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

Schön (1983)

Cycles of
Reflection IN & ON action

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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 pedagogial 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

Secuence of Events

Context:

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:

o Confusing instructions

o Managerial problems

o 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

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Mentor's on-the-spot feedback

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Immediate (Tuesday) and
delayed (Thursday)
improvement of central teaching skills

Thank you very much!

Cited References

Perrenoud, Philippe (2004) *Desarrollar la Práctica Reflexiva en el Oficio de Enseñar. Profesionalización y razón pedagógica.* Barcelona: Graó. Collection: Crítica y fundamentos. Serie: Formación del profesorado.(Título original: Developer la pratique réflexive Dans le métier d'enseignant. Professionalisation et raison pédagogique. 2001. Paris: Elsevier Busines Information).

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