A Case of Expert-Novice Conversational Reflection in Pre-service Teacher Education for CLIL

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Theoretical Framework

- Reflective Practice
  - Schön (1983)
  - Perrenoud (2004)
Schön (1983)

Transmissive model of education = ‘Technical Rationality’

**WHILE**

The complexity, uncertainty, instability, uniqueness or/and value-conflict that are at play in practical situations makes it impossible for professionals to systematically apply the knowledge and techniques transferred to them during their education.
Schön (1983)

Alternative:

• Reflection IN action

• Reflection ON action
Cycles of Reflection IN & ON action

Rigorous professionals
Research Objective

To reconstruct the process of professionalization-through-reflection experienced by the informant while participating in different types of professionalizing activities
Methodology

- Qualitative data
- Authentic and natural data
- Informants are volunteers
- Descriptive, non-judgemental research
- Emic perspective
Informants

1. **Patricia**
   - student-teacher
   - doing a UAB’s Pre-service Teacher Education course

2. **Ines**
   - Patricia’s mentor
   - English teacher at a secondary-education school

3. **Lluïsa**
   - Participant observer

4. **Ines’s class** (age: 17-18)
Multimodal Data

- Participant observer’s field notes
- Conversational data: video recordings
- Patricia’s products:
  - Drafts of her CLIL pedagogical sequence
  - Report cards
  - Teacher diary
  - Self-observation paper
- ‘Oficial’ documents:
  - Course syllabus for the TEFL area
Method of Analysis

Narrative reconstruction:

- Content analysis
- Discourse analysis

of the video-recording transcripts

Triangled with complementary data:
- documents produced by the student-teacher
Sequence of Events
Patricia’s first experience in teaching

She is pre-piloting materials and tasks for a CLIL teaching sequence:

Tuesday: piloting 1
Thursday: piloting 2
Tuesday: Piloting 1

Vignette 1 (V1): Patricia is giving instructions

VIDEO 1
Tuesday: Piloting 1

**Observed in V1:**
- Confusing instructions
- Managerial problems
- No response from the students
Tuesday: Piloting 1

After V1:

- The groups are working
- She monitors progress
- Mentor’s feedback ‘on the spot’ → V2

VIDEO 2
Tuesday: Piloting 1

Observed in V2:

- Mentor’s feedback
  1. Points out problems:
     - inefficient instructions
     - managerial problem (‘lo del speaker’, T6)
  2. Suggests possible solutions

- Student-teacher actively & critically responds to the mentor’s advice
Tuesday: Piloting 1

V3: VIDEO 3

- Class plenary
Tuesday: Piloting 1

Observed in V3:

Student-teacher incorporates mentor’s advice

• Improved class management:
  designation of the speakers

• Improved instructions:
  gestures, voice, intonation
Thursday: Piloting 2

**V4:** Patricia is designating the speakers

VIDEO 4
Thursday: Piloting 2

Observed in V4:

- Improved instructions
  - Given before splitting the class into groups
  - Clearer instructions
  - Gestures, voice, intonation

- Improved class management:
  - Designation of the speakers

- Improved task:
  - ‘the correct answer’ → ‘the best answer’
  - Offering more opportunities for oral interaction: the speaker has letter B
Conclusions

Student-teacher adopts an active role
+
Mentor’s on-the-spot feedback

Immediate (Tuesday) and delayed (Thursday) improvement of central teaching skills
Thank you very much!