

ADULT ESL DIALOGIC DISCUSSION: TEACHER PRACTICES, GROUND RULES, AND CLASSROOM CLIMATE

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Summary

This inquiry reports on a five-week online adult-level ESL Discussion class. The participants, eight high-intermediate/advanced-level multi-national students, ranged in age from 26 to 47. All hold college degrees and all have lived in an English-speaking country for at least one year.

This class, which had no institutional affiliation, was created for the purpose of this study: to explore dialogic practices with ESL students. The study sought to examine dialogic teacher practices and student deployment of dialogic elements aimed at extending the quantity and enhancing the quality of ESL classroom dialogue. To this end, the teacher engaged the students in activities and classroom ethos which would foster a climate of trust and tolerance, characteristics which are seen to be conducive, if not essential, to the practice of dialogic teaching and learning.

Conversational analysis of early- and late-stage class-recording excerpts was used to determine (1) the extent to which both the teacher and students had enhanced their use of the targeted dialogic practices, (2) if the chosen ground rules had facilitated exploratory talk, and (3) if there was evidence that a classroom climate of trust and tolerance had been created. The overall goal was to find evidence that teacher practices, effective ground rules, and a supportive classroom climate encourage heightened class-engagement and exploratory content-learning.

Motivation for the inquiry, the focus and inquiry questions

Rather than my inquiry being motivated by a challenge or a problem in my context, it was quite the contrary. It was the success I experienced in teaching an advanced-level ESL class that intrigued me. My wonderings continued after I no longer taught the class.

It is the questions I have about why that class was so vibrant and powerful that led me to the course on Dialogic Education. What element(s) could explain the rich content-learning and the

personal effect this class had on the students, many of whom made life-changes, reportedly, as a result of our discussions (Freire, 2004; Vygotsky , 1987).

When we did our self-audit in the course, I felt that I was sufficiently strong in many areas. However, one area did bring a cringe: the ground rules. I had class rules aplenty. However, I saw that I did not have ground rules for our discussions (Mercer & Dawes, 2008). With more reading, more reflecting, and then in teaching my class, I saw that without discussion-ground rules, we might have a quantity of dialogue that many teachers—especially ESL teachers—would consider a triumph, but we would not attain the quality of dialogue that I was aiming for. I saw the light, so to speak.

The focus

Examining my own teaching practices was the major focus of my inquiry—specifically, discovering dialogic practices that enhance the dialogue elements of inviting building (IB), building on own/others' ideas (B), and challenging ideas (CH) in discussion. Further foci were to explore how to help generate exploratory-enhancing ground rules and use teaching practices that create a supportive classroom climate.

While these areas of focus apply to any mainstream subject-area, my own study was conducted with ESL students, and it is with ESL teachers that I would want, in the future, to share the findings of my inquiry.

Research Questions

RQ1 Which dialogic teacher-practices (question-type, wait-time, inviting responses, etc.)

enhance student-fluency with both building on and challenging ideas.

RQ2 How can I guide the students' generation of ground rules so that those rules facilitate exploratory talk?

RQ3 What dialogic practices and multimodal activities aid in promoting a supportive classroom climate?

Expectations

Having the students talk together about what caused discussions to be interesting and thought-provoking would, perhaps, influence their own dialogue contributions. Likewise, having them tell each other how and when they do disagree and how they feel when someone disagrees could cause learning about the complexity of this speech-act, especially in inter-cultural ESL situations.

I also thought that having the students do expressive arts activities (drawings and poems) , and then having them present their art products, expressing themselves (Knill, 2004), and telling about their creations would give practice building on their own creative ideas (Dirkx, 2000) and also aid in developing a sense of pride and acceptance in the class community. I also designed concrete, low-risk activities that could allow confidence-building while practicing the targeted dialogue elements.

I expected that talking about how to enhance their discussions, having targeted practice, as well as having some teacher invitation-to-build interventions would increase the frequency of the targeted dialogue elements. I also anticipated that the students' would experience a sense of joy, of power (Freire, 2004), and recognize "the possible" (Bruner, 1978) : they were "really speaking English" and were learning a lot from each other (Vygotsky, 1987), and feeling smarter.

Method

Context

The present inquiry was conducted in an ESL Discussion class, created by recruiting seven former students and the spouse of one. Of the eight students, six were advanced-level and two high-intermediate. The students were multi-national and located in three different countries.

Their age- range was 26 to 47. All have college degrees, and all have experience living in another culture than their own.

The class met two hours weekly, totaling ten hours. Since ours was a Zoom class with no institutional connection, there were no administrative, location-logistics, equipment, or safety concerns. One student was our Zoom-host, and the teacher paid for the Zoom subscription.

Data Collection

Ten hours of class recordings were made by our Zoom-host; a back-up recording was also made. The recordings included the students' negotiations on teacher/student suggested discussion-topics, their topic-discussions, their oral presentations of drawings and poems, their session check-ins, and their class-ending statements.

The classes included talks on the inquiry project goals, discussions on and modeling of the targeted talk-moves, discussion about the students' personal experiences with disagreement, and practice with a variety of ways to disagree. The teacher did some hands-on activities that gave the students low-risk experience disagreeing, and also incorporated expressive arts activities which gave the students opportunities to speak and build on their own ideas without evaluation from the others.

Various T-SEDA (Kershner et al., 2019) Coding Templates (2B, 2C, 2G) were used to collect data on discussion-participation and on the frequency of dialogic elements relevant to this study. An additional template (Appendix B) was created to record observations of students engaged in break-out room discussions, and AGREE/DISAGREE cards were used for practice (Appendix C). A further data-collection resource was our Google Classroom online Discussion Forum, created for teacher/students' out-of-class dialogue, reflection, questions, and observations.

Ethical Considerations

This ESL Discussion class, conducted on Zoom, had no external affiliation. The teacher-researcher submitted the privacy and ethics forms required by the University of Cambridge.

A student hosted the Zoom classes, and the teacher paid for the Zoom subscription. All the student gave recording permission.

The students received a privacy policy form, explaining the project's affiliation to the University of Cambridge, the recording of sessions, protection/storage of data, and were told of their withdrawal option, pseudonym-choice, omission data-rights, etc. Signed consent forms were returned to the researcher.

Data Analysis

Extracts from video/audio recordings were transcribed, using the Jefferson conventions (Schlegloff, et al., 1974). (Appendix A). Conversation analysis (CA) was used to qualitatively analyze the transcribed data.

The T-SEDA Coding Scheme (Kershner et al., 2019) was used to categorize the transcribed dialogic elements focused on in this inquiry, as follows: (IB) invite building, (B) building on own/others' statements, (CH) challenge/disagreement, and emerging "other" categories.

A baseline recording of class session 1 was made to compare to sessions 4 and 5, to determine if there was any change in the students' use of the talk-moves relevant to this inquiry.

Findings

T= Teacher; LO=lines omitted

Students/Teacher negotiating meaning through dialogue

This excerpt (using the T-SEDA coding scheme for inquiry-relevant talk-moves) shows many examples of dialogic teacher-practices: inviting building [IB], synthesizing/contrasting ideas [CA], guiding [G], and reflecting on activity RD]; it shows, as well, examples of the students building on [B] their own and others' ideas and synthesizing/contrasting [CA].

Excerpt 1: (Referring to formulating ground rules)

The teacher (T) returns the students to one of their ground-rule suggestions: true and relevant information. This excerpt shows the students and teacher using dialogue to negotiate meaning. The teacher invites building, and guides the students to synthesize/contrast ideas. We see the students building on and reflecting on the distinction between true and relevant (lines 8 and 19-25). We also see an example of (J)

going off-track (line 16), and the teacher reining her in (lines 17-18). This could be seen as the student trying to build on D's reference to journalism, but her wanting to define journalism shows the teacher that this will not further the group's task of formulating the rule, so she tries to rope J. in and connect [CA] her to synthesizing the ideas—the task at hand. **Note:** The teacher is used to J. regularly asking for the “right word/definition/grammar,” which diverts the topic and de-focuses the dialogue.

[IB] 1 T: What about the relevant statements?

[B] 2 D: I think this could go with true things.

[CA] 3 T: Oh.

[CA] 4 D: Relevant and true.

[IB] 5 T: O.k. So, combine that?

[B] 6 D: You know what...in journalism↑

7 T: Uh-huh↑

[CA] 8 D: Maybe, if you have an information that is true, first, you have to see if it is relevant.

9 T: O.K.↑

[CA] 10 J: Perfect. Perfect.

[IB] 11 T: Des, make a sentence formulating that together- combining the true and relevant as a rule—

12 or somebody make the rule. How would we say?

[B] 13 L: Relevant and true information should be used.

[CA] 14 T: O.K. relevant and true. So let's say (.) use-use—say it Laura.

[B] 15 L: Use relevant and true information.

((Lines omitted))

[B] 16 J: Ah. Journalism is someone that talk about=

[IB] 17 T: =Listen. Don't go off-track. Stay with D.—what she's talking about. How can we

18 combine that as a rule right now?

[B] 19 Y: I have a thought 'cause I was just thinking that ah cause I talked about relevancy. When I

20 was talking about relevancy I was thinking about ah you know- kind of stay in the topic.

[CA] 21 T: Yes.

[B] 22 Y: You know. It's a bigger thing. So I was just thinking that, you know, to tell the truth it could

23 be one sentence or one statement but the relevancy is the whole conversation. It's bigger.

24 So I just feel like relevancy is a bigger issue than a true statement, so I feel like it's two

25 different things.

[CA] 26 T: Uh-huh. I feel like- I see what you mean. Anybody else understand↑ that staying on topic is

[RD] 27 not about true or not?

[CA] 28 J: Yes.

Students building on own/other's statement [B] (extending: using examples/details/explanations)

and Challenging/disagreeing [CH] (with both mitigated and unmitigated disagreement)

Excerpt 2: (Students discussing whether to change/not change customs when they live in another culture)

Before the talk, the teacher explains the difference between customs and traditions (common confusion with ESL students) and checks to see if students still want to talk about this topic, which several had suggested on their online Forum. Confirmation given.

[CA] 1 T: So, I'm going to listen and leave it up to you guys, and I might come into the conversation

(LO)

2 All right. So, you're on your own.

[IB] 3 J: It's about customs?

[IB] 4 T: ((repeats topic))

[B] 5 Y: ((talks about flight experience in other country, using many examples))

[B] 6 A: I think you should make an effort to adapt. ((continues with explanations))

[B] 7 D: I have nothing to add to that, but

(LO)

[B] 8 I think you can find out something about yourself create another self, somehow=

[B] 9 L: =A refreshment ((laughing))=

[B] 10 A: =Yes, it takes you out of your comfort zone=

[B] 11 L: =Yeah, It's fantastic=

[B] 12 A: =Yeah, you are pushed to do other things, to try other things. Not to changing your behavior,

13 but you know, going a little further. ((continues with more examples))

[CH] 14 L: But in some point, you need to change your behavior.

(4 secs)

[CH] 15 H: I'm against () ((smiling))=

[CH] 16 L: =Why not? ((somewhat harsh voice))

(3 secs)

[CH] 17 Y: I don't know. I mean, I think there has to be a line.

(LO)

[B] 18 Maybe you are not aiming to change your behavior but you're open to try ((continues with

19 examples)). I'm just changing within myself=

[CH] 20 L: =By you, yes. I mean you=

- [CH] 21 Y: =Yeah, but that's for certain things, but other things I can try=
 [CH] 22 L: =I'm not saying in all the things but for some things you feel more comfortable so maybe
 [B] 23 you change these little things, but for others, you say no, I prefer, you know, how I used to
 24 but I think when you live in other cultures, you are always adding and you adapt better for
 25 the things you like. That makes you for a better-a:h-perspective. Yeah, you know. Hm-m.
 (3 secs.)
 [G] 26 H: Yes. ten minutes. ((calls time))

In Excerpt 2, we see examples of participants connecting with/acknowledging what the previous speaker has said, sometimes building on, and sometimes adding and extending their own idea. Many of the contributions are very expansive.(at lines 5, 6, 13, 19).

We can also see quite vibrant interaction, with recurring latching (lines 8-12; 19-22), showing quick connections with the previous speaker's contribution.

Areas of conflict are observable, where mitigated disagreement is expressed (line 17), showing doubt with 'I don't know' and challenged (line 18), and this is not resolved. We can "feel" conflict with 'yeah, but' (line 21) and 'I'm not saying' (line-22). However, the participants do not actually seem to disagree with each other. Of note is the blatant, unmitigated disagreement (line 15), latched to with the quite harsh challenge (line 16). This event is never returned to, and thus never elaborated on, explained, or resolved. It is interesting that this exchange is followed by a 3-second pause, but the first speaker does not uptake the pause. Then a different speak self-selects and proceeds.

Excerpt 3: (Students reflecting on their own participation in the previous discussion)

In this excerpt, H., who had not spoken in the discussion, is telling why. We see the teacher engaging her in dialogue, and also asking her an authentic, personal question, and this results in H. further expanding her own idea. Both T and H seem pleased that H. talked so much. As H says (line 18), "this is a big thing for me." The teacher's wait-time may be a factor here, but perhaps the one-on-one talk obviates negotiating 'how to enter the conversation' and gives H. the space to express and expand her own idea.

- [B] 1 H: Sometimes I cannot follow the conversation so I just wanna listen to other people and find my
 2 answer. So that's why I am just sometimes listening.
 (4 seconds wait-time)
 [IB] 3 T: O.K.(.3) Hibiki, let me ask you something, then. Ah-when you were listening-or while you
 4 listened then,.

[CA] 5 H: uh-huh

[IB] 6 T: Did-did you have any-what-what is some observation you had in the talk-just impression you
7 get,

[B] 8 H: a-uh-ah (.) uh::m. Uh:m. That many other opinion (.) or maybe cu-cultural differences (.) or
9 (.) my impression I was thinking was there a:h behind education ()
(2 secs.)

[IB] 10 T: So you-you-now-(.) see if I understood. So you-you observed something that means there are
11 cultural differences.

[B] 12 H: Yeah. Also ah maybe my English not enough that try to understand accent or where what is
13 (.) background or something. maybe I'm too much pay attention for that—try to understand
14 the sound ((explaining with hands))

[RD] 15 T: Uh-huh. O.K. Did you have ah-Hibiki, apart from maybe what was said—the actual words-
16 what everybody's opinions are (.) if you just say right now-your-the feeling-what was the
17 feeling about when you listened—what did you think the feeling of the discussion was?

[B] 18 H: A:h nervous.

[IB] 19 T: You mean for YOU

[B] 20 H: Yeah, for me.

[IB] 13 T: Oh. O.K. Nervous. O.K.

[B] 14 H: Yeah, because maybe I'm not used to talk with somebody so usually I'm at home. You said
15 earlier-

[IB] 16 T: Uh-huh

[B] 17 H: I don't study English grammar but I don't have conversation with many people—I don't
18 have time so this is a big thing for me.

[CA] 19 T: ((laughing)) O.K. O.K. All right. Somebody else go ahead. Thanks, Hibiki.

[CA] 20 H: Uh-huh ((laughing))

[RD] 21 T: Good. See? You talked! ((laughing))

Reflection on the Experience of Doing My Inquiry

I am torn between responding to the prompts of our template, which seem to be narratively-oriented, and yet thinking that I am required to talk about my transcription data. A third choice is on my mind: writing about the three areas of focus in my research questions: teacher practices, ground rules, and the class climate.

I would actually like to do all three choices, but we have this word-count problem. That, itself, can be an example of an external challenge—not to my inquiry but to my completion of our assignment. Tick that one off. New for me? Just an easy response to that one: For a teacher like me—active, very interactive with my students, physical with my students, always trying to make our classroom our home—doing a class on Zoom was very much a sacrifice for me. But I just had to hold my nose and jump in. You can see that I’m ticking off the prompts, but it is not with conviction; I’m still planning where I’ll go from here. It that called being reflexive? I’m waiting for that better plan to emerge—worrying about the words instead of doing what would be more meaningful to me: that telling the story of this inquiry journey—all of it, but not enough words to allow it.

I think the best idea is the three areas of my inquiry focus, but it would take too any words. And that reminds me of something that I experienced in doing the inquiry. We had a class session of two hours, and that just wasn’t enough time for all that the students seemed ready and quite able to do: talk! The quantity of talk is not a problem that I have in my classes—and I still don’t have the answer to why students in my classes talk so much and so well, so personally, and so meaningfully. That was my question when I came to this program. I have to say that that is still a question “in progress.”

I can say that doing the inquiry was serious work, and I enjoyed it immensely. As I taught the class, I became much more engrossed in our subject. I could say that now I’m ready to begin the class; I’m ready to explore. I have learned many things that I want to keep thinking about and acting on. And, because the students would like to continue, I can keep on trying things—combining dialogic teaching and learning with/through the expressive arts. Having created my own class was a godsend for me; there was no one to tell me I could not do my experiments!

I think in my teaching, I did many of the things that I would normally do. However, through the inquiry, I was able to focus on teaching practices I wanted to examine, especially discovering the question-types I use, and paying very close attention to wait-times, a teaching-practice that I want to be good at. This one change can, I believe, can transform a classroom and return tremendous benefits for the teacher and the students. I also truly wanted to work on the dialogue elements (building on and challenge), which will greatly improve ESL students' talk in English, and I imagine in their own languages, as well. I believe that during the inquiry, I made progress in all these areas. I hope that some evidence of this can be seen in the transcriptions. I believe it can.

I can say that in examining the data, I discovered that my wait-times are between three and 12 seconds (Rowe, 1986). And I also saw that I use very few closed questions. I use a lot of HOW-questions, and many questions with a declarative form—mostly seeking clarification, and this I noticed creates a dialogue space for both longer and more substantive student-responses. This, to is evidenced in the data.

So, this brings me to the transcriptions. I have already included comments within the transcriptions. I have so much data and not enough space to include more excerpts. I would like to continue on that and may send it later, in case it could be worthwhile for any future research.

I will make some comments here about some of the general observations in the findings.

I will list several things that I observed, overall:

1. While at the beginning, the students felt uncomfortable disagreeing, we did have examples of both mitigated and unmitigated disagreement. Several students deployed preference organization, using hedges and partial agreement (Brown & Levinson, 1987). We also had occurrences of Wh-challenge questions (Koshik, 2003). We even had several instances of irrelevancy statements, the strongest of the challenge-types (Muntigl & Turnbull, 1998).
2. Among the most advanced students, we had distal format-tying (Pekarek-Doehler & Pochon-Berger, 2011), which not only showed the students' ability to build on a previous statement, but to do so after two turns.

3. It is also worth noting that in the instances of unmitigated agreement, there was no return to the speaker who disagreed, and thus no discussion. These events ended as is common, with no resolution (Vuchinich, 1990).

Reflection—Part of the Story of the Inquiry Journey: How It began

What worked in the inquiry process, what supportive conditions were present, and what surprises there were all fit together for me. The main surprise was that my students and I had been able to create this class. It was born out of desperation—at not having a class where I could do my inquiry. At the point of hopelessness, I just said, “Damn it. I don’t have what I need. I just have to create it myself. Former students I had in mind heard about the idea of a class, and pretty soon, we had eight students—but they were hand-picked by me. No time to initiate students into my way of teaching. I had to have those I knew would go with whatever I wanted to experiment with. They started telling me the jobs they were going to do. “O.K. Do it!” Someone offered to send out a message to get a lot of people. That I rejected. No. I’ve got the people I want. They came through just as they always had before. They were used to helping in our classes, and they knew I always needed help. One told me she was going to be the Zoom host. “Great. How do we pay?” “Oh, I’ll pay and you pay me back. Great. Another said she would think of topics for us to discuss. Another said he’d handle all the tech problems. We were cooking on all burners—just like old times. But Zoom? How will a teacher like me ever do a Zoom class? No choice. Had to do it.

In less than a week, there we were—each in our Zoom box, laughing and screaming with joy at seeing each other again. I was worried that we would be too excited to get to work, but off we went, and things were wonderful. I risked doing an expressive arts activity the first day. We did a drawing showing the others the feeling we had at embarking on this journey together. Of course, I did mine, too; I always do whatever I ask the students to do (Nystrand & Gamoran, 1997). That was our first step at connecting with the others in our community(. The next step changed the mood. We began talking about disagreeing--about how you feel about disagreeing with someone, and how you feel when someone disagrees in class or anywhere. Talk of the terrible times we’re living in ensued, and then one after another told a personal story of some

disagreement in their lives that was hurting hurt them (Jefferson, 1978; Stivers, 2008). We were establishing the norms for our community—both joy and sadness would be present and experienced together in dialogue here.

Talking about our drawings extended to the Dialogue Forum we decided to create. We later wrote poems and those, too, became topics to discuss on the Forum.

To be continued...when our class resumes.

Next Steps

At the last session, we decided to continue our group.

I will continue focusing on building on own/others' ideas, and on disagreement/challenge, aiming at more exploratory talk (Barnes, 2008; Mercer & Dawes, 2008). Also, due to what I/we learned about the importance of ground rules (Alexander, 2008; Wegerif, 2020)), we will continue this discussion, exploring how we can refine our ground rules, in particular, the "relevancy" rule. I will add a focus on student question-asking (Albergaria-Almeida, 2010; Boyd, 2015) and will use break-out rooms to give student more speaking-time and to press for accountability (Bruner, 1978) in accomplishing objectives in a set time. I will start using class time for reflective journal-writing, and I will also incorporate more expressive arts activities (Knill, 2004), both of which seem to foster a supportive classroom climate.

I will continue examining my own dialogic teaching practices. Although the students report my topic-introduction "talks" as some of their "best experiences," I want to decrease these "expoundings," giving myself a time limit. A second teaching quandary I plan to explore is the dialogic and pedagogic soundness of our choosing discussion topics rather than discussing topics as they emerge during the class.

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Appendix A

Transcription Conventions

The following symbols used in the transcription are taken from the Jefferson CA transcription conventions (1974). Below them, I have added some other symbols used in the transcription.

[]	overlap
=	latching
(0.4)	time in tenths of seconds
(.)	tiny pause, less than 0.2 seconds
.	contour pitch (final)
,	contour pitch (continuing)
?	raised contour pitch (at IU boundary and within word)
:	lengthening of preceding sound/syllable
-	cut-off of a prior word or sound
(h)	laughter within word
h	audible breathing/out-breath
.h	in-breath
heh heh	laughter
°word°	low volume
CAPS	LOUD volume
()	transcriber not sure/guess/no hearing/nonsense syllables
(())	non-verbal features/transcriber's description
<u>Word</u>	underscore for various forms of stress

I have added:

HA	for LOUD laughter
>word<	fast speech
<word>	slow speech
word ↑	rising pitch contour
word ↓	falling pitch contour

Appendix B

Practical Resource

Keeping Track of Strategies/Tools Used in Discussions

Students' Names

<u>1. You/Speaker (_____)</u>	<u>Frequency (put a check)</u>	<u>Language Used</u>
Agree	_____	_____
Disagree/Challenge	_____	_____
Build on Own Ideas	_____	_____
Build on Others' Ideas	_____	_____

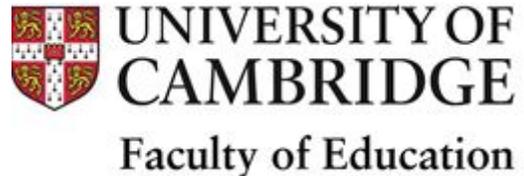
<u>2. Partner/Speaker (_____)</u>		
Agree	_____	_____
Disagree/Challenge	_____	_____
Build on Own Ideas	_____	_____
Build on Others' Ideas	_____	_____

<u>3. Partner/Speaker (_____)</u>		
Agree	_____	_____
Disagree/Challenge	_____	_____
Build on Own Ideas	_____	_____
Build on Others' Ideas	_____	_____

Appendix C

I AGREE

I DISAGREE

Appendix D

December 2020

Privacy Notice - Participants**Study on Dialogic Education**

Dear Study Participants,

I would like to share with you some details about how I will handle the information that will be gathered in the Dialogic Education study regarding forms of interaction in the “Discussion Class” to comply with the recently introduced EU General Data Protection Regulation (GDPR).

Who will process the students’ personal information?

My supervisors and I in the Faculty of Education at the University of Cambridge will be the only ones with access to the information.

What is the purpose and legal basis of the processing?

The collected personal information will be used to carry out academic research in the public interest. The data processing is necessary for the analysis of classroom interactions that will provide information regarding the ways teachers talk to their students and the ways students talk with their peers in the classroom.

I will make notes and video record the regular social interactions that take place in our classroom. The probability of harm occurring as a result of participation in the study is not

greater in and of itself than the one ordinarily encountered in daily life. No personal data will be gathered from the students in the classroom other than their name.

What are the arrangements for data storage and security?

The video and audio recordings will be stored in an encrypted hard drive. A password will also be needed to access them. Pseudonymization of the participants' names will take place, so no personal data will be stored along with the video and audio recordings. All data will be identified only by a code, so all of the participants will remain anonymous.

How can you access your personal information?

Some rights under data protection legislation (including the rights to: access personal information that is held about you, ask to correct inaccurate personal information, delete personal information or receive an electronic copy of the personal information you provided), are qualified or do not apply when personal information is processed solely in a research or archival contact. This is because the integrity of, and the public benefits arising from, the research study can be affected by fulfilling these rights.

How long is the information kept?

Other exemptions in an academic research context from some data protection principles allow for personal data collected to be kept indefinitely. The video recordings will be kept for 10 years after the study ends and separate from all personal information. They will be kept to allow different rounds of analysis during the whole duration of the study described in the information sheet and to serve as evidence of the findings obtained from these analyses. The notes made during the observation will not contain any personal data, only codes will be used to identify the participants, and will be kept indefinitely. The data that will be produced from the analyses of the video and audio recordings and notes will be (securely) kept indefinitely.

Who can you contact?

If you have any questions about the study you are participating in, please contact me in person or at katebouldin@hotmail.com. If you have general questions about how personal information is used by the University, or want to exercise your rights, you can consult the University's data protection webpages at <https://www.information-compliance.admin.cam.ac.uk/data-protection>. You can also contact the University's data protection team (data.protection@admin.cam.ac.uk) or its Data Protection Officer (dpo@admin.cam.ac.uk).

Any complaints?

If you do not agree with the way your information is handled, or with the response received from me or the university, you have the right to lodge a complaint with the Information Commissioner's Office at Wycliffe House, Water Lane, Wilmslow, SK9 5AF (<https://ico.org.uk/>).

Yours sincerely,
Kathren

Appendix E

University of Cambridge

Faculty of Education

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**UNIVERSITY OF
CAMBRIDGE**
Faculty of Education

Participant Consent Form**Project Title: Dialogic Education**

By signing this consent form you agree to being audio-recorded, and to these recordings being used for research purposes (in accordance with the conditions outlined in the information sheet). You also agree to the recording files and the transcripts of the recordings being archived and used for research purposes by the named researcher at the University of Cambridge.

Please answer each statement concerning the collection and use of the research data.

1. I have received the information sheet.	YES <input type="checkbox"/> NO <input type="checkbox"/>
2. I have been given the opportunity to ask questions about the study.	YES <input type="checkbox"/> NO <input type="checkbox"/>

3. I agree to be audio-recorded.	YES <input type="checkbox"/> NO <input type="checkbox"/>
4. I understand that I can withdraw consent for the use of the recordings at any time without having to give an explanation.	YES <input type="checkbox"/> NO <input type="checkbox"/>
5. I understand that the project has received ethics clearance through the University of Cambridge's ethical approval process for research involving human participants, and I understand who will have access to the data, how it will be stored and what will happen to the data at the end of the study.	YES <input type="checkbox"/> NO <input type="checkbox"/>

Name of student: _____

Signature _____

Date: _____

----- For Researcher's Use Only -----

Name of researcher: Kathren Bouldin

Signature: F.K. Bouldin _____

Date: Dec. 8, 2020 _____

Appendix F**Statement concerning sharing the outcomes:**

I am happy to share with other practitioners via the resources website linked to the University of Cambridge site (*type x for all options that apply*):

This report

The resource I created

Neither

If you have given permission to share would you prefer:

The materials to be anonymised

My name to appear

Doesn't matter

