

## “Analytic Conversation”

The analytic discourse or conversation 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 CPD course 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 & giving time to think prior to session
    - It can be fun to create visualisations in a CPD course.....
  - The visualization 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
- 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 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

	<b>Open questions only</b>			
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 & 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.

Inspirational sources:

Altrichter, H. & Posch, P. (1998). *Lehrer erforschen ihren Unterricht. Eine Einführung in die Methoden der Aktionsforschung*. Bad Heilbrunn: Klinkhardt.

As implemented in PFL-courses.