve the sharing of similar opinions and personal experiences. Thus, the degree of repetitiveness may be high. • Colleen's story reminds me of one time when I got lost in the mall.	Student responses are inter-related and often marked by explicit connection to the ideas of others. • As Jack said before… • I disagree with Karen… • I want to add one thing to what Brad just said…

WHAT ABOUT FEEDFORWARD?

- When we give feedforward, instead of rating and judging a person's performance in the past, we focus on their **development in the future**.

- Suppose my student is writing an essay. Instead of waiting until she is finished, then marking up all the errors and giving it a grade, I would read parts of the essay while she is writing it, point out things I'm noticing, and ask her questions to get her thinking about how she might improve it.

TRADITIONAL **FEEDBACK**	THE **FEEDFORWARD** APPROACH
Affirms what the person already knows. *"You're really good at that."*	**Regenerates** talent. *"Would you lead a training on that?"*
Points out problems. *That idea won't work because...*	**Expands** possibilities. *What if we added this?*
Is an "information dump." *Think rubrics with 10-20 different measurements.*	Is **Particular**. *Is ongoing, embedded in instruction, and focuses on just a few things.*
Tries not to be mean. *"Praise sandwiches" hide criticism inside gauzy praise.*	Is **Authentic**. *Describes the problem and its impact, then prompts the person for a solution.*
Doesn't always offer a plan of action. *Focus is on measurement, not a plan for change.*	Has an **Impact**. *Has the person create a specific, step-by-step plan for improvement.*
Comes from the top down. *Delivered within a strict hierarchy, from people on the same team.*	**Refines** group dynamics. *Rich, varied input comes from people with different viewpoints and skill sets.*

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THANK YOU

Dialogic teaching in online environments

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The content

1-Dialogic pedagogy in brief

2-Dialogic pedagogy in digital platforms

3- Examples

4- Your questions/comments ☺

ANSWERS AND QUESTIONS!

«If an answer does not give rise to a new question from itself, it falls out of the dialogue.»

Mikhail Bakhtin (1986, p.168)

CONVERSATION & DIALOGUE

- A conversation has an end. It does not go anywhere.

- A dialogue is specifically constructed and it has a purpose.

(Alexander, 2001)

Dialogic teaching is not….

*Dialogic teaching DOES NOT MEAN TALK, QUESTION-ANSWER, LISTENING & SPEAKING, COMMUNICATION SKILLS.

*It is only an approach; not a specific method.

Dialogic teaching is…

It pays attention to teacher talk, not only student talk.

DIALOGIC TEACHING REPERTOIRES

- Talk for everyday life.

- Learning talk.

- Teaching talk.

- Classroom organization.

Repertoire 1-Talk for everyday life

- **transactional talk**: Sender & Receiver. Active listening.

- **expository talk**: Explanations.

- **interrogatory talk**: Asking a variety of questions.

- **exploratory talk**: Sharing ideas, constructing the dialogue together.

- **expressive talk**: Expressing feelings.

- **evaluative talk**: Expressing opinions, making judgements.

Repertoire-2: Learning talk

Learners do not only deliver YES/NO answers. Instead, they:

Narrate,

Explain,

Analyze,

Argue,

Justify…

Repertoire-3: Teaching talk

Teachers can use;

Rote= Drilling ideas, facts, and routines through repetition

Recitation= Using short question-answer sequences

Instruction =Telling learners what to do

Exposition=Explaining things

Repertoire-3: Teaching talk
Discussion & Scaffolded dialogue

- **Discussions** (individual-individual & in-groups)

- **Scaffolded dialogue** (interactions, questions, answers, feedback, classroom climate)

Repertoire -4 : Classroom organisation

whole class teaching

group work (teacher-led)

group work (pupil-led)

one-to-one (teacher and pupil)

one-to-one (pupil pairs)

Dialogic teaching principles

- **Collective**: Task are done together.

- **Reciprocal**: Mutual listening is essential.

- **Supportive**: Expression of ideas without fear or embarrasment is important.

- **Cumulative**: Learners build on answers.

- **Purposeful**: Classroom talk is planned and serves for a purpose.

Online delivery

- Digital age & Digital age learners

The benefits of digital delivery

- Removing the classroom boundaries

- Developing computer literacy

- Individualized learning

- Flexibility

- Time efficiency

Online delivery

The "21st Century Teacher" is called to recreate the cooperative nature of the physical learning environment in the online setting.

WEB-BASED TOOLS

- **BOOK RAPS**

BOOK RAPS

The simplest definition of a book rap is that, like a book club, it is a guided discussion where individuals or classes can respond to a thought-provoking question or comment about a book they have read, a film or television show they have seen or a game they have played. In fact, any shared creative experience can be discussed. A book rap provides the vehicle to use the Internet as a communication medium rather than merely a repository of information and, importantly, to engage students in the social construction of knowledge.

BOOK RAPS

For example, one rap point could ask the readers to look closely at the illustrations of a text encouraging awareness of artistic technique, the next could ask the readers to suggest their feelings about the actions of a character, encouraging a response that could be both judgemental and emotional, and the last one could ask readers to write to a review of the text encouraging critical appreciation.

VoiceThread

With VoiceThread, students can see and hear each other and engage in normal, human conversations.

Uses of VoiceThread

It is an interactive platform.

Ts & Ss can upload pictures and videos.

Ts & Ss can present their work, ask their questions or comment on others' work.

VoiceThread

https://voicethread.com/about/library/infinitive_or_gerund/

The goal of the activity was to have students create their own sentences using the target structure. The objective was to give students the chance to personalize language as well as check how well they could use the selected verbs.

Blogs

*Provide extra reading practice for students.

*Guide students to online resources.

*Encourage shy students to participate.

*Stimulate out-of-class discussion.

*Build a closer relationship between students in large classes.

Blogs

A sample activity:

Mystery guest. Invite another teacher or someone from another school or country as a mystery guest to your blog. Ask the students to engage him or her in dialogue and guess their identity.

Blogs

- http://teacherdemic.blogspot.com/2018/02/teaching-listening-your-comments.html

SpiderScribe

SpiderScribe is an online mind mapping and brainstorming tool. It lets you organize your ideas by connecting notes, files, calendar events, etc. in free-form maps. You can collaborate and share those maps online!

Bubbl.us

Bubbl.us is an interactive Web 2.0 tool that allows the user to create concept maps over information and content and present them in an engaging graphical format.

Bubble.us (SAMPLE)
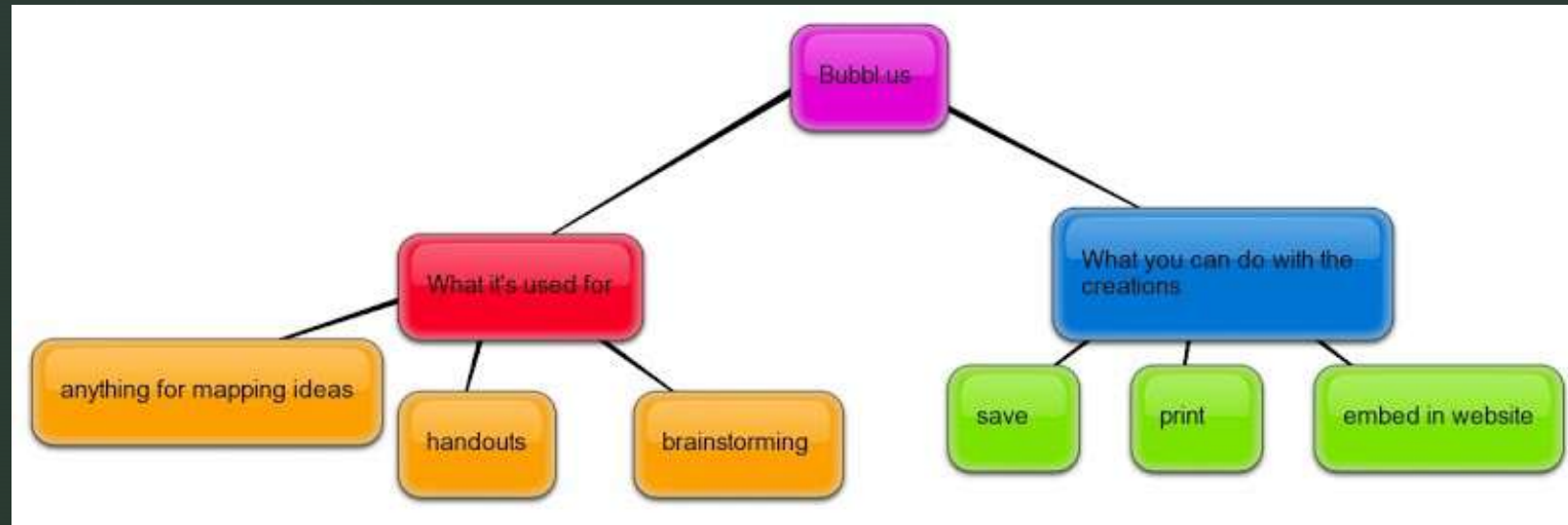
Voki

- www.voki.com

- You can voice your avatar. (Free trial)

Voki

- Presentation of monologues.

- Telling a story.

- Presentation of an arguement.

- Used in a blog, website or wiki.

A sample…

EzTalks

- www.eztalks.com

- A powerful webinar software that enables to create any type of webinar you need.

- You can share your screen with other participants in the webinar and talk to them.

EDMODO

- https://new.edmodo.com/home

Edmodo gives classroom teachers the ability to create a web-based social learning environment and it is FREE. Once a teacher has registered for a free account, he/she can then begin to create a digital learning communities by creating groups.

For further questions…

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DIALOGIC TEACHING IN EFL CLASSES

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What factors may affect the language learning process?

What language skills should be acquired or learned? Is there an order?

What do students bring to classroom for learning?

Remember something you never forget. What was it?

How did you learn it? And, why do you think you have never forgotten it?

Do you think children or adults learn a new language better?

How should a teacher act in the classroom?

Did you have any interesting idea about language learning that you changed you mind later?

How should we design classrooms?

How should we determine classroom rules?

Some facts

- The Framework for 21st Century Learning comprises the 4Cs (**C**ritical Thinking, **C**ommunication, **C**ollaboration, and **C**reativity) and 3Rs (**R**eading, w**R**iting, and a**R**ithmetic).

- Learning and cognitive development are highly influenced by social and cultural factors (Vygotsky, 1978).

- Humans are social beings and their others through social interaction (Geary 2002).
- brain develops in social and cultural contexts. They are innately programmed to learn from and about
- The success of social interaction depends on the development of brain systems via processing information in the social domain (Firth & Firth, 2001).

- Exploratory Talk is very valuable in classrooms because of the way it helps children to reason aloud, clarifying their own thinking by speaking and hearing a range of other points of view (Warwick, 2018).

BACKGROUND THEORIES

Dialogic Teaching means using speaking skills and communication abilities most effectively during teaching and learning process. It involves ongoing meaningful informative communication between teacher and students, as well as among students.

It takes place through dialogue by opening up dialogic spaces for the co-construction of new meaning to take place within a gap of differing perspectives.
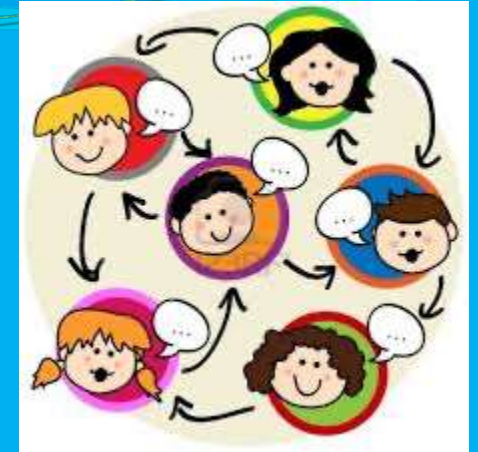
It has been the subject of a debate in the last few years. and a number of writers have suggested it holds the greatest cognitive potential for pupils. It is effective to harness the power of speaking in order to stimulate and develop students' cognitive potential (Alexander, 2006; Nystrand et al., 1997).
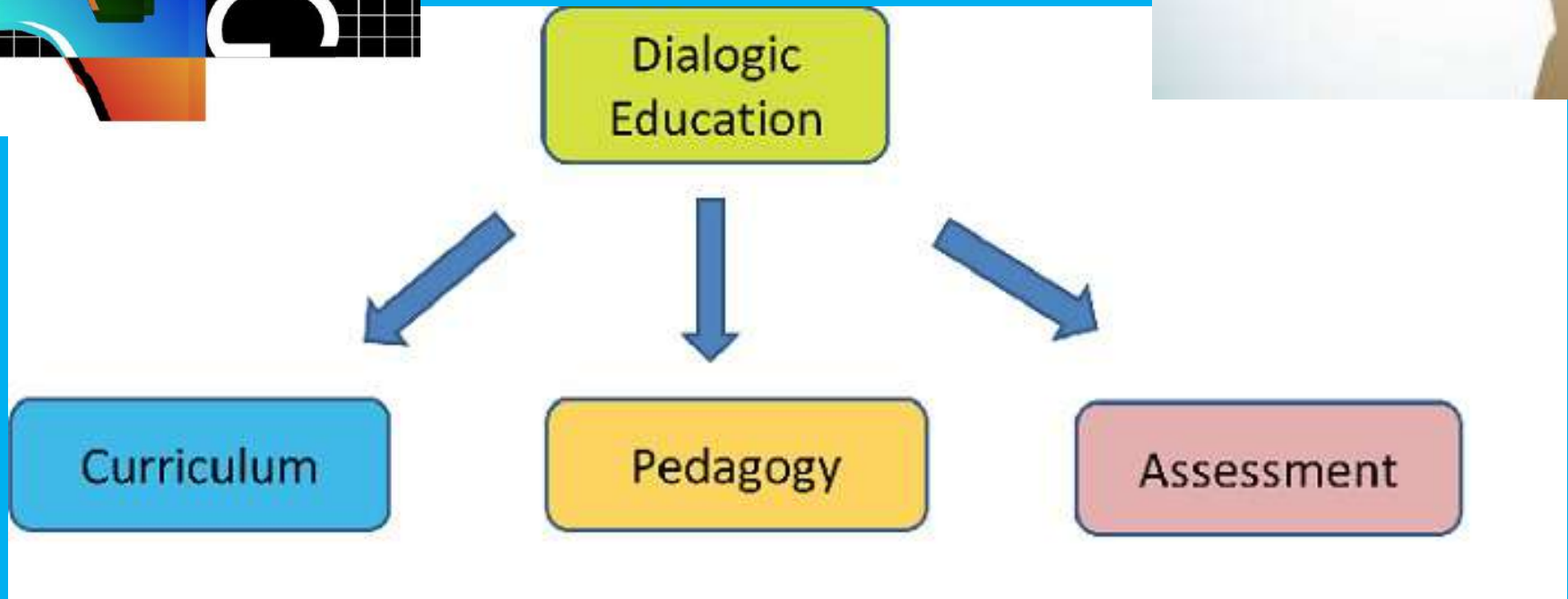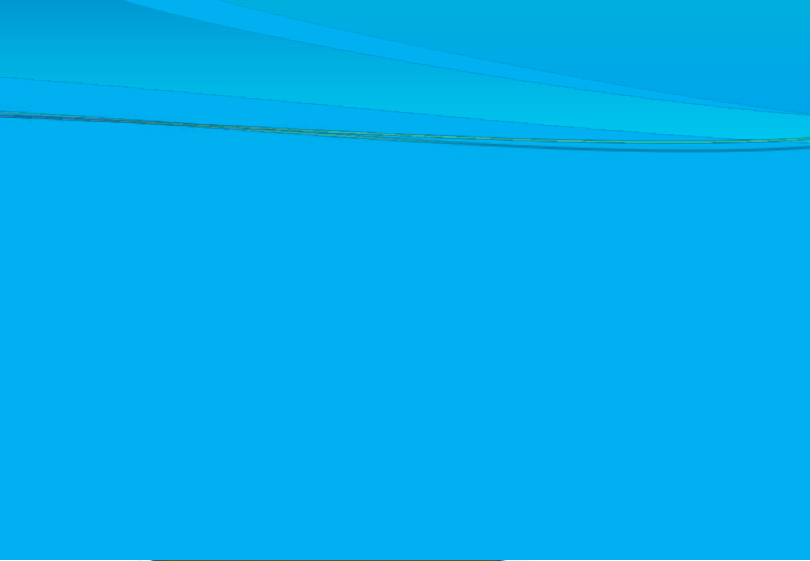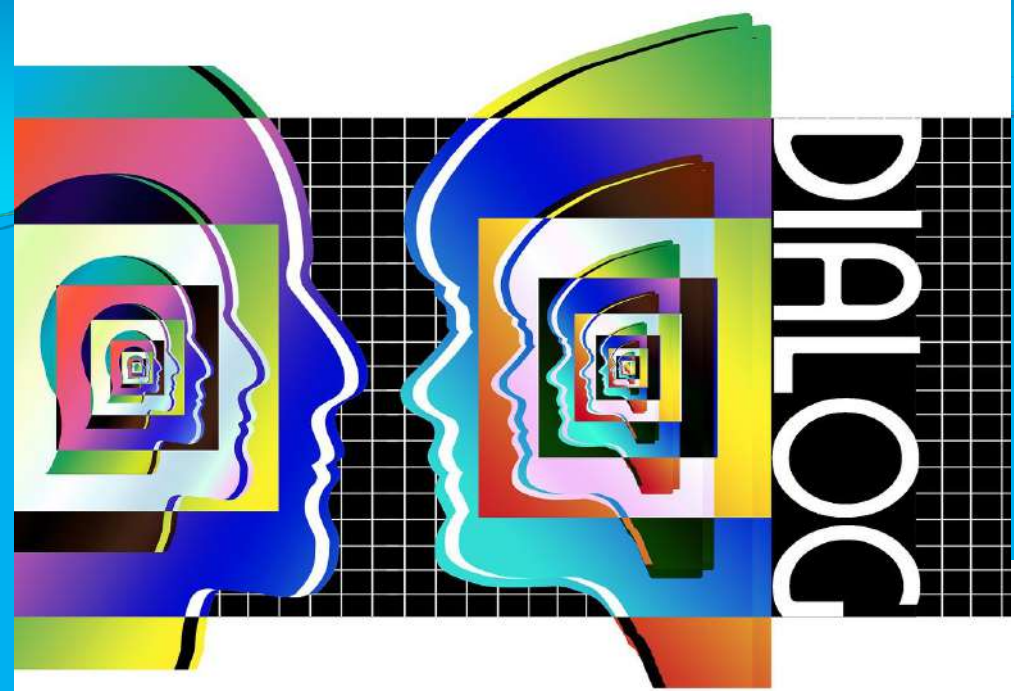
One of the most predominate theories leading to Dialogic Teaching Theory are Vygotsky's **Theory on Language and Thought**. Vygotsky (1978) emphasizes that all learning is located in a social, cultural and historical context. He argues that language is the driving force behind cognitive development, and it is learned in social, cultural and historical contexts. He stresses the significant influence of relationship between children and their families, peers, teachers, etc. He examines what children can do with some assistance rather than on their own.

Bruner (1986, 1990, 1996) has conducted extensive research that suggests educators have underestimated children's innate predispositions for particular kinds of interaction. His studies on the **Development of Sociocultural Approaches to Learning** can also be considered as the ground for the introduction of Dialogic Teaching. Bruner (1990) says 'Lives are only understandable by virtue of cultural systems of interpretation mediated through language; it is culture, and not biology, that shapes human life and the human mind'.

Dialogic education

- values dialogue as both the objective and the mode of active learning,
- happens in collaborative learning environments,
- is central to an open, democratic and egalitarian learning setting where everyone can be heard,
- happens among participants (not 'to' them).
- is collective with everyone encouraged to contribute and participate,
- is reciprocal (as much about listening to others as telling them something),
- is supportive (free of fear of 'errors'),
- is cumulative (with discussion chains across and deeper into particular ideas)
- is purposeful (focused on working towards particular goals and objectives), and
- is reflective.

Dialogic
Education

Curriculum

Pedagogy

Assessment

What does a dialogic student look like?

Students in a dialogic classroom are communicative and interactive.

- Children share a common goal or purpose

- Children allow each other to speak

- Children ask questions in order to understand better

- Children paraphrase or reflect back each other's words

- Children are prepared to express uncertainty or tentativeness

- Children try to make their own point as clearly as possible

- Children explore differences of opinion

- Children give arguments to support their ideas

What does dialogic teacher look like?

A dialogic teacher acts as a reliable learning partner of the students.

A great dialogic teacher sees pupils as partners in the learning process, not just passive recipients of knowledge (Swaffield, 2011). When observing effective dialogic teaching you might expect to hear:

- Questions being used that support thinking
- Pupils being encouraged to elaborate or add detail
- Both teachers and pupils challenging the thinking of class members
- Pupils being asked to give reasons, justify what they assert and speculate
- People negotiating their position and changing their mind

What does dialogic classroom look like?

The motto in a dialogic classroom is "START TALKING!"
In a dialogic class, the students are divided into groups to practice "exploratory talk" and "think reasonably". The aim in discussing different opinions is just that; discussing different opinions not winning or losing.

The role of the teacher is to facilitate the process; s/he is not a judge or referee; simply a guide.

What do you think?

Monologic education

- The teaching paradigm of the traditional lecture in teacher-centered classroom setting is not only outdated, but it is also ineffective in promoting the ideal learning environment in today's 21st-century education system.

- Dialogic approaches to classroom practice are contrasted with monologist approaches which dominate classroom practice in many parts of the world with traditional teacher-centered practices predominate.

MONOLOGIC TEACHING VS DIALOGIC TEACHING

Monologic	Dialogic
Teacher knows the knowledge needed to be transmitted	Students encounter uncertainty, form opinions, take positions and speculate about 'big ideas'
Teachers ask questions. Students show that they 'know the answer' (performative responding)	Teacher opens up the 'dialogic space' to extend students' thinking
Students work alone or help each other to find the answers	Students engage in exploratory talk to think about ideas
Teachers lead conversations and students take turns speaking to the teacher	Students lead conversations. Teachers' moves open up other possibilities to consider

Bakhtin (1981) made a distinction between dialogic and monologic discourse. He uses the example of teacher–pupil discourse to illustrate the concept of monologic talk and argues that it precludes genuine dialogue (Skidmore, 2000).

A monologic teacher mainly deals with the transmission of knowledge to students via complete control of the goals of interaction in the classroom.

Therefore, it is an instrumental approach to communication focusing on the teacher's goals of achievement.

However, dialogic teaching procedure is concerned with the real communication through exchange of problem solving ideas via genuine concern for the views of the interlocuters share ideas and build meaning collaboratively.

To sum up;

An effective teacher should be an expert to adjust the classroom activities far from authoritative monologic teaching BUT based on dialogic teaching.

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Thank you ☺

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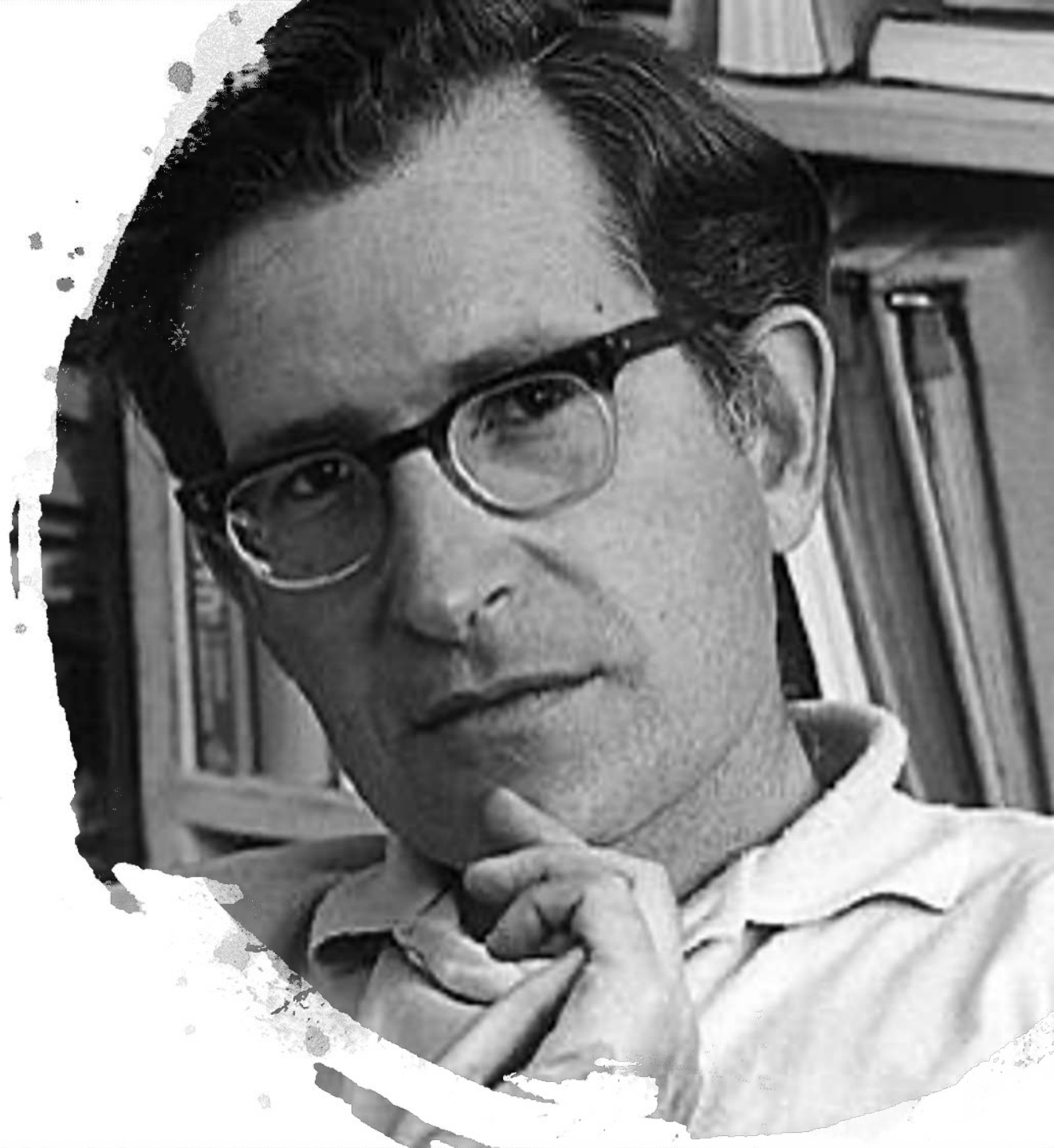
Beyond

Competence vs Performance

The word competence was first used in linguistics by Chomsky (1965);

      * to distinguish between knowledge of language in the abstract (**competence**) and

      * the way in which knowledge is realized in the production and interpretation of actual utterances (**performance**).

Competence vs Performance

Chomsky (1965) argues that spoken language is too disordered to be of use to researchers investigating the nature of language.

Because it is a chaotic and «degenerate» form of language (Chomsky, 1965, p.31).

This was also a common understanding among many linguists:

«Linguistic theory, at the present time at least, is not, and cannot, be concerned with the production and understanding of utterances in their actual situations of use…but with the structure of sentences considered in abstraction from the situations in which actual utterances occur.» (Lyons, 1969, p.98)

Communicative Competence

- This distinction was challenged by Hymes (1972) who introduced the term ***communicative competence*** to account for aspects of language beyond lexical and grammatical knowledge that speakers deploy in order to participate in normal communication.

Resim görüntülenemiyor.

Communicative Competence

Hymes rejected Chomsky's dichotomy between competence and performance and argued that using language in social situations required as much knowledge and skill as knowledge of language as·an idealized system.

He specifically argued, «there are rules of use without which the rules of grammar are useless» (1972, p. 278).
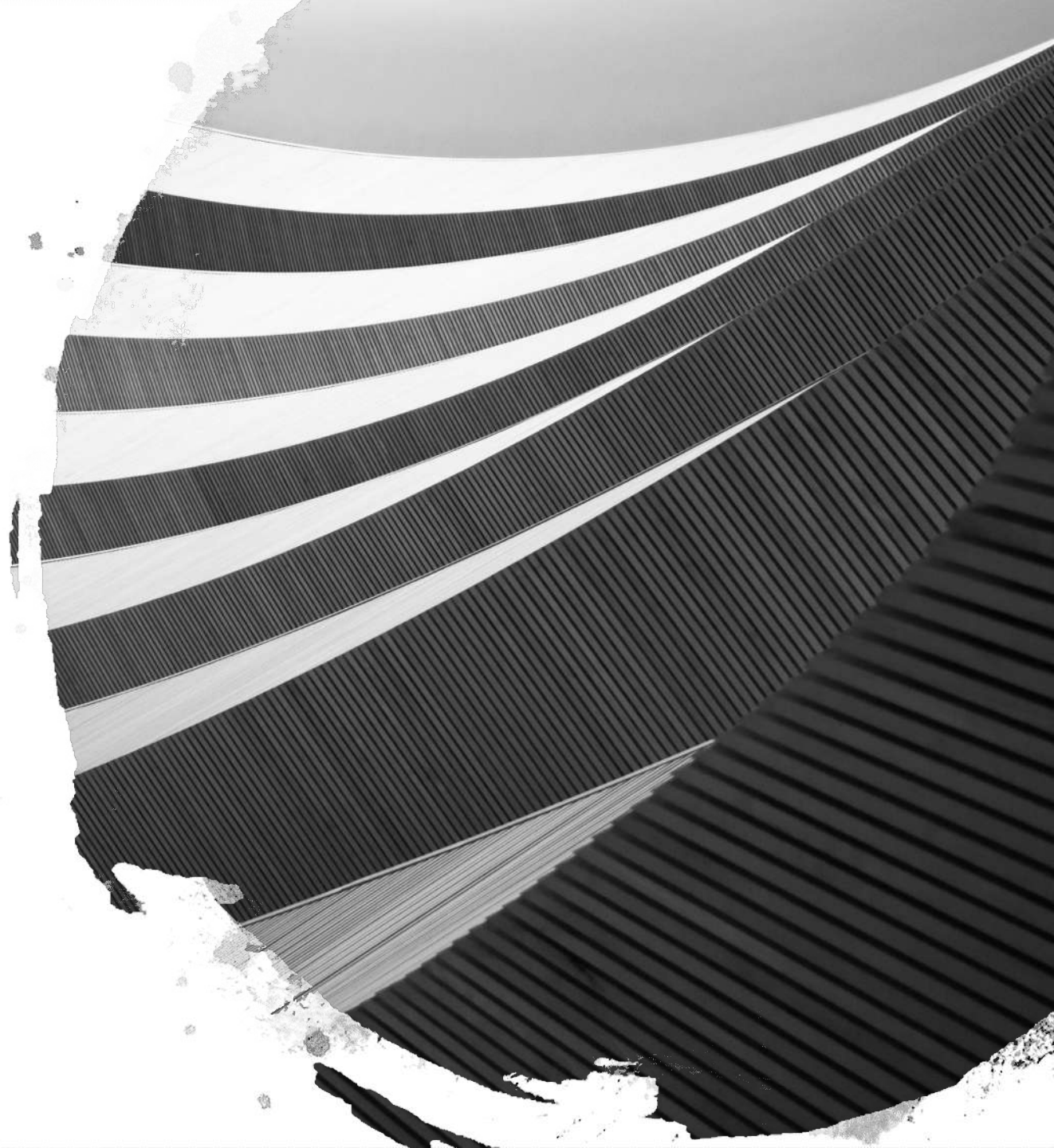
Communicative Competence

«…a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others."

(Hymes 1972, p.277)

Communicative Competence

- Hymes specifies the knowledge that speakers must have of at least four ways in which language is used in social situations:
  - what is possible to do with language,
  - what is feasible,
  - what is appropriate, and
  - what is actually done.

Chomsky vs Hymes

This combination of ability and knowledge Hymes called **communicative competence**, which many people contrasted with Chomsky's theory, and the latter came to be known as **linguistic competence**.

A Moment for Reflection

What have we reviewed so far?

Communicative Competence

- Canale and Swain (1980) sought to describe communicative competence in more specific terms and give a finer grained accounting of language as it is actually used.

Communicative Competence

- Canale and Swain (1980) proposed three separate competencies that combine to produce communicative competence;
    - 1) Grammatical Competence: The ability to apply the rules of the language to produce meaningful sentences.
    - 2) Sociolinguistic Competence: The ability to use language appropriately in a given social/cultural context.
    - 3) Strategic Competence: The ability to use communication strategies, for example in resolving misunderstandings or ambiguities.
- Canale (1983) refined this list by adding
    - 4) Discourse Competence to the list, that is, the ability to create coherence and cohesion within and across turns.

Communicative Competence

- Bachman (1990) describes communicative competence as the knowledge of language components and as the acquisition or performance of two types of abilities, that is, organizational competence and pragmatic competence.

Communicative Competence

The organizational competence is concerned with the ability to control the structure of language (grammatical competence) along with the knowledge of the conventions for joining utterances to form a text, according to rules of cohesion and rhetorical organization (textual competence).

Pragmatic competence refers to the ability to control the functional features of language (illocutionary competence) and the sensitivity to the conventions of language use in context (sociolinguistic competence).

Figure 1. Components of Language Competence (Bachman, 1990, p. 87)

Language Competence

Organizational Competence

Grammatical Competence
- Syntax
- Vocabulary
- Phonetics
- Morphology

Textual Competence
- Cohesion
- Rhetorical organization

Pragmatic Competence

Illocutionary Competence
- Ideational function
- Manipulative function
- Heuristic function
- Imaginative function

Sociolinguistic Competence
- Sensitive to dialects
- Sensitive to register
- Sensitive to nature
- Imaginative function
- Cultural references & figures of speech

Synthesize

• What are some overlapping and different aspects of communicative competence (when Canale and Swain's (1980) elaboration is compared with that of Bachman's (1990)?

• MORE IMPORTANTLY

• What might be the reason(s) of the differences in operationalising CC?

A Tale of Two Communicative Competences

- Canale and Swain (1980) and Bachman (1990) tried to relate linguistic acts in social situations to an individual's underlying knowledge, and their views became very influential in second language teaching and testing.

- In both applied linguistic theory and language assessment, competence was recognized as a characteristic of a single individual.

- An individual's communicative competence was a complex construct composed of several component parts and it was something that differentiated one individual from others .

Interactional Competence

Kramsch (1986) – the first to introduce the term 'interactional competence' (IC)– has convincingly argued that communication is co-constructed by participants in communication, so responsibility for talk cannot be assigned to a single individual.

Others have since supported this interactionist approach to IC as a set of resources that reside not within an individual but are accomplished mutually and reciprocally by the participants in a discourse (e.g. McNamara and Roever 2006, Swain 2001).

Interactional Competence

- Young (2011) has argued that the fundamental difference between communicative competence and interactional competence is that «an individual's knowledge and employment of [an individual's IC] resources is contingent on what other participants do; that is, IC is distributed across participants and varies in different interactional practices» (p. 430).

What is interactional competence? The term has been used by different scholars with different shades of meaning in several different areas of second language learning, teaching, and testing. In the pages that follow, I review some uses of the terms, but let's begin with an example of cross-cultural communication that brings into relief the fact that command of language forms is not enough to ensure successful communication. In her book on the ethnography of communication, Saville-Troike (1989, pp. 131–132) reported the following exchange in a kindergarten classroom on the Navajo Reservation:

A Navajo man opened the door to the classroom and stood silently, looking at the floor. The Anglo-American teacher said "Good morning" and waited expectantly, but the man did not respond. The teacher then said "My name is Mrs. Jones," and again waited for a response. There was none.

In the meantime, a child in the room put away his crayons and got his coat from the rack. The teacher, noting this, said to the man, "Oh, are you taking Billy now?" He said, "Yes."

The teacher continued to talk to the man while Billy got ready to leave, saying "Billy is such a good boy," "I'm so happy to have him in class," etc.

Billy walked towards the man (his father), stopping to turn around and wave at the teacher on his way out and saying, "Bye-bye." The teacher responded, "Bye-bye." The man remained silent as he left.

Saville-Troike explained the interaction as one in which two of the three parties were interpreting the conversational exchange in different ways. From a Navajo perspective, the Navajo man's silence is appropriate and respectful; his silence after the Anglo-American teacher's greeting is also a polite response to her greeting and, if he had identified himself by name, the man would have broken a traditional taboo that prohibits Navajos from saying their own name. The Anglo-American teacher follows her own expectations that her greeting would be returned and that the unknown man would identify himself. Billy, who is more used to Anglo ways than his father, displayed interactional competence by taking his leave of the teacher in the way she expected while his father remained silent.

Interactional Competence

Young (2011) listed the following component parts of IC:

Identity resources

- Participation framework: the identities of all participants in an interaction, present or not, official or unofficial, ratified or unratified, and their footing or identities in the interaction

Linguistic resources

- Register: the features of pronunciation, vocabulary, and grammar that typify a practice
- Modes of meaning: the ways in which participants construct interpersonal, experiential, and textual meanings in a practice

Interactional resources

- Speech acts: the selection of acts in a practice and their sequential organization:
- Turn-taking: how participants select the next speaker and how participants know when to end one turn and when to begin the next
- Repair: the ways in which participants respond to interactional trouble in a practice
- Boundaries: the opening and closing acts of a practice that serve to distinguish a given practice from adjacent talk
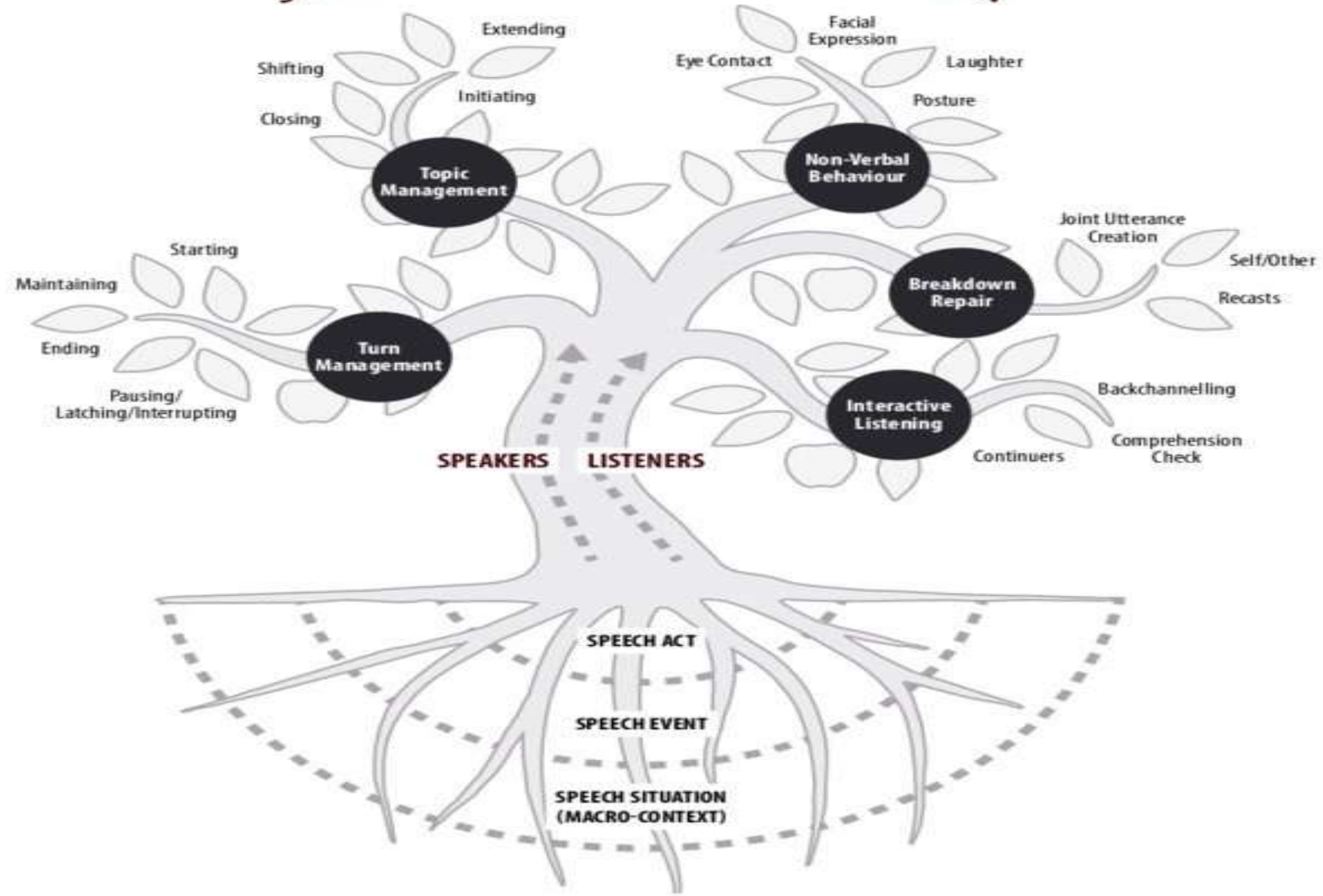
Interactional Competence

- IC involves knowledge and employment of these resources in social contexts. However, the fundamental difference between IC and communicative competence is that an individual's knowledge and employment of these resources is contingent on what other participants do; that is, IC is distributed across participants and varies across different interactional practices.

- And the most fundamental difference between interactional and communicative competence is that IC is not what a person knows, it is what a person does together with others in specific contexts.

Teaching of Interactional Competence

Teaching IC might involve two moments.

In the first, learners are guided through conscious, systematic study of the practice, in which they mindfully abstract, reflect on, and speculate about the sociocultural context of the practice and the identity, linguistic, and interactional resources that participants employ in the practice.

In the second moment, learners are guided through participation in the practice by more experienced participants. There is considerable support for a pedagogy of conscious and systematic study of interaction in the work of the Soviet psychologist Gal'perin and his theory of concept-based instruction. The new practice to be learned is first brought to the learner's attention, not in small stages but as a meaningful whole from the very beginning of instruction.

Concept-based Instruction

- One example of concept-based instruction is the curriculum designed by Thorne, Reinhardt, and Golombek (2008) to help international teaching assistants (ITAs) at a U.S. university develop interactional skills in office hours. The practice they taught was office-hour interaction between an ITA and an undergraduate student, and they focused on how ITAs give directions to students. For the first part of their program, ITAs in training engaged in discussion and activities that centered on the relation between context and the resources participants employ in order to construct, reproduce, or resist a particular practice. They were then exposed to transcriptions of (a) expert office-hour interactions and (b) office-hour interactions led by ITAs. They were asked to reflect on the configuration of identity, verbal, nonverbal, and interactional resources that are employed by TAs in giving directions to students by discussing four questions about the transcriptions.
    - 1- Who are the participants? What do you think their relationship is?
    - 2. Where do you think the session could be taking place?
    - 3. What is the teacher trying to get the student to do?
    - 4. What language does the teacher use to accomplish this?

    In the next step, Thorne et al. (2008) followed Gal'perin's suggestion to provide a materialization that represents connections between the contextual features of the practice and the verbal resources that participants employ to construct it.

Table 8.1 interactional competence versus communicative competence

Interactional competence	Communicative competence
Emphasises the ways in which interactants co-construct meanings and jointly establish understanding.	The focus is on individual differences in competence and the fact that one of the aims of learning a language is to move to the next level of competence.
Includes both interactional and linguistic resources, but places more emphasis on the way the interaction is guided and managed through turns-at-talk, overlaps, acknowledgement tokens, pauses, repair and so on.	Emphasises the knowledge and skills needed to use language in specific contexts as opposed to knowledge of language as an idealised system.
Is highly context specific: the interactional competence required in one context will not always transfer to another. Different interactional resources will be needed in different contexts	Context is everything: what we say is dependent on who we are talking to, where we are, why we are talking, what we have to say and when this takes place (c.f. Hymes, 1972).
Largely rejects individual performance in favour of collaborative enterprise.	Emphasises individual performance and recognises that this can and will change.
Less concerned with accuracy and fluency and more concerned with communication; this means that speakers must pay close attention to each others' contributions and help and support where necessary.	Accuracy, fluency and appropriacy lie at the heart of communicative competence and are also the measures used to evaluate it.
Places equal emphasis on attending to the speaker as producing one's own contribution; listening plays as much a part in interactional competence as speaking.	Focuses more on individual speech production than on the listener and acknowledgement of what has been said.

Classroom Interactional Competence

- Classroom Interactional Competence (CIC) is defined as, «Teachers' and learners' ability to use interaction as a tool for mediating and assisting learning' (Walsh 2006: 132).

- It puts interaction firmly at the centre of teaching and learning and argues that by improving their CIC, both teachers and learners will immediately improve learning and opportunities for learning.

A video on CIC from Steve Walsh' Presentation

Vygotskyan Sociocultural Theory of Mind

- Learning is largely a social process

- Learning is mediated by language

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

- Learners are *scaffolded* through the ZPD

- Participation is one indicator of learning

- Learning requires:
    - Affordances (or opportunities, 'space')
    - Appropriation (or ownership)

Classroom Interactional Competence

- The concept of CIC builds on ideas related to the centrality of interaction in language learning and focuses on the ways in which teachers' and learners' interactional decisions create learning opportunities in the classroom (Walsh 2013).

- In terms of teacher development, Walsh (2014, pp. 5-6) suggests that teachers need to acquire an understanding of CIC that is appropriate for their own context and he describes three features of CIC that he believes are common to all contexts:
    (1) Alignment of pedagogic goals and language use;
    (2) Creating space for learning; and
    (3) Shaping learner contributions in feedback.

Features of Classroom Interactional Competence

- Highly context specific
- Pedagogic goals and the language to achieve them are aligned (mode convergent)
- Creates 'space for learning'
- Entails 'shaping' learner contributions
- Promotes 'jagged' discourse profiles

SETT Framework

SETT (self evaluation of teacher talk) framework comprises four classroom micro-contexts (called modes) and fourteen interactional features (called interactures).

Classroom discourse is portrayed as a series of complex and inter related micro-contexts (modes), where meanings are co-constructed by teachers and learners and where learning occurs through the ensuing talk of teachers and learners. designed in collaboration
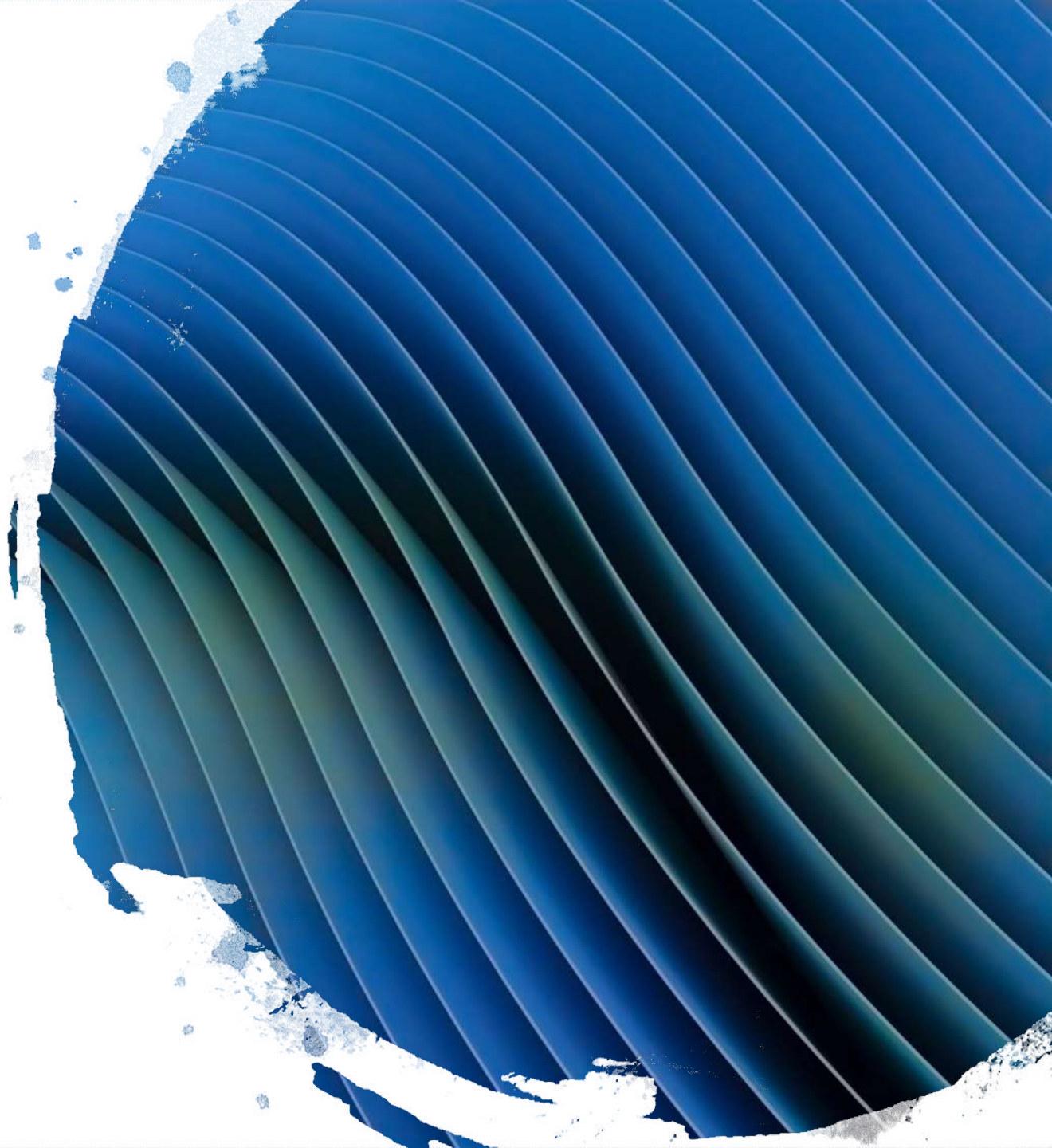
Table 6.1 L2 Classroom modes

Mode	Pedagogic goals	Interactional features
Managerial	To transmit information To organise the physical learning environment To refer learners to materials To introduce or conclude an activity To change from one mode of learning to another	A single, extended teacher turn that uses explanations and/or instructions The use of transitional markers The use of confirmation checks An absence of learner contributions
Materials	To provide language practice around a piece of material To elicit responses in relation to the material To check and display answers To clarify when necessary To evaluate contributions	Predominance of IRF pattern Extensive use of display questions Form-focused feedback Corrective repair The use of scaffolding
Skills and systems	To enable learners to produce correct forms To enable learners to manipulate the target language To provide corrective feedback To provide learners with practice in sub-skills To display correct answers	The use of direct repair The use of scaffolding Extended teacher turns Display questions Teacher echo Clarification requests Form-focused feedback
Classroom context	To enable learners to express themselves clearly To establish a context To promote oral fluency	Extended learner turns Short teacher turns Minimal repair Content feedback Referential questions Scaffolding Clarification requests

Source: Walsh 2006.

SETT: Self Evaluation of Teacher Talk

Feature of teacher talk	Description
A. Scaffolding	1. Reformulation (rephrasing a learner's contribution) 2. Extension (extending a learner's contribution) 3. Modelling (providing an example for learner(s)
B. Direct repair	Correcting an error quickly and directly.
C. Content feedback	Giving feedback to the message rather than the words used.
D. Extended wait-time	Allowing sufficient time (several seconds) for students to respond or formulate a response.
E. Referential questions	Genuine questions to which the teacher does not know the answer.
F. Seeking clarification	1. Teacher asks a student to clarify something the student has said. 2. Student asks teacher to clarify something the teacher has said.
G. Extended learner turn	Learner turn of more than one utterance.
H. Teacher echo	1. Teacher repeats teacher's previous utterance. 2. Teacher repeats a learner's contribution.
I. Teacher interruptions	Interrupting a learner' contribution.
J. Extended teacher turn	Teacher turn of more than one utterance.
K. Turn completion	Completing a learner's contribution for the learner.
L. Display questions	Asking questions to which teacher knows the answer.
M. Form-focused feedback	Giving feedback on the words used, not the message.
N. Confirmation checks	Confirming understanding of a student's or teacher's contribution.

A Moment for Reflection

What have we reviewed so far?

E-Classroom Interactional Competencies

Teachers were found to require three competencies, in addition to their CIC-,

technological competencies,

online environment management competencies, and

online teacher interactional competencies,-

which together constitute e-CIC.

E-Classroom Interactional Competencies

- Teaching synchronously requires specific skills, including the ability to:
    - teach and communicate content across a screen;
    - engage learners using two-dimensional (2-D) images;
    - facilitate interaction in a digital classroom;
    - attend to students' emotional needs across distance;
    - maintain a sense of presence despite not being physically together; and
    - troubleshoot technical difficulties (Rehn et al., 2018).

THANK YOU

- Questions & More Resources

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