

“Analytic conversation”

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An activity for teacher trainers

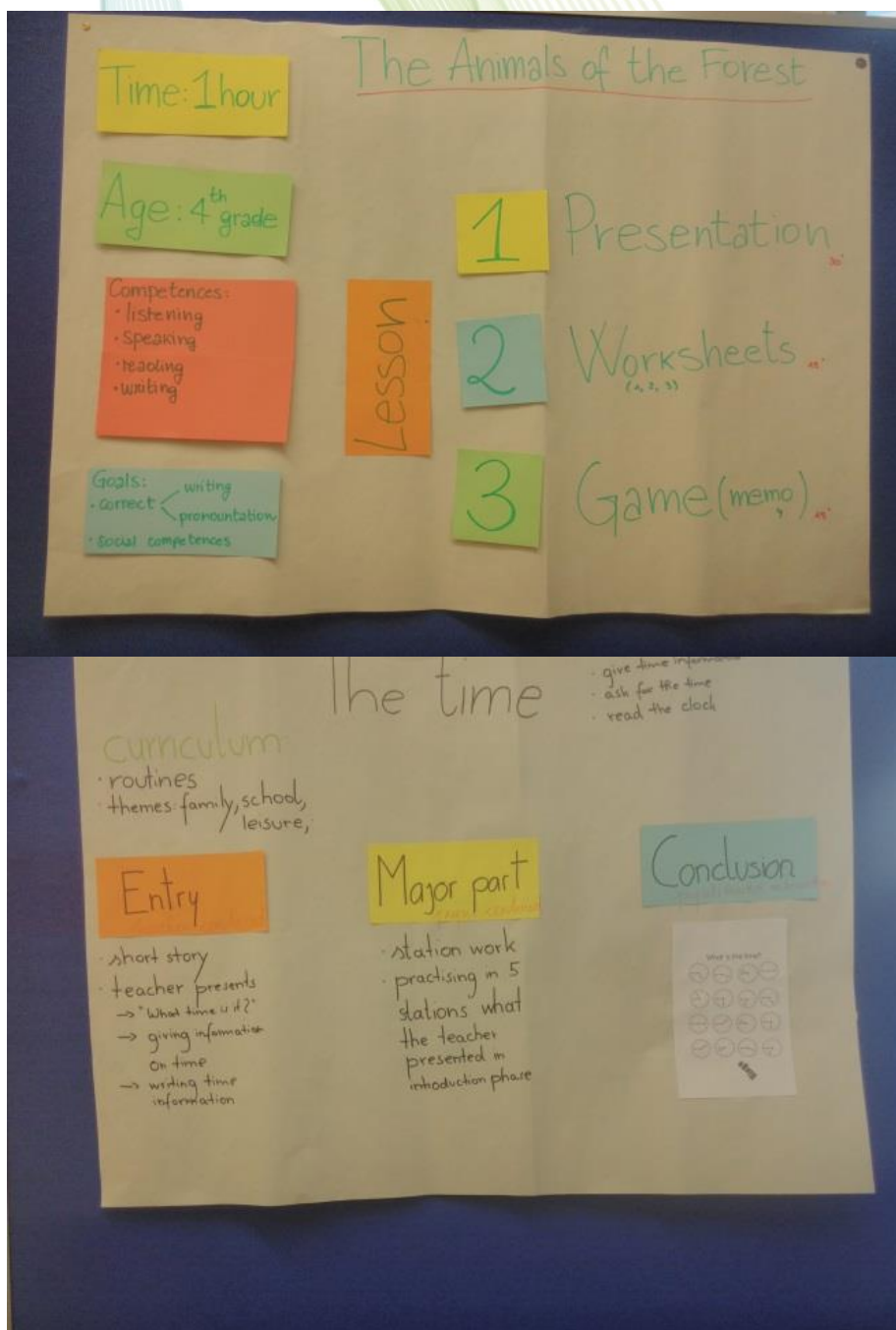
The analytic conversation/discourse is one of the classical action research tools and is a suitable way to make first experiences with action research and to start a project. It is a tool to be followed up by other tools such as the questionnaire or the interview.

What is the setting?

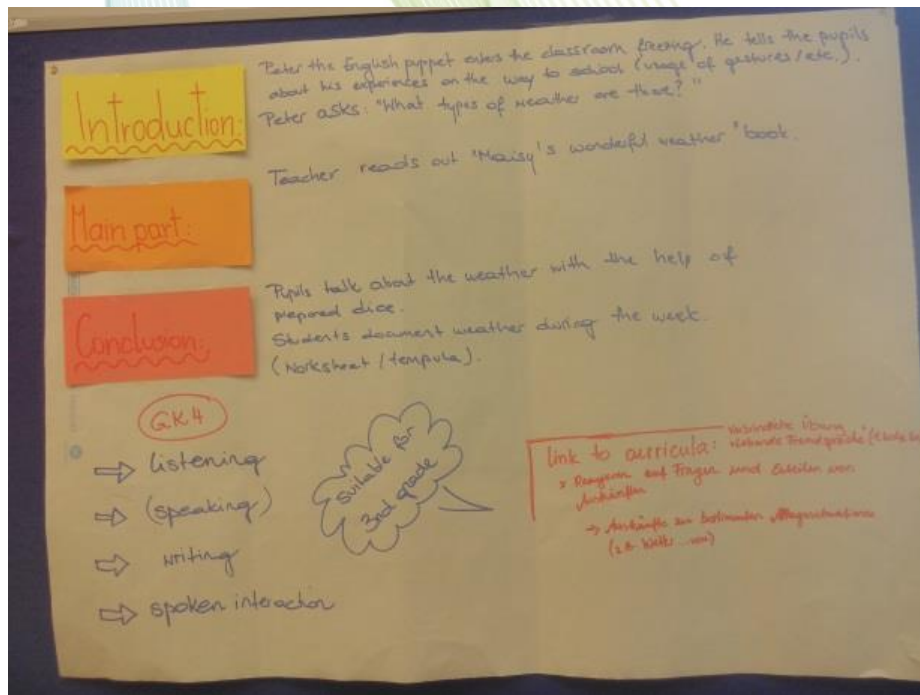
- A group of teachers from the same school or same locality, on a course for continuing professional development (CPD) together or working together in a national or international community
- The common interest is the wish to find out more about one’s teaching with a view to enhancement
- The activity should be facilitated by a person with experience in action research
- 4-5 is an ideal size for discussion groups

How does it work?

- Part one: preparation
 - Participants should prepare a visualisation of their teaching
 - A visualisation prepared in advance has the advantage of saving group-time and giving time to think prior to the session
 - It can be fun to create visualisations in a CPD course.....
 - The visualisation should focus on a particular aspect of interest (e.g. learning vocabulary, spoken interaction in my classroom.....)
 - The visualisation should show a particular teaching situation/ lesson (rather than being a global view of how I see myself as a teacher)
 - A5 poster format is suitable - Printed posters are definitely not necessary! Posters can take the form of mind-maps, sketches, texts from textbooks used, examples of pupils’ work or photos fixed



This is an output of the project “Action research communities for language teachers” (2016-2018) of the European Centre for Modern Languages (ECML). The ECML is a Council of Europe institution promoting excellence in language education in its member states.
www.ecml.at/actionresearch



- Part two: discourse
 - Each participant has a set time to explain the visualisation and the point of interest such as:
 - When I teach vocabulary, do students learn what I teach?
 - How much spoken interaction is actually going on in my language classroom? Is an increase necessary? How might this be achieved?
 - 10-minute slots for presentation work well
 - Interruptions are not allowed during the presentations
 - Following the presentation, questions are invited
 - Questions must be open questions with the aim to understand more

Open questions only			
No criticism	No suggestions	No comparisons	No questions including criticism, suggestions or comparisons

- It often happens that participants become so involved and enthusiastic and need to express their own views and experiences on aspects of language teaching! This should not happen until the end of the actual analysis conversation

What is the purpose?

- The main focus during each discussion is to lead the presenter to new perceptions, considerations and ideas about how to change situations, make progress through a specific type of discussion with rules.
- The group process leads to understanding of the professional situations in other classrooms, other schools, other regions & countries.

Sources

Altichter, H., Posch, P., & Somekh, B. (1993) *Teachers investigate their Work: An Introduction to the methods of action research*. London: Routledge.

Altrichter, A. , Posch, P. & Spann, H (2018) *Lehrerinnen und Lehrer erforschen ihren Unterricht*. Heilbrunn: Klinkhardt

Experiences from “PFL-Courses” (Pedagogy & Didactics for Teachers) held in Austria since 1982:
<https://ius.aau.at/en/pfl-pedagogics-and-didactics-for-teachers/>