ELT Ireland Annual Conference 2019

Dialogic Reflection

Steve Walsh

TASK

'Why do we do what we do'…

Why reflect on practice? What are the main advantages of reflective practice?
And the main disadvantages?

Reflective Practice

Reflective Practice: criticisms

- RP has achieved a status of orthodoxy – it is widely accepted as a 'good thing'
- BUT with little data-led description of its value, processes and impact.
- RP is described in elusive, general, and vague ways.
- There is a lack of concrete, data-led and linguistic detail of RP
- There is a heavy dependence on written forms rather than spoken ones.
- RP has not, in most cases, been operationalized in systematic ways. (Walsh and Mann, 2017)

RP: a chequered history

'Experience, interaction and
reflection'   (Dewey 1933)
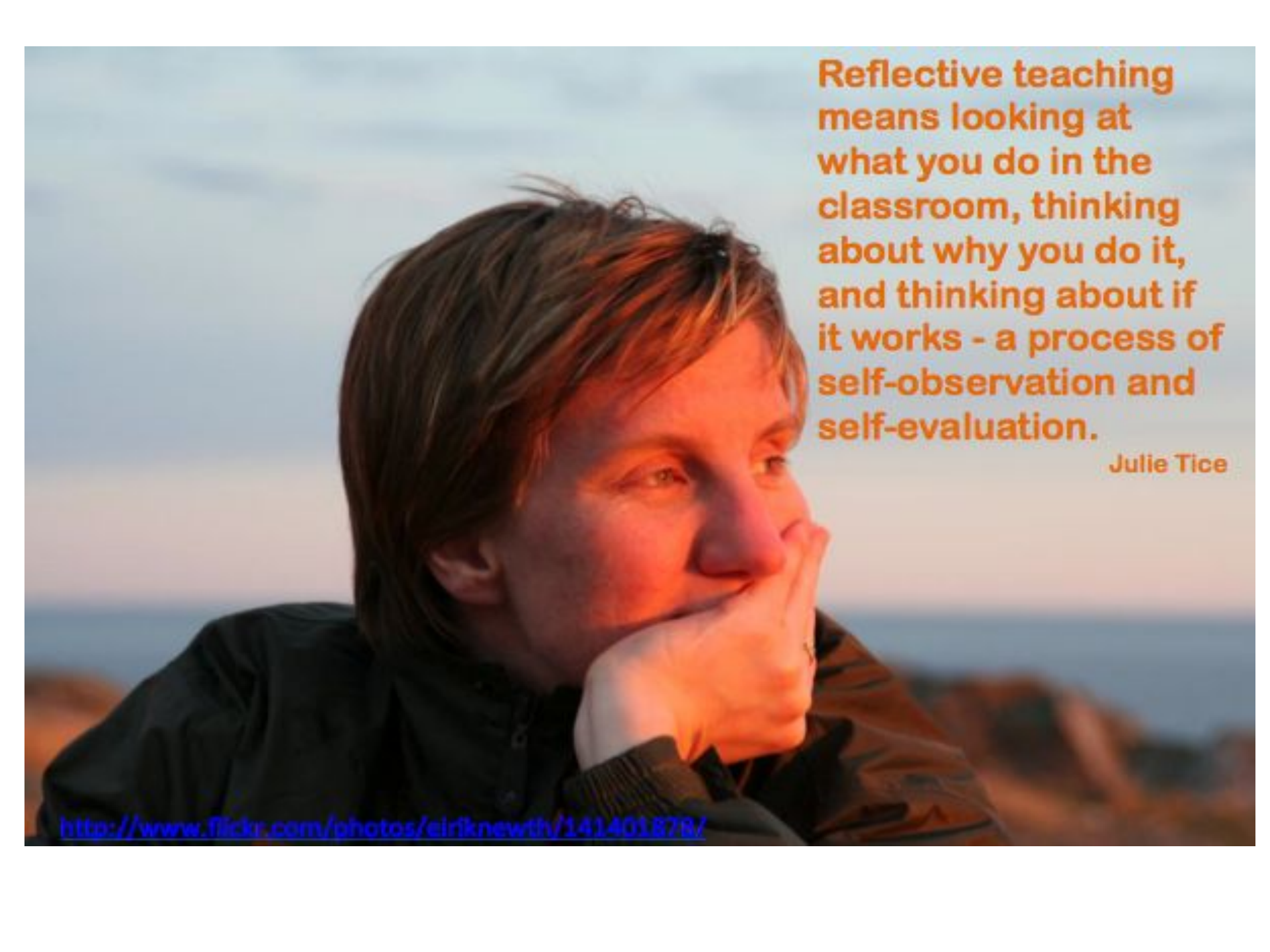
'Reflection-in-action'   (Schőn, 1983)

'Dialectic unity'   (Lantolf, 2000)

'Faking it'   (Hobbs, 2007)

'RP or RIP?'   (Mann and Walsh, 2013)

'Doing RP'   (Walsh and Mann, 2015)

'Research and practice' (Mann and Walsh 2017)

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

Julie Tice

TASK

What do these images say about current approaches to RP? What changes would you like to see made to current approaches?

A possible way forward?

- Data-led RP

- Appropriate tools for RP

- Dialogic RP

New tools, practical procedures

Dialogic Reflection

- Highlights professional development as a social process involving dialogue.

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

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

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

SCT and Dialogic Reflection

- New understandings are publicly derived and privately internalised.

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

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

Farrell 2012

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

2012: 40

Data Extracts

Post observation conference (POC)

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

Extract 1 (Tutor)

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

Extract 2 (Student teacher)

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

Reflection in POCs

Waring (2013), promoting reflection in POCs:

- talking less and being less directive (Copland et al., 2009).

- withholding value judgments or unsolicited feedback (Brandt, 2008; Zepeda, 2007)

- making open-ended statements about some aspects of teaching (Zepeda, 2007).

- avoiding the danger of giving advice without fully identifying the problem (Timperley, 2001).

Pre-service RP

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

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

3. I: Yes (.) ye:s

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

5. I: ↑Yeah

6.   (1.0)

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

7. I: Hmm mm

8.   (0.4)

1. D: °Yeah° (.) you can <u>see</u> that (.) otherwise maybe (.) they start their own talking (0.4) that is normally   happen (0.4) if <u>they</u> are no:t (0.4) you know   focused (on what you sa:y) (0.6) but (.) they are the:re (.) you (.) when you: (.) give infor↑mation,   about (.) what are you going to say they just (.) <u>li</u>sten to   you (0.6) <tha:t's good>
2.   (1.0)
3. A: °It's my loud voice°
4. D: Yeah focus
5. S: Huh huh   [huh huh]
6. A: [.hhhh hhh]

                (Harris 2013)

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

Using video

TASK

How could you use video to improve understandings of your teaching? How could video help you to collect *evidence* for reflection?

Light bulb moments

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

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

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

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

Online Blogs (Sandra Morales)

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

Online Blogs (Sandra Morales)

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

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

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

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

Online Blogs (Sandra Morales)

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

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

Online Blogs (Sandra Morales)

- Highlight specific issues in a particular context.
- Promote a sharing of ideas and solutions to issues.
- Reduce feelings of anxiety or isolation.
- Enable participants to construct 'safer' identities where they feel free to express themselves and take risks.

Using online blogs

TASK

How could you create and use a *community of practice* to share ideas, support colleagues and collect *evidence* for reflection?

CD (Julian Edge 2002)

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

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

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

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

Stimulated recall

Stimulated recall Video-recording plus discussion.

- Allows replay, recap, review and comment.

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

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

Stimulated recall

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

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

Detailed and 'up-close'

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

Jade Blue Mind maps

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

Future Directions

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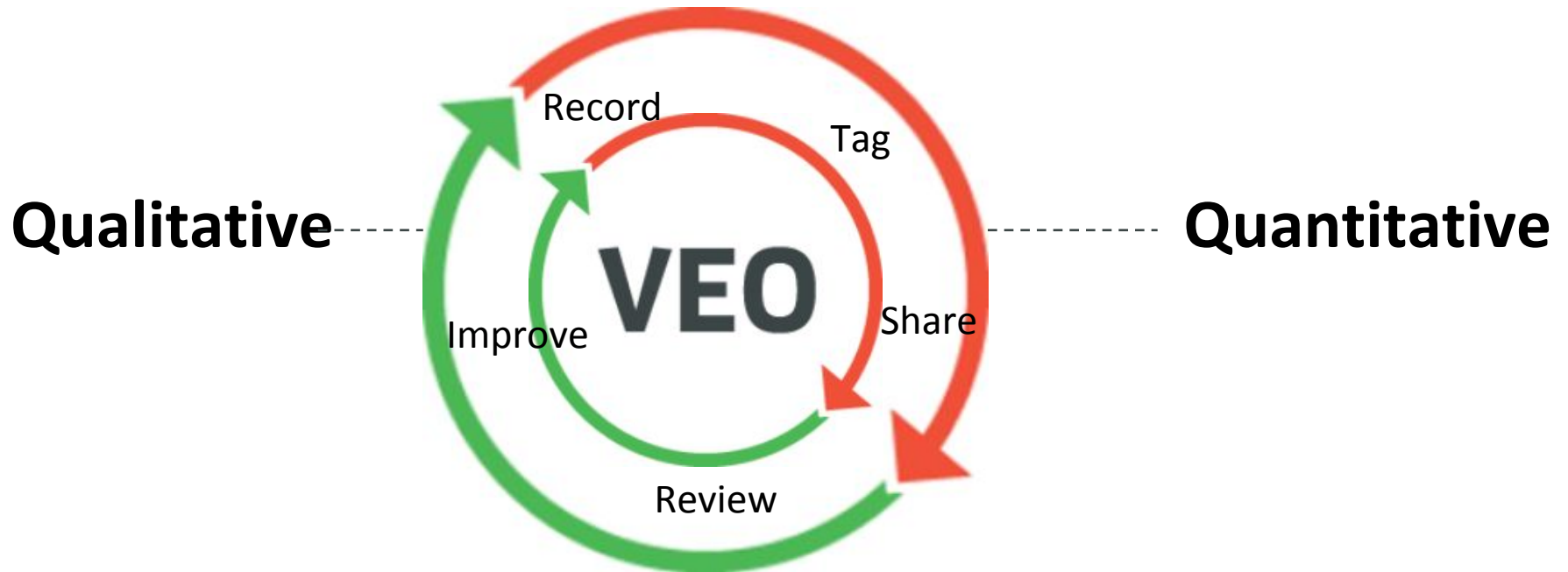
SETTVEO: Video Enhanced Observation

VEO
Scalable Learning and Teaching

**Continuous Improvement
At Your Fingertips**

New Possibilities with Video and Data

Qualitative - - - - - - - - - - - - - **Quantitative**

Record
Tag
Improve
Share
Review

VEO

VEO

https://www.veo-group.com

British Council ELTRA Project: SETTVEO

SETTVEO

- Aim: to enable teachers to reflect on their practice through the use of SETTVEO.

- Focus is the talk, language and interaction which take place in any classroom and their effect on *learning*.

- Using evidence collected through the SETTVEO app, teachers will be encouraged to both reflect on current practice and improve their Classroom Interactional Competence (CIC, Walsh 2013).

Research Questions

- How do VEO and SETT networks promote evidence-based reflection?

- To what extent are teachers able to improve their Classroom Interactional Competence through the use of SETTVEO?

- What evidence is there that the process of using SETTVEO results in more dialogic, engaged learning environments?

Context

- Five countries (Spain, Turkey, Thailand, Chile and China), 6 participating teachers in each context.

- Our aim: to build an online community where teachers will have an opportunity to share (a) video-recordings of teaching; (b) reflections on those recordings.

- Three phase research project.

Phase 1

A short, video-recorded lesson segment of each teacher

A short reflective commentary on that segment by each teacher

An online interview with the research team.

Phase 2

- Teachers each make 4 'snapshot' recordings of their teaching. Each recording is then reviewed and evaluated using SETTVEO.

- The recordings and reflective commentaries are uploaded to the website.

- Comments and input from the project team are also included during this phase.

Phase 3

- Evaluation: online focus groups and individual interviews to evaluate the extent to which their reflective practices had changed and to consider any changes in CIC.

- The project team will also evaluate changes in classroom practice and interactional features by comparing data both longitudinally and from one context to another.

OUTPUTS

1. A corpus of teacher reflection in 5 distinct yet inter-related contexts.

2. A methodology for characterising and developing reflection.

3. Teacher development: using video (without transcription) for professional development.

4. Free use of VEO for life of project.

OUTPUTS

- Development of teachers' digital skills and education by using technology for professional development.

- Supporting network for teachers

- Students will benefit from better teaching quality.

- Teachers can train other teachers on the use of SETTVEO (a cascade training effect).

Reflective Practice in English Language Teaching

Research-Based Principles and Practices

Steve Mann and Steve Walsh