

Pedagogical Practices of a Teacher in Students' Experience Tellings: A Conversation Analytic Study

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Abstract : This study explores post-task reflections in an English as a Medium of Instruction (EMI) setting, and it specifically focuses on how a teacher performs pedagogical practices such as reformulating, extending and evaluating following students' spontaneous experience tellings in EMI classrooms. The data consist of 30 hours of video recordings from two EMI content classes, which were recorded for an academic term at a university in Turkey. The course, Guidance, is offered to fourth year undergraduate students as a compulsory course in the Department of Educational Sciences. The participants (n=78) study at the Faculty of Education, majoring in different educational departments (i.e., Computer Education and Instructional Technology, Elementary Education, Foreign Language Education). Using conversation analysis, we demonstrate that the teacher employs a variety of interactional resources to elicit (i.e., asking specific questions) and also provides (i.e., giving scientific information) as much content as possible, which also sheds light on the institutional fingerprints of the current research context. The study contributes to the existing research by unpacking articulation of personal experiences and cultivation of collaborativeness in classroom interaction. Moreover, describing the dialogic nature of these specific occasions, the study demonstrates how teacher and students address learning tasks together (collectivity), how they orient to each other turns interactionally (reciprocity), and how they keep the pedagogical focus in mind (purposefulness).

Keywords : conversation analysis, English as a medium of instruction, higher education, post-task reflections

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